

**From:** Melissa Magee  
**Sent:** Wed, 8 Feb 2023 14:16:42 -0500  
**To:** Michael Ames  
**Subject:** Fwd: Your scan (Scan to My Email)  
**Attachments:** scan\_emckenna-norris\_2023-02-08-14-12-05.pdf

----- Forwarded message -----

From: **Erin McKenna-Norris** <[emckenna-norris@lexrich5.org](mailto:emckenna-norris@lexrich5.org)>  
Date: Wed, Feb 8, 2023 at 2:14 PM  
Subject: Fwd: Your scan (Scan to My Email)  
To: Melissa Magee <[mmagee@lexrich5.org](mailto:mmagee@lexrich5.org)>

----- Forwarded message -----

From: **McKenna-Norris, Erin** <[emckenna-norris@lexrich5.org](mailto:emckenna-norris@lexrich5.org)>  
Date: Wed, Feb 8, 2023 at 2:14 PM  
Subject: Your scan (Scan to My Email)  
To: <[emckenna-norris@lexrich5.org](mailto:emckenna-norris@lexrich5.org)>

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**Erin McKenna-Norris**  
**Secretary to Principal Michael Ames**  
**Chapin High School**  
**(803) 575-5411**

--

Melissa M. Magee,  
Assistant Principal of Instruction  
Chapin High School  
(803) 575-5419

**We aRe Chapin!**  
***Ready, Responsible, Respectful***

Script provided to

Mager on 2/6/23  
with Walters

We have had concerns raised about a recent assignment referencing several parents of students having concerns, not just with the assignment but with the book, the author, going to the author's website, talking about the author, and referencing the book "Between the World and Me" and 2 specific youtube videos: The Unequal Opportunity Race and Systemic Racism Explained.

We want to make you aware of the proviso.....we need to make sure that all educators are aware because it's law...review and give her a copy

Given the law, we wanted to give you a chance to tell us about the whole assignment from beginning to end.

How did you come up with the assignment and what is the framework for it? Let her talk about it first and then ask her to write a statement at the end of the meeting.

Talk about policies IB Academic Freedom and IJK Supplementary Materials and point out some points.

Did you have a conversation with administration about this assignment or any supplementary materials? It is important to follow law as well as policy.

Part of the complaint was that you said: "We're going to do something a little different this week. I'll probably get fired for this, but I don't care." Did you say this? If yes, why did you say this or what made you want to preface the assignment with that statement?

Did you show or assign the 2 videos to students?

We want to support you and set you up for success, but this assignment could run in conflict with proviso and policies. As you may be aware, there is proposed legislation up for discussion and voting currently. We need to cease this assignment.

2/6/23

On February 1<sup>st</sup>, my AP Lang class began a study of a book by Ta-Nehisi Coates entitled 'Between the World and Me.' The autobiographical text is a letter from Coates to his son about what it is like to be a Black man in America. This book is studied as part of the Argument essay unit for the AP Lang exam. To prepare, students watch 2 short cartoon videos explaining systemic racism in the United States. After the videos, students responded to 4 short reflection questions as part of a pre-reading activity. Students then were given annotation guidelines for the text as well as an overview of potential themes in the text. The overview included examples of quotations that could be related to specific themes. Then we began to listen to Coates' text and students began to annotate the text.

Mary Wood  
2/6/23



## Policy IMB Teaching About Controversial/Sensitive Issues

Issued 6/13

Purpose: To establish the board's vision for teaching about controversial/sensitive issues in district schools.

Education for effective citizenship is a major goal of the district. To achieve this purpose, students should have an opportunity to examine controversial issues within the context of their formal education experiences.

Emotional criticism and the promotion of a cause within the classroom are inappropriate and will not be tolerated. Teachers should guard against giving their personal opinions on sectarian or political questions or any other controversial issues. The teacher's attitude should be that of the true scholar.

Before introducing a controversial topic, a teacher will discuss it with the principal as to these conditions.

- appropriateness to the course
- appropriateness for the maturity of the students
- approach to instruction
- teaching materials to be used

The principal must approve all aspects of the instruction in line with the statements in this policy.

Adopted 3/27/82; Revised 6/17/13

School District Five of Lexington and Richland Counties



## **Policy IJK Supplementary Materials Selection and Adoption**

Issued 12/13

Purpose: To establish the board's vision for the selection and adoption of supplementary materials.

For the purpose of this policy, supplementary materials are any instructional materials other than textbooks including, but not limited to, the following.

