

**Murrieta Valley Unified School District
HIGH SCHOOL COURSE OUTLINE**

Board Submission: April 2017

Course Title:	AP Seminar
Department:	Electives
Course Number:	1908
Grade Level(s):	11
Length of Course:	Year
Prerequisite(s):	Successful completion of at least one AP class
UC/CSU (A-G) Req:	G (Pending)

Brief Course Description: 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 through analysis of divergent perspectives. The course utilizes an inquiry framework to include: reading and analyzing articles, research studies, foundational/literary/philosophical texts, listening and viewing speeches/broadcasts/personal accounts, and experiencing artistic works/performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral/visual presentations. This course provides students with the skills to analyze and evaluate information and evidence-based arguments with accuracy.

Students attempting to receive college credit for Advanced Placement are required to pass the College Board exam with a three or higher which validates coursework. This exam is not a requirement.

Student fees are allowable for Advanced Placement examinations for the possibility of college credit, so long as (1) taking the exam is not a course requirement; (2) the exam results have no impact on a pupil's grade or credit in a course; and (3) eligible economically disadvantaged high school pupils who receive school district funding towards the exam fee shall pay the required AP reduced fees.

I. GOALS

The students will:

- A. Make connections amongst cross-curricular subject areas (e.g., cultural, social, artistic, philosophical, political, historical, environmental, economic, scientific, futuristic, ethical)

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- B. Apply discrete skills identified as:
 - Question and explore
 - Understand and analyze
 - Evaluate multiple perspectives
 - Synthesize ideas
 - Team, transform and transmit
- C. Understand cultural, social, artistic, philosophical, political, historical, environmental, economic, scientific, futuristic and ethical issues incorporating the following:
 - Reading articles and research studies
 - Reading foundational, literary and philosophical texts
 - Viewing and listening to speeches, broadcasts, personal accounts, artistic works and performances
- D. Understand ethical research practices and the AP Capstone™ Policy on plagiarism, falsification and fabrication of information
- E. Collaborate with a team on a real-world or academic problem or issue in order to:
 - Identify, investigate, analyze, evaluate and consider alternatives or options
 - Propose one or more solution/s
 - Present and defend the argument for their solution/s
- F. Research an assigned question or issue in order to:
 - Analyze, evaluate and select evidence to develop an argument
 - Present and defend the conclusion

II. OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY

Semester 1

- A. Question and Explore
 1. Students begin inquiry and investigation of complex issues and problems.
 2. The research process begins with the development of a critical question and will lead to additional questions as research continues.
 3. Research involves various perspectives from reliable and credible sources.
 4. This area will focus on the following questions:
 - a. How does the context of a problem or issue affect how it is interpreted or presented?
 - b. How might others see the problem or issue differently?
 - c. What questions have yet to be asked?
 - d. What voices or perspectives are missing from the research?
 - e. What do I want to know, learn or understand?
 - f. How does the research question shape the answer?
 - g. What information is needed to answer the question?
 - h. What keywords should be used to search for topic information?
- B. Understand and Analyze
 1. Comprehension of research concepts and perspectives.

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2. Summarize and analyze an author's work to include the author's point of view and purpose.
 3. Evaluate the strength of an argument by examining the line of reasoning and the quality of the evidence the author uses.
 4. This area will focus on the following questions:
 - a. What strategies will help in comprehension of a text?
 - b. What is the argument's main idea and what reasoning does the author use for development of the main idea?
 - c. What is the reason for the author's view?
 - d. What biases may the author have that influence his/her perspective?
 - e. Does this argument acknowledge other perspectives?
 - f. Is this a credible source?
 - g. What are the implications of these arguments?
 - h. What is the societal impact of this conclusion or research?
- C. Evaluate Multiple Perspectives
1. Understand the complexity of an issue, idea or problem.
 2. Consider biases and assumptions.
 3. Evaluate multiple perspectives and arguments.
 4. This area will focus on the following questions:
 - a. What patterns or trends can be identified in the arguments?
 - b. What are the implications and/or consequences of accepting or rejecting an argument?
 - c. How can the various perspectives be considered? What other issues, questions, or topics do they relate to?
 - d. What are the contradiction/s between arguments?
 - e. From what perspective is this information being presented, and how does that affect the evaluation?

