

SECONDARY COURSE DESCRIPTION

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

SECTION A: COURSE CLASSIFICATION

1. Course Title: AP African American Studies	6. Prerequisite(s): N/A
2. Action: _X_ New Course ___ Course Revision ___ Title Change Only	7. Grade Level: 11 th & 12 th
3. Transcript Title/Abbreviation: AP Af Am Studies (For Educational Services)	8. Elective/Required: Required; option to US History; for 11 th graders open to 12 th graders as an elective- "G"
4. Transcript Course Code/Course Number: SJPM (For Educational Services)	9. Subject Area: Social Science- "A"
5. CBEDS Code: (For Educational Services) 9361	10. Department: Social Science
11. Length /Credits: ___ 0.5 (half year or semester equivalent) _X_ 1.0 (one year equivalent) ___ 2.0 (two year equivalent)	
12. Was this course previously approved by UC? ___ Yes ___ No _X_ Pilot (UC approved Spring 2024) If so, year removed from list: _____	
13. Meets the "___A___" requirements in the a-g university/college entrance requirement. Approval date: UC approved Spring 2024 _____	

14. School Contact Information

Name: Shamar Edwards_____ Title/Position: Senior Director of Equity_____

Phone: (510)337-7000_____ Fax: _____

E-Mail: sedwards@alamedaunified.org_____

16. Signatures:

Department Chair: Amy Dellfeld

Principal: Robert Ithurnburn

Acknowledged by Other Principals: Robert Ithurnburn (Nov 20, 2023 10:22 PST)

Educational Services: [Signature]

16. BOE Approval

Signature of Superintendent: _____ Date of Approval _____

SECTION B. COURSE CONTENT

17. Course Description: The AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct, authentic, and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary movement. This course will study the diversity of Black communities in the United States within the broader context of African and the African diaspora. Given the interdisciplinary character of African American studies, students will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills.

18. Course Goals and/or Major Student Outcomes: Throughout this course, students will learn to:

- Apply lenses from multiple disciplines to evaluate key concepts, historical developments and processes that have shaped Black experiences and debates within the field of African American studies.
- Identify connections between Black Communities in the United States and the broader African diaspora in the past and present.
- Compare and analyze a range of perspectives about the movements, approaches, organizations, and key figures involved in freedom movements, as expressed in text-based, data, and visual sources.
- Demonstrate understanding of the diversity and complexity of African societies and their global connections before the emergence of transatlantic slavery.
- Evaluate the political, historical, aesthetic, and transnational contexts of major social movements.
- Develop a broad understanding of the many strategies African American communities have employed to represent themselves authentically, promote advancement, and combat the effects of inequality.
- Identify major themes that inform literary and artistic traditions of the African diaspora.

19. Course Objectives (standards):

Skill Category 1: Applying Disciplinary Knowledge - Explain course concepts, developments, patterns, and processes (e.g., cultural, historical, political, social). 1A-1D on AP African American Studies Course Framework

Skill Category 2: Source Analysis: 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). 2A-2D on AP African American Studies Course Framework

Skill Category 3: Argumentation- Develop and argument using a line of reasoning to connect claims and evidence. 3A-3E on AP African American Studies Course Framework

20. Course Outline:

Unit 1: Origins of the African Diaspora-5 Weeks

Introduction of African American Studies

The Strength and Complexity of Early African Societies

Early West African Empires

Early African Kingdoms and City-States

Early African and Global Politics

Unit 2: Freedom, Enslavement, and Resistance- 8 weeks

Atlantic Africans and the Transatlantic Slave Trade

From Capture to Sale: The Middle Passage

Slavery, Labor, and American Law

Culture and Community

Radical Resistance and Revolt

Resistance Strategies, Part I

Resistance Strategies, Part II

Abolition and the War for Freedom

Unit 3: The Practice of Freedom-5 weeks

Reconstruction and Black Politics

The Color Line: Black Life in the Nadir

Racial Uplift

The New Negro Renaissance
Migrations and Black Internationalism

Unit 4: Movements and Debates-7 Weeks

Anticolonial Movements and the Early Black Freedom Movement
The Long Civil Rights Movement
Black Power and Black Pride
Black Women's Voices in Society and Leadership
Diversity Within Black Communities
Identity, Culture and Connection

Culminating Project:

Students define and execute a research project of their choice, drawn from topics or themes in the course or the broader field of African American studies. This project is submitted in combination with their AP Exam.

