

NEW COURSE APPROVAL FORM

Date: **07/15/2024**

Department Chairperson/Building Coordinator: **Jason LaFlash and Shad Fanta (Chairpeople)**

Bryan Barfknecht and Catrina Specht (Coordinators)

Department: **Social Studies**

Building: **High School**

Proposed Course Title: **Cultural Studies: African American Studies** Grade Level: **11–12**

Course Length: **Semester**

Credits: **0.5**

Requirement/Elective: **Elective**

Meeting Frequency: **Standard block schedule**

Anticipated Enrollment: **1–2 sections**

Prerequisites: **US History or APUSH**

Principal's Approval: _____ 9/30/2024 _____

Comments:

Review & Discuss Within the Building Between Departments –

Date: _____ 10/1/2024 _____ Comments:

Systemwide Curriculum Committee Review Date: _____ 10/9/2024 _____

Comments:

Director of Instruction/District Administrator's Approval: _____ 10/23/2024 _____

Board of Education Curriculum Sub-committee Review

I. COURSE INFORMATION

A. Rationale for Course: *(Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)*

To look at American history through different lenses and perspectives and diversify the narratives that students are exposed to in high school. There have been calls to action for more diverse curricula both among high school students and the wider community. We expect students to exit the course with increased awareness of the complexity of American history and society (both national and local). Students will practice examining primary sources from a multitude of perspectives, practice respectful academic discourse involving sensitive topics, and practice historical scholarship by compiling historic and contemporary sources (along with their original thoughts) about a

The vision as of now, is to create a rotating schedule of cultural studies semester-long electives:

- Fall of odd years American Indian Studies (F25)
- Spring of even years African American Studies (S26)
- Fall of even years Latin American Studies (F26)
- Spring of odd years Asian American Studies (S27)

C. Course Outline: *(Attach course outline which includes the major topics and concepts.)*

Unit 1: West African Roots

Unit Topics—

**Geography of Pre-Colonial Africa
Africa and the World—Trade and Exchange
Cultural Foundations (Yoruba, Dahomey, Congo, Igbo)
Colonialism and Forced Migration**

Formative Assessment:

**Crating Questions Activity
Group Project on regions of Africa**

Summative Assessment:

Questioning: Develop 1–2 guiding questions for your artform

Sourcing Evidence and Perspectives: Collect 3–4 primary sources describing a meeting between colonizers and colonized (at least one source from the colonizing perspective and one from the colonized perspective) and write up a small analysis of each source, the nature of contact, and understandings and misunderstandings between groups

Revision: Synthesis of Group Projects

Unit 2: Art of the Free and Enslaved

Unit Topics—

Cultural Syncretism

The Art of Resistance

The Art of Abolition

Formative Assessment:

SAC: Syncretism as a form of resistance vs. assimilation

Socratic Seminar: Is all art political?

Summative Assessment:

Time, Space, Continuity, and Change: Establish a foundation of continuation/invention during this time period for your artform and analyze to what degree it is an example of either syncretism, resistance, or both

Sourcing Evidence: Find at least 2 primary sources of your artform that are representative of key figures, locations, and trends of the period

Unit 3: Minstrelsy, Vaudeville, and the Art of Free People

Unit Topics

The Promise of the Reconstruction Amendments

Minstrelsy and Vaudeville

The Birth of Jim Crow

The Art of Resilience

Formative Assessment:

Fishbowl discussion: Stereotypes as displayed and perpetuated in vaudeville and minstrelsy

SAC: W.E.B. DuBois vs. Booker T. Washington

Discussion: The role of Black people in vaudeville and minstrelsy

Summative Assessment:

Time, Space, Continuity, and Change: Establish a foundation of continuation/invention during this time period for your artform and analyze to what degree it is an example of either syncretism, resistance, or both

Sourcing Evidence: Find at least 2 primary sources of your artform that are representative of key figures, locations, and trends of the period

Perspective: Compare and contrast the messaging/perspective of at least 2 primary sources (one from vaudeville and/or minstrelsy and one from your artform)

Unit 4: The Harlem Renaissance

Unit Topics

WWI and the Great Migration

Black Harlem

Black Cultural Renaissance

Formative Assessment: Analysis of primary sources

Summative Assessment:

Time, Space, Continuity, and Change: Establish a foundation of continuation/invention during this time period for your artform and analyze to what degree it is an example of either syncretism, resistance, or both

Sourcing Evidence: Find at least 2 primary sources of your artform that are

representative of key figures, locations, and trends of the period

Questioning: Develop an inquiry question that involves the Harlem Renaissance (must get teacher approval). Answer it.