- books
- periodicals
- newspapers
- press cuttings
- pictures
- diagrams
- maps
- charts
- photocopies
- slides
- filmstrips
- films
- records
- audiotapes
- videotapes
- computer programs
- CD Roms
- electronic materials

The board believes that the availability of a carefully selected and widely varied collection of supplementary materials enhances students' opportunity to acquire knowledge, to learn how to learn, to learn for self-knowledge and to learn for self-cultivation.

The principal must approve supplementary materials.

Adopted 6/16/86; Revised 12/9/13

School District Five of Lexington and Richland Counties

## **Policy IB Academic Freedom**

Issued 9/11

Purpose: To establish the board's vision for academic freedom in the district.

The board believes that academic freedom is essential to the fulfillment of the purposes of the school system. Board policy must protect teachers from any censorship or restraint which might hinder their duty to perform their classroom functions. The district will maintain an atmosphere of academic freedom in the schools. Therefore, the board sets out the following positions on academic freedom.

- Citizens of our American democracy must be able to listen to all sides of a controversial issue. They must be able to sort out the facts and to arrive at independent conclusions. The schools must expose students to current issues which are within their intellectual grasp.
- Teachers will not attempt, directly or indirectly, to limit or control students' judgement concerning any issue. Teachers will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation.
- The community has a right to expect that teachers will present controversial issues in a fair and unbiased manner. The community also has a right to communicate concerns regarding these matters through proper channels to the board.
- Teachers will consult with the administration on the appropriateness of discussing any planned controversial issues with students.

Adopted 9/12/11

School District Five of Lexington and Richland Counties

## **AR IB-R Academic Freedom**

Issued 9/11

### **Procedures**

Community members/parents/legal guardians who feel that a controversial issue was not presented in a fair/unbiased manner should do the following.

- Contact the principal or his/her designee, communicating their complaint.
- The principal or his/her designee will investigate the complaint, interviewing the teacher and possibly students.

The results of the investigation will be communicated to the person(s) filing the complaint and to the teacher.

If the teacher is found to have violated board policy IB, the following will apply.

- First offense - The principal will meet with the teacher to explain how the policy was violated and the proper classroom procedures.
- Second offense - The principal will conference with the teacher, place a letter of reprimand in the teacher's file and develop an improvement plan with the teacher.

Further infractions may result in disciplinary actions up to and including termination.

Issued 9/26/11

School District Five of Lexington and Richland Counties



Melissa Magee &lt;mmagee@lexrich5.org&gt;

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**AP LANG**

Melissa Magee <mmagee@lexrich5.org>  
To: Neshunda Walters <nwalters@lexrich5.org>

Mon, Feb 6, 2023 at 5:17 PM

Page 86

CONTROVERSIAL TEXTUAL CONTENT Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.

--  
Melissa M. Magee,  
Assistant Principal of Instruction  
Chapin High School  
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**We aRe Chapin!**  
**Ready, Responsible, Respectful**

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**AP English Language and Composition Course and Exam Description, Effective Fall 2020.pdf**  
4672K



Proviso

**Part 1B SECTION 1 - H630 - DEPARTMENT OF EDUCATION**  
**2022-2023 Appropriation Act**

1.83. (BDE: Partnership Curriculum) For the current fiscal year, of the funds allocated by the Department of Education to school districts, no monies shall be used by any school district or school to provide instruction in, to teach, instruct, or train any administrator, teacher, staff member, or employee to adopt or believe, or to approve for use, make use of, or carry out standards, curricula, lesson plans, textbooks, instructional materials, or instructional practices that serve to inculcate any of the following concepts: (1) one race or sex is inherently superior to another race or sex; (2) an individual, by virtue of his race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously; (3) an individual should be discriminated against or receive adverse treatment solely or partly because of his race or sex; (4) an individual's moral standing or worth is necessarily determined by his race or sex; (5) an individual, by virtue of his race or sex, bears responsibility for actions committed in the past by other members of the same race or sex; (6) an individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his race or sex; (7) meritocracy or traits such as a hard work ethic are racist or sexist, or were created by members of a particular race to oppress members of another race; and (8) fault, blame, or bias should be assigned to a race or sex, or to members of a race or sex because of their race or sex. Nothing contained herein shall be construed as prohibiting any professional development training for teachers related to issues of addressing unconscious bias within the context of teaching certain literary or historical concepts or issues related to the impacts of historical or past discriminatory policies.

