



APHW Adoption Team Meeting

03.19.2025



Welcome & Intros

Name:

Building:

Role or relationship to district:

Favorite thing about spring:

Agenda

- Overview of the work
- Review Selection Criteria
- Review EDDM
- Options for next steps



The Importance of Our Work Together

The purpose of this team is to identify instructional materials that:

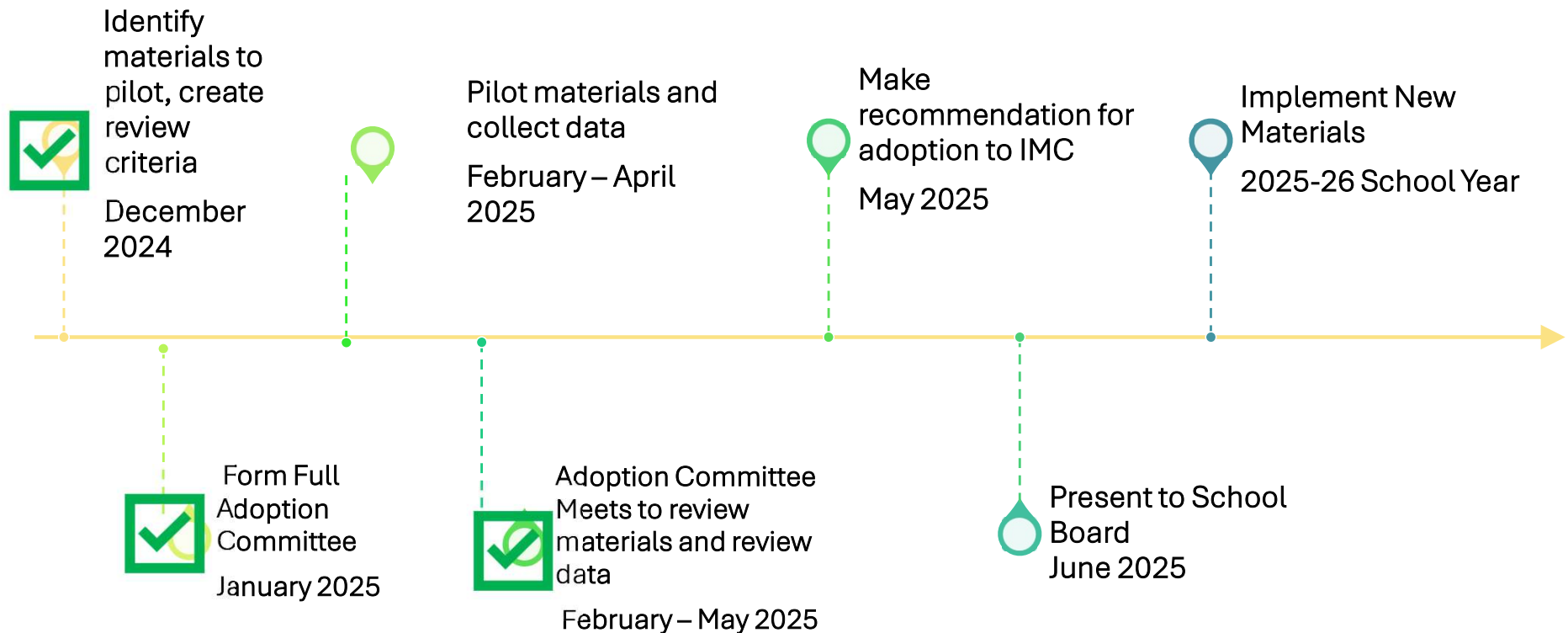
- Support the needs of all our students and provide them with the best AP Modern World experience possible by supporting high-quality teaching and learning.
- Make a selection that meets College Board requirements

Group Conditions



- Center our work on positive outcomes for students
- Make space and take space
- Focus on asset-based language
- Curiosity-based perspective

