



Course Title: AP Seminar		
Initiator:	April Marshall	School/Department: Coeur d'Alene H.S. / English

NATURE OF REQUEST

New Course - select one:	<input type="checkbox"/>	Standard credit	<input type="checkbox"/>	Special Education	<input type="checkbox"/>	Honors
	<input checked="" type="checkbox"/>	Advanced Placement (AP)	<input type="checkbox"/>	Intervention	<input type="checkbox"/>	Magnet
	<input type="checkbox"/>	Career/Technical	<input type="checkbox"/>	Gifted and Talented	<input type="checkbox"/>	Hybrid / Online

OR

Change in Course - select one:	<input type="checkbox"/>	Change in course description	<input type="checkbox"/>	Change in title (will require a new code)
	<input type="checkbox"/>	Change in prerequisites	<input type="checkbox"/>	Change in credit distribution (will require a new code)
	<input type="checkbox"/>	Change in course length		
Student Prerequisites for Placement:	none			

MEETING STATE AND FEDERAL REQUIREMENTS-

Follow this [LINK](#) to find required information to include in the box below for State Courses and Assignments.

Follow this [LINK](#) to find required information to include in the boxes below for CTE Industry Certifications..

State Course Assignment Code:	01002	State Requirements for Teaching Course:	7120
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CTE Industry Certifications:		CTE Director initials	
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REQUIRED DOCUMENTS (please provide as an *attachment*; templates available on MyCdaSchools > Curriculum)

FROM COURSE PACING GUIDE –Year at a Glance and Scope and Sequence (pages 3 & 4 of this document) **Please only use district template.**

NOVEL RATIONALE: required for new courses that use fictional / non-fictional novels for whole group instruction.

COURSE DESCRIPTION

Required for new courses. New course description to be included in the school catalog and/or handbook. When appropriate include old course description with changes. Schools are encouraged to use the state course description.

An English course taught in the AP Seminar style, English 10: AP Seminar helps students build foundational writing, collaboration, research, and presentation skills for future success in high school, college, and career.

Credits:	2	Course length:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year <input type="checkbox"/> Trimester
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ADVANCEMENT / GRADUATION REQUIREMENTS

Please identify the advancement / graduation requirements that the course meets.

<input type="checkbox"/>	Electives (General)	<input type="checkbox"/>	Math (High School)	<input type="checkbox"/>	Science (Elective)
<input checked="" type="checkbox"/>	English / Language Arts	<input type="checkbox"/>	Math (Elective)	<input type="checkbox"/>	Social Studies (United States History)
<input type="checkbox"/>	Health and Wellness	<input type="checkbox"/>	Math – Middle school	<input type="checkbox"/>	Social Studies (American Government)
<input type="checkbox"/>	Humanties (Fine / Perf. Arts)	<input type="checkbox"/>	Physical Education	<input type="checkbox"/>	Social Studies (Economics)
<input type="checkbox"/>	Humanties (World History)	<input type="checkbox"/>	Career Technical Ed.	<input type="checkbox"/>	Social Studies (Elective)
<input type="checkbox"/>	Humanties (World Languages)	<input type="checkbox"/>	Science (Biological Science)	<input type="checkbox"/>	Other – Please explain:
<input type="checkbox"/>	Language Arts - Middle school	<input type="checkbox"/>	Science (Physical Science)		

Intended grade levels:	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
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NEW COURSE PROPOSAL FORM - 2100F1

Due: December 22, 2023

Date of Last Update: 31 October 2022

Follow these links to fill in the box

STANDARD REFERENCE (please navigate to the page with the program area you are proposing. Pathways and standards documents are linked at the bottom.) *If no state, national, or industry standards exist, attach other standards documentation, such as organizational standards.*

Reading Comprehension Strand, standards 1-6; Vocabulary Development Strand, standard 1; Research Strand, standards 1 & 2; Writing Strand, standards 1-7; Oral and Digital Communication Strand, standards 1-4; Grammar and Conventions Strand, standards 1-3.