CollegeBoard

AP

**INCLUDES**

- ✓ Course framework
- ✓ Instructional section
- ✓ Sample exam questions

# AP<sup>®</sup> English Language and Composition

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COURSE AND EXAM DESCRIPTION

Effective  
Fall 2020



- Are students given the opportunity to immerse themselves in substantive texts—ones that require several days or weeks to read—as well as texts that can be read and reread within a single class period?
- Are students spending at least eight hours per week (both inside and outside of class) engaged in their reading and writing? Is there a clear connection between their reading and writing?
- Are students reading texts that require teacher involvement or scaffolding, or can the texts be read independently?

### CONTROVERSIAL TEXTUAL CONTENT

Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.

### GENERAL AND TOPICAL READERS

Some AP English Language and Composition teachers may want students to explore ways that people inquire, argue, and deliberate on a variety of topics and questions. For this kind of course, many textbook publishers design “readers” that are divided into units, each featuring a collection of responses to a question that generates public controversy.

### TRADE BOOKS

Contemporary trade books (investigative journalism, designed for the reading public instead of for the classroom) give students practice in reading complex, extended arguments that are historically and culturally situated. Unlike readers, which contain a collection of short texts offering various perspectives on a single topic, trade books generally provide a single, in-depth argument on a single topic. Authors of texts appropriate for study in this course include the following: Nicholas Carr, Dave Eggers, Jonathan Safran Foer, Jane Goodall, Malcolm Gladwell, Peter Singer, Rebecca Skloot, and E.O. Wilson. A good way to search for possible texts is to look at the *New York Times* Nonfiction Best Seller list.

### EXTENDED TEXTS

Books by important writers of past eras also provide students with practice in deciphering and responding to complex and extended arguments from historical and cultural settings different from their own. Authors of texts that might be used in the AP English Language and Composition course include Mary Wollstonecraft, Henry David Thoreau, Charles Darwin, and Rachel Carson.

### SPEECHES

Because speeches emerge from particular rhetorical occasions, they are especially good for illustrating how arguments are successfully or unsuccessfully crafted to target particular audiences in particular situations in an effort to accomplish particular purposes. Authors of speeches suitable for the AP English Language and Composition course include Abraham Lincoln, Sojourner Truth, Chief Joseph, King George IV of England, Franklin D. Roosevelt, Martin Luther King Jr., Robert Kennedy, Indira Gandhi, Hillary Clinton, and Barack Obama.

### ESSAYS

From 18th-century journalists and pamphleteers to present-day essayists whose writing appears in newspapers, journals, and essay collections, the essay is a historically favored genre for the conduct of public conversation about consequential questions. Students should learn to distinguish between essays that serve primarily as personal expression or autobiographical narration and those that serve primarily as instruction, inquiry, or political or social advocacy. Students should also consider how essayists of all kinds participate in public discussion of consequential topics and questions. Well-known political and literary essayists appropriate for AP English Language and Composition reading lists include Samuel Johnson, Thomas Paine, Ralph Waldo Emerson, John Muir, Virginia Woolf, Martin Luther King Jr., Annie Dillard, John McPhee, Susan Sontag, Charles Lamb, Thomas De Quincey, Richard Rodriguez, Oscar Wilde, Scott Russell Sanders, Joyce Carol Oates, Alice Walker, David Sedaris, and Wendell Barry. However, contributions of less canonical “literary” essayists also have a place in the course and may come from opinion pages in newspapers and magazines, personal blogs, and organizational websites.

### POPULAR CULTURE TEXTS

Because the AP English Language and Composition course seeks to cultivate rhetorical reading skills, texts with persuasive purposes drawn from popular culture are suitable for inclusion in the course reading list. Advertisements, propaganda, advice columns, television and radio talk shows and interviews, newspaper columns, cartoons, political commentaries, documentary films, TED Talks, and YouTube videos



Melissa Magee <mmagee@lexrich5.org>

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## Between the World and Me - AP Lang

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Mary Wood <mrwood@lexrich5.org>

Mon, Feb 6, 2023 at 7:13 PM

To: Melissa Magee <mmagee@lexrich5.org>, Neshunda Walters <nwalters@lexrich5.org>

Here is some of the material and direction for this unit. More will be, or was supposed to be given, but this is the gist of the unit in its general entirety. BTWAM Thematic Presentations



## Thematic Presentations

In your assigned groups, compile your research about your group's theme for presentation to the class. Your presentations should include:

1. The MOST important or insightful claims your group decided upon from Coates' letter to his son.
2. For each point, provide textual evidence and analysis of how/why the point is significant in the development of your specific theme.
3. From all of the points and evidence your group is presenting, identify what your group perceives is the major warrant Coates makes regarding that theme.

