

# ***AP Seminar Syllabus***

## ***Future Leaders & Entrepreneurs Explore Global Issues***

### ***Thematic units enhanced for the CA CTE Business & Finance Sector***

AP Seminar is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. Students are empowered to collect and analyze information with accuracy and precision in order to craft and communicate evidence-based arguments. Throughout the course, students evaluate and synthesize multiple points of view to develop their own perspectives on complex issues. AP Seminar provides students with a framework that allows them to develop, practice, and hone their critical and creative thinking skills as they connect these issues to their own personal, familiar and community interests.

This version of the AP Seminar course will focus on themes from the world of business, economics and law. Students will examine these topics through multiple perspectives and lenses. While maintaining full compliance with the AP curricular requirements, it further incorporates a broad range of California Career Technical Education (CTE) standards from the Business & Finance Sector. The course will serve as a junior-year pathway course in our school's Global Business & Finance program.

### **Educational Goals**

The educational goals of the AP Seminar course include:

- ◆ Engage students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion;
- ◆ Extend students' abilities to synthesize information from multiple perspectives and apply these skills in cross-curricular contexts;
- ◆ Empower students to collect and analyze information with accuracy and precision;
- ◆ Cultivate students' abilities to craft, communicate, and defend evidence-based arguments; and
- ◆ Provide opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their interest and curiosity.

This course provides tangible marketable skills for the 21<sup>st</sup> century workplace. Specific CTE educational goals include but are not limited to:

- ◆ Attain proficiency in Excel while students employ the program in real world applications of finance and statistics, and in their quantitative research throughout the course. (All students earn certification as Microsoft Office Specialists in Excel. The opportunity exists for students to earn advanced certification as MOS Experts.)
- ◆ Expand student understanding of global business practices and the ramifications that they have in the daily lives of consumers and workers; on our social, economic, educational, political and legal institutions, and on the environment.
- ◆ Refine an understanding of the financial lens through the application of financial functions (e.g. present value, future value, rate, payment etc.) in a variety of contexts. These skills allow students to accurately identify, measure, compare and contrast the financial incentives that influence individual, small business, corporate and government decision-making.

- ◆ Collaborate to synthesize multiple perspectives into actionable conclusions that entrepreneurs, corporations and small businesses actively incorporate into their dynamic business models.
- ◆ Evaluate arguments from multiple perspectives to guide investing and consumer decision-making thereby advancing students' financial literacy skills.
- ◆ Promote divergent and creative perspectives on leadership, positive group dynamics, team and individual decision-making, the benefits of workplace diversity, and conflict resolution. Collaborative performance tasks prepare students to be effective contributors in the 21<sup>st</sup> century workplace.

## **Curricular Framework: Five Big Ideas (QUEST)**

The inquiry process exposes students to a variety of primary and secondary print and non-print sources including but not limited to: articles, research studies, academic literature and philosophical texts; financial publications and business journals; multi-media marketing campaigns; speeches, broadcasts and personal accounts; and artistic works and performances. This wide array of sources provides students opportunities to gain a rich appreciation and understanding of issues. Students collaboratively and independently analyze and evaluate the evidence to consider options, alternatives, solutions, or resolutions of real-world and academic problems in broad themes that consider topics with links to entrepreneurship, leadership, business, politics, global economics and law.

This course is organized around five “**big ideas**” that outline the AP Capstone QUEST framework:

**Big Idea 1: *Question and Explore (Q)***

**Big Idea 2: *Understand and Analyze (U)***

**Big Idea 3: *Evaluate Multiple Perspectives (E)***

**Big Idea 4: *Synthesize Ideas (S)***

**Big Idea 5: *Team, Transform, and Transmit (T)***

Embedded into each big idea are essential questions and enduring understandings that AP Seminar is built upon. Essential questions (EQ) are open-ended questions that encourage students to think deeply about a topic, ask questions and investigate solutions, and develop the deeper conceptual understanding that the course seeks to foster. Enduring understandings (EU) are the long-term take-aways related to the big ideas that a student should have after exploring the content and skills.

Learning objectives (LO) articulate what students need to be able to do in order to develop the enduring understandings, and become the targets of assessment for the course. Essential knowledge (EK) statements describe the facts and basic concepts that a student needs to attain mastery of learning objectives.

CA CTE Business & Finance Sector standards have been aligned around the AP curricular framework described above. This course will tap deeply into the following curricular themes: Communication (2.0), Career Planning & Management (3.0), Technology (4.0), Problem-solving & Critical Thinking (5.0), Responsibility & Flexibility (7.0), Ethics & Legal Responsibility (8.0), Leadership & Teamwork (9.0), and Technical Knowledge & Skills (10.0). Detailed alignment of the learning outcomes and CA CTE standards is referenced in each of the unit descriptions presented in latter pages of this syllabus.

## Plagiarism Policy

Adherence to College Board AP policies is critical to producing valid AP scores. According to the College Board, “Violations of program policies and/or exam procedures may result in the cancellation of student scores and/or the school being withdrawn from the AP Capstone program by the College Board’s AP Program.” All GHCHS policies will be enforced in the addition to the AP policy enunciated below.