21. Instructional Materials:

The analysis of primary sources through an interdisciplinary lens is central to college-level coursework in African American studies. The course framework includes primary text, visual, and data sources for each topic. In addition, in collaboration with the Smithsonian Institution, the AP Program has developed the AP African American Studies: Teaching with Objects Learning Lab, an interactive site that offers students and teachers access to a digital collection of Smithsonian resources. <https://s.si.edu/APAfricanAmericanStudies>.

Board approved required text: Exploring the following:

Black History 365-Authors- Dr. Walter Milton Jr. & Dr. Joel Freeman

The American People: Creating a Nation and a Society- Authors Gary B. Nash

From Slavery to Freedom: A History of African Americans- Author John Hope Franklin and Evelyn Higginbotham

Supplementary materials: Exploring the following:

Narrative of the Life of Frederick Douglass- Frederick Douglass

Autobiography of Malcom X- Alex Haley and Malcom X

Mis Education of the Negro- Carter Woodson
The New Jim Crow- Michelle Alexander
Up from Slavery- Booker T. Washington
The Souls of Black Folk- W.E.B DuBois
Beloved-Toney Morrison
Selected Writings and Speeches of Marcus Garvey-Marcus Garvey
Their Eyes Were Watching God- Zora Neale Hurston
Invisible Man-Ralph Ellison
A Peoples History of the United States- Howard Zinn
The American Political Tradition- Richard Hofstadeter

22. Instructional Methods and/or Strategies:

Skills- The skills are central to the study and practice of African American studies. Teachers should design their course so that students have ample opportunities to practices and develop these skills over the span of the course.

Course Content-Each unit is composed of topics that focus on the concepts that colleges and university typically expect students to master to qualify for credit and/or placement. Each topic typically requires 1-2 class periods of instruction. Each topic contains three required components:

- a) **Sources-** students should engage directly with sources from a variety of disciplines, such as works of literature, the visual arts, music, data and historical records
- b) **Learning Objectives-** These statements should be included to indicate what a student should know and be able to do as a result of learning the topic.
- c) **Essential Knowledge-** Essential knowledge statements comprise the content knowledge required to demonstrate mastery of the learning objectives. These statements provide the level of detail that may appear in AP Exam questions about the topic.

23. Assessment and Evaluation:

Teachers will be expected to design formative and summative assessments that evaluate the content knowledge and skill development outlined in the course framework. Both formative and summative assessments should be preparatory for the AP African American Studies Student Project and the Summative AP Exam.

24. Grading Policy- This course will follow district guidelines for grading advanced coursework.

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course: In alignment with the AUSD Board policy on equity and inclusion, this course offering is one avenue to act upon the principles inherent in the Board policy. Through the work of CCEIS, Administrative Teams, Management for Equity, Teachers, and working with our Educational Partners (families), there has been a strong desire to diversify the curriculum. AP African American Studies becomes another course offering for that said goal.

26. History of Course Description:

For more than a decade, the AP Program has worked alongside colleges, universities, and secondary schools to create an AP course in African American studies. Drawing from the expertise and experience of college faculty and teachers across the country, the course is designed to offer high school students an evidence-based introduction to African American studies. The interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans.

Course Development Timeline:

- **2022-23** First pilot at 60 schools across the country.
- **2023-24** Pilot expands to hundreds of additional high schools. Pilot students take the first AP African American Studies Exams in spring of 2024.
- **2024-25** All schools can begin offering AP African American Studies.
- **Spring 2025** AP African American Studies Exams available to all students.