The most important claims must be presented in chronological order as they appear in the text; this should be guided by the order of the evidence you present. Evidence and analysis must be presented at the same time as the points. You will likely have, and it would be good if you had, more than one piece of evidence for each point. I HIGHLY recommend doing this.

Research this theme from perspectives other than Coates' to understand the variances of opinions and research on this topic. Your goal is NOT to simply agree with the author but to understand it within the context of a complex and well-researched dynamic.

Please provide the major warrant for your theme after sharing your claims and evidence. You may say something along the lines of: "After extensive research and discussion, we have concluded Coates' position regarding the Black body to be..."

Make sure to make your presentations aesthetically pleasing. Use relevant and appealing images and clear and readable font size and type. Google Slides or Adobe Spark are appropriate mediums for this presentation.



Melissa Magee <mmagee@lexrich5.org>

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## Between the World and Me - AP Lang

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Mary Wood <mrwood@lexrich5.org>

Mon, Feb 6, 2023 at 7:15 PM

To: Melissa Magee <mmagee@lexrich5.org>, Neshunda Walters <nwalters@lexrich5.org>

<https://docs.google.com/document/d/1h0WryNVudF3460VR58fZBBALIRHGwsc6n-V6OjYd27A/edit?usp=sharing>  
[https://docs.google.com/document/d/1-XjKgFjuJsD4pih1GPZdnxutyWTogxEM4\\_42RaHfWbw/edit?usp=sharing](https://docs.google.com/document/d/1-XjKgFjuJsD4pih1GPZdnxutyWTogxEM4_42RaHfWbw/edit?usp=sharing)

Also, here are the questions from the pre-reading activity:

<https://docs.google.com/document/d/1POdaTEVqezgIJCLeExcrkNGjkEB4fXZWuZyOROLCdZw/edit?usp=sharing>

[Quoted text hidden]

## **Themes in *Between the World and Me***

### **The Black Body**

"But all our phrasing—race relations, racial chasm, racial justice, racial profiling, white privilege, even white supremacy—serves to obscure that racism is a visceral experience, that it dislodges brains, blocks airways, rips muscle, extracts organs, cracks bones, breaks teeth...You must always remember that the sociology, the history, the economics, the graphs, the charts, the regressions all land, with great violence, upon the body" (10).

Throughout Coates' novel, he returns to the idea of the Black body, discussing this topic in specific and nuanced ways. How does Coates define and describe the Black body throughout the book? What does Coates mean when he refers to the idea of losing his own body?

Explain the validity of Coates' argument about the Black body as disposable?

### **The Dream**

"The Dream thrives on generalization, on limiting the number of possible questions, on privileging immediate answers" (50).

First of all, what is "the Dream" (is it the American Dream as we typically know it or something else)? How did the dream come to be over the course of American history? Explain Coates' juxtaposition of "the Dream" with "the Struggle." How does this placement develop his position about accessibility and opportunity in America?

What is Coates' main argument regarding "the Dream" and is he right? Why or why not?

### **Education**

"But the laws of the schools were aimed at something distant and vague. What did it mean to, as our elders told us, "grow up and be somebody"? And what precisely did this have to do with an education rendered as rote discipline?" (25).

"Literacy for freedom" is a concept foundational to the African American liberation tradition. Identify the types of literacy Coates received or pursued. How does Coates describe the American education system? What are the problems Coates identifies in the education system?

What is Coates' primary argument about education and its role in equality? Is he justified in this stance? Explain.

### **History**

"You must struggle to truly remember the past in all its nuance, error, and humanity. You must resist the common urge toward the comforting narrative of divine law, toward fairy tales that imply some irrepressible justice. The enslaved were not bricks in your road, and their lives were not chapters in your redemptive history. They were people turned to fuel for the American machine" (70).

A significant concern Coates addresses in the text is that of American history, specifically how historical facts are recounted and/or omitted and the purpose of this manipulation of truth. Who does Coates seem to believe controls the historical narrative and what does he purport are the consequences of that control?

Explain Coates' problem with America's tradition of retelling history. Explain your support or disagreement with his position on this topic.

