

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Advanced Placement Seminar
2. Transcript Title/Abbreviation:	AP Seminar
3. Transcript Course Code/Number:	5E65
4. Seeking Honors Distinction:	Yes
5. Subject Area/Category:	Meets the CSU/UC "g" General Elective requirement
6. Grade Level(s):	11-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	May 3, 2018
13. 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 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.
14. Prerequisites:	None
15. Context for Course:	Ayala High School has already been approved through College Board to teach AP Seminar for the 2018-2019 school year. This course is meant to complement other AP courses and help AP students improve their AP skills. Students who complete AP Seminar and AP Research will receive the AP Capstone Certificate. Students who take both courses and also pass four additional AP exams will receive an AP Diploma.
16. History of Course Development:	This course has been approved by College Board and the teacher will be attending AP Capstone training the summer of 2018 to prepare for the 2018-2019 school-year.
17. Textbooks:	N/A
18. Supplemental Instructional Materials:	Provided by College Board
C. COURSE CONTENT	
1. Course Purpose:	This 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.

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- a. Students explore the complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas by exploring multiple perspectives and lenses related to those themes
- b. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following big 5 ideas (Question and Explore; Understand and Analyze; Evaluate Multiple Perspectives; Synthesize Ideas; Team, Transform, and Transmit)
- c. Students gain a rich appreciation and understanding of issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances
- d. Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation
- e. Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

2. Course Outline:

This course will use the approved “student interest” format, in which students are given a list of 10 possible themes by the teacher and asked to rate them. The 4 highest rated themes will then be used for the course and will be the center of the 5 big ideas.

- Big Idea #1: Question and Explore
 - Context of a problem or issue and effects on how it is interpreted or presented
 - Multiple perspectives of the problem or issue
 - Questions that haven’t been asked
 - Voices or perspectives missing from research
 - Keywords to search for information about this topic
- Big Idea #2: Understand and Analyze
 - Strategies to help comprehend the text
 - Argument’s main idea and what reasoning does the author use to develop it
 - Author’s point of view
 - Biases of the author
 - Does the argument acknowledge other perspectives?
 - Is the source trustworthy
 - Implications of the arguments
 - How does the conclusion impact the students and the community?
- Big Idea #3: Evaluate Multiple Perspectives
 - Patterns or trends can be identified among the arguments about this issue
 - Implication and/or consequences of accepting or rejecting a particular argument
 - Connecting multiple perspectives and other issues, questions, and topics that they relate to
 - Explain contradictions within or between arguments
 - From whose perspective is this information being presented
- Big Idea #4: Synthesize Ideas
 - Connect and analyze the evidence in order to develop an argument or support a conclusion
 - Is the reasoning logical and what reasoning and evidence would best support the argument?
 - Other conclusions to consider
 - How to account for their own biases and assumptions

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- Best way to acknowledge and attribute the work of others
- Avoid plagiarism
- Big Idea #5: Team, Transform, and Transmit
 - How to appeal and engage an audience
 - The best medium or genre through which to engage the audience
 - Common misconceptions the audience might have
 - How to adapt the argument for different audiences and situations
 - How do communication choices affect my credibility with my audience?
 - Contributions to offer to a team
 - The benefits of revision
 - Benefits of reflecting on work
- Possible Themes:
 - Aesthetics, belief, communication, courage, culture, democracy, discovery, discrimination, diversity, education, environment, evolution, food, freedom, government, health, home, identity, immigration, innovation, intelligence, justice, language, leisure, liberty, media, modeling, myth, networks, opportunity, patterns, peace, perception, place, power, protest, representation, revolution, rights and responsibilities, social media, space, sustainability, technology, theory, traditions, transformation, utopia, war, wealth and poverty, work

3. Key Assignments:

- I-Search Paper – personal research paper about a topic that is important to the student
- Service Learning – Linking classroom based contexts with field-based learning in the community
- Source Mining – reviewing bibliographies of research studies or articles on a topic to see which names or works are referenced repeatedly to get an overview of key scholars or sources in the field
- Annotated bibliographies – bibliography with brief summary of each source and a commentary about its usefulness to the inquiry along with the source's citation
- Peer Reviews – students providing structured reviews of each other's essays and presentations
- Team Project and Presentation – Students work in teams of 3-5 to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides a defense to questions posed by the teacher.
- Individual Research-Based Essay and Presentation – students will read and analyze the cross-curricular stimulus material released by college board to identify thematic connections among them and possible areas for inquiry; compose a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions.
- End-of-Course Exam – Exam consists of three short answers and one essay question

4. Instructional Methods and/or Strategies:

- Debates
- Socratic Seminar
- Jigsaw
- Fishbowl
- Shared Inquiry
- Discussion Groups
- Debriefing
- Graphic Organizers
- Focused Note-Taking
- Close Reading

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- Marking the Text
- Summarizing
- Paraphrasing
- Retelling
- Think-Alouds
- Videotaping for self-evaluation
- Practice Modeling from Teacher
- Team-Building Activities

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
 - Individual Research-Based Essay and Presentation
 - End of Course Exam
- Assignments and class discussions: 25-40% of the final grade
 - Team Project and Presentation