DISTRICT ADOPTIONS *identify district / state approved textbooks, ancillary materials with cost for each item, listing the vendor and the source of funding that will be used*

Title	ISBN	Cost	Vendor	Source of Funding
<i>Advanced Language and Literature</i>	978-1-4576-5741-2	106.99 each/need class set (32)	bfw high school publishers	District curriculum funds

FINANCIAL IMPACT *Identify the potential cost of offering the course including staffing, supplemental and laboratory materials.*

Teacher will need to receive AP Seminar training (\$1,075). There will be a cost associated with purchasing a classroom set of textbooks, as well.

ALIGNMENT OF ADOPTIONS TO STANDARDS

Follow these links to fill in the box below for this section:

OPTIONAL DOCUMENTS FOR SUBMISSION

- Statement of articulation with colleges or universities
- Lesson examples
- Ancillary materials: films, multimedia, authentic documents, etc.

SIGNATURES – Indicates approval

April R-Marshall
Teacher / Initiator

2/23/2024
Date

Deputy Superintendent

Date

Michael Randles
Building Administrator

2/27/2024
Date

Curriculum Coordinator

Date

SUBMISSION

New course proposals may be submitted **no later than December 23, 2022.**

Send electronic copies of documentation via district email to **Katie Graupman at the District Office.**

Send **original copy** of this **fully completed** and **signed** document to **Katie Graupman, District Office**

District Office Use Only: Course #: _____ Date: _____ Initials: _____



NEW COURSE PROPOSAL FORM - 2100F1

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Year-at-a-Glance	Course/Subject	English	Code	Course Code
	Prerequisite Courses (if applicable)	No prerequisite courses	Grade Level 10	All applicable grade levels.

Days of Instruction	Unit Concept, Theme, or Big Idea	Assessments	Notes
Semester 1 Wks 1-3	Theme - Short Fiction	Formative Writing Assessment to determine theme	
4-6	Theme - <i>Fahrenheit 451</i>	Summative Essay on theme	
7-9	Diction, Tone, and Irony	Summative: Socratic Seminar	
10-12	Evidence Gathering - Nonfiction Texts		
13-15	Analyzing Rhetoric & Bias		
16-18	Understanding Arguments, gathering evidence, collaboration, and presentation	Summative: AP Performance Task-Team Presentation	
Semester 2 1-3	Writing an argument	Summative: AP Performance Task-Research Paper	
4-5	Presenting Arguments – Oral communication skills	Summative: AP Performance Task-Individual Presentation	
6-8	Literary Analysis - <i>Night</i>	Summative: AP Performance Task-Small Scale Literature Review	
9-11	Character Analysis - <i>Julius Caesar</i>	Summative: Character Analysis Poster	
12-13	Exam Review		
14-16	Biography		
17-18	Narrative Writing	Summative: Biographical Essay	



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Scope and Sequence

Grade Level: Course or Content Area:		
	Priority Objectives	Supporting Objectives
Please see also AP Seminar as English 10 Instructional Guide		
UNIT 1 Analyzing Literature	<p>Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.</p> <p>Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.</p>	Module 1: Use evidence from literature to demonstrate understanding of grade-level texts: Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
		Module 2:
		Module 3:
UNIT 2 Speech and Rhetoric	<p>Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.</p> <p>Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.</p>	Module 1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
		Module 2:
		Module 3:
UNIT 3 Research Paper and Presentation	<p>Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.</p> <p>Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.</p>	Module 1: Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
		Module 2: Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
		Module 3: Make strategic use of digital media



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add interest.

UNIT 4 Lit. Circles – <i>Night</i>	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.	Module 1: Module 2: Module 3:
UNIT 5 Betrayal – <i>Julius Caesar</i>	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.	Module 1: Module 2: Module 3:
UNIT 6 Biography – <i>Tuesdays with Morrie</i>	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop. Produce a short narrative piece that engages the reader, uses elements of literature, and attends to the norms of English grammar and usage.	Module 1: Additional modules can be added or removed. Module 2: Module 3: