

Course Description

This template supports the submission of new courses for UC/CSU A–G approval through UC Doorways. Please complete all sections. Incomplete submissions cannot be uploaded for UC review.

Please visit [Writing A-G Courses](#) for samples and guidance.

A. COVER PAGE

<p>1. Course Title English 10: AP Seminar</p> <p>2. Transcript Title / Abbreviation Eng10: APSem S1/ Eng10: APSem S2</p> <p>3. Transcript Course Code / Number AF128 & AS128</p> <p>4. School MONROVIA HS</p> <p>5. District Monrovia Unified School District</p>	<p>10. Subject Area</p> <p><input type="checkbox"/> A – History / Social Science</p> <p><input checked="" type="checkbox"/> B – English</p> <p><input type="checkbox"/> C – Mathematics</p> <p><input type="checkbox"/> D – Laboratory Science</p> <p><input type="checkbox"/> E – Language Other Than English</p> <p><input type="checkbox"/> F – Visual & Performing Arts</p> <p><input type="checkbox"/> G – College-Preparatory Elective</p>
<p>6. City Monrovia, CA</p>	<p>11. Grade Level(s) 10</p>
<p>7. Length of Course:</p> <p><input type="checkbox"/> One Semester</p> <p><input checked="" type="checkbox"/> Full Year</p>	<p>12. Learning Environment:</p> <p><input checked="" type="checkbox"/> Classroom-based</p> <p><input type="checkbox"/> Online/ Hybrid</p>
<p>8. School / District Website www.monroviaschools.net</p>	<p>13. Seeking “Honors” Distinction?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>
<p>9. School Contact</p> <p>Name: Erika Ramirez</p> <p>Title/Position: Assistant Principal</p> <p>Phone: (626) 471 - 2800</p> <p>Fax:</p> <p>E-mail: eramirez@monroviaschools.net</p>	<p>14. Unit Value</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p><input type="checkbox"/> 2.0 (two year equivalent)</p> <p>Other: _____</p>
<p>15. Date of School Board Approval</p>	
<p>16. Was this course previously approved by UC?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> <p>If so, year removed from list?</p> <p>Under what course title?</p>	

17. Is this course modeled after an UC-approved course from another school?

Yes

No

If so, which school(s)?

18. Pre-Requisites

None

19. Co-Requisites

None

20. Course Overview (1–2 paragraphs): The Course Overview should describe the overarching content and goals of this course.

English 10: AP Seminar is an interdisciplinary course that immerses students in the exploration of complex academic and real-world issues from multiple perspectives. Utilizing an inquiry-based approach, students engage with a wide range of texts including articles, research studies, and literary works. They also interact with speeches, broadcasts, and artistic performances. The course emphasizes synthesizing information from various sources, encouraging students to develop and articulate their own viewpoints both individually and collaboratively.

Aligned with the QUEST framework, AP Seminar focuses on fostering curiosity, critical analysis, and the evaluation of diverse perspectives. Students are guided to synthesize ideas and collaborate effectively, equipping them with the skills to construct and communicate evidence-based arguments. This course mirrors college-level interdisciplinary studies, enhancing critical thinking, collaboration, and research skills on topics of personal interest.

B. COURSE CONTENT

21. Course Objectives & Learning Outcomes

List 4–6 specific learning goals. (Outcomes should be academic, skill-based, and measurable.)

Students who complete this course will be able to:

1	Engage with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
2	Extend their abilities to synthesize information from multiple perspectives and apply skills in crosscurricular contexts and in new situations.
3	Collect and analyze information with accuracy and precision.
4	Cultivate their abilities to craft, communicate, and defend evidence-based arguments.
5	Practice disciplined and scholarly research skills applied to relevant topics of their interest and curiosity.

22. Course Units:

Unit 1	
Unit Title	Developing Critical Reading Skills
Unit Summary: Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.	Students will analyze self-selected reading text utilizing their dialectical journals and share ideas in a group setting. Then they'll be given three additional texts which center around a certain theme connected to theirs, and synthesize the messages. Ultimately, students will be evaluating their reading for significance and relevance of the topics explored and take a stand on whether or not students should be required to read it. Students will receive feedback throughout the process of creating their presentation/ essay from teachers and peers. Post production, students will reflect on the process and their learnings.
Unit Assignments: Please include a 5-7 sentence description of one representative assignment students complete in this unit. Emphasize how the learning aligns with the course criteria for the subject area.	<p>Reflection on Values</p> <ol style="list-style-type: none"> List, define and reflect on personal values Discuss and develop classroom values: curiosity, connection, credibility and perseverance <p>Representative Assignment: One key assignment in this unit involves students creating a "Values Journal." Over several weeks, students document their reflections on personal and classroom values through daily entries. They analyze situations where they applied values like curiosity and perseverance, both in and out of the classroom. This assignment aligns with the course criteria by fostering critical thinking and self-awareness, encouraging students to connect personal insights with broader</p>

educational goals. Through reflective writing, students enhance their understanding of how values shape their learning experience and contribute to a supportive classroom environment. This assignment also promotes credibility and connection by encouraging students to share insights and learn from each other's experiences.

