

**DISTRICT COURSE PROPOSAL FORM**

*The course proposal must be submitted to the Curriculum, Instruction and Assessment (CIA) department. If the course proposal is received after the due date (second week in September), the course will be considered for the next course proposal cycle.*

**NOTE: Confirm the proposal for a new course with your Building Administrator prior to completing this form.**

- ☐ Check with your school Registrar to review the DCSD course master and determine that this proposed course does not already exist. If it does not, proceed as follows:

Course Proposals are due by the third week in September in order for it to become active for the following school year.

- Timeline: [Link to timeline](#).
- Open this document and save a copy titled “Course Proposal [Course title].” Share this with a designee in the Curriculum, Instruction, and Assessment (CIA Department).
- Complete all sections. If you have any questions, contact the CIPG Department at 303-387-9504.
- Upon completion, a digital copy of the proposal needs to be shared with CIA and will be sent out to get the required signatures.
- This form will be processed by the CIA Department and then forwarded to the Board of Education for approval.
- If approved, the course will be available to all applicable schools within the district.
- Course proposal forms are presented to the Board of Education in October.

<b>Date: 11-15-23</b>			
<b>Group(s) initiating this proposal</b> <i>(check all that apply):</i>		<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Students <input type="checkbox"/> Citizens	
<b>Name of school and individual completing this form:</b>		<b>Castle View High School</b>	
<b>Name of the building administrator assigned to support the completion of this course proposal:</b>		<b>Jeena Templeton Stephanie Morris</b>	
<b>Contact Information (phone number, e-mail address):</b>		<b>smorris1@dcsdk12.org</b>	
<b>Course Title:</b>		<b>*AP Seminar/English II</b>	
<b>Department in which this course is assigned.</b> <i>(the department designation is used for state coding and influences the highly qualified teacher status)</i>		<b>ENG</b>	
<b>Credit</b> <i>(checkbox):</i>		<input type="checkbox"/> 0.5 (one semester) <input type="checkbox"/> 0.25 (quarter) <input checked="" type="checkbox"/> <b>1.0 (two semesters)</b> <input type="checkbox"/> N/A	
<b>The proposed course is</b> <i>(checkbox):</i>		<input checked="" type="checkbox"/> <b>Core (Science, English, Math, Social Studies)</b> <input type="checkbox"/> Elective <input type="checkbox"/> Other _____	
<b>Is this a CTE or dual credit course?</b> <i>If yes, CTE Coordinator approval required.  Please contact the CTE coordinator for guidance and requirements.</i>		<input type="checkbox"/> Yes - Check all that apply <input type="checkbox"/> CE <input type="checkbox"/> CTE <i>Contact the CE/CTE Coordinator before proceeding further</i>  <input checked="" type="checkbox"/> <b>No</b>	
<b>Grade level(s):</b>	<input checked="" type="checkbox"/> <b>High School</b>	<input type="checkbox"/> Middle School	<input type="checkbox"/> Elementary

## **DESCRIPTION:**

Provide a brief course description as it would appear in the District's course master. A course description should provide the reader (parents, students, public, administrators, etc.) with an overview of the main concepts/topics taught and what skills students will be acquiring in the course. *Refer to the School Courses for the Exchange of Data ([SCED Code Lookup](#)) for commonly used course descriptions.*

➤ SCED Code Number (This number is used for state reporting): **22 110**

➤ Course Description:

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

This year-long, accelerated course includes much of the literature, vocabulary study, and writing experiences of English II, but at an accelerated level (reading assignments, homework, and complexity of writing will be augmented). This course is intended for students capable of a challenging curriculum and provides a strong foundation for subsequent Advanced Placement English classes. In addition, the study of grammar, usage, and mechanics will be integrated with the students' writing. In addition to the increased homework load, students will be expected to complete a summer reading component.

Schools must apply and be approved to offer the AP Capstone Diploma program before they can offer AP Seminar and AP Research to their students.

## **ALIGNMENT WITH DOUGLAS COUNTY'S CURRICULUM**

Please write a detailed description of how the course **aligns and assesses the DCSD-Curriculum (Knowledge and Skills from the Colorado Academic Standards):**

- Is this course AP or IB? **Yes** If yes, provide the course overview from AP or IB.
- Detailed description: *AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.*
- In the space provided below list the CAS (Colorado Academic Standards) that is aligned to the course

## **AP Seminar Skills & Colorado State Standards: English 10**

Below are the AP Seminar Skills (organized by the course's five big ideas), along with their corresponding skill from the Colorado State Standards for English 10. With the intentional addition of English literature, the AP Seminar Enduring Understandings (EUs) and Learning Objectives (LOs) align with the Colorado State Standards Prepared Graduate Competencies in Reading, Writing, and Communicating.