### **Identity**

"We did not choose our fences. They were imposed on us by Virginia planters obsessed with enslaving as many Americans as possible. They are the ones who came up with a one-drop rule that separated the "white" from the "black," even if it meant their own blue-eyed sons would live under the lash. The result is a people, a black people, who embody all physical varieties and whose life stories mirror this physical range. Through *The Mecca* I saw that we were, in our own segregated body politic, cosmopolitans. The black diaspora was not just our own world but, in so many ways, the Western world itself" (43).



Coates spends a significant amount of time discussing the complexities of race and identity in America. What does Coates say about the tendency of American history to discuss slavery as a mass of people rather than individuals who suffered the atrocities of being enslaved? How did this affect the identity of Black Americans?

Describe Coates' primary statement regarding identity and your position about his argument.

## **Themes in *Between the World and Me***

### **The Black Body**

"But all our phrasing—race relations, racial chasm, racial justice, racial profiling, white privilege, even white supremacy—serves to obscure that racism is a visceral experience, that it dislodges brains, blocks airways, rips muscle, extracts organs, cracks bones, breaks teeth...You must always remember that the sociology, the history, the economics, the graphs, the charts, the regressions all land, with great violence, upon the body" (10).

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Describe Coates' primary statement regarding identity and your position about his argument.



*Between the World and Me* Pre-reading

1. What do you understand from the “Unequal Opportunity Race” video?
2. What do you think it means to be systemically aware?
3. Describe your understanding of systemic racism.
4. Do you think racism is a pervasive problem in America? Why or why not?



Melissa Magee <mmagee@lexrich5.org>

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## Between the World and Me - AP Lang

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Neshunda Walters <nwalters@lexrich5.org>

Tue, Feb 7, 2023 at 11:13 AM

To: Mary Wood <mrwood@lexrich5.org>

Cc: Melissa Magee <mmagee@lexrich5.org>

Thanks for sharing this with me. I hope to be back in touch late this afternoon or early tomorrow.



**Neshunda Walters**

**Director of Secondary Education**

School District Five of Lexington & Richland Counties

o: 803.476.8119 e: nwalters@lexrich5.org

www.lexrich5.org



*"We love and grow our students!"*

On Mon, Feb 6, 2023 at 7:13 PM Mary Wood <mrwood@lexrich5.org> wrote:

[Quoted text hidden]



Melissa Magee &lt;mmagee@lexrich5.org&gt;

## Between the World and Me - AP Lang

Mary Wood <mrwood@lexrich5.org>  
 To: Neshunda Walters <nwalters@lexrich5.org>  
 Cc: Melissa Magee <mmagee@lexrich5.org>

Tue, Feb 7, 2023 at 11:27 AM

Thank you for the update. I'd like to point out that studying Black history during Black History Month, or any month for that matter, is unequivocally not controversial. The controversy is in these protests to studying the Black perspective. It is disappointing that a few parents can derail the instructional plans of an AP Lang course designed to foster civil discourse. Teachers should not be made to feel at fault for literally doing our jobs. This impedes the educational process and causes setbacks for all students and teachers alike. Furthermore, students learn to disrespect their teachers when situations like this demonstrate that they can complain and halt instruction. We are placed farther down the totem pole and are discredited by the district. This also teaches students that, at any time during a unit of study, they can easily disrupt the educational environment by simply complaining to someone at a level "above" their teachers. I believe teachers should be given more respect than this.

On Tue, Feb 7, 2023 at 11:13 AM Neshunda Walters <nwalters@lexrich5.org> wrote:

Thanks for sharing this with me. I hope to be back in touch late this afternoon or early tomorrow.



**Neshunda Walters**

*Director of Secondary Education*

School District Five of Lexington & Richland Counties

o: 803.476.8119 e: nwalters@lexrich5.org

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*"We love and grow our students!"*

On Mon, Feb 6, 2023 at 7:13 PM Mary Wood <mrwood@lexrich5.org> wrote:

Here is some of the material and direction for this unit. More will be, or was supposed to be given, but this is the gist of the unit in its general entirety. BTWAM Thematic Presentations

Wood  
Walters  
Magerl

2-6-23

They are cartoons.

Last yr. in AP Lang. class

Between the World & me

extra book ordered by PRATT

LAST yr. - CHS stamped on it

PROVISO → teach & not teach

College BOARD read controversial material  
Curriculum →

Course & exam info

Watched video 4 questions  
systemic racism



approval -

Supplemental materials -  
Tess ordered her end

"No, I didn't say this?"

Parent Teacher - Concern - contacted MARY.

