

NEW COURSE APPROVAL FORM
(Due October 1, 2025)

Date: 10/1/2025

Department Chairperson/Building Coordinator: Walter Stenz

Department: English

Building: High School

Proposed Course Title: English 10: AP Seminar

Grade Level: 10

Course Length: 1 year

Credits: 1

Requirement/Elective: Advanced option for required E10 Meeting Frequency: Every other day

Anticipated Enrollment: 70 Prerequisites: English 9

Principal's Approval: 10/2/2025

Comments:

Review & Discuss w/Activities Director for NCAA Eligibility – Date: 10/2/2025

Comments:

Review & Discuss Within the Building Between Departments –

Date: 10/2/2-25

Comments:

Systemwide Curriculum Committee Review Date: 10/8/2025

Comments:

Director of Instruction/District Administrator's Approval: 10/22/2025

Board of Education Curriculum Sub-committee Review Date: _____

Board of Education Approval Date: _____

I. COURSE INFORMATION

A. Rationale for Course: *(Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)*

English 10-AP Seminar builds foundational skills in critical thinking, analytical writing, research, and collaboration that prepare students for success in high school, college, and career. The course emphasizes evidence-based reading, writing, and communication while allowing students to investigate real-world problems on topics they choose with their teachers. This course would replace our existing Advanced English 10.

Data demonstrates that 10th-grade AP Seminar students achieve higher exam scores (86% earn 3+), perform 6-8% better on subsequent AP exams in English, history, and government, and earn higher first-year college GPAs (3.05 vs. 2.96 for non-AP students). AP Seminar participation is more representative than other AP courses, with more uniform scores than any other AP exam.

By fulfilling the English 10 requirement, this course removes scheduling barriers and provides AP access to students who might not otherwise take an AP course. The seminar format and student choice of topics enhance engagement while developing the research, presentation, and teamwork skills essential for college readiness. Taking AP Seminar in grade 10 positions students for additional early access to AP courses in our high school program.

B. Course Description: *(Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)*

English 10-AP Seminar engages students in investigating real-world issues from multiple perspectives. Using an inquiry framework, students practice reading and analyzing a wide range of nonfiction and fiction texts, including articles, research studies, and philosophical works. They learn to synthesize information from diverse sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. This integrated course aims to empower students with the ability to analyze and evaluate information accurately, fostering the development of their own evidence-based arguments.

C. Course Outline: *(Attach course outline which includes the major topics and concepts.)*

1. Skills Building and Mock Performance Task 1
 - a. Required skills
 - i. Analyzing an argument
 - ii. Determining/maintaining a line of reasoning

- iii. Using transitions
- iv. Assessing the credibility of sources and using databases; prioritizing scholarly sources
- v. Adopting different lenses/perspectives in relation to an issue (suggested lenses: scientific, economic, environmental, futuristic, social/cultural, artistic/philosophical, ethical, political/historical)
- vi. Writing research questions
- vii. Structuring an argument
- viii. Quoting/paraphrasing
- ix. Citing sources and building an annotated bibliography
- x. Synthesis
- xi. Presentation skills
- b. Texts
 - i. *Lord of the Flies*
 - ii. Nonfiction texts focused on the Performance Task topic (TBD)
- 2. Performance Task 1 (Individual Research Report & Team Multimedia Presentation)
 - a. As a group, students will select an issue to research. Each student will adopt a different lens for their Individual Research Report. They will write research questions, find scholarly sources, and write a Research Report outlining all aspects of the problem from their assigned perspective.
 - b. After completing the Research Reports, the group comes together again to determine a potential solution to their problem. They will present this solution to the class in the form of the Team Multimedia Presentation. They must be able to answer teacher-generated questions afterwards.
- 3. Performance Task 2 (Individual Written Argument and Individual Multimedia Presentation)
 - a. In response to College Board-provided materials, students will write their own evidence-based argument. They need to use at least one of the provided materials and then conduct additional research in order to support their claim.
 - b. After completing the Written Argument, students present their argument to the class in the form of the Individual Multimedia Presentation. They must be able to answer teacher-generated questions afterwards.
- 4. *Into the Wild* (after the exam in May)
 - a. Reader Response Criticism
 - b. Reading and discussing nonfiction
 - c. Student-facilitated discussions

D. Materials & Resources: (Include text, computer/technology tools, and supplementary information.)

- *Lord of the Flies* and *Into the Wild* (already owned by the district)
- Nonfiction texts (printed and distributed by the teacher)

E. Instructional Methods: (Check applicable ones and explain wherever necessary.)

Which of these are used: Check with "X"

X	Lectures		Demonstrations		Check Quizzes
X	Discussions		Term Papers		Individual Study Contracts
	Special Reports		Extra Reading	X	Other- essays, presentations, projects
	Laboratory (hands-on)		AV Materials		
	Online/Virtual Learning		Field Trips		

