



Palm Springs Unified School District Secondary Course Description

Please read: Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

District Office Use Only

Transcript Title(s)/Abbreviation: AP Seminar

Transcript Course Code(s)/Number(s): _____ Cabinet/ BOE Approval Date: _____

Section 1: Course Content

1. Course Title: AP Seminar

Date this course was first submitted to the Curriculum Advisory: _____

2. Is this a re-write of an existing course? No If "Yes," what is the District Course Code: _____

3. CALPADS Code : _____

4. PSUSD graduation requirement subject area: General Elective

5. Unit Value for complete course: 10 PSUSD credits (one year/two semesters) 6. Grade Level: 10 11 12 --

Course can be repeated for Credit?

Note: Grade level pertains to which grades the course has been designed.

7. PSUSD Department: Non-Departmental

8. PSUSD weighted GPA? Yes 9. Is this an "online" learning course? No

If "Yes," list the online provider: _____

Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.

10. Will this course be offered only through the Alternative Education Program? No

11. Career Pathway Relationship

Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38

Is this course an Industry and Career Pathway-related Course? No

If "Yes," which Industry? --

Which Pathway? _____

What sequence level? --

12. Is this course an Academy-related Course? No If "Yes," which Academy? _____

13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

AP Seminar Curricular Requirements

Students explore the complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas by exploring multiple perspective lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:

- Questions and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

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
- Experience artistic works and performances.

Students develop an understanding of ethical research practices and the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information. 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. 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.

COURSE OUTLINE:

Semester 1

Thematic Organization to promote Inquiry and the Academic Conversations:

* from the College Board AP Seminar course description

While the AP Seminar course develops core skills for academic success, it also challenges students to learn to think critically about complex issues and form their own perspectives about them. For this reason, the course is organized around topics, themes, or issues chosen at the local level. Helping student's move from reviewing literature to building an argument through inquiry is a key goal of the AP Seminar course.

Critical inquiry focuses on the creation of the new ideas, perspectives, and arguments. Teachers must help students understand that the research process is not simply about collecting evidence or facts and then piecing them together. Instead, the research process is about inquiry – asking questions and coming to solutions and conclusions through a serious thinking and reflection. The researcher seeks relevant information in articles, books, and other sources and develops an informed perspective built upon, but not merely derivative of, the ideas in the examined material. As a result, the research process is recursive, meaning that the researcher regularly visits ideas, seeks new information when necessary, and then reconsiders and refines the research questions, topics, and/or approach. Facilitating students' entrance into academic or real-world conversations about complex issues is another key goal of the AP Seminar course. AP Seminar provides the forum for students to examine multiple, diverse perspectives on the issues in

order to better understand and appreciate their complexity. Students' cultural backgrounds and experiences provide a rich foundation from which to begin. By considering and evaluating the multiple perspectives of others, students develop their own individual perspectives and add their personal voices to the larger conversation. All in all, the AP Seminar course aims to build independent, critical thinkers by empowering students to develop the skills and traits necessary for future academic study.

Teachers have the flexibility to choose one or more appropriate themes that allow for deep interdisciplinary exploration based on:

- Concepts or issues from other AP courses
- Students interests
- Local and/or civic issues
- Academic problems or questions
- Global or international topics

Themes are selected based on teacher and student interest. The themes may be linked with an 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. These themes are possible starting points. Within these themes, issues can be identified for exploration and investigation:

- Culture
- Democracy
- Discrimination
- Education
- Environment
- Identity
- Language
- Media
- Protest
- Revolution
- Rights and responsibilities
- Sustainability
- Technology
- Wealth or poverty

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 compelling. 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

Discussion Techniques:

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

that will be utilized are:

- Socratic Seminar
- Debate
- Jigsaw
- Fishbowl
- Shared Inquiry
- Discussion Group
- Debriefing

Semester 2

Focus on AP Seminar Assessments

* from the College Board AP Seminar course description

Students are assessed with two through-course performance tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1-5 scale) for AP Seminar.

- Team Project and Presentation – 20%
- Individual Research-Based Essay and Presentation – 35%
- End-of-Course Exam (2 hours) – 45% (College Board Scored)

AP Seminar Performance Task 1: Team Project and Presentation

Weight: 20% of the AP Seminar score

Recommended Completion Date: February 28

Submission Deadline: April 30

Task Overview:

Students work in teams of three to five to identify, 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.

Components

The following components are formally assessed:

| Component | Scoring Method | Weight |
|---|--|------------|
| Individual Research Report (1200 words) | Teacher scored, College Board validated (individual score) | 50% of 20% |
| Team Multimedia Presentation and Defense (8-10 minutes, plus defense questions) | Teacher scored (group score) | 50% of 20% |

Task Guidelines:

In this project, three to five students collaborate as a team to identify a problem or issue (e.g., local, national, global, academic/theoretical/philosophical). Each team develops a team research question and conducts preliminary research. They identify approaches, perspectives, or lenses and divide responsibilities among themselves for individual research that will address the team's research question.

