

Superintendent File: IGA-E-3

**DCSD ADVANCED PLACEMENT (AP) / INTERNATIONAL BACCALAUREATE (IB)
COURSE PROPOSAL FORM: AP AFRICAN AMERICAN STUDIES**

The completed course proposal must be submitted to the Director of Academic Systems by September 1st. AP/IB course proposals will only be presented to the Board of Education during the October meeting.

Note: You must have a fully executed Course Proposal Inquiry on file before completing this form.

- The Academic Systems team will share a copy of this document titled “Course Proposal [Course title]” with the requestor(s).
- The requestor will need to complete sections:
 - [SECTION I: CONTACT INFORMATION](#)
 - [SECTION II: COURSE INFORMATION](#)
 - [SECTION III: COURSE CONTENT](#)
 - [SECTION IV: IMPLEMENTATION NEEDS](#)
 - [SECTION V: FINANCIAL NEEDS](#)

SECTION I: CONTACT INFORMATION

Group(s) initiating this proposal: *(check all that apply):*

- Teachers
- Administrators
- Students
- Citizens

School sponsoring this proposal:

Highlands Ranch High School

Level of School:

- Elementary
- Middle
- High

Contact Information of the individual completing the course proposal:

Name:

Valarie Moses

Phone Number:

248-342-4526

Email Address:

vmoses@dcsdk12.org

SECTION II: COURSE INFORMATION

Course Title:

AP African American Studies

Credit Type Earned:

- Advanced Placement (AP)
- International Baccalaureate (IB)

Department in which this course is assigned.

(Department designation is used for state coding & influences the highly qualified teacher status)

SST

Credit Amount Earned:

- 0.25 (Quarter)
- 0.50 (One Semester)
- 1.00 (Full Year Course)
- 0.00 No Credit will be earned

Credit Type Earned:

- English (Core)
- Math (Core)
- Science (Core)
- Social Studies (Core)
- Practical Art
- Fine Art
- Elective
- Other: Specify

SECTION III: COURSE CONTENT

- A. Provide the course description from AP or International Baccalaureate® (IB) for inclusion in the District’s course master. The description should give an overview of the main concepts and topics covered in the course, as well as the skills students will develop. This information should be clear for parents, students, the public, and administrators.

The course content is organized into thematic units that have been arranged in a chronological sequence frequently found in college courses. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement.

- Unit 1: Origins of the African Diaspora
- Unit 2: Freedom, Enslavement, and Resistance
- Unit 3: The Practice of Freedom
- Unit 4: Movements and Debates

In addition, the following themes serve as the connective tissue of the course, enabling students to create meaningful connections across units. Revisiting the themes and applying them in a variety of contexts helps students develop deeper conceptual understanding:

- Theme 1: Migration and the African Diaspora
- Theme 2: Intersections of Identity
- Theme 3: Creativity, Expression, and the Arts
- Theme 4: Resistance and Resilience

Course Skills: The AP African American Studies skills describe what students should be able to do while exploring course topics and examining sources. These skills are embedded and spiraled throughout the course, providing recurring opportunities for students to develop and practice these skills and then transfer and apply the skills in their coursework and on the AP Exam.

- Applying Disciplinary Knowledge
 - Explain course concepts, developments, patterns, and processes (e.g., cultural, historical, political, social).
- 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).
- Argumentation
 - Develop an argument using a line of reasoning to connect claims and evidence.

- B. Provide the official course overview published by AP or International Baccalaureate® (IB).

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary

moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills.

- C. In the space below, list the [Colorado Academic Standards \(CAS\)](#) that align with the proposed AP/IB course.

Reading, Writing and Communicating: Grade Level: 9th/10th Grade Band:

1. Oral Expression and Listening

2. Organize and develop credible presentations tailored to purpose and audience.

2. Reading for all Purposes:

2. Understand the logical progression of ideas in increasingly complex texts.
3. Utilize, context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.

3. Writing and Composition

1. Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.

Reading, Writing, and Communicating: Grade Level: 11th/12th Grade Band:

1. Oral Expression and Listening

2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.

2. Reading for all Purposes:

1. Interpret and evaluate complex literature using various critical reading strategies.
3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.

3. Writing and Composition

1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.
4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.

4. Research Inquiry and Design

1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.

SECTION IV: IMPLEMENTATION NEEDS

- A.** How does this course fit into the overall educational program? Provide a flow chart of where this course fits in a subject area pathway (what courses precede and follow the proposed course if any).

There are no prerequisites for AP African American Studies, so we would like to offer it to any student 10-12. Introducing AP African American Studies to grades 10-12 provides a unique opportunity to engage students who may not typically see themselves in AP courses. Since we would be offering it as an English credit, it could replace English 10 or AP Seminar, English III/AP Lang, or English IV/AP Lit/CE English.

- B.** Describe the process and timeline for the development of necessary teacher resources, including instructional ideas, training, methods, materials, and technology.

Prior to teaching the course, teachers can enroll in an AP Summer Institute (APSI) for AP African American Studies, a four-day professional learning experience that equips teachers with a deep understanding of the course framework, exam, and instructional supports. Additional one-day professional learning workshops will also be available.