(Texx video - red lining  
access to college educat  
Cartoon

civil discourse

3 weeks: Wed of last week

3 hrs. 50 mins.  
listen - annotate

themes - development of argument

IA

nobody mentioned to me -

Feb 1, 2023

1. Discussion of understanding multiple perspectives as related to studying argument for the AP Lang exam and developing skills in civil discourse.
2. Introduce topic for the new unit and the author of the text to be read and annotated in class.
3. View two short videos on race in America:
  - a. [https://www.youtube.com/watch?v=vX\\_Vz1-r8NY](https://www.youtube.com/watch?v=vX_Vz1-r8NY)
  - b. [https://ed.ted.com/best\\_of\\_web/j7Tzd8r](https://ed.ted.com/best_of_web/j7Tzd8r)
4. Pre-reading reflection
  - a. <https://docs.google.com/document/d/1POdaTEVqezgIJCLeExcrkNGjkEB4fXZWuZyOROLCdZw/edit>
5. Instruction on annotating the text:
  - a. <https://docs.google.com/document/d/1h0WryNVudF3460VR58fZBBALRHGwsc6n-V6OjYd27A/edit>
6. Thematic instruction for the text:
  - a. [https://docs.google.com/document/d/1-XjKgFjuJsD4pih1GPZdnxutyWTogxEM4\\_42RaHfWbw/edit](https://docs.google.com/document/d/1-XjKgFjuJsD4pih1GPZdnxutyWTogxEM4_42RaHfWbw/edit)
7. Begin listening to and annotating the text for *Between the World and Me*

Please be reminded of the College Board expectation for materials covered in AP Lang:

#### CONTROVERSIAL TEXTUAL CONTENT

Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in collegelevel work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.

EXHIBIT A (PAGES 1-9)

**Policy KEC Public Concerns And Complaints About Instructional Resources**

Issued 9/13

Purpose: To establish the basic structure for receiving and handling public concerns and complaints about instructional resources.

The board recognizes its responsibility in the matter of selection and provision of instructional materials. Any parent/legal guardian or citizen who resides within the district's boundaries may lodge a complaint against any books or instructional materials being used in the school system.

The complainant must submit criticism of books or other instructional materials in writing to the superintendent using the "Citizens Request for Review of Educational Materials" form KEC-E. Committees will review all complaints (building level and district level) in accordance with approved administrative rule KEC-R.

The board directs that any challenged materials remain in the school pending final action upon the complaint. However, the school may observe the request of a parent/legal guardian that his/her own child not be assigned a specific book or instructional resources.

The superintendent will inform the board of all complaints about instructional materials.

Adopted 3/17/75; Revised 6/7/82, 4/16/90, 9/23/13

Legal references:

S.C. Code, 1976, as amended:

Section 59-19-90(7) - The board of trustees shall control the educational interests of the district.

Case Law:

Board of Education v. Pico, 457 U.S. 853 (1982).

School District Five of Lexington and Richland Counties



## **AR KEC-R Public Concerns And Complaints About Instructional Resources**

Issued 9/13

Two committees will review all complaints about instructional materials. The principal will name a school level committee. The superintendent will name a district level committee.

The superintendent will submit the written complaint to the appropriate building principal for review by a school level committee. The school level review committee will meet within 10 school days of the receipt of a completed book action request form to consider the complaint. The committee will review the complaint and formulate a recommendation and the principal will send the recommendation to the district level review committee within three days of the school level review committee's decision.

The superintendent will appoint the district level review committee annually. The district level review committee will meet to consider all school level review committee recommendations within 10 school days of their receipt of the school committee's recommendation. As a part of the review process, the committee may invite the complainant to appear before it to discuss the nature of the complaints. Following their review, the district committee will forward a recommendation to the superintendent for review and transmittal to the complainant. The superintendent will have five school days to respond.

The complainant may appeal the committee's decisions in writing through the superintendent to the board. Following notification, the board must respond no later than five school days after the second board meeting.

### **Instructions to evaluating committees**

The board directs the evaluating committees to bear in mind the principles of the freedom to learn and to read. The committees must base their decisions on these principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

The committee should study all materials thoroughly and read available reviews. The committee should check the general acceptance of the materials by consulting standard evaluation aids and local holdings in other schools.

The committee must not pull passages or parts out of context. The committee must weigh values and faults against each other and base its opinions on the material as a whole.

Should a committee recommend the removal of a book, the committee's final report must demonstrate that its decision was not intended to remove books to deny students' access to ideas which committee members find to be repugnant. Such an intention would violate Constitutional standards. The committee must further demonstrate that the books in question are not educationally suitable.