F. Student Evaluation Procedures:

- The Mock Performance Task 1, Performance Task 1, and Performance Task 2 will be assessed according to the AP-provided [rubrics](#)
 - The Individual Research Report and Individual Written Argument are submitted and graded by the College Board
 - The Team and Individual Multimedia Presentations are teacher-assessed; scores are submitted to the College Board
 - Students also take an End of Course Exam (as with other AP classes)
- Official Performance Tasks can not be returned to students, so final grades can not be put in the gradebook. Instead, you can grade parts of the process for completion.
- Other in-class activities include discussions and group/individual projects

G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

- Teachers that are new to the course would benefit from attending a summer AP Seminar Conference

H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many	Approx. Cost	Total Cost
	Professional		\$
\$ 0			

0 Non-Professional _____ \$ _____
\$ _____
(Assistants, secretarial, etc.)

Added Materials

0 Textbooks _____ @ \$ _____ =
\$ _____

Supplies
\$ _____ Same as AE 10 _____

Added Equipment Needed:

0 List/Cost: _____ @ \$ _____ =
\$ _____

0 _____ @ \$ _____ =
\$ _____

0 _____ @ \$ _____ =
\$ _____

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

English 10-AP Seminar strongly aligns with Wisconsin's high school ELA standards, particularly for grades 9-10. Here's the specific correlation:

Reading Standards (R.9-10)

Key Ideas and Details:

R.9-10.1-3: AP Seminar requires students to cite textual evidence, analyze themes, and examine how authors develop arguments—directly matching Wisconsin's emphasis on citing relevant evidence and analyzing complex texts

Craft and Structure:

R.9-10.4-6: Students analyze word choice, structure, and author's perspective across multiple sources, which is central to AP Seminar's curriculum

Integration of Knowledge:-R.9-10.7-9: AP Seminar's cross-textual analysis and evaluation of arguments in multiple media formats directly addresses these standards

Writing Standards (W.9-10)

Text Types and Purposes:

W.9-10.1-3: AP Seminar requires formal arguments with evidence, informative texts with analysis, and the ability to write in multiple modes—perfect alignment with Wisconsin's three writing categories (reflective, formal, creative)

Production and Distribution:

W.9-10.4-6: The course's emphasis on authentic rhetorical tasks, revision processes, and multimodal composition matches Wisconsin's focus on culturally-sustaining, rhetorically authentic writing

Inquiry to Build Knowledge:

W.9-10.7-9: AP Seminar's sustained research projects, synthesis of multiple sources, and evidence-based analysis are the cornerstone of the course and directly fulfill these standards

Speaking and Listening Standards (SL.9-10)

Comprehension and Collaboration:

SL.9-10.1-3: Team presentations and collaborative inquiry projects require students to participate effectively in diverse conversations and evaluate speakers' reasoning—core AP Seminar activities

Presentation of Knowledge:

SL.9-10.4-5: Individual and team multimedia presentations with strategic use of digital media directly address these standards

Language Standards (L.9-10)

L.9-10.1-6: AP Seminar's emphasis on audience awareness, code-meshing, and intentional language choices for different contexts strongly aligns with Wisconsin's focus on communicative competence and understanding how language functions in different cultures and contexts

Key Alignment Strengths:

1. Emphasis on student choice, multiple perspectives, and authentic rhetorical contexts
2. Research and Inquiry
3. Multimodal Composition
4. Evidence-Based Argumentation

II. OTHER PERTINENT INFORMATION

- A. This course will be: *(please check one)*
___ an addition to the department's offering
☒ a replacement for Advanced English 10
___ a pilot study

- B. This course will require *(please check the appropriate spaces):*
___ the adoption of a new textbook
☒ the use of a text previously adopted and in use

- C. This course will require *(please check appropriate spaces)*
___ specialized organization of teacher time
___ specialized room arrangement or equipment *(explain below)*
___ specialized student grouping or sectioning
☒ curriculum planning time
___ specialized technology

- D. To what extent will this curriculum change affect the number of teacher preparation each semester? *(Explain)*

None

- E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

No conflict

- F. To what extent does this course conflict with courses offered in other departments?

No conflict

- G. What course(s) could be deleted if this curriculum change is adopted?

Advanced English 10

- H. This proposed course must be discussed with other members of your department prior to submitting this form. *(Describe briefly the outcome of these discussions.)*

The course was presented to the Advanced English 9 teacher, who was on board with the idea.

I. To what effect does this curriculum change affect the K-12 Skills Continuum? (*duplication, deletion, reinforcement, etc.*)

This course reinforces our current secondary ELA sequence with cross-topic synthesis, rigorous development of research questions and presentational skills.

J. If approved, this course will begin: Fall 2026
(semester/year)

Rev. 8/15/2018