

El Monte Union High School District

Course Outline

District: EMUHSD
High School: Rosemead

Course Title: AP Seminar

Textbook(s): Online Resources from College Board

Copyright date/Edition:

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** X Honors** _____

Department: TBD

CTE*** :
Industry Sector: _____
Pathway: _____

Check One
Introductory: _____
Concentrator: _____
Capstone: _____

Grade Level (s): 11-12 Grade

Semester _____ Year X

Year of State Framework Adoption: 2016

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

This course meets a-g requirements:

- "a" – Social Studies
- "b" – ELA
- "c" – Math
- "d" – Lab Science
- "e" – Language (not English)
- "f" – Vis/Perf Arts
- "g" – College prep elective

Department/Cluster Approval	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Is this course an adaptation from another source?

- No
- Yes

If yes, please indicate the source of the original course:

AP Capstone – College Board
Link:
<https://apcentral.collegeboard.org/courses/ap-seminar/course>

*Instructional materials appropriate for English Language Learners are required.
For AP/Honors course **attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.
***For CTE, **attach the CTE course outline** created in the online template (<http://ctecourse.scoe.net/>).

1. **Prerequisite(s):** None
2. **Short description of course which may also be used in the registration manual:**
 - **Objectives of course**
 - **3-5 sentences explaining overall course content**
 - **Indicate references to state framework(s)/standards (If state standard is not applicable then national standards should be used)**
 - **Student performance standards**
 - **Evaluation/assessment/rubrics**
 - **Include minimal attainment for student to pass course**

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.

3. **Course content:**

Number of units (minimum of 6): 5 Units

Unit 1 Title: Questions and Explore

Content:

Inquiry and investigation begin when students encounter information about complex issues and problems that stimulates their intellectual curiosity. They then continue the research process by developing a critical question about one or more of those complex issues or ideas. Seeking answers to such questions requires exploration of numerous, often competing perspectives; the context surrounding those perspectives; and the reliability and credibility of the perspectives. Through this exploration, students begin to develop their own perspectives, rather than simply accept those of others. They consider the purpose of their research — what is supposed to be achieved and why. Ideally, they also develop additional questions that lead to further inquiry. The intrinsic value of asking and answering questions cannot be overstated. Giving students the opportunity to dig deeper and feed their curiosity makes for meaningful discoveries and discussions.

Sample Assignment:

- Identifying a problem or issue and developing a question about it
- Finding and organizing the information you need to answer the question
- Evaluating the source of information you use
- Looking at the problem or issue from different perspective

Culminating Project:

Visit the link/website for Culminating Projects and Assessment:

<https://apcentral.collegeboard.org/courses/ap-seminar/course>

- AP Seminar Assessment Overview
- AP Seminar Performance Task 1: Team Project and Presentation
- AP Seminar Performance Task 2: Individual Research-Based Essay
- AP Seminar End-of-Course Exam

Unit 2 Title: Understand and Analyze*Content:*

Developing understanding starts with comprehension of the concepts and perspectives under examination. Being able to summarize by identifying and explaining the salient ideas in a text is foundational. When students summarize and explain an author's perspective to others, they are building understanding. Students must comprehend a perspective or argument in order to be able to analyze it. That analysis — including consideration of the author's point of view and purpose, the reasoning and details the author selects, develops, and conveys, and the way the author chooses to situate those details — in turn leads to greater understanding of the topic or concept being explored. Students evaluate the strength of an argument by examining the line of reasoning and the quality of the evidence the author uses. This level of understanding allows students to recognize the implications and predict the consequences of an argument.

Sample Assignment:

- Reading critically for a purpose
- Explaining and analyzing the line of reasoning of an argument
- Evaluating the evidence an author uses to support their argument
- Assessing potential resolutions, conclusions, or solutions raised by an argument

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Unit 3 Title: Evaluate Multiple Perspective*Content:*

Understanding the complexity of an issue, idea, or problem requires students to compare and contrast different perspectives. These multiple perspectives, which may support, oppose, compete with, or otherwise vary from one another, come together to create the conversation on the issue. Students must consider the biases and assumptions behind those perspectives in order to evaluate their relevance and importance in the conversation. Evaluating multiple perspectives and arguments allows students to better understand the complexities of an issue or topic.

Sample Assignment:

- Identifying, comparing, and interpreting different perspective on, or arguments about, an issue

- Evaluating objections, implications, and limitations of different perspective or arguments

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Unit 4 Title: Synthesize Ideas

Content:

Once enough information is gathered and evaluated, students synthesize their accumulated knowledge, emerging ideas, and perspectives to form conclusions of their own. In order to situate their perspectives within the larger conversation, students must consider other perspectives and points of view. Strong arguments have a clear purpose and are grounded in a logical line of reasoning supported by carefully chosen and relevant evidence. Effective arguments analyze the material and develop a perspective on it. Information from other sources should not stand in for students' own thinking. The goal is for students to think critically about the information and then add to, not simply repeat, the ideas of others. Building arguments on the ideas of others recognizes and acknowledges their perspectives while also establishing one's unique voice in the conversation.

Sample Assignment:

- Formulating a well-reasoned argument
- Using data information from various sources to develop and support an argument
- Linking evidence to claims
- Offering resolutions, conclusions, or solutions based on evidence

Culminating Project:

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Unit 5 Title: Team, Transform, and Transmit

Content:

Collaboration, communication, and reflection are skills that provide opportunities for students to develop their learning. When collaborating, students draw upon their own strengths and the strengths of teammates to achieve a common goal.

An argument is effectively communicated when its purpose is clear, it is tailored to a specific audience and context, and it is conveyed through a medium appropriate and appealing to the intended audience. Adhering to standard language conventions and engaging delivery techniques establishes a writer's or speaker's credibility with his or her audience.

Whether working alone or in a group, students reflect on their work and learning processes, which can lead to personal growth as well as even more effective inquiry, learning, and collaboration.

Sample Assignment:

- Planning, producing, and presenting an argument while considering audience, context, and purpose
- Communicating information through appropriate media
- Using effective technique to engage an audience
- Contributing your own work to a group project

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4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

The AP Seminar course provides a variety of avenue for students to develop the following skills:

- a. Academic Achievers: Students will further develop reading and writing skills.
- b. Critical Thinkers: Students will use critical thinking skills in their reading analysis and their various writing assignments.
- c. Technology Competent Users: Students will use technology to research topics and create essays.
- d. Ethical, Respectful Individuals: Students will be respectful while working in diverse collaborative groups.
- e. Active Community Participants: Students will develop skills that will increase their ability to participate in the community.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

Discussion is an essential instructional method in the AP Seminar course because it helps students identify and understand multiple perspectives and deepen their own understanding of the topics being studied. Effective discussion goes beyond summary and comprehension in that it requires students to actively grapple with others' ideas as they formulate their own perspectives on an issue. Some discussion strategies are listed in the following table.

Strategy	Purpose	Definition
Socratic Seminar	To help students arrive at a new understanding by asking questions that clarify; challenge assumptions; probe perspective and point of view; question facts, reasons, and evidence; or examine implications and outcomes.	A focused discussion in which students engage with open-ended questions tied to a specific topic or text. The discussion continues with student responses and, when needed, additional open-ended questions that allow students to express their ideas and engage in complex thinking.

Debate	To provide students with an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or issue.	The presentation of an informal or formal argumentation that defends a claim with reasons, while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking the people who defend those ideas.
Jigsaw	To have students summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts.	Each student in a group reads a different text or different passage from a single text, taking on the role of “expert” on what was read. Students share the information from that reading with students from other groups and then return to their original groups to share their new knowledge.
Fishbowl	To provide students with an opportunity to engage in a formal discussion and to experience the roles of both participant and active listener; students also have the responsibility of supporting their opinions and responses using specific evidence.	Some students form an inner circle and model appropriate discussion techniques while an outer circle of students listens, responds, and evaluates.
Shared Inquiry	To allow a teacher to lead a deep discussion of a text and encourage a diversity of ideas to emerge as students think deeply and share interpretations.	Students read a provocative text and are asked interpretative questions (questions for which there are no predetermined “right” answers). Students offer different answers and debate one another, supporting their positions with specific evidence from the text.
Discussion Group	To allow students to gain new understanding of or insight into a text or issue by listening to multiple perspectives.	Students engage in an interactive, small-group discussion, often with an assigned role (e.g., questioner, summarizer, facilitator, evidence keeper) to consider a topic, text, question, etc.
Debriefing	To solidify and deepen student understanding.	A facilitating discussion that leads to consensus understanding or helps students identify the key conclusions or takeaways.