**AP Seminar: Big Idea 1:**

**EU 1.1.:** Personal interest and intellectual curiosity inspires investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.

**EU 1.2:** Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.

**EU 1.3:** The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.

**EU 1.4:** The relevance and credibility of the source of information is determined by the context of its use.

**EU 1.5:** There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.

<b>AP Seminar Learning Objectives</b>	<b>Colorado State Standards Evidence Outcomes</b>
<b>LO 1.1A</b> Contextualizing and identifying the complexities of a problem or issue <ul style="list-style-type: none"> <li>- Looking at perspectives.</li> <li>- Narrowing scope of a question or inquiry</li> <li>- Situating an issue in a greater context</li> </ul>	<b>4.2.1.c:</b> Formulate research questions that are clear and precise
<b>LO 1.1B</b> Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives <ul style="list-style-type: none"> <li>- Learning how to pose complex questions</li> <li>- Considering a variety of perspectives when answering questions</li> </ul>	<p><b>4.1.B:</b> 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.</p> <p><b>4.2.A:</b> Analyze the logic (including assumptions and beliefs) and use of evidence (existing and missing information, primary sources, and secondary sources) used by two or more authors presenting similar or opposing arguments (such as articles by two political columnists that address the same issue)</p>
<b>LO 1.2A</b> Retrieving, questioning, organizing, and using prior knowledge about a topic	<b>1.1.B:</b> Select organizational patterns and structures and choose precise vocabulary and rhetorical

<ul style="list-style-type: none"> <li>- Recognizing that context (cultural, experience, assumptions) that impact our understanding</li> <li>- Using strategies to illustrate, organize, and connect ideas</li> </ul>	<p>devices</p> <p><b>4.2.G:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>LO 1.2B</b> Accessing and managing information using effective strategies</p> <ul style="list-style-type: none"> <li>- Using secondary and primary sources</li> <li>- Using databases and other advanced search tools to find quality, credible sources</li> <li>- Learning how to use Boolean searches, specific keywords, and refine search</li> </ul>	<p><b>4.2.1D:</b> Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness</p> <p><b>4.2.1.E:</b> Distinguish between types of evidence (e.g., expert testimony, analogies, anecdotes, statistics) and use a variety of types to support a particular research purpose</p>
<p><b>LO 1.4A</b> Evaluating the relevance and credibility of the source of information and data in relation to the inquiry</p>	<p><b>4.2.B:</b> Evaluate the accuracy of the information in a text, citing text-based evidence, author's use of expert authority, and author's credibility to defend the evaluation</p>
<p><b>LO 1.5A</b> Identifying the information needed for the context of the inquiry</p>	<p><b>4.2.G:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p style="text-align: center;"><b><u>AP Seminar: Big Idea 2</u></b></p> <p><b>EU.2.1:</b> Authors express their ideas, perspectives, and/or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening and thinking.</p> <p><b>EU2.2:</b> Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.</p> <p>EU2.3: Arguments have implications and consequences</p>	
<p style="text-align: center;"><b>AP Seminar Learning Objectives</b></p>	<p style="text-align: center;"><b>Colorado State Standards Evidence Outcomes</b></p>
<p><b>LO2.1A:</b> Employing appropriate reading strategies and reading critically for a specific purpose.</p>	<p><b>1.2.A:</b> Initiate and participate in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>i.</b> Come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from the texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

	<p><b>2.3.A:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 0-10 reading and content, choosing flexibility from a range of strategies</p> <p><b>i.</b> 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.</p> <p><b>ii.</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p> <p><b>iii.</b> Consult general and specialized reference materials, 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.</p> <p><b>iv.</b> 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)</p> <p><b>1.2.B:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>i.</b> Interpret figures of speech in context and analyze their role in the text</p> <p><b>ii.</b> Analyze nuances in the meaning of words with similar denotations</p> <p><b>2.3.C:</b> 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.</p>
<b>LO2.1B:</b> Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.	<b>2.2.A:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>LO2.2.A:</b> Explaining and analyzing the logic and line	<b>2.2.A:</b> Cite strong and thorough textual evidence to

