

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

AP SEMINAR: GPS ENGLISH 2

Date: December 2017
Proposed Grade Level: 10
Grading: A-F
CTE Sector / Pathway: N/A

Course Length: One year
Subject Area: English
Credits: 5 per semester

Prerequisites: Recommended at or above I-Ready reading scores; recommended enrollment in Global Perspective Studies pathway.

Intent to Pursue “A-G” College Prep Status: Yes
A-G Course Identifier: ENGLISH

COURSE DESCRIPTION:

AP Seminar: GPS English 2 is the second-year required course for the Global Perspective Studies Diploma Pathway at Folsom High School. This course will address the same Common Core Standards as English 2, but with an emphasis on global themes and issues in a rigorous entry-level AP course. This course will provide students with foundational skills for concurrent and future AP courses as well as independent inquiry in the GPS pathway. In general, AP Seminar is the prerequisite to an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses, AP Seminar and AP Research, and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. 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. NOTE: According to College Board, “In order to offer AP Seminar, schools must apply through the AP Program to participate and teachers must attend mandatory training.”

GENERAL GOALS/ESSENTIAL QUESTIONS:

Goals:

- Students explore the complexities of one or more globally-focused themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and 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 (described in detail below) based on the “QUEST” model developed by College Board:

- Question and Explore
- Understand and Analyze Arguments
- 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; and experiencing 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.

Essential Questions:

(Based on the five big ideas listed above)

- How does the process of inquiry and investigation through multiple perspectives lead to deeper understanding of complex global issues?
- How does understanding a text—including the author’s perspective, the line of reasoning, the quality of evidence, and the implications of the argument—lead to greater understanding of the global topic or concept being explored?
- How does evaluating multiple perspectives lead to a better understanding of the complexities of a global issue or a topic?
- How does gathering and analyzing sources representing various perspectives and building on the arguments on the ideas of others lead to establishing one’s unique voice in the conversation about the global topic or concept being explored?

How do developing skills in collaboration, communication, and reflection lead students to personal growth, effective learning, and working with others in a global society?

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

DETAILED UNITS OF INSTRUCTION:

Since AP Seminar requires students to submit through-course assessments during most of the second semester, direct instruction takes place primarily in the first semester. Direct instruction in the second semester must be limited to addressing skills in a whole-class setting so as not to influence the development of the students' through-course assessments.

Included below are the following:

- **Overview and General Framework based on College Board expectations**
- **Required AP Assessments**
- **Detailed Unit Outline**

OVERVIEW AND GENERAL FRAMEWORK: Throughout the course, instruction is organized around five “Big Ideas,” detailed below. Within each big idea are several Enduring Understandings. Linked to each Enduring Understanding are corresponding Learning Objectives and Essential Knowledge statements, all of which are relevant to CCSS for Reading, Writing, Listening and Speaking.

Big Idea 1: Question and Explore

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.

Essential Questions:

- How does the context of a problem or issue affect how it is interpreted or presented?
- How might others see the problem or issue differently?
- What questions have yet to be asked?
- What voices or perspectives are missing from my research?
- What do I want to know, learn, or understand?
- How does my research question shape how I go about trying to answer it?
- What information do I need to answer my question?
- What keywords should I use to search for information about this topic?

Big Idea 2: Understand and Analyze

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.

Essential Questions:

- What strategies will help me comprehend a text?
- What is the argument's main idea and what reasoning does the author use to develop it?
- Why might the author view the issue this way?
- What biases may the author have that influence his or her perspective?
- Does this argument acknowledge other perspectives?
- How do I know if a source is trustworthy?
- What are the implications of these arguments?
- How does this conclusion impact me and my community? Or my research?

Big Idea 3: Evaluate Multiple Perspectives

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.

Essential Questions:

- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument? • How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?

Big Idea 4: Synthesize Ideas

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.

Essential Questions:

- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical?
- Are there other conclusions I should consider?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How can I avoid committing plagiarism?

Big Idea 5: Team, Transform, and Transmit

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.

Essential Questions:

- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to engage my audience?
- What common misconceptions might my audience have?
- How might I adapt my argument for different audiences and situations?
- How might my communication choices affect my credibility with my audience?
- What contributions can I offer to a team?
- What is the benefit of revision?
- How can I benefit from reflecting on my own work?

REQUIRED AP ASSESSMENTS (Abbreviated in detailed semester plans below):

1. AP Seminar Performance Task I: Team Project and Presentation (20% of Overall AP Seminar Score)

Submitted via online portfolio in April.

Students will 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.

Components:

As a team, students identify a problem or issue (for this course, to be globally-focused), form a research question, and conduct preliminary research. They then divide responsibilities among themselves for individual research through different "lenses" that will address the team's research question.