The committee report, reflecting the majority opinion, will be given to the complainant at the conclusion of the committee's discussion on the questioned materials. Dissenting committee members must not publically challenge/attack the consensus decision of the entire committee.

The following is the suggested format or outline for report from evaluating committee.

- list of committee members and their positions
- statement ensuring that each committee member read the material in its entirety
- list of review source(s) consulted
- statement of majority opinion

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• committee's final decision

Issued 6/7/82; Revised 8/15/82, 4/16/90, 9/23/13

School District Five of Lexington and Richland Counties

**CITIZEN'S REQUEST FOR REVIEW OF EDUCATION MATERIALS**

Author \_\_\_\_\_ Type of material \_\_\_\_\_

Title \_\_\_\_\_

Publisher or producer \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City and state \_\_\_\_\_ ZIP code \_\_\_\_\_

Do you represent Yourself ☐ An organization (name) \_\_\_\_\_

Other group (name) \_\_\_\_\_

1. To what in the work do you object? Please be specific. List pages. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What of value is there in this work? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What do you feel might be the result of using this material? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. If you did not examine the entire body of this work, why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Are you aware of the judgements of this work by literary critics? \_\_\_\_\_
6. If the material was obtained from the media center as a result of a class assignment, are you aware of the teacher's purpose for using it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What do you believe is the theme or purpose of this work? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. What do you prefer the school to do about this material?

\_\_\_\_\_ Do not assign/lend it to my child.

\_\_\_\_\_ Re-evaluate this material.

\_\_\_\_\_ Withdraw it from the use of all students.

Other (Explain)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Model Policy for Library/Media Center Materials Selection and Reconsideration Process**

### **Purpose.**

To establish the local board's direction for selection and use of library/media center materials and the basic structure of handling questioned or challenged library/media center materials.

### **Role of the School Library/Media Center Professionals.**

The function of the school library/media center is to support and enrich the instructional program and recreational reading needs of the school and must provide a broad range of materials.

The local board has the legal responsibility for the approval of all instructional materials. The selection and ordering of library books, audiovisuals, electronic resources, and other materials for the library/media centers are the responsibility of the school librarian in accordance with this adopted policy.

The school librarian will identify, order and organize materials that will implement, enrich and support the educational program of the school district. Principals, teachers, supervisors, students, and members of the community may give suggestions, recommendations and other assistance.

### **Materials Selection Criteria.**

Materials should be consistent with the district's general educational goals and the educational goals and objectives of each individual school. Consideration should be given for purchase based on the work as a whole and on the basis of the following:

1. educational significance;
2. appropriateness for students in each school, such as grade and age level;
3. needs of the school and value to the collection;
4. reputation and significance of author and producer;
5. clarity, adequacy, and scope of text;
6. validity, accuracy, objectivity, currency, and appropriateness of text;
7. organization and presentation of contents;
8. high degree of readability and/or comprehensibility;
9. high artistic quality and/or literary style; and
10. value commensurate with cost.

The school librarian shall use their professional training and expertise to evaluate the existing collection and consult reputable, unbiased, professionally prepared selection aides when selecting materials for the library/media centers.

### **Procedures for Handling Questioned or Challenged Library/Media Center Materials.**

Any individual residing within the attendance area of the school district or who has a child who attends a school in the school district may lodge a complaint against any material used in the

school library/media center within the district. Prior to lodging the complaint, the complainant shall read the material in full. A student who objects to or finds offensive any material located in the library/media center should be provided alternatives. If the complaint cannot be resolved satisfactorily during an informal conference with the principal and school librarian or teacher concerned, then the following procedure will be used:

A materials challenge shall be filed by completing and returning to the principal of the school in which the material is being used a form entitled "Reconsideration of Library/Media Center Materials Form". (See attached for sample form.) A separate form must be completed for each material being requested for reconsideration. This form shall be attached to this policy, posted prominently on the district website, and available upon request at schools.

To evaluate the challenged resource(s), the Superintendent shall annually appoint a review committee composed of an odd number of individuals. Depending on the membership size of the district, there may be a school level and/or district level committee established. An example of an appropriate composition for the committee(s) is the following:

1. The district supervisor of library media services (if applicable);
2. At least one school library media specialist within the district/school;
3. At least one teacher within the district/school;
4. At least one parent representing a school family other than complainant;
5. At least one principal within the district/school; and
6. At least one member of a School Improvement Council within the district/school.

Members of the committee shall read the materials referred to them in its entirety. Pending review by the committee, the challenged books or materials shall be withdrawn for use throughout the district.