Individually, students investigate their assigned approach, perspectives, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the group in a well-written individual report that:

- Identifies the area of investigation and its relationship to the overall problem or issue;
- Summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the chosen sources;
- Identifies, compares, and interprets a range of perspectives about the problem or issue; and
- Cites all sources used and includes a list of works cited or bibliography.

Working collaboratively, the team considers all of the research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions. The team:

- Collaboratively synthesizes and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue;
- Considers potential solutions or resolutions and conducts additional research in order to evaluate different solutions within the context of the problem; and
- Proposes one or more solutions or resolutions and prepares an argument to support their proposal.

The team develops an 8-10 minute presentation that presents a convincing argument for the proposed solutions or recommendations. The team should ensure the claims made are supported by evidence and that they have considered different perspectives and that the limitations and implications of their proposed solutions or recommendations. The presentation and the media used to enhance the presentation should consider audience, context, and purpose. Teachers should collect presentation media from all teams in the school's AP Seminar course(s) before any team actually delivers the oral presentation. Following the presentation, the team will defend its argument, with each student responding to a question posed by the teacher. Each team member should be prepared to answer questions about any part of the presentation.

AP Seminar Performance Task 2:

Weight: 35% of the AP seminar score

Recommended Completion Date: April 15

Submission Deadline: April 30

Note: Students must be given at least 30 days (state testing, spring breaks, holidays, etc. would not count toward those days) to complete their research, compose their essays, and develop their presentations. The actual presentations must take place outside of the 30-day window. The task is complex and rigorous, so students must be given sufficient time to complete it. Teachers would disadvantage students by giving them less time. Giving more time could also disadvantage students by reducing the time available for completing the Team Project and Presentation. Teachers should collect written work and presentation media from every student in the school's AP Seminar course(s) before any student actually delivers the oral presentation. *Teacher must carefully plan a calendar that provides time for all the tasks to be completed, scored, and uploaded April 30.*

Teachers must upload and submit the following for this task by April 30:

- Individual Written Argument for each student
- Internal Score Report for the following components:
 - Individual Written Argument (IWA)
 - Individual Multimedia Presentation (IMP)
 - Oral Defense (OD)

Task Overview:

The College Board's AP Program will annually release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme. Students will read and analyze the texts 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. The final paper must incorporate at least one of the provided sources.

Criteria for Stimulus Material

On or about January 2 of each year (beginning of 2nd semester), College Board will release academic, cross-curricular stimulus material (texts) focused on a theme representing a range of perspectives from each of the following domains:

- Natural sciences, Technology, Mathematics, Environment
- Social Sciences, Politics, Economics, Psychology
- Arts (Visual Arts, Music, Dance, Theater)
- Culture, Languages, Linguistics
- History
- Literature, Philosophy, Critical Theory/Criticism

The following will be presented in the texts:

- Visual text and/or multimedia
- Quantitative data

Components

The following components are formally assessed.

| Component | Scoring Method | Weight |
|--|---|---------------|
| Individual Written Argument (2,000 words) (8 pages) | Teacher scored, College Board validated | 70% of 35% |
| Individual Multimedia Presentation (6-8 minutes) | Teacher scored | 20% of 35% |
| Oral Defense (two questions from the teacher) | Teacher scored | 10% of 35% |

Task Guidelines:

Teachers must ensure that students will have at least 30 school days to complete this project upon distribution of the stimulus materials. Students must be given at least 30 school days to complete their research, compose their essays, and develop their presentations. Student presentations must be scheduled after the 30-day window.

Teachers engage students in discussions of emerging issues from the cross-curricular stimulus material supplied by the College Board. Materials are released on or about January 2 of each year and students must address the current year's stimulus material in their written responses. Students read and analyze the provided stimulus materials to identify thematic connections among the sources and possible areas of inquiry. They compose a research question prompted by their analysis of the stimulus materials. They then gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of 2,000 words. The final paper must refer to and incorporate at least one of the sources provided. Students must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper and including a bibliography (see the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information). Students each develop a 6-8 minute presentation using appropriate media and present it to an audience of their peers. This presentation is an opportunity for students to present their conclusions by building arguments that convey their perspectives. The presentations should use the evidence to support students' own arguments and situate their perspectives in their larger contexts rather than merely summarizing student research. Finally, students defend their research process, use of evidence, and conclusion through oral responses to two questions asked by the teacher.

Preparation for AP Seminar End-of-Course Exam:

Weight: 45% of the AP Seminar score (College Board scored)

Date: May (in the AP Exam administration window) Week 1 (same day as AP Government—no conflict)

Note: The end-of-course exam will be administered by the AP Coordinator following the same procedures and guidelines as all other Advancement Placement Exams.