During the instructional year, the AP African American Studies Online Community will be a space for AP teachers to connect with colleagues, participate in discussions with experts, and share classroom-ready materials.

- C.** Describe any textbooks, required curriculum material, and/or supplemental materials necessary to support the proposed course. (See the [Textbook Novel Adoption Website](#)).

Course Framework

The AP African American Studies Course Framework includes primary text, visual, and data sources for each topic that help teachers introduce students to the diverse contributions, experiences, and perspectives of African American communities. The AP Program has secured copyright permission for AP teachers and students to use each of these sources, so added costs will not be a barrier for schools interested in providing this AP subject.

The Smithsonian Institution and Advanced Placement

In collaboration with the Smithsonian Institution, the AP Program has developed the AP African American Studies: Teaching with Objects Smithsonian Learning Lab, an interactive site that offers students and teachers access to a digital collection of Smithsonian resources listed in the course framework. The Learning Lab includes a host of objects, artworks, photographs, texts, and other primary sources organized by unit and topic. These curated resources create opportunities for deep analysis, exploration, and discussion.

The Gilder Lehrman Institute of American History

The Gilder Lehrman Institute of American History offers an in-depth collection of videos, timelines, primary sources, and sample essays to help guide your journey through AP African American Studies.

D. What physical arrangement (buildings, equipment, technology, room, land) is necessary to support the proposed learning activities?

Students will need to have occasional access to Chromebooks or laptops during class and for homework assignments.

E. Is there an impact on the building schedule?

- No
- Yes (please explain)

Explanation:

SECTION V: FINANCIAL NEEDS

BUDGET:

What is the detailed estimated budget for the course over the next three years? Include items such as textbooks, FTE, training, and other resources. Ensure that the budget details provided are both current and comprehensive.

Link to proposed budget: **APSI Training \$725**
Exam fee for students: \$98

FEE:

If this course requires a fee, please include the suggested amount along with the rationale for the fee. Ensure that the suggested fee is approved in accordance with Board Policy JQ: Student Fees by coordinating with the appropriate Executive Director of Schools and the Academic Systems designee. [Please complete the fee proposal form.](#)

Link to fee proposal: **n/a**

SECTION VI: LEVEL PRINCIPAL APPROVAL

A. Level Administrators (Principals):

The CIA team will present the course proposal at the appropriate level meeting. If the principals choose not to approve the course, the process will end at that point.

Date of Review:

Number of Principals in attendance:

Number of Principals Approving Course:

Number of Principals wanting to return the Course for additional work:

Number of Principals rejecting the course:

Forward with approval

Return with the following comment(s), concern(s), or question(s) that will need to be addressed:

Do not forward because:

SECTION VII: DCSD SYSTEM APPROVAL

At this stage of the process, the course proposal is submitted to the relevant stakeholders for final review. Approval is indicated by providing a signature and date.

A. Building Administrator:

Name: Christopher Page School: **Highlands Ranch HS**

Signature: Christopher Page Date: Oct 11 2024

B. Director of Curriculum, Instruction, & Assessment:

Name: Erica Mason

Signature: Erica Mason Date: Oct 11 2024

C. Executive Director of Schools:

Name: John Gutierrez

Signature: John Gutierrez Date: Oct 11 2024

D. Learning Services Officer:

Name: Matt Reynolds

Signature: Matt Reynolds Date: Oct 22 2024

E. Assistant Superintendent:

Name: Danny Winsor

Signature: Danny Winsor Date: Oct 22 2024

SECTION VIII: BOARD OF EDUCATION APPROVAL

This proposal has been submitted and thoroughly reviewed by DCSD Staff. It has been determined to meet all necessary criteria and is now ready for the Board's review and approval.

Does the DCSD Board of Education approve the adoption of the proposed course?

Yes No

BOE President Signature:

Date of BOE Meeting:

SECTION IX: ACADEMIC SYSTEMS COURSE BUILD

This section is utilized by the Academic Systems Team to build the course within Infinite Campus (IC). Once the process is complete, both the requestor and the building principal will be notified. Additionally, the appropriate contacts at each school will be informed of the new course offering.

Office use	Input	Entered by:
Credit type(s): (<i>Fine Art, Science, Practical Arts, etc.</i>)	ENG	
Department Code:	LA	
Course Number:	85724S1 / 85724S2	
Date entered in Infinite Campus database:		
Course Mapping SCED Code:	04 999	
Course entered in NCAA database (if applicable):		
Lock Program ID VIP code:		
Lock VE CIP code:		
Add to HEAR list Yes or No		

Document Details

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Status	Completed

Document History

Document Created	Document Created by Philip Ranford (pgranford@dcsdk12.org) Fingerprint: 7436efc79e199f3c64cdb07b3e7ede0d	Oct 10 2024 06:15PM America/Denver
Document Sent	Document Sent to Christopher Page (crpage@dcsdk12.org)	Oct 10 2024 06:15PM America/Denver
Document Viewed	Document Viewed by Christopher Page (crpage@dcsdk12.org) IP: 66.85.41.75	Oct 11 2024 01:36PM America/Denver
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