Readings:

(All students) theRSAorg. "Brené Brown on Empathy." YouTube, YouTube, 10 Dec.2013, www.youtube.com/watch?v=1Ewgu369Jw. (animated speech - video)

Summer Reading Options:

1. American Born Chinese by Gene Luen Yang (foundational text) (Prejudice / Discrimination)
 - Fuchs, Chris. "Behind the 'Model Minority' Myth: Why the 'Studious Asian' Stereotype Hurts." NBCNews.com, NBCUniversal News Group, 22 Aug. 2017. (article)
 - Yellow Peril Advertisement - 1882 (artistic work - advertisement)
2. Long Way Down by Jason Reynolds (foundational text) (Gun Violence)
 - Wan, William. "Tenacious New Gun Researchers Are Determined to Break Cycle of Mass Shootings." The Washington Post, WP Company, 24 Mar. 2018. (article)
 - "The Persistence of Memory" by Salvador Dali (artistic work - painting)
3. Love Hate and Other Filters by Samira Ahmed (foundational text) (Islamophobia)
 - Litchblau, Eric. "Hate Crimes Against American Muslims Since Post 9/11 Era." The New York Times. 16 Sept. 2017 (article)
 - "Greater Than Fear" by Shepard Fairey (artistic work - political poster)
4. American Street by Ibi Zoboi (foundational text) (Immigration)
 - Grinberg, Emanuella. "They treated us as though we were animals': Letters from inside an immigration detention facility." CNN. 4 July 2018. (article)
 - "Self Portrait Between the Borderline of Mexico and the United States" by Frida Kahlo (artistic work - painting)
5. Scythe by Neal Shusterman (foundational text) (Population Control)
 - Sheehan, Matt. "The Five Biggest Questions about China's New Two-Child Policy." Huffington Post. 30 Oct. 2015. (article)
 - "The Scream" by Edvard Munch (artistic work - painting)
6. Not if I See You First by Eric Lindstrom (foundational text) (Disabled Rights)
 - Stamberg, Susan. "Blind Art Lovers Make the Most of Museum Visit with 'Insight' Tours." National Public Radio. NPR. 5 Jan. 2017. (article)
 - "The Butler" by Jack Vettriano (artistic work - painting)

Unit 2

Unit Title

Introduction to Argument and the QUEST Framework

Unit Summary:

Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.

The next two weeks will serve as an overview of the course and the processes students will employ in order to be successful with argumentation. Students will become familiar with the basic components of rhetoric and argument and be able to analyze those strategies in works in order to determine how the speaker uses them to achieve his or her purpose. Students will also start using some of these techniques and making deliberate choices with their own writing. Throughout the unit, students will reflect on the art of persuasion.

Unit Assignments:

Please include a 5-7 sentence description of one representative assignment students complete in this unit. Emphasize how the learning aligns with the course criteria for the subject area.

Class/Group Posters

1. Clearly define each component of the course framework and present the concept to the class using an anchor chart for ongoing reference.
2. Reflect on our journey through these steps in Unit 1.
3. Consider how these skills are beneficial not only for this class but also for future academic pursuits and for becoming an active, engaged citizen.

Representative Assignment:

In this unit, students complete a research project that requires them to identify a global issue, conduct thorough research, and present their findings to the class. This assignment emphasizes critical thinking and effective communication, aligning with the AP Seminar course criteria. Students must evaluate multiple perspectives and synthesize information from diverse sources. The project enhances students' ability to collaborate and engage in meaningful discussions, preparing them for future academic challenges. By reflecting on their learning process, students understand the importance of these skills in real-world contexts, fostering lifelong learning and civic engagement.