of reasoning of an argument.	<p>support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>2.2.E:</b> 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).</p> <p><b>3.2.A:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p><b>x.</b> Explain how writers use organization and details to communicate their purposes.</p>
<b>LO2.2.B:</b> Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.	<b>1.2.D:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<b>LO2.2.C:</b> Evaluating the validity of an argument.	<p><b>2.2.C:</b> 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.</p> <p><b>2.2.D:</b> Compare the development of an idea or concept in multiple texts supported by text-based evidence.</p>
<b>LO2.3A:</b> Connecting an argument to broader issues by examining the implications of the author's claim.	<b>2.2.B:</b> Provide a response to text that expresses an insight (such as an author's perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight).
<b>LO2.3B:</b> Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.	No directly aligned skill available
<p style="text-align: center;"><b><u>AP Seminar: Big Idea 3</u></b></p> <p><b>EU3.1:</b> Different perspectives often lead to competing and alternative arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to a conversation.</p> <p><b>EU3.2:</b> Not all arguments are equal; some arguments are more credible/valid than others. Through</p>	

evaluating others' arguments, one's own arguments can be situated within a larger conversation.

AP Seminar Learning Objectives	Colorado State Standards Evidence Outcomes
<p><b>LO3.1A:</b> Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue</p>	<p><b>2.2.C:</b> 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.</p> <p><b>2.2.D:</b> Compare the development of an idea or concept in multiple texts supported by text-based evidence.</p> <p><b>4.2.A:</b> Analyze the logic (including assumptions and beliefs) and use of evidence (existing and missing information, primary sources, and secondary sources) used by two or more authors presenting similar or opposing arguments (such as articles by two political columnists that address the same issue)</p>
<p><b>LO3.2A:</b> Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.</p>	<p><b>2.2.D:</b> Compare the development of an idea or concept in multiple texts supported by text-based evidence.</p>
<p style="text-align: center;"><b><u>AP Seminar: Big Idea 4</u></b></p> <p><b>EU4.1:</b> Scholarly works convey perspectives and demonstrate effective lines of reasoning that have been selected for the intended audience, purpose, and situation.</p> <p><b>EU4.2:</b> Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.</p> <p><b>EU4.3:</b> Responsible participation in the scholarly community requires acknowledging and respecting prior findings and contributions of others.</p> <p><b>EU4.4:</b> Forming one's own perspective and researching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.</p> <p><b>EU4.5:</b> Arguments, choices, and solutions present intended and unintended opportunities and consequences.</p>	
AP Seminar Learning Objectives	Colorado State Standards Evidence Outcomes
<p><b>LO4.1A:</b> Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.</p>	<p><b>1.1.A:</b> 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.</p>



	<p><b>3.2A:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>4.1A:</b> 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.</p>
<p><b>LO4.2A:</b> Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.</p>	<p><b>4.1A:</b> 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.</p> <p><b>4.1.G:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>LO4.2B:</b> Providing insightful and cogent commentary that links evidence with claims.</p>	<p><b>3.2A:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>i.</b> 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.</p> <p><b>ii.</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.</p> <p><b>iii.</b> Choose and develop an effective appeal</p> <p><b>iv.</b> Collect, organize, and evaluate materials to support ideas.</p> <p><b>v.</b> Use appropriate and varied transitions to link the</p>

	<p>major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>vi.</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>vii.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>viii.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented</p>
<b>LO4.3A:</b> Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.	<b>4.1.F:</b> Use in-text parenthetical citations to document sources of quotations, paraphrases and information
<b>LO4.4A:</b> Extending an idea, question, process, or product to innovate or create new understandings.	<p><b>3.2A:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>viii.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented</p>
<b>LO4.5A:</b> Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.	<p><b>3.2A:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>viii.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented</p>
<p style="text-align: center;"><b><u>AP Seminar: Big Idea 5</u></b></p> <p>EU5.1: How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed and presented differently depending on audience, purpose, and context.</p> <p>EU5.2: Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.</p>	

EU5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.

AP Seminar Learning Objectives	Colorado State Standards Evidence Outcomes
<p><b>LO5.1A:</b> Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.</p>	<p><b>3.3.C:</b> 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 and listening.</p> <p><b>3.3.D:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>3.2.A:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>xi.</b> Present writing to an authentic audience and gauge effect on audience for intended purpose.</p>
<p><b>LO5.1B:</b> Adhering to established conventions of grammar, usage, style, and mechanics.</p>	<p><b>3.3.A:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>3.3.B:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>3.3.C:</b> 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.</p> <p><b>i.</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g. <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing style.</p>
<p><b>LO5.1C:</b> Communicating information through appropriate media using effective techniques of design.</p> <ul style="list-style-type: none"> <li>- Effective organization</li> <li>- Illustrations</li> <li>- Quotes</li> <li>- Presenting data in accessible ways (graphs, charts, tables, etc)</li> </ul>	<p><b>3.3.F:</b> 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.</p>

<ul style="list-style-type: none"> <li>- Choosing appropriate form/media for the context, purpose, and audience</li> </ul>	
<b>LO5.1D:</b> Adapting an argument for context, purpose, and/or audience.	<b>1.1.C:</b> Make decisions about how to establish credibility and enhance appeal to the audience  <b>3.2.A:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <b>xi.</b> Present writing to an authentic audience and gauge effect on audience for intended purpose.
<b>LO5.1E:</b> Engaging an audience by employing effective techniques of delivery and performance. <ul style="list-style-type: none"> <li>- Student can use tone, volume, eye contact, energy, to engage their audience</li> </ul>	<b>1.1.D:</b> Rehearse the presentation to gain fluency, to adjust tone and to modulate volume for emphasis, and to develop poise
<b>LO5.2A:</b> Providing individual contributions to overall collaborative effort to accomplish a task or goal.	<b>1.2.A:</b> 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, issues, building on others' ideas and expressing their own clearly and persuasively.  <b>ii.</b> Support others in discussions, activities, and presentations through active listening  <b>iii.</b> Listen actively in groups to accomplish a goal  <b>iv.</b> Contribute effectively in both small and large groups to collaboratively accomplish a goal
<b>LO5.2B:</b> Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.	<b>1.2.A:</b> 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, issues, building on others' ideas and expressing their own clearly and persuasively.  <b>vi.</b> Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal.  <b>vii.</b> 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.

	<b>viii.</b> 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.
<b>LO5.3A:</b> Reflecting on and revising their own writing, thinking, and creative process.	<p><b>1.1.E:</b> Use feedback to evaluate and revise the presentation</p> <p><b>3.3.E:</b> 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 or audience.</p> <p><b>3.2.A:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>ix.</b> Revise writing by evaluating relationship of central idea, evidence, and organizational pattern.</p>
<b>LO5.3.B:</b> Reflecting on experiences of collaborative effort.	No directly aligned skill available

**Colorado State Standards: English 10 that do not currently have a direct comparable skill in the AP Seminar course guide but could be built in the course sequence include:**

- 2: Read a wide range of literature (American and world literature) to understand important universal themes and the human experience.
- 3.1 (a – d): Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes. Literary or narrative genres feature a variety of stylistic genres to engage or entertain an audience:
  - a. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
  - b. Write literary and narrative texts using a range of stylistic devices to support the presentation of implicit or explicit theme.
  - c. Use a variety of strategies to evaluate whether the writing is presented in a creative and reflective manner
  - d. Revise texts using feedback to enhance the effect on the reader and clarify the presentation of implicit or explicit theme

**Note:**

AP Seminar’s course progression is built upon a teacher-selected theme that could easily utilize literature as a source. For example, some AP Seminar courses focus on the theme of power – where literature from historically marginalized communities could be incorporated into the syllabus. Or, the theme might be

immigration, where the AP Seminar teacher could include migration narratives or migrant literature as required reading. The opportunities to incorporate American or world literature are plentiful in this course.

Additionally, the AP Seminar course relies on a comprehensive analysis of issues and topics using the following lenses:

- Cultural and social
- Artistic and philosophical
- Political and historical
- Environmental
- Economic
- Scientific
- Futuristic
- Ethical

The study of literature would fit within the “cultural/social” or “artistic/philosophical” lenses and, therefore, justifies the addition of required literature within the course structure.

### **IMPLEMENTATION NEEDS:**

How does this course fit into the overall educational program?

- Provide the following information:
  - Unit-by-unit or week-by-week outline of the course  
*See Sample Syllabi [A](#), [B](#), or [C](#)*
  - Flow chart of where this course fits in a subject area pathway (what courses precede and follow the proposed course, if any).
    - 9th Grade- English 1 or Honors English 1
    - 10th Grade - English 2 or **English 2 - AP Seminar** (formally Honors English 2)
    - 11th Grade - English 3 or AP Lang with AP Research as an elective option
    - 12th Grade - English 4 or AP Lit or ACC English

Describe the process and timeline for developing necessary teacher resources, including instructional ideas, training, methods, materials, and technology.