Unit 5: Protest Art and Civil Rights

Unit Topics

Continued Resistance to Segregation and Second Class Citizenship

Organizing Protest

Reconnection with and Revitalization of Black Identity and Pride

The Art of Protest

Cultural Appropriation

Formative Assessment:

Unequal Cultural Exchange Socratic Seminar

SAC: Which was more influential: the Harlem Renaissance or the Civil Rights

Movement?

Summative Assessment:

Time, Space, Continuity, and Change: Establish a foundation of continuation/invention during this time period for your artform and analyze to what degree it is an example of either syncretism, resistance, or both

Sourcing Evidence: Find at least 2 primary sources of your artform that are representative of key figures, locations, and trends of the period

Argumentation: Write an essay answering the question, “Which was more influential: the Harlem Renaissance or the Civil Rights Movement?” (at least one source must involve your artform)

Unit 6: Continued Protest

Unit Topics

The Cities and the Suburbs

Mass Incarceration

#BlackLivesMatter

Contemporary Black Cultures

Formative Assessment:

Discussion: How do you anticipate your artform evolving into the future?

Last Word Protocol: Contemporary Black Artist Statements—group must come to a conclusion

Summative Assessment:

Time, Space, Continuity, and Change: Establish a foundation of continuation/invention during this time period for your artform and analyze to what degree it is an example of either syncretism, resistance, or both

Sourcing Evidence: Find at least 2 primary sources of your artform that are representative of key figures, locations, and trends of the period ?

Perspective and Argumentation: What are the different perspectives displayed in Black produced media/current events? Why do you agree/disagree with your group conclusion during Last Word?

Revision and Reflection Week:

Reflection Essay: How has your perspective on African American art, history, and culture changed throughout the semester? How has learning about African American art, history, and culture changed your perspective on American history?

Reflection Essay: Reflect on the cultural experience you attended during the semester.

Revision of Portfolio: Any unit summatives that you would like to improve your grade on.

B. Course Description: (Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)

In Cultural Studies electives (African American Studies, American Indian Studies, Asian American Studies, and Latin American Studies), we will critically examine the American experience through the lens of different groups of Americans.

African American Studies focuses on grounding students in the art, music, and culture that African Americans have created in response to their historical circumstances throughout American history. Students will act as historians throughout the semester by utilizing primary and secondary sources, as well as their own original writing, to develop a portfolio connecting an art form to African American experiences, themes of the course, and American history at large.

D. Materials & Resources: (Include text, computer/technology tools, and supplementary information.)

Chromebooks

E. Instructional Methods: (Check applicable ones and explain wherever necessary.)

Which of these are used: Check with "X"

Lectures Demonstrations Field Trips

Discussions Term Papers Check Quizzes

Special Reports Extra Reading Individual Study Contracts

Laboratory AV Materials Other
(Hands-On)

Online/Virtual Learning

F. Student Evaluation Procedures:

Each student will be completing a portfolio of connected unit projects throughout the semester (unit projects described above). The portfolio will ask students to contextualize course concepts and focus their individual research on tracing the evolution of one artform/aspect of culture within African America. Students will connect their individual learning with the overarching themes of expression, personhood, and resilience throughout US history. Students will be assessed on the following standards-based criteria:

Questioning

Extending	Sustaining	Developing	Beginning
Students can develop questions that are relevant to the essential question of the unit, specific enough to answer thoroughly, open to real-world complexity, and promote new contributions of knowledge and perspective.	Students can develop questions that are relevant to the essential question of the unit, specific enough to answer thoroughly, and open to real-world complexity.	Students can develop a question that promotes interpretation of sources, events, and ideas relevant to the essential question of the unit.	Students can develop a question that is on-topic and open-ended.

Sourcing Evidence

Extending	Sustaining	Developing	Beginning
Students deliberately seek out sources and evidence that complicate their developing conclusions about their research.	Students can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	Students can determine the kinds of sources that will be helpful in answering compelling and supporting questions.	Students can determine if a source will be helpful in answering compelling and supporting questions.

Argumentation

Extending	Sustaining	Developing	Beginning
Students can integrate evidence from a range of relevant written, oral, physical, and/or visual historical sources and interpretations into a reasoned argument about the past.	Students can integrate evidence from multiple relevant historical sources and multiple relevant interpretations into a reasoned argument about the past.	Students can use a comparison of historical sources and/or interpretations to support a well-reasoned argument.	Students can support a well-reasoned argument with evidence from one historical source or interpretation.