Semester 2

- A. Synthesize Ideas
1. Synthesis of accumulated knowledge, emerging ideas and perspectives.
 2. Arguments have a clear purpose and are grounded in a logical line of reasoning supported by relevant evidence.
 3. Use of critical thinking skills.
 4. This area will focus on the following questions:
 - a. How is connection and analysis of evidence used in the development of an argument and conclusion?
 - b. What line of reasoning and evidence would best support the argument?
 - c. Are there other conclusions that should be considered?
 - d. How are personal biases and assumptions reflected?
 - e. How are sources cited?
- B. Team, Transform and Transmit
1. Use of collaboration, communication and reflection.
 2. An argument is effectively communicated when its purpose is clear, tailored to a specific audience and context, and is conveyed through a medium appropriate and appealing to the intended audience.
 3. Reflection on the work and learning processes can lead to personal growth, effective inquiry, learning and collaboration.
 4. This area will focus on the following questions:

- a. How the presentation engage the audience?
- b. What is the best medium or genre to engage the audience?
- c. What common misconceptions might the audience have?
- d. How might the argument be adapted for different audiences and situations?
- e. How might the communication choices affect credibility?
- f. What can team members contribute to the presentation?
- g. What is the benefit of revision?
- h. How individual reflection benefit the work?

III. ACCOUNTABILITY DETERMINANTS

A. Key Assignments

1. Individual Photo Essay and Presentation: Students will compose an individual photo essay reflecting on an aspect, role or state of power. Students will develop and present a multimedia presentation (approximately 6-8 minutes) to a class audience. As a culminating piece of the multimedia presentation, students will be assigned questions on the research process, use of evidence and conclusion of findings. [CR2h]
2. Collaborative Definition Essay and Presentation: Students will define a role of power using examples from: summer readings, class discussions and outside readings. [CR2f] [CR2h]
3. Partner debate: Students will prepare a written and verbal argument to include: organizing with clarity of an argument, providing reasons for support, identifying counterarguments and presenting with style. [CR2e] [CR2h]
4. Comparison/Contrast Essay: Students will write an essay comparing and contrasting two arguments in education. Students will focus on: perspectives, implications and limitations.
5. Group Debate: Students will refine their debate skills individually and in groups on current topics in education (i.e. standardized testing, privatization of schools, etc.). [CR2e] [CR2f]
6. Problem-Solution Argument Essay: Students will identify and provide solutions to a problem in the field of education through readings and research. [CR2h]
7. Individual written report: Students will write an individual research paper based on research within their team. [CR2h]
8. Team Report, Presentation and Reflection: Students will develop and present a team report and multimedia presentation to a class audience. As a culminating piece of the multimedia presentation, students will be assigned questions on the team process, use of evidence and findings. Students will complete a reflection of their position, role and findings related to the team report and presentation. [CR2h] [CR2g]
9. Practice Exams: Students will complete practice AP examinations to reflect upon their learning and mastery of concepts as well as prepare for the AP examination. [CR2a]

B. Assessment Methods

1. Skill mastery and quality of work
2. Classwork/homework
3. Performance tasks

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4. Research projects and presentations
5. Quizzes
6. Free response questions
7. Timed essays
8. End of unit tests
9. Semester final exams

IV. INSTRUCTIONAL MATERIAL AND METHODOLOGIES

- A. Required Textbook(s)
None
- B. Supplementary Materials
 1. Primary and Secondary Sources
- C. Instructional Methodologies
 1. Socratic Seminar
 2. Debate
 3. Teacher Lectures/Direct Instruction
 4. Cooperative Learning
 5. Guided Inquiry
 6. Discourse
 7. Group Projects/Presentations
 8. Peer Edits