- *Any involved faculty will attend an extensive AP training professional development during the summer of 2024.*

Describe any textbooks, required curriculum material and/or supplemental materials necessary to support the proposed course. (See the [Textbook Novel Adoption Website](#)).

- *No specific textbook is required for this course. This course does, however, require students to read and analyze foundational and literary texts. (See sample syllabi for materials lists.)*

What physical arrangement (buildings, equipment, technology, room, land) is necessary in order to support the proposed learning activities?

- *Basic classroom setup with the ability to hold online meetings with experts located throughout the world.*

Is there an impact on the building schedule?

- ☐ Yes, explain the impact
- ☒ No

**BUDGET:** What is the estimated three-year budget (in detail) for the course? Include items such as books, FTE, training, and other resources. It is critical that the budget detail provided is current and comprehensive.

- Texts/Novels- Students will have a textbook/novel fee
- AP Exam- Students will have a \$99 fee for the AP Exam
- AP Training- We will send one new teacher to AP training over the summer
- Scoring Training Day- We will pay for subs for the day of AP Seminar Scoring Day

**FEE:** If a fee is associated with this course please include the suggested fee and the rationale for the fee. Please work with the appropriate Executive Director of Schools and CIA Department designee to ensure the suggested fee is approved in accordance with Board Policy JQ: Student Fees. [Please complete the fee proposal form.](#)

**SYSTEMS CHECK and NEEDS ASSESSMENT:**

At the building level, content-specific team members review needs for this proposed course.

Participant Name	Comment(s), Concern(s), or Question(s)
	<i><b>Due to this being an AP Course, this step is not required.</b></i>

- ☐ Forward with approval
- ☒ Forward with following comment(s), concern(s), or question(s):  
(Indicate consensus or % approval.)

- A few High School Principals were concerned that if this an opportunity for Sophomores in English at Castle View, that their communities will demand that it is also available for their students.
- There was 100% Consensus on moving this forward.

☐ Do not forward because:

A group of 5 content-specific peers have reviewed the course. Please note no more than one representative can be included from the same building.

Participant Name	School/Content	Comment(s), Concern(s), or Question(s)
		<i><b>Due to this being an AP Course, this step is not required.</b></i>

- ☐ Forwards with approval  
☐ Forwards with following comment(s), concern(s), or question(s):  
(Indicate consensus or % approval.)

☐ Do not forward because:

**Level administrators (principals)** have met and provided a district-wide review of the course.

Participants:

- ☐ Forwards with approval  
☒ Forwards with the following comment(s), concern(s), or question(s):

100% of principals approved. Some principals were concerned that if this is an option offered at Castle View, families will advocate for the same option to be offered at their schools as well when their English departments are not in favor of that.

☐ Do not forward because

Course competencies aligned with CCHE Publication: College Entry Level Expectations, which can be found on the web at <http://www.state.co.us/cche/pubs/readyable.pdf>

- ☒ **Yes**  
☐ No



**SIGNATURES/APPROVALS** *Your signature below indicates your approval of the adoption of this course*

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Does the **CVHS Building Administrator** approve the adoption of this course?

Building Administrator Signature: Dr. Jeena Templeton

Date: Dec 01 2023

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Does the **Director of Curriculum, Instruction & Assessment** approve the adoption of this course?

Director of CIA Signature: Erica Mason

Date: Dec 01 2023

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Does the **Executive Director of Schools (Castle Rock)** approve the adoption of this course?

Executive Director of Schools Signature: Erin McDonald

Date: Dec 05 2023

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Does the **Learning Services Officer** approve the adoption of this course?

System Performance Officer Signature: Matt Reynolds

Date: Dec 05 2023

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Does the **Assistant Superintendent** approve the adoption of this course?

Assistant Superintendent Signature: Danny Winsor

Date: Dec 05 2023

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Does the **Board of Education** approve the adoption of this course?

BOE President Signature: \_\_\_\_\_ ☐ Yes ☐ No

Date of BOE Meeting: \_\_\_\_\_



Office use		Entered by:
Credit Type(s): <i>(Fine Art, Science, Practical Arts, etc.)</i>	ENG	
Department Code:	LA	
Course Number:	22114S1/S2	
Date entered in Infinite Campus database:		
Course Mapping SCED Code:	01 003	
Course entered in NCAA database (if applicable):		
Lock Program ID VIP code:		
Lock VE CIP code:		
Add to HEAR list Yes or No		



## Document Details

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