Timeline for adoption

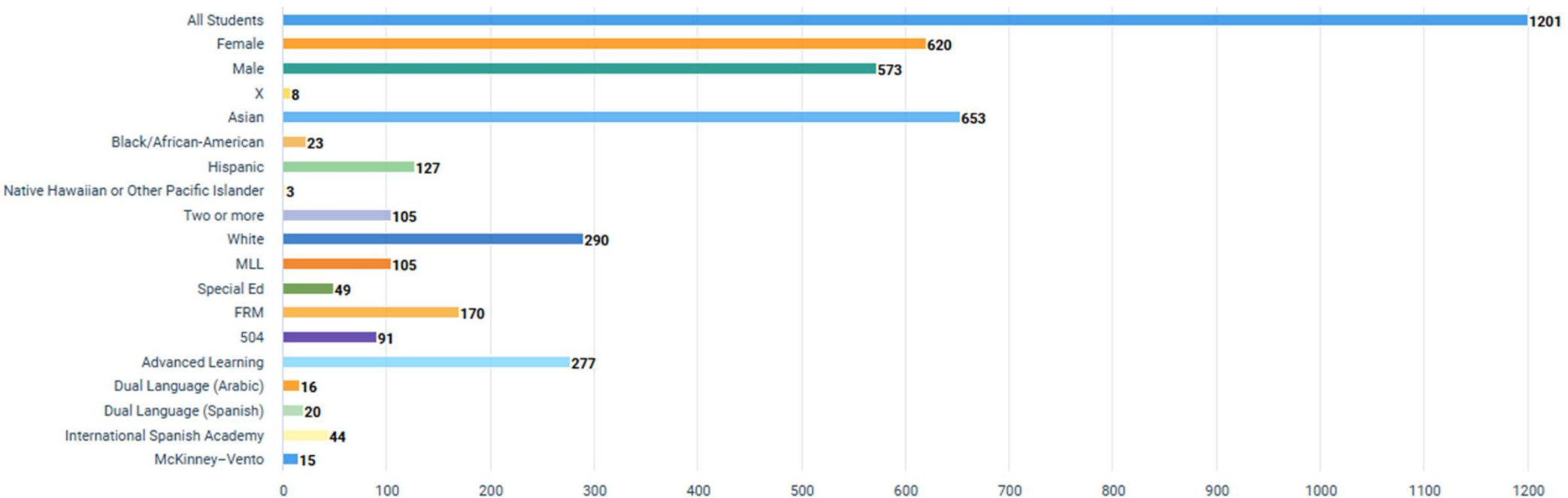


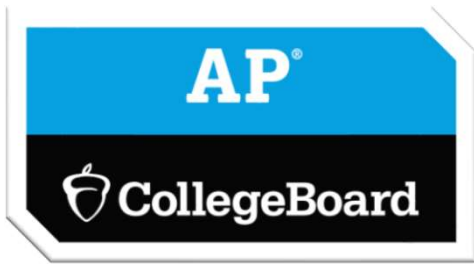
Work that's been done

- Review Student demographics
- Identify options
- Develop Student Survey Questions
- Complete AP Criteria Review
- Complete OSPI Bias Review

Who is taking AP World?

Demographics 24-25





AP Modern World History Curricular Requirements

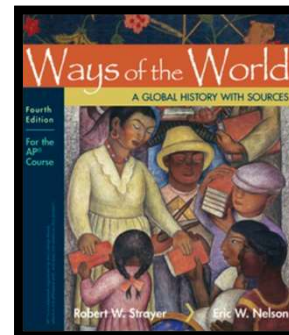
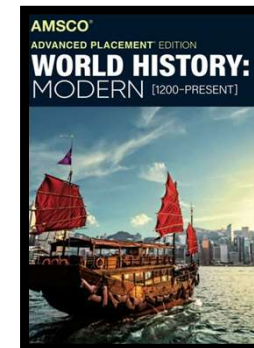
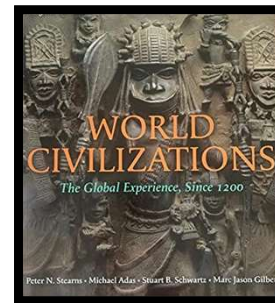
- The teacher and students have access to a college-level world history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.
- The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the course and exam description.
- The course provides opportunities to develop student understanding of the course themes.
- The course provides opportunities for students to develop the **six historical thinking skills**