Task Overview:

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of four items (three short-answer and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students' skills in synthesizing and creating an evidence-based argument.

Description of End-of-Course Exam:

Five sources will be included with each end-of-course exam. Sources and readings on the end-of-course exam will represent a range of disciplines and perspectives. The four questions listed on the table below will remain the same on the end-of-course exam from year to year.

Components

The following components are formally assessed.

| Component | Scoring Method | Weight |
|---|----------------------|------------|
| Part A Suggested time: 30 minutes One source provided 3 short answer questions <ol style="list-style-type: none">1. Identify the author's argument, main idea, or thesis.2. Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them.3. Evaluate the effectiveness of the evidence the author used to support the claims made in the argument. | College Board Scored | 30% of 45% |

| | | |
|--|-----------------------------|-------------------|
| <p>Part B</p> <p>Suggested time: 90 minutes</p> <p>Four sources provided</p> <p>Students are asked to build their own arguments (there is no question given – students will come up with their own and craft their own argument) using at least two of the four provided sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach the topic.</p> <p>Directions: Read the four sources carefully, focusing on a theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on the theme or issue you identified. You must incorporate at least two of the sources provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge. In your response, refer to the provided sources as Source A, Source B, Source C, Source D, or by the author’s last name.</p> | <p>College Board Scored</p> | <p>70% of 45%</p> |
|--|-----------------------------|-------------------|

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

AP Seminar is a foundational course in the AP Capstone Program. AP Seminar 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 research based 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.

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: _____

Supplemental Materials: _____

16. Will this course be submitted for approval by UC? Yes

Section 2: School and District Information

School Information

1. School Name: Desert Hot Springs High School

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: http://www.psusd.us

School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Caroline Cota

Position/Title: Principal Email: ccota@psusd.us

Phone #: 760-288-7000 Ext: _____

Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Caroline Cota

Position/Title: Principal Email: ccota@psusd.us

Phone #: 760-288-7000 Ext. _____



Palm Springs Unified School District Secondary Course Description

Section 3: Course Information

1. Was this course "Previously Approved" by UC? Yes

Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies:

2. Is this course modeled after a UC-approved course from another high school outside of our district? Yes

Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.

If "Yes," list which school: Eleanor Roosevelt High School

Exact Course Title: AP Seminar 1A/ AP Seminar 1B

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD: No

If "Yes," what school? _____

Exact Course Title: _____

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list? _____

Exact Course Title: _____

5. Has this course been provided program status, is not an online course, and is it listed below? No

If "Yes," select an option from the Program

Status list: --

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process? No

Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.

If "In Progress," date submitted to AP: _____
MM/DD/YYYY

Exact Program Course Title: -- AP Seminar

7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #9? No

8(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction? No

Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.

9. If the answer to either 26(a) or (b) is “No,” UC will not approve this course. If “Yes” to both 26(a) and (b)., then select the appropriate option from the Online Provider List below:

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10. Seeking “Honors” Distinction

Note: To receive “Honors” distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: <http://www.ucop.edu/a-gGuide/ag/a-g/honors.html>. For “Previously Approved” courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.

Yes, AP

Note: “Other Honors” is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.

11. Subject Area and Category

“a” - History/Social Science

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“b” - English

--

“c” - Mathematics

--

“d” - Laboratory Science

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Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the “g” elective requirement: the second and third years of the sequence then fulfill the two-year “d” laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the “d” subject area must be taken to fulfill the “d” requirement.

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Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry

“e” - Language Other than English

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Language --

“f” - Visual and Performing Arts

--

“g” - Elective

Interdisciplinary



Palm Springs Unified School District High School Course Description

Section 4: Course Attributes

1. Is this course classified as a Career Technical Education Course?

No

If no, skip to item #2

2. If "Yes," select the name of the industry **and** Career Pathway:

- | | |
|---|----|
| <input type="checkbox"/> Agriculture and Natural Resources | -- |
| <input type="checkbox"/> Arts, Media, and Entertainment | -- |
| <input type="checkbox"/> Building and Construction Trades | -- |
| <input type="checkbox"/> Business and Finance | -- |
| <input type="checkbox"/> Education, Child Development and Family Services | -- |
| <input type="checkbox"/> Energy, Environment, and Utilities | -- |
| <input type="checkbox"/> Engineering and Architecture | -- |
| <input type="checkbox"/> Fashion and Interior Design | -- |
| <input type="checkbox"/> Finance and Business | -- |
| <input type="checkbox"/> Health Science and Medical Technology | -- |
| <input type="checkbox"/> Hospitality, Tourism, and Recreation | -- |
| <input type="checkbox"/> Information and Communication Technologies | -- |
| <input type="checkbox"/> Manufacturing and Product Development | -- |
| <input type="checkbox"/> Marketing, Sales, and Service | -- |
| <input type="checkbox"/> Public Services | -- |
| <input type="checkbox"/> Transportation | -- |