Readings:

1. AP Capstone Descriptions of Big Ideas of Quest
2. "How to use Rhetoric to get What you Want" by Camille A. Langston (Ted Talk: broadcast)
3. Bedford Textbook - Chapter 3: Thinking about Rhetoric and Argument pg. 55-86 (foundational text)
 - Joseph-Nicolas Robert-Fleury, Galileo before the Holy Office 1847 (artistic work - painting)
 - Statue of Lincoln and Harriet Beecher Stowe and Rachel Carson testifying before Congress in 1963 (artistic work - photographs)
 - Pat Bagley / Cagie Cartoons, Malala Yousafzai 2012 (artistic work - political cartoon)
 - Excerpts from Nobel Prize Speech, by Elie Wiesel (speech)
 - American Academy of Pediatrics - Immunizations Ad

	<p>(artistic work - advertisements)</p> <ul style="list-style-type: none"> • Whole Foods Advertisement: Healthy Food Does Good (artistic work - advertisement) • 1911 Argument Against Senate Constitutional Amendment No. 8 / J.B. Sanford (informational flyer) <p>4. "Save the Northwest Tree Octopus" https://zapatopi.net/treeoctopus/ (false website)</p> <p>5. Oprah Winfrey's Acceptance Address for the Cecil B. DeMille Award (speech)</p> <p>6. Excerpt from Thank You for Arguing by Jay Heinrichs (foundational text)</p>
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Unit 3	
Unit Title	Ethics
<p>Unit Summary: Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.</p>	<p>The goal will be to increase students' world view on topics with the focus revolving around "right" vs "wrong." How do we tell right from wrong? To what extent does age, culture and other factors affect our ethical decisions? When making ethical decisions, whose needs should be most important?</p> <p>These are some essential questions that we'll explore throughout the unit. Our class will narrow our ethical conversation around the topic of cheating and how that can be applied in many contexts.</p> <p>Ultimately, students will produce an essay examining their stance on cheating in our culture synthesizing at least two sources we cover in the unit.</p>
<p>Unit Assignments: Please include a 5-7 sentence description of one representative assignment students complete in this unit. Emphasize how the learning aligns with the course criteria for the subject area.</p>	<p>Close Readings</p> <ol style="list-style-type: none"> 1. Students will create notes, written reflections, and engage in collaborative discussions to analyze texts for allusions, claims, reactions, new vocabulary, tone, juxtaposition, ethical issues, and the author's credibility. 2. Reflect on the topic of cheating from various perspectives, such as sports, education, video games, military, and photo manipulation. 3. Select an altered photograph and write an argument about why it should be considered cheating. Identify who is cheated and who benefits from the manipulation. 4. In groups, students will discuss and analyze the text "Cheating is Good for You." Each group will present one question and its answer to the class. <p>Representative Assignment: In one representative assignment, students analyze a series of altered photographs to explore the ethical implications of manipulation. They are tasked with writing an argumentative essay where they must assess the credibility of the alteration, identify who is affected by it,</p>

and determine who benefits. This assignment aligns with the AP Seminar course criteria by fostering critical thinking, encouraging evidence-based arguments, and developing communication skills through both written and oral presentations. Students engage in reflective inquiry, considering multiple viewpoints and constructing well-reasoned arguments, which are key components of the AP Seminar curriculum.

Readings:

1. Bedford Textbook - Chapter 7 Ethics pg. 410-533 (foundational text)
 - “Would you sacrifice one person to save five” Trolley Problem by Eleanor Nelsen (Ted-Ed video)
https://www.youtube.com/watch?v=yg16u_bzjPE#action=share
 - Lance Armstrong and Oprah Interview (ABC news broadcast)
<https://www.youtube.com/watch?v=ZxkULBtpF3s#action=share>
 - “A Contribution to Statistics” by Wislaw Szymborska (literary text-poem)
 - “Cheating is Good for You” by Mia Consalvo (article)
 - Calvin and Hobbes (artistic work - cartoon)
 - “Cheaters Never Win” (article)
 - “Is Human Enhancement Cheating?” by Brad Allenby (article)
 - “Cheating Upwards” by Robert Kolker (article / research studies)
 - The Ethics of photo manipulation / analyzing originals vs altered (artistic work -photographs)
 - Altered portrait of Lincoln
 - 1917 Cottingley England - fairy photos
 - Joseph Stalin removing Leon Trotsky
 - Time Magazine - May 4 1970 John Filo at Kent State University
 - 1994 OJ Simpson Newsweek cover vs. Time Magazine cover
 - 09 11 01 photo hoax
 - 2002 George Bush visiting George Sanchez Charter School
 - 2008 Iranian missile photoshop
 - 2007 Redbook photo enhancement of Faith Hill
 - Paul Hansen, Gaza Burial - 2012 World Press Photo of the Year Award

Unit 4	
Unit Title	Student Choice / Theme and Perspectives
Unit Summary: Please include 5-7 sentences describing	Students will work in groups of 3 or 4 on creating presentations around a certain theme. The class will be given a list of possible themes to choose from, or they can add one of their own. Once

