

A.P. African American Studies: Roshone Adds New Class to Roster

BY CODY TORCZON



Classroom Conversations History teacher Mr. John Roshone '99 lectures his A.P. African American Studies class. The College Board describes the course as "an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment."

This year, Mount Michael added a new class to its list of courses that are offered for students. Social studies teacher Mr. John Roshone '99 and the Mount Michael administration made the decision to add A.P. African American Studies to his class list.

Prior to the 2024-2025 school year, Roshone taught A.P. Human Geography as a class offered for seniors. Last year, Roshone made the decision to drop A.P. Human Geography and replace it.

Roshone said that Human Geography was more about a wide range of topics that included politics and economics and was less about history. Roshone also commented that it was a good class to teach but the time for a new class had arrived.

Roshone said that he was "very excited" to begin teaching his new class this year. "It's good to have a true diversity class offered," he said. Prior to the class starting, he had to research all the new topics and familiarize himself with the content of the course. He said that many of the topics the course covers are briefly covered in U.S. History, so he had "some knowledge regarding many of the events and individuals that are key knowledge for the course." Nevertheless, he said that the biggest challenge to switching classes was getting to know all the little details and important historical figures that make up the complex

history of African Americans and their culture. As the school year approached, Roshone felt that he was well prepared to take on the class.

Roshone said the most unique part of the class is the three-week long project that students in the class worked on prior to the end of the first semester. The students found a topic that they liked and spent time diving into the impact that it had on the African American community. Will Storbeck '25 said, "I like the freedom of topic choice that we had. I got to pick a topic that I was genuinely interested in."

Through extensive research, they put together a visual presentation of their findings. According to

Roshone, "It was something unique and different that I think the students did a great job with."

Another interesting part of this project is that it will be part of the A.P. test at the end of the year. Peter Killeen '25 said, "I had never done anything like it before and am excited to see how it correlates to the A.P. test."


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-History Teacher
John Roshone '99

Reflecting on the first semester, Roshone noted that the seniors in A.P. African American Studies did a fantastic job staying engaged in the class and actively participating. "Teaching this class has taught me as much as I have taught my students," he stated.

With just a couple of months left in the school year, the "senioritis" trend has been slowly creeping up Roshone shared. Regardless, Roshone feels that his students will continue to be active in class and will find success with the A.P. test at the end of the school year.

Nathan Mullin: The Mount's Swiss Army Knife

BY JOHN KELLY

Nathan Mullin		Activities Swim Team Mock Trial Theatre Taekwondo Soccer
Pd. 0	Advanced Speech 3	
Pd. 1	AP Physics	
Pd. 2	AP Calculus	
Pd. 3	Honors Commercial Architecture	
Pd. 4	AP English and Literature	
Pd. 5	Honors Spanish 3	
Pd. 6	Morality	
Pd. 7	AP Chemistry	
Pd. 8	Honors Academic Decathlon	
Pd. 9	AP US History	

What skill would you say is the greatest you've gotten from all of these activities and classes?

"I have gotten pretty good at multitasking. Uh, you know, I'll have a bunch of different stuff that I need to do on the same day or around the same time. I'll be able to you know, switch between those, or work out when I need to do what homework assignments to get them all sufficiently completed. It's just real good."

How much free time would you say you have in a day and how do you use it?

"Well, it depends on the homework load for that day. I will have anywhere from no free time at all one day, to a couple hours just depending on, again, how much homework I have. I'll use it, I'll always do my crossword, and I love to get that finished. Outside of that just hang out with friends usually."

What sports do you participate in? What does it look like after sports?

"I swim during the winter and this spring I am doing track. And so that, you know, eats up my time after school. When I get back, I'll usually shower and have dinner and then start working on homework. And then at that point, I'll have some after-school activities like mock trial or play, depending on the time of year. And then once after just a little bit of time hanging out with my friends that night, I'll usually go to bed."

What is your experience in extracurricular activities, especially things like nonschool things, like teaching taekwondo?

"Well, on the weekends I'll go to the Jewish Community Center and teach some younger kids martial arts. It's, you know, a lot of fun, but it's also really interesting to be on the other end of the student teacher tube, if you will. It's an interesting perspective to approach learning from, and it helps me understand more if so, what's happening in class too."

You teach taekwondo for service hours too, why that instead of a pay-check?

"Well, early on, it, of course, helps me fulfill my service requirement. I'm past that now, but I still just really enjoy helping my taekwondo teacher that introduced me to the class and I, you know, I'm doing it for the love of the game."

How would you tell a student to better manage their skills and time?

"Well, I would say to have a schedule. It's important to understand how your day is gonna go and when you'll work on homework or studying for classes or whatever it is, you always know what's coming next and how much time you can spend on this. So that you don't end up overloading one certain class. An assignment notebook helps...or just like a paper where you write your assignment on. That's what I do."

With experience with tough courses, which would you say is the hardest class?

"I'd say AcaDeca is definitely the most work. Yeah, my hardest to understand classes or the hardest conceptual work is probably AP Calculus and architecture."

And why are these classes harder?

"Well, like I said earlier AcaDeca just has so much information and work that you need to read and understand. So it is more the sheer volume there. Um, the other two classes just have really complicated topics that you need to have a full understanding of to do well in the class."