6. Describe the interdepartmental articulation process for this course:

Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider each topic through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues. Teachers should encourage students to explore a topic through several of the following lenses:

- Cultural and social

- Artistic and philosophical
- Political and historical
- Environmental
- Economic
- Scientific
- Futuristic
- Ethical

As the AP Program engages students in college-level work, the AP Seminar course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. AP Seminar requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by the College Board of the content, ideas, or values expressed in the material.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

AP Seminar can be organized in a variety of ways to best address student interests, state and district goals and requirements, and local school traditions and culture.

The following table illustrates some possible organizational models and integration of academic and vocational concepts.

AP Seminar Model	Description	Example Courses
Thematic Survey	Themes are selected based on teacher and student interest. The themes may be linked with overarching focus or they may be more loosely connected. Interdisciplinary connections are made within each theme and issues are examined through multiple lenses and perspectives.	<p>Civic Engagement Themes are selected by the teacher to support the school's service learning initiative. The units use essential questions to engage students with community issues and challenges:</p> <ul style="list-style-type: none"> • Democracy: Does my civic engagement make a difference? • Sustainability: What impact do I have? • Traditions: do local traditions encourage or hinder community progress? • Health: How do my choices affect our future? <p>Student Interest Students are given a list of 10 possible themes by the teacher and asked to rate them. The four highest-rated themes are used to the course:</p> <ul style="list-style-type: none"> • Social network and individual privacy • Stereotypes in media • Food supply and demand • The youth revolution
Disciplinary Focus	The course content is grounded in a specific discipline. Interdisciplinary	Science

	connections are made to the topics of study	<p>This course is offered as an elective in science. The interdisciplinary units connect scientific study with real-world sustainability issues:</p> <ul style="list-style-type: none"> • Marine debris • Renewable energy • Food scarcity • Greenhouse gas emissions • LEED certification <p>Arts</p> <p>This course is offered to students who have an interest or area of emphasis in the arts. The selected themes allow students to examine common issues that intersect the various arts disciplines through multiple lenses:</p> <ul style="list-style-type: none"> • Aesthetics and Interpretation: What is beauty and who decides? • Culture and Context: How does culture and context influence art's creation? • Transformation and Innovation: How do new forms of art come about? • Myth and Pattern: How does one work of art influence another? Are works of art universal?
Thematic Survey Linked to AP Anchor Course	AP Seminar students are concurrently enrolled in another common AP course, allowing for team teaching and interdisciplinary units.	<p>AP Seminar: American Studies</p> <p>Students are concurrently enrolled in AP U.S. History, allowing for cross-curricular connections between the two courses:</p> <ul style="list-style-type: none"> • Place and Frontiers: Relationships between humans and their environment • Belief and Values: Perspectives on faith and religion • Revolution and Freedom: Historical ideas of protest and solidarity • Identity and Expansion: Diverse views about U.S. expansion, citizenship, and the American dream • Wealth and Poverty: Social and cultural topics and perspectives about current issues
Interdisciplinary Courses	All course topics are connected and cross disciplinary boundaries.	<p>The two example courses listed here are modeled on courses offered as part of the Thinking Matters program at Stanford University.</p> <p>AP Seminar: Sustainability and Collapse</p> <p>Students explore how people have lived with nature over time and how different ways of life have come under pressure. Using fictional and historical texts, students consider definitions of nature from different historical, literary, cultural, and scientific perspectives and examine how these conceptions of nature impact the way we think of what it means to live sustainably.</p>

		<p>AP Seminar: Networks Students examine and consider how ecological, revolutionary, digital, and social networks are used to understand the natural world, historical change, and social lives. Students will consider network from the perspective of a biologist, a computer scientist, a historian and a social scientist.</p>
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8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/ Year	URL	Primary book, read in its entirety? (Y/N)
NA					