<p>the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.</p>	<p>groups have decided on a theme of interest, they will layer that theme with lenses and brainstorm different research avenues. Students will then have to gather their own research and establish their own perspective on a topic or issue. While each student will explore a certain lens, the group will have to come back together with some conclusions about the topic as a whole.</p>
<p>Unit Assignments: Please include a 5-7 sentence description of one representative assignment students complete in this unit. Emphasize how the learning aligns with the course criteria for the subject area.</p>	<p>Synthesize Evidence with Individual Perspective</p> <ol style="list-style-type: none"> 1. Group sessions will involve a sharing findings, comparing and contrasting the different points of view within their topic and reflecting on the topic as a whole <p>Representative Assignment: In group sessions, students will share their findings, compare and contrast different viewpoints within their topic, and reflect on the topic as a whole. One representative assignment in this unit involves students conducting research on a chosen topic and presenting their findings in a collaborative seminar. Each student must contribute a unique perspective, supported by evidence, to enrich the group discussion.</p> <p>The assignment requires students to critically analyze various sources and synthesize information to form a cohesive argument, aligning with the AP Seminar criteria of evidence-based argumentation. Students will also engage in peer review, providing constructive feedback to enhance each other's understanding and analytical skills. This process not only deepens their knowledge of the subject matter but also hones their ability to communicate complex ideas effectively. By the end of the unit, students will have developed a well-rounded perspective on their topic, demonstrating the ability to integrate diverse viewpoints into a unified presentation.</p> <p>Readings: Varied based on students' topics. The group must analyze a text in each category: (1. article / research study 2. literary / 3. foundational text 4. speech broadcast, personal account, 5. artistic work) Students must use at least two of these sources in each aspect of their presentation</p>

<p>Unit 5</p>	
<p>Unit Title</p>	<p>Performance Task 1</p>
<p>Unit Summary: Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with</p>	<p>Students work in teams of three to five 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. This task consists of two components: (1) Individual research report; (2) Team multimedia presentation and defense.</p>

the course criteria for the subject area.	
<p>Unit Assignments: Please include a 5-7 sentence description of one representative assignment students complete in this unit. Emphasize how the learning aligns with the course criteria for the subject area.</p>	<p>Individual Work on Team Project</p> <ul style="list-style-type: none"> ● Questioning ● Research ● Arguments ● Lens ● Refining Research ● Connecting Evidence to Reason ● Developing Line of Reasoning ● Connecting Evidence to Reason ● Finalizing Format: Spelling, Citations, Works Cited <p>Team Work on Project</p> <ul style="list-style-type: none"> ● Share Team Report ● Developing a group line of reasoning ● Connecting arguments to each other <p>Representative Assignment: In group sessions, students will share their findings, compare and contrast different viewpoints within their topic, and reflect on the topic as a whole. A key assignment in this unit involves students conducting research on a chosen topic and presenting their findings in a collaborative seminar. Each student must contribute a unique perspective, supported by evidence, to enrich the group discussion.</p> <p>This assignment requires students to critically analyze various sources and synthesize information to form a cohesive argument, aligning with the AP Seminar criteria of evidence-based argumentation. Students will also engage in peer review, providing constructive feedback to enhance each other's understanding and analytical skills. This process not only deepens their knowledge of the subject matter but also hones their ability to communicate complex ideas effectively. By the end of the unit, students will have developed a well-rounded perspective on their topic, demonstrating the ability to integrate diverse viewpoints into a unified presentation.</p> <p>Readings: Based on performance tasks. Relevant sources are chosen by students based on their topics.</p>

Unit 6	
Unit Title	Performance Task 2
<p>Unit Summary: Please include 5-7 sentences describing the learning goals, topics and skills covered in this unit.</p>	<p>The College Board will release cross-curricular source material representing a range of perspectives focused on a single theme or topic. Students will use these texts to identify a research question or their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least ONE of the provided</p>

