

# AP African American Studies Alignment to Colorado Department of Higher Education Guaranteed Transfer (GT) Pathways General Education Curriculum

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## Alignment Summary

Overall, AP African American Studies demonstrates **exemplary alignment** to the Colorado Department of Higher Education Guaranteed Transfer Pathways student learning outcomes and competencies for GT-SS3. Students who receive a qualifying score in AP African American Studies will fully meet the expectations in GT-SS3.

All of the Competencies and Student Learning Outcomes for GT-SS3 are addressed by the AP African American Studies student learning outcomes, skills, and in-depth content topics and learning objectives. The corresponding crosswalk focuses on the match between Competencies and Student Learning Outcomes for GT-SS3 and the student learning outcomes for AP African American Studies, as these are most analogous units of analysis.

Additionally, the AP African American Studies course skills and interdisciplinary instructional approach offer consistent opportunities for students to develop and demonstrate the knowledge and skills exemplified in the Competencies and Student Learning Outcomes for GT-SS3. These facets of the AP African American Studies course can be reviewed in the provided AP African American Studies Course and Exam Overview.

The Advanced Placement Program approaches course alignments with rigor. Subject-matter experts conducted an alignment analysis of the AP course components and the Competencies and Student Learning Outcomes for GT-SS3. In order for an alignment match to be designated (indicated with a ✓ symbol), the AP course must offer **frequent and deep opportunities** for students to develop and master the Competencies and Student Learning Outcomes for GT-SS3.

The crosswalk provided documents evidence of alignment. Deeper analysis by Colorado faculty can be conducted using the AP African American Studies Course and Exam Overview. This publication is available for higher education reviews prior to the public release of the AP Course and Exam Description for high school teachers and administrators.

# About the AP African American Studies Course

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AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied primary sources. The course focuses on four thematic units that move across the instructional year chronologically, providing students opportunities to examine key topics that extend from the medieval kingdoms of West Africa 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. This new course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

## Student Learning Outcomes

As a result of this course, students will be able to:

1. 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.
2. Identify the intersections of race, gender, and class, as well as connections between Black communities in the United States and the broader African diaspora in the past and present.
3. Analyze perspectives in text-based, data, and visual sources to develop well-supported arguments applied to real-world problems.
4. Demonstrate an understanding of the diversity, strength, and complexity of African societies and their global connections before the emergence of transatlantic slavery.
5. Evaluate the political, historical, aesthetic, and transnational contexts of major social movements, including their past, present, and future implications.
6. 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 and systemic marginalization locally and abroad.
7. Identify major themes that inform literary and artistic traditions of the African diaspora.
8. Describe the formalization of African American studies and new directions in the field as part of ongoing efforts to articulate Black experiences and perspectives and create a more just and inclusive future.

## Crosswalk between AP African American Studies and Colorado GT-SS3

| SLO   | Colorado (GT-SS3)   | AP African American Studies Evidence of Course Alignment: Student Learning Outcomes (SLO) |            |            |            |            |            |            |            |
|---|---|---|------------|------------|------------|------------|------------|------------|------------|
|   |   | AFAM SLO 1  | AFAM SLO 2 | AFAM SLO 3 | AFAM SLO 4 | AFAM SLO 5 | AFAM SLO 6 | AFAM SLO 7 | AFAM SLO 8 |
| <b>Required Elements for all Social and Behavioral Sciences Courses</b> |   |   |            |            |            |            |            |            |            |
| <b>A</b>  | Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures. | ✓   | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          |
| <b>B</b>  | Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.  | ✓   | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          |
| <b>C</b>  | Understand diverse perspectives and groups.   | ✓   | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          |
| <b>Critical Thinking Student Learning Outcomes</b>                      |   |   |            |            |            |            |            |            |            |
| <b>1</b>  | Explain an Issue<br>a. Use information to describe a problem or issue and/or articulate a question related to the topic   | ✓   | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          |
| <b>2</b>  | Utilize Context<br>a. Evaluate the relevance of context when presenting a position.<br>b. Identify assumptions.<br>c. Analyze one's own and others' assumptions.  | ✓   | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          |
| <b>5</b>  | Understand Implications and Make Conclusions<br>a. Establish a conclusion that is tied to the range of information presented.<br>b. Reflect on implications and consequences of stated conclusion.  | ✓   | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          |
| <b>Diversity and Global Learning Outcomes</b>                           |   |   |            |            |            |            |            |            |            |
| <b>1</b>  | Build Self-Awareness<br>a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.  | ✓   | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          |
| <b>2</b>  | Examine Perspectives<br>a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.  | ✓   | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          |
| <b>3</b>  | Address Diversity<br>a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.   | ✓   | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          | ✓          |

✓ Very strong and substantial alignment

✓ Partial alignment (AP teachers have flexibility to develop this competency throughout the course. AP students have agency to analyze their own and other's assumptions and make personal connections to course content.)