A. Individual Research Report (IRR) of 1200 words. Scored by College Board. Counts for 50% of Performance Task 1.

Each student presents his or her findings 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 a bibliography

B. Team Multimedia Presentation (TMP) and Defense of 8-10 minutes plus Q&A. Teacher-scored/Group Score. Counts for 50% of Performance Task 1.

Working collaboratively, the team considers the content of all IRRs 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;
- Proposes one or more solutions or resolutions and prepares an argument to support their proposal
- Develops an 8-10 minute presentation that presents a convincing argument for the proposed solutions or recommendations.

2. AP Seminar Performance Task 2: Individual Research-Based Essay and Presentation (35% of overall AP Seminar Score)

Submitted via online portfolio in April.

Students must be given at least 30 school days to complete their research, compose their essays, and develop their presentations (not counting state testing, spring break, holidays, etc).

In January, College Board will release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme.

Components:

A. Individual Written Argument (IWA) of 2000 words. Scored by College Board. Counts for 70% of Performance Task 2.

After students read and analyze the provided stimulus materials to identify thematic connections among the sources and possible areas for inquiry, they must:

- Compose a research question prompted by their analysis of the stimulus materials;
- Gather additional information through research;
- Analyze, evaluate, and select evidence;
- Develop a logical, well-reasoned argument of 2000 words (The final paper must refer to and incorporate at least one of the sources provided.); and
- Avoid plagiarism by use of proper citations and including a bibliography.

B. Individual Multimedia Presentation (IMP) of 8-10 minutes. Scored by teacher. Counts for 20% of Performance Task 2.

After writing their IWA, students develop a 6-8 minute presentation using appropriate media and present it to an audience of their peers. During the presentation, students:

- Present their conclusions by building arguments that convey their perspectives; and
- Use evidence to support their own arguments and situate their perspectives in a larger context rather than simply summarizing research.

C. Oral Defense (Two questions from teacher). Scored by teacher. Counts for 10% of Performance Task 2.

Students defend their research process, use of evidence, and conclusion through oral responses to two questions asked by the teacher.

3. AP Seminar End-Of-Course Exam (EOC Exam) (45% of the overall AP Seminar Score)

Administered during AP Testing window as directed by College Board.

The exam is scored by College Board.

Components:

Part A: Short Answer Questions (Counts as 30% of the EOC test score)

Suggested time 30 minutes. One source provided.

Students are asked to analyze an argument using evidence in order to:

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; and
3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument.

Part B: Essay Question (Counts as 70% of the EOC test score)

Suggested time 90 minutes. Four sources representing a variety of perspectives provided.

Students are asked to build their own arguments 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.

DETAILED COURSE OUTLINE:

Semester 1:

First semester instruction and assignments is designed to prepare students for the rigor of self-directed and collaborative inquiry work in the second semester. Note that weeks are approximate and will vary based on adopted district calendar and the timing of Thanksgiving Break.

Instruction throughout the first semester will emphasize

- *Critical Thinking and Reasoning*
- *Critical Reading*
- *Inquiry and Research Methods*
- *Argumentation*
- *Oral and Written Communication Skills*
- *Collaboration Skills*

Students will also be expected to read one or more full-length texts aligned with district ELA expectations, making connections between this full-length text and the themes addressed this semester.

Quarter 1:

Team building and collaboration.

Because this course requires a great deal of collaborative inquiry, production, and presentation, it is essential to begin with lessons designed to develop a team mindset and collaborative skills.

Introducing the QUEST process

Using a teacher-directed global theme (for example, energy or literacy) as a springboard, students will interact with teacher-selected texts representing a wide variety of media, genres, and perspectives. Guided practice will address all five elements of the QUEST process in order to introduce the skills necessary to succeed in the course and its accompanying assessments.

Entering the Conversation, Global Issues Theme 1

Assessments: Mock TMP, Mock IRR

Using a teacher-directed theme as a springboard, students will interact with teacher-and student-selected texts representing a wide variety of media, genres and perspectives. Students will work in teams to formulate a research question, develop an argument, and present their findings to the class in the form of a MOCK TMP. Within the team, students will research a single aspect of the topic and write a MOCK IRR.

End-of-Course Exam Part A Guided Practice

Assessment: Mock EOC Part A (midterm test)

Throughout the first quarter, students will engage in frequent guided practice on reading, analyzing, and answering questions about a wide variety of texts, based on the EOC Part A model.

Quarter 2:

Entering the Conversation, Global Issues Theme 2

Assessments: Mock IWA, Mock IMP

Using a teacher-directed theme as a springboard, students will interact with teacher-and student-selected texts representing a wide variety of media, genres and perspectives.