<p>Emphasize how the learning aligns with the course criteria for the subject area.</p>	<p>sources. This task consists of three components: (1) Individual written argument, (2) Individual multimedia presentation, (3) Individual oral defense.</p>
<p>Unit Assignments: Please include a 5-7 sentence description of one representative assignment students complete in this unit. Emphasize how the learning aligns with the course criteria for the subject area.</p>	<p>Individual Work on Individual Research-Based Essay</p> <ul style="list-style-type: none"> ● Questioning ● Research ● Arguments ● Lenses ● Refining Research ● Connecting Evidence to Reason ● Developing a Line of Reasoning ● Finalizing Format: Spelling, Citations, Works Cited <p>Individual Multimedia Presentation with Oral Defense</p> <p>Representative Assignment: In this unit, students undertake an Individual Research-Based Essay, which involves several critical steps aligning with AP Seminar course criteria. Initially, students develop their questioning skills to form a compelling research question. They then engage in thorough research to gather evidence, considering various lenses and perspectives. As they refine their research, students learn to connect evidence effectively to support their arguments and develop a coherent line of reasoning. The final stages involve perfecting the essay's format, including spelling, citations, and a works cited page. Additionally, students prepare an Individual Multimedia Presentation with an Oral Defense, demonstrating their ability to communicate their findings clearly and persuasively. This assignment emphasizes critical thinking, research skills, and effective communication, core components of the AP Seminar course.</p> <p>Readings: Based on performance tasks. Relevant sources are chosen by students based on their topics.</p> <p>Stimulus materials are related by College Board each year and included texts from the following domains:</p> <ul style="list-style-type: none"> ● 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

Unit 7	
Unit Title	End-of-Course Exam
<p>Unit Summary: Please include 5-7 sentences describing</p>	<p>During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of two components: (1) Part A--Students are asked to analyze an argument using</p>

<p>the learning goals, topics and skills covered in this unit. Emphasize how the learning aligns with the course criteria for the subject area.</p>	<p>evidence; (2) Part B--Students are asked to build their own arguments using at least two of the four sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach a topic.</p> <p>Readings: Based on performance tasks. Relevant sources are chosen by students based on their topics.</p>
<p>Unit Assignments: Please include a 5-7 sentence description of one representative assignment students complete in this unit. Emphasize how the learning aligns with the course criteria for the subject area.</p>	<p>Representative Assignment: In this unit, students complete an assignment where they conduct a detailed research project on a topic of their choice. They gather diverse sources, analyze information, and synthesize their findings into a coherent argument. This process aligns with the AP Seminar course criteria by developing critical thinking, research skills, and the ability to evaluate multiple perspectives. Students also practice constructing well-reasoned arguments and presenting them effectively. Through peer review and reflection, they refine their communication skills, ensuring their work meets the rigorous standards of AP Seminar. This assignment not only reinforces content knowledge but also hones the skills necessary for academic success.</p>

23. Texts & Supplemental Instructional Materials

- Provide the course materials that students use and analyze throughout the course. When appropriate, please incorporate these materials into the course's unit descriptions in the Course Content section.
- Some subject areas and disciplines require courses to include specific course materials. Please refer to the A-G [subject area course criteria](#) for more information.

Textbooks / Literary Texts / Manuals / Periodicals

<input checked="" type="checkbox"/> Textbook <input type="checkbox"/> Literary Text <input type="checkbox"/> Manual <input type="checkbox"/> Periodical <input type="checkbox"/> Other <input type="checkbox"/>	<p>Title: Advanced Language & Literature: Strong Roots for AP, College, and Beyond</p>
	<p>Author(s): Renee Shea, John Golden, Carlos Escobar, Lance Balla</p>
	<p>Publisher: Bedford, Freeman & Worth</p>
	<p>Edition/ Year: Second/2021</p>
	<p>Website/ URL: Website</p>

Primary textbook?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Read in entirety?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Websites:

Title	Author(s)/Editor(s)/ Compiler(s)	Affiliated Institution or Organization	URL
AP Seminar	Advanced Placement Program	College Board	https://apcentral.collegeboard.org

C. HONORS COURSES ONLY

Please refer to instructions

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

English 10: AP Seminar differentiates itself from the traditional 10th-grade English curriculum by substituting literature-focused, instructor-led instruction with an inquiry-based, college-level methodology. This course prioritizes independent research, interdisciplinary studies, and critical thinking. Rather than concentrating on novels, students evaluate diverse sources such as articles and media to construct arguments. The curriculum emphasizes collaborative projects and public presentations, cultivating skills in argumentation, research methodologies, and analyzing real-world perspectives.

Key distinctions include the area of focus, where standard English emphasizes literary analysis of novels and poetry, while English 10:AP Seminar centers on argumentation and research. Assessment in AP Seminar is performance-based, involving a team project, individual multimedia presentation, and a written argument, along with an end-of-course examination. The course develops advanced competencies like evaluating source credibility and constructing research-based arguments. Students are granted greater autonomy in selecting research topics, enhancing engagement compared to a standardized curriculum. The structure is more accelerated and collaborative, designed to prepare students for college-level research and AP coursework in subsequent grades.