ALAMEDA UNIFIED SCHOOL DISTRICT

Instructions for Completing the New Course Description Form

SECTION A		
Item #	Title	Directions
1	Course Title	Record the title of the new course
2	Action	Check the appropriate space to indicate the type of action being requested
3	Transcript Title	TO BE COMPLETED BY EDUCATIONAL SERVICES
4	Course Code	TO BE COMPLETED BY EDUCATIONAL SERVICES
5	CBEDS Code	TO BE COMPLETED BY EDUCATIONAL SERVICES
6	Grade Level	Indicate the grade level of the students who are to be enrolled in the course
7	Elective/Required	Circle whether the course is an elective or required
8	Prerequisite(s)	Indicate prerequisite skills needed in order to be enrolled in the course
9	Subject Area	Indicate the subject area of the course
10	Department	Indicate the department from which the course is being offered

11	Length/Credits	Indicate the credits to be assigned upon successful completion of the course
12	UC approved	Indicate if the course has been UC approved at any point in time, if removed from the list, indicate date of removal
13	A-G Requirement	Indicate which A-G requirement the course fulfills, including the approval date
14	School Contact Information	Record all contact information of individual to be contacted in the event that questions arise
15	Signatures	Include ALL appropriate signatures
16	Board Approval Date	Record the date that the course was approved by the Board of Education

SECTION B. COURSE CONTENT

<i>Item #</i>	<i>Title</i>	<i>Directions</i>
17	Course Description	Provide a sufficient detail to clearly define and describe the course, enumerate the broad concepts covered within the scope and sequence of the written curriculum
18	Course Goals and/or Major Student Outcomes	List the course goals and/or major student outcomes for this course (major strands addressed from grade level/content standards).
19	Course Objectives	State course objectives in terms of what the students will know and be able to do as a result of successful completion of the course (essential standards within each strand/substrand). This list should include the AUSD essential standards and benchmarks and should not be simply a listing of all subject area content standards. It is expected that thoughtful

		consideration will be given to the listing of standards and that instruction will provide for both depth and complexity of learning objectives.
20	Course Outline	This section provides scope and sequence details including a timeline (or pacing schedule) of course topics by grading period. Each unit of instruction should include an ordered sequence of topics addressed, planned assessments, alignment to content standards is expected and should be obvious when looking at the list of units/topics. Do not list content standards here.
21	Instructional Materials	Provide an accurate list of both required instructional materials (list goes to the Board for approval with course description) and supplemental materials including the names of all textbooks, novels, or other curricular materials to be used directly with the students.
22	Instructional Methods and/or Strategies	Instructional methodologies and strategies should include a wide range of appropriate teacher techniques designed to meet the needs of diverse learners. The focus here is on what the teacher will do to organize content and deliver it to students. For example, note taking is not an instructional strategy, but a learning strategy used by the students to develop a better understanding of key ideas presented in course material. A statement should be included here to address how the teacher will differentiate instruction for special needs populations, specifically, special education students, English learner students, and those students most at risk of not meeting course objectives.
23	Assessment	Assessment and evaluation must be focused on academic factors: the observable and measurable acquisition of academic content. Non-Academic factors (like class participation, effort, conduct) should not be part of the academic assessment of students.
24	Grading Policy	Include the basis for assigning grades (the policy must be aligned to AUSD's grading policy).
SECTION C. OPTIONAL		
25	Context for offering the course	Include here any additional information regarding why there is a desire to offer this new course, i.e. is it meeting some identified student interest or specific need that is not being met through current course offerings?
26	History of Course Description	Include here any relevant information related to the process undertaken to develop the course. For example, if there was something unique about who was involved in developing the course, it might be included here or if there is some unique journey that has taken place regarding the development of the course, it would be included here.