Students will work individually to address topics of their choice that connect to the theme addressed in class and that purposefully use source materials to develop a written argument (MOCK IWA) and present their findings to the class (MOCK IMP)

The MOCK IWA will be submitted before Thanksgiving Break and will count as a final written assessment.

The MOCK IMP will be given between Thanksgiving Break and Finals Week and will count as a final oral presentation assessment.

End of Course Parts A and B Guided Practice and Formative Assessment:

Assessment: Mock EOC Exam, Parts A and B

Throughout the second quarter, students will engage in guided practice on reading, analyzing, and answering questions about a wide variety of texts, based on the EOC Part A model. As they are engaging in guided practice, team collaboration, and individual work on their mock IRR, TMP, IWA, and IMP, students will be learning and practicing the skills needed for EOC Part B, which requires them to read multiple sources, determine a common thread, formulate an argument synthesizing source material as evidence, and communicate their ideas in a clearly written and accurately documented essay.

On the day of the final exam, students will take a released End-Of-Course Exam, including both Part A and Part B.

Semester 2:

During most of the second semester, instruction will focus on whole-class review of skills while students engage in two “through-course” assessments. These assessments must be submitted to College Board via an online portfolio by no later than a deadline posted on the AP calendar each year.

Students will then take the End-of-Course exam during the AP Testing window

Whole-Class Skills Review will focus on:

- *Critical Reading*
- *Inquiry and Research Methods*
- *Argumentation*
- *Oral and Written Communication Skills*
- *Collaboration Skills*

After testing, students will also be expected to read one full-length text with a global focus, making connections between this full-length text and the themes addressed this semester.

Quarter 3:

Performance Task 1

Assign teams and brainstorm potential globally relevant topics for second-semester inquiry (before winter break)

Finalize topics and develop working research questions.

Individual research with ongoing skills review and whole-class instruction.

Team Presentation preparation with ongoing skills review and whole-class instruction.

Submit Independent Research Report

Team Presentations

Start Performance Task 2

Provide IWA stimulus materials packet to be reviewed independently by students during weeks of team presentations.

Work on IWA with ongoing skills review and whole-class instruction.

Quarter 4:

Performance Task 2

Work on IWA with ongoing skills review and whole-class instruction.

Individual Presentation preparation

Individual Presentations

Upload Digital Portfolio materials by deadline established by College Board
EOC Exam Review

EOC Exam

During AP testing window as established by College Board

Wrapping Up and Looking Ahead

Global Literature book groups/Socratic Seminars

Preview AP Research Course (to be offered as an elective for Juniors and Seniors)

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

They Say, I Say: The Moves that Matter in Academic Writing by Gerald Graff, W. W. Norton and Company, 3rd edition, 2014.

The Bedford Researcher by Mike Palmquist, Bedford St. Martins, 5th edition, 2016.

Everything's An Argument with readings, by Lunsford, Ruszkiewicz, and Walters, Bedford Books, 7th edition, 2016.

StudySync, McGraw Hill, 2017.

Resource Materials

Students will use a wide variety of resources including the following:

- Printed and online articles, speeches, interviews, and personal narratives; artistic works and performances or other kinds of texts--anything that conveys a perspective and can be examined.
- Complex and scholarly sources, including peer-reviewed sources from an academic research community.
- Handbooks, databases, and other reference materials essential to equip students with the tools necessary for research and communication.
- Board-approved literary and informational text resources.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Common Core State Standards for Language Arts and Literacy

Reading Standards for Literature

- R.L.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- R.L.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- R.L.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- R.L. 9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- R.L. 9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

- R.L. 9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- R.L. 9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- R.L. 9-10.8. N/A
- R.L. 9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text

- R.I.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- R.I.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- R.I.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- R.I. 9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- R.I. 9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- R.I. 9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- R.I. 9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- R.I. 9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- R.I. 9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- R.I. 9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing Standards

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)
- W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.
- L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core State Standards for Science & Technical Subjects (Grades 6-8, 9-10, 11-12)

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** Inquiry and investigation begin when students encounter information about complex issues and problems that stimulates their intellectual curiosity. Through the research process they develop critical questions and seek answers to complex issues or ideas.
- **Constructive Thinkers:** Seeking answers to their question requires exploration of numerous, often competing perspectives; the context surrounding those perspectives; and the reliability and credibility of the perspectives. Giving students the opportunity to dig deeper and feed their curiosity makes for meaningful discoveries and discussions.
- **Effective Communicators:** Communication and reflection are skills that provide opportunities for students to develop their learning. 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.
- **Collaborative Workers:** Collaboration is a skill where students draw upon their own strengths and the strengths of teammates to achieve a common goal. 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.
- **Quality Producers/Performers:** Students synthesize their accumulated knowledge, emerging ideas, and perspectives to form conclusions of their own. 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.
- **Responsible Citizens:** 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. 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.

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