The committee shall complete its review and issue a report within fifteen (15) business days after receipt of the complaint. A copy in writing shall be sent to the complainant, the district Superintendent, and the local board.

If the materials are deemed to be inappropriate, the district must ensure no other copies exist in circulation within the district for the school level(s) in which it is found to be inappropriate. If the materials are deemed to be acceptable and appropriate, the district must immediately place such materials back into circulation.

The local board shall be responsible for determining an appeals process. Such process shall not extend longer than 15 business days, effective from the date the appeal is requested.

The committee's decision, and if applicable, the local board's review, regarding the appropriateness of a book or reading material cannot be challenged again until the expiration of five years from the original challenge date.

Local board policies shall list all relevant policies connected to library/media centers to this policy. Local boards shall periodically review and update this policy.



### Reconsideration of Library/Media Center Materials Form

School in which the material is being used: \_\_\_\_\_

Your Name (please print and sign): \_\_\_\_\_

Date: \_\_\_\_\_

Do you currently reside within the attendance area of the school district? (Yes/No)

Telephone #: \_\_\_\_\_

Address: \_\_\_\_\_

Do you have a student who attends the school listed above? (Yes/No)

Please check the type of material in question:

- ☐ Book
- ☐ Magazine
- ☐ Pamphlet

- ☐ Video
- ☐ Audio
- ☐ Software

- ☐ Kit
- ☐ Other

Title of material: \_\_\_\_\_

Author/Distributor: \_\_\_\_\_

Copyright Year: \_\_\_\_\_

*The following questions are to be answered after the complainant has read, viewed, or listened to the material. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)*

1. Did you read, view, or listen to the material in its entirety? If not, why?

\_\_\_\_\_  
\_\_\_\_\_

2. Are students required to use the material? (Yes/No/Unsure)

3. Have you read reviews of this material by reputable sources? If so, please list sources.

\_\_\_\_\_  
\_\_\_\_\_

4. To what do you object? (Please be specific. Cite pages or particular sequences of material.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What do you believe is the theme or purpose of this material?
- 
- 
6. What do you feel might be the result of a student using this material?
- 
- 
7. Would you recommend this material for a different age group? If so, which age group?
- 
8. What other materials of the same subject and format would you recommend?
- 
- 
9. What is your request in regard to this material?
- Do not assign/lend this material to my student
  - Refer to an official committee to re-evaluate material for use by all students



Melissa Magee &lt;mmagee@lexrich5.org&gt;

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## Lesson Plan for February 1, 2023

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Mary Wood &lt;mrwood@lexrich5.org&gt;

Wed, Feb 8, 2023 at 1:48 PM

To: Melissa Magee <mmagee@lexrich5.org>, Neshunda Walters <nwalters@lexrich5.org>, Michael Ames <Mames@lexrich5.org>, Akil Ross <aross@lexrich5.org>

Per Ms. Walters' request, here is the lesson plan for February 1st:

[https://docs.google.com/document/d/1Qx8E8\\_62GO2GkCybRNM0fdDa6lDonAOd6KRQMiiQpc/edit?usp=sharing](https://docs.google.com/document/d/1Qx8E8_62GO2GkCybRNM0fdDa6lDonAOd6KRQMiiQpc/edit?usp=sharing)

I think it is important to be reminded of Board Policy KEC Public Concerns and Complaints About Instructional Resources, which has not been followed by the district.

Board Policy KEC Public Concerns and Complaints About Instructional Resources

This policy indicates:

"The complainant must submit criticism of books or other instructional materials in writing to the superintendent using the "Citizens Request for Review of Educational Materials" form KEC-E. Committees will review all complaints (building level and district level) in accordance with approved administrative rule KEC-R.

**The board directs that any challenged materials remain in the school pending final action upon the complaint.**

However, the school may observe the request of a parent/legal guardian that his/her own child not be assigned a specific book or instructional resources."

I have been treated unequivocally poorly in the handling of this complaint. Calling a teacher at the last bell of the day to demand a 4 pm meeting (that began 35 minutes late) which kept me at work for nearly two hours past when I should have left and gone home to my family is inconsiderate and unprofessional. Being denied the accompaniment of my Department Head in that meeting is inappropriate. Taking the word of a couple of students over the professional integrity of a seasoned educator is damaging to the relationship between all parties involved. Finally, the school district not following the policy dictated by the Board of Trustees is grievous.

With much disappointment,  
Mary Wood