AP World History: Modern resource requirements:

- The school ensures that each student has a college-level world history textbook (in print or electronic format) published within the last 10 years for individual use inside and outside of the classroom. The textbook is supplemented when necessary to meet the curricular requirements.
- The school ensures that the teacher has a copy of a recent edition of a world history textbook and other appropriate materials to support instruction.
- The school ensures that each student has copies of primary sources and other instructional materials used in the course for individual use inside and outside of the classroom.
- The school ensures that each student has access to support materials for the world history course, including scholarly, college-level works that correspond with course topics; writings by major history authors; as well as standard reference works such as encyclopedias, atlases, collections of historical documents, and statistical compendiums, either in a school or public library or via the internet.

Text Options We Started With

Text	Author	Publisher
World Civilizations	Stearns	Pearson
World History: Modern	AMSCO	Perfection Learning
Ways of the World	Strayer	BFW
OER AP World	Various	OER Project



3. Directions: For each criterion below, please note if it is: not found, unclear, acceptable, or exceeds

1.0: Category/Theme: Content & Assessment

Materials align with course requirements. Resources can be adapted or used flexibly by the teacher, to meet the needs of all learners. Resources are unbiased & culturally competent.

* 

	Not Found	Unclear	Acceptable	Exceeds
1.1 Materials align to content requirements and frameworks including CED units and course themes.	☐	☐	☐	☐
1.2 Materials emphasize AP Historical Thinking Skills outlined in the CED.	☐	☐	☐	☐
1.3 Formative and summative assessments measure student proficiency of targeted content and skills using a variety of sources and tasks.	☐	☐	☐	☐
1.4 Materials are free from bias as described in OSPI Screening for Bias Tool	☐	☐	☐	☐

OSPI Bias Review

All materials need to pass
the OSPI Bias Review



Washington Office of Superintendent of
PUBLIC INSTRUCTION

WASHINGTON MODEL RESOURCE:

Screening for Biased Content in Instructional Materials

Next Steps

- Review EDDM process as a team
- Screen for Bias 
- Verify alignment to CED 
- Pilot Materials
 - Send Pilot Information to students and families
- Collect Data
 - Teacher surveys
 - Student surveys
 - Parent surveys

Equity-Driven Decision-Making



Equity-Driven Decision-Making

The five critical criteria questions and their importance:

- 1. What efforts have been made to understand the history of inequities from those who experienced it directly and indirectly?
- 2. Who are the racial, ethnic, and historically marginalized groups impacted by this decision, and what are the potential impacts they may face?
- 3. How have you included the lived experiences of those you don't typically consider and those you believe will be most impacted by this decision?
- 4. What are the barriers and constraints to advancing racial equity, access, and inclusion, and how will you address them?
- 5. Prior to making this decision, how did you engage those most impacted by the decision, and evaluate the extent to which the decision furthers justice and belonging?



Questions for Student Surveys



Timeline Considerations

- AP Test – 5/8
- IMC meets – 5/8 (info due 5/1)
- School board approves – 6/5

Options

1. Short pilot and recommendation
2. Experimental use of OER next year for full year and determine if it meets standards by mid-year and then pilot something else if it does not meet it.
3. Renew Strayer for 1 year
4. Renew Strayer for multiple years
5. Renew Strayer for some amount of time and adopt OER as supplemental

How do we wish to proceed?

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Closing

Thank you for your work today!

Next meeting – April 23, 2025