Revision

Extending	Sustaining	Developing	Beginning
Students can refine claims and counterclaims to enhance precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.	Students can refine claims and counterclaims to enhance precision, significance, and knowledge conveyed through the claim.	Students can refine claims to enhance precision, significance, and knowledge conveyed through the claim.	Students can refine claims to enhance accuracy and clarity.

Time, Space, Continuity, and Change

Extending	Sustaining	Developing	Beginning
Students can analyze change and continuity across multiple historical eras—including the present day—as influenced by the spread of ideas, technologies, and cultures.	Students can analyze change and continuity between historical eras as influenced by the spread of ideas, technologies, and cultures.	Students can analyze change and continuity between historical eras as influenced by the spread of ideas, technologies, or cultures.	Students can describe the change and continuity of a specific topic between historical eras.

Perspectives

Extending	Sustaining	Developing	Beginning
Students can analyze the change over time in complex and	Students can analyze complex and interacting factors that influenced the	Students can analyze multiple perspectives of people during	Students can describe multiple perspectives of people during

interacting factors that influenced the perspectives of people—historical and contemporary—during different historical eras and cultural contexts.	perspectives of people during different historical eras and cultural contexts.	different historical eras and cultural contexts.	different historical eras and cultural contexts.
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G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

Potential for field trips in subsequent years

H. Financial Impact: (First Year)

Added Personnel How Many Approx. Cost Total Cost Professional **None anticipated** \$ _____ \$ _____

Non-Professional **None anticipated** \$ _____ \$ _____ (Assistants, secretarial, etc.)

Added Materials

Textbooks **None anticipated** @ \$ _____ = \$ _____

Supplies \$ _____

Added Equipment Needed: **None anticipated**

List/Cost: _____ @ \$ _____ = \$ _____ @

\$ _____ = \$ _____

_____ @ \$ _____ = \$ _____

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

Wisconsin State Social Studies Standards were adapted from the [C3 NCSS](#) standards. As the C3 standards are more rigorous, these are what we used when designing the course.

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points

of view represented in the sources, the types of sources available, and the potential uses of the sources.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.His.2.9-12. Analyze change and continuity in historical eras.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

II. OTHER PERTINENT INFORMATION

A. This course will be: *(please check one)*

- an addition to the department's offering
- a replacement for _____
- a pilot study

B. This course will require *(please check the appropriate spaces):*

- the adoption of a new textbook
- the use of a text previously adopted and in use

Will mostly use public domain primary sources along with a few scholarly articles that we can access through the LMTC's catalog of databases

C. This course will require *(please check appropriate spaces)*

- specialized organization of teacher time
- specialized room arrangement or equipment *(explain below)*
- specialized student grouping or sectioning
- curriculum planning time—**At least for the first 2-3 years and potentially if there is a new teacher taking on the elective**
- specialized technology

D. To what extent will this curriculum change affect the number of teacher preparation each semester? *(Explain)*

It would be incredibly helpful for Colin (English) and Lauren (Social Studies) to have common prep at least for the first year of these new electives to enable collaboration.

We are not anticipating more than 2 sections of these electives at the moment, so it would not have an appreciable impact on other social studies teachers' preps.

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

There are no electives that overlap with the focus of this course; it builds upon and deepens foundational knowledge from US History/AP US History. While there is no content conflict, the opening of a new elective will result in a small decrease spread across other social studies electives.

F. To what extent does this course conflict with courses offered in other departments?

There are no other electives offered that focus on American history, especially not history that centers non-Eurocentric perspectives. Although there is a small overlap with Multicultural Literature, the focus, perspective, and class materials are fundamentally different.

G. What course(s) could be deleted if this curriculum change is adopted?

None, this is increasing opportunities for student choice and allowing students to experience diversity within the curriculum. This course is also responding to a frequently expressed desire among students, faculty, and community members for diversity, equity, and inclusion in Waunakee High School's course offerings.

H. This proposed course must be discussed with other members of your department prior to submitting this form. (*Describe briefly the outcome of these discussions.*)

I. To what effect does this curriculum change affect the K-12 Skills Continuum?

(duplication, deletion, reinforcement, etc.)

As most, if not all, social studies electives focus on other humanities (i.e. psychology, economics, sociology, geography, civics), this course would offer students the opportunity to reinforce and deepen their skills and knowledge as historians.

J. If approved, this course will begin: **Spring 2026 (to be offered in the spring during alternating years)** *(semester/year)*

