

Perris Union High School District

Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">AP Seminar</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Single Subject: English</div> <div style="background-color: yellow; text-align: center; font-weight: bold; padding: 2px;">To be completed by Human Resources only.</div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 60%; text-align: center;"> </div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;"> 4/16/22 </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> Signature Date </div> <div style="display: flex; justify-content: center; margin-top: 10px;"> CalPADS CODE <div style="border: 1px solid black; padding: 5px; margin-left: 10px; text-align: center; font-size: 1.2em;">9112</div> </div>	
Meets "AP" Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Meets "Honors" Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Submitted by: Angela McNicholas Site: Paloma Valley High School Date: 2/14/2022	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		7/28/22
Asst. Superintendent of Educational Services		7/25/22
Governing Board		

Prerequisite(s) (REQUIRED):

There are no Prerequisites for AP Seminar.

Corequisite(s) (REQUIRED):

There are no Corequisites for AP Seminar.

Brief Course Description (REQUIRED):

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. **Using an inquiry framework**, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

B. COURSE CONTENT

Course Purpose (REQUIRED):

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

Rationale: AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP® courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. The AP Capstone program aims to empower students by:

- engaging them with rigorous college-level curricula focused on the skills necessary for successful

college completion;

- extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- enabling them to collect and analyze information with accuracy and precision;
- cultivating their abilities to craft, communicate, and defend evidence-based arguments; and
- providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

<p>Course Outline (REQUIRED): <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i></p>	<p>Five Big Ideas: Big Idea 1: Question and Explore: This idea is about encouraging students to embrace intellectual curiosity and develop their own points of view. Learning to consider issues from different perspectives is also an important part of this.</p>	<p>Big Idea 2: Understand and Analyze: This Big Idea is about learning to read critically and reach the heart of an author's argument. You'll practice avoiding oversimplification and generalization when describing the points made by others. You'll also learn how successful arguments are formulated as well as the importance of counterarguments, context, and the ability of an argument to influence behavior.</p>	
	<p>Big Idea 3: Evaluate Multiple Perspectives: With this idea, you'll learn that a person's perspective is heavily informed by his or her background and worldview. You'll also consider your own biases and how these might impact your reading and interpretation of an argument.</p>	<p>Big Idea 4: Synthesize Ideas: This is about creating an effective argument from your ideas. You'll learn how to formulate a clear line of reasoning and how to avoid overgeneralizations. In addition, you'll be taught how to collect evidence while steering clear of plagiarism.</p>	

	<p>Big Idea 5: Team, Transform, and Transmit: This one is about teaching students how to do their best work in a team environment (as you might've guessed from its cringe-worthy name). The main focuses here are self-reflection, revision, and developing both good communication and effective presentation skills.</p>	
	<p>Class Discussions also play a large role in AP Seminar in the form of debates, group discussions, and reflection on open-ended questions associated with the course material.</p>	
<p>Writing Assignments (REQUIRED): <i>Give examples of the writing assignments and the use of critical analysis within the writing assignments.</i></p>	<p>Sample Syllabus: Unit 1: Questioning Modernity: This unit's focus is on introducing the main concepts behind AP Seminar. This includes learning about the process of inquiry, understanding complex arguments, and becoming familiar with rules for avoiding plagiarism. This particular unit is graded based on participation, a 250-word reflection paper, and a group presentation.</p>	<p>Sample Syllabus: Unit 2: Perception—Arguing Money: This unit is a continuation of the learning experience in the first one but with a focus on advanced topics related to wealth and poverty. This unit also emphasizes viewing issues from different perspectives. It is assessed based on participation, a 400-word reflection paper, and another group presentation. Source materials for the unit include Adam Smith's <i>Wealth of Nations</i>, <i>The Communist Manifesto</i>, and Andrew Carnegie's essay "The Gospel of Wealth."</p>

	<p>Sample Syllabus: Unit 3: Mastering Education: This final unit in AP Seminar brings together concepts learned in the previous units to discuss topics in education. It is graded based on participation, a 500-word argumentative paper, a 500-word reflection paper, and another group presentation. Source materials for this unit include the film <i>Waiting for "Superman"</i> and several scholarly articles on The Common Core. In the second semester of the class, students will use the skills they learned in the first three units to take on larger challenges in the form of two research projects and the final exam. Each of these assignments makes up a portion of the final AP score.</p>	

INSTRUCTIONAL MATERIALS (REQUIRED)	
Textbook #1 Choose one from Sample Book List:	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Textbook #2	
Title:	Edition:

Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials *Please include online, and open source resources if any.*

- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. University of Chicago Press. \$18 each
- Burk, Jim. *Uncharted Territory*. 1st edition. W.W. Norton and Company. \$32 each
- Turabian, Kate L., Gregory C. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff. *The Student's Guide to Writing College Papers and Turabian Teacher Collaborative Topic Sheets*. 4th edition. University of Chicago Press. \$17 each
- Upson, Matt, C. Michael Hall, and Kevin Cannon. *Information Now*. 1st edition. University of Chicago Press. \$18 each

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
 If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$ Dependant on which book is chosen from the instructor approx \$615 - \$1190 +s/h & tax

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

- Unit One: Topic:**
1. Introducing the Seminar's QUEST Process and Privacy in the Information Age Focus: The concept of privacy has changed over time. In this unit, students focus on information technology and privacy, and what that means for people in today's world.
 - **Assignment:** The students will work collaboratively:each group will be assigned one of the five big ideas. Each group will discuss the skills and knowledge one would need to accomplish this big idea, and then summarize and present their ideas. They will also discuss which big ideas they think would be most challenging for them to accomplish and why.
 - **Assignment:** Students will, once again, work collaboratively. Each group will be assigned a theme (for example, Belief, Culture, Democracy, Environment, Government, Innovation, Justice, Opportunity, Rights, Social Media, Transportation, Wealth, War, Protest, Public Policy etc.). Students will be required to think of one issue or question about their theme for eight different lenses (cultural

and social, artistic and philosophical, ethical, political and historical, futuristic, environmental, economic, scientific) and create presentation. Discussion will follow.

- **Assignment:** The scholars will discuss what an argument is, the difference between inductive and deductive arguments, and effective strategies for analyzing them. Using the articles “The Pseudoscience of SingleSex Schooling” by Halpern, Eliot, Bigler, Fabes, Hanish, Hyde, Liben and Martin from *Science Magazine* and “Global Warming Scientists Scrap Real Science, Bow Before President Obama Instead” by Patrick Michaels from Forbes, students will learn to utilize SOAPSTONE: assessing the **Subject, Occasion, Audience, Purpose, and Tone** of the article, and RAVEN: assessing the **Reliability, Ability** to observe, **Vested** interests, **Expertise, Neutrality** of the article to determine the purpose and credibility of different arguments, and ultimately make their own evidence-based claims about whether they find these arguments convincing. They will also be introduced and practice close reading and annotation.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

Students use the following framework as they explore issues and topics:

- Inquiry Method
- Collaboration
- Discussion
- Formative Assessments
- Summative Assessments
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Team Project and Presentation | 20%

- Individual Research Report
- Team Multimedia Presentation and Oral Defense

Individual Research-Based Essay and Presentation | 35%

- Individual Written Argument
- Individual Multimedia Presentation

Oral Defense End-of-Course Exam (2 Hours) | 45%

- Analyzing an argument (3 short-answer questions); suggested time 30 minutes
- Synthesizing and creating an evidence-based argument (1 essay question); suggested time 90 minutes

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
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3-4	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain..	RI.9-10.1	TBD	
2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	RI.9-10.2	TBD	
3	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. Identify all aspects of the SOAPSTone framework and the RAVEN frameworks to determine the purpose and credibility of different arguments.	W.9-10.9.	TBD	
10	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	RI.9-10.7.	TBD	
5	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	RI.9-10.8.	TBD	
20	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	SL.9-10.1.	TBD	
	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the What prior knowledge do you bring to this issue? What new insights do I expect to gain through the examination of this issue? What close reading strategies will result in an accurate analysis of the author's premise and his/her line of reasoning? Does the author's premise reveal any bias Identifying and contextualizing a problem or issue Accessing information using effective strategies Using technology to access and manage information Evaluating the relevance and credibility of information from sources and data Employing appropriate reading strategies and reading critically for a specific purpose Discuss the definition of	RI.9-10.3.	TBD	

<p>privacy and research its legal basis Social contract philosophy; Fourth Amendment Discuss growth of surveillance society Analyze excerpts from George Orwell’s 1984 to make comparisons Analyze Helen Day Art Center’s “Surveillance Society” art installation Research the impact of technology using Zotero.org to create an annotated bibliography ACLU video clip, “Future Pizza Delivery.” http://www.aclu.org/ordering-pizza 60 Minutes clips on emerging surveillance technology https://www.cbsnews.com/news/employee-privacy-surveillance-technology-evolves/ “Surveillance Society” exhibit curated by Nathan Suter (artistic work) featuring the work of six artists: Hasan Elahi, Adam Harvey, Charles Krafft, Eva and Franco Mattes, and David Wallace connections that are drawn between them.</p>			
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C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

AP Seminar is an **interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing.** To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses.

D. BACKGROUND INFORMATION

Context for course (optional)

AP Capstone™ Program is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate™

History of Course Development (optional)