### AP Seminar Policy on Plagiarism

A student who fails to acknowledge (e.g., through citation, through attribution, by reference, and/or through acknowledgment in a bibliographic entry) the source or author of any and all information or evidence taken from the work of someone else will receive a score of zero on that particular component of the AP Seminar and/or AP Research Performance Assessment Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Written Team Report will receive a group score of zero for that component of the Team Project and Presentation.

To the best of their ability, teachers will ensure that students understand ethical use and acknowledgment of the ideas and work of others, as well as the consequences of plagiarism. The student’s individual voice should be evident, and the ideas of others must be acknowledged, attributed, and/or cited.

## Skill Development & Assessment Through Six Inquiry Units

The course sequence and pace have been divided into six units – Units 1-3 in the fall semester and Units 4 -6 in the spring semester.

**Unit 1: *Breaking Q, U, E, S, T Down For Future Leaders & Entrepreneurs In A Global Economy: An Introduction to Arguments, Academic Research, Quantitative Methods & The Financial Lens*** - This first unit is an introduction and explication of the QUEST framework. It focuses on individual EKs, EUs and LOs from the curricular framework, and develops Excel and statistical proficiencies. (CR1), (CR2a-h), (CR4)

**Unit 2: *The Global Economy & Financial Markets Generate Debate*** - Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world issue that impacts and/or influences an element of the financial markets and/or investors; consider options, alternatives, solutions, or resolutions to the issue; and develop a team written report, multimedia presentation, and defense to communicate a conclusion or recommendation. This unit simulates AP Seminar Performance Task #1. (CR5)

**Unit 3: *Values Vs. Stuff*** - Students work independently to identify a research question based on stimulus material provided by the course instructors; 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. This unit simulates AP Seminar Performance Task #2. (CR6)

**Unit 4: *AP Seminar Performance Task #1*** – Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic issue. In their inquiries, student teams consider multiple perspectives that include connections with business, finance, law, politics and/or the global, national and local economies. Internal assessments in this unit count as 25% of the student’s AP score. (CR5)

**Unit 5: *AP Seminar Performance Task #2*** - Students work independently to identify a research question based on stimulus material distributed by College Board; 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. Internal assessments in this unit count as 25% of the student’s AP score. (CR6)

**Unit 6: *More Real World Applications of Finance, Excel & Statistics***

## Published Materials & Resources

Three texts supplement classroom instruction and activities that develop the essential knowledge required to meet AP Seminar's learning objectives.

Adler, Morton and Van Doren, Charles. *How To Read A Book: The Classic Guide To Intelligent Reading*. Touchstone Edition. Simon & Schuster 2014, original edition 1972.

Mann, Thomas. *The Oxford Guide To Library Research*. Fourth edition. New York, NY: Oxford University Press, 2015.

Turubian, Kate, *Student's Guide to Writing College Papers*. Fourth Edition. Chicago, IL: University of Chicago Press 2010.

Due to the inquiry nature of the AP Seminar course, instructors will design activities and assessments that incorporate a wide variety of resources in many forms (print, non-print, art, video, spreadsheet, digital etc). Students will learn research skills to effectively identify relevant and creditable knowledge from these sources. Proper citation will be emphasized to avoid plagiarism. Information will come from both secondary sources (e.g. articles, studies, business journals, reports) and primary sources (e.g. original texts and works, personally collected data from experiments, questionnaires, and interviews).

Students will be expected to use technology to access and manage information from online databases (e.g. Bureau of Labor Statistics, Federal Reserve Bank, Yahoo Finance, SIRS, GALE, Google Scholar etc.). Excel will be used to process and analyze primary and secondary data, and to prepare graphic displays that help communicate and support their oral and written presentations.

## Expectations for Academic Success: Teamwork & Absences

Cooperative groups, discussions, debates, and projects require active participation. Lessons are designed to create an open forum for the exchange of thoughts and opinions. Students are expected to be on task at all times, and respect the thoughts and opinions of classmates.

AP Seminar requires students to work in groups/teams frequently. Some of the graded work will assess how effectively students function as a member of a collaborative team. Issues regarding interpersonal communication and responsibilities to the group should be brought to the instructor's attention immediately; do not wait for grades to suffer before informing the instructor of any issues.

It is the student's responsibility to make arrangements for any missed work outside of class time. If a student has an excused absence, she/he will be allowed to turn in the missed assignment and will be given another day for any work assigned and due while absent. If a student has an excused absence the day of an assessment, she/he will have one week from the return date to make it up, but homework is due upon return.

## Skills Assessment

AP Seminar requires students to complete a number of assignments, activities and projects designed to achieve and demonstrate the course's learning objectives. Diligent engagement with these tasks should lead to a student maximizing their potential on the three AP Seminar performance tasks that determine their AP Seminar score. It is expected that students thoroughly and thoughtfully complete all work assigned in this course regardless of whether the assignment receives a formal grade.

In addition, this particular section of AP Seminar develops complimentary skills described in the CA CTE standards enumerated in each of the units.

Skill-based assessments include, but are not limited to:

- ◆ Inquiry-based activity assessments
- ◆ Reflections in multiple forms (e.g. written, artistic)
- ◆ Team projects: team building, cooperative learning, group presentations
- ◆ Writing activities and assignments
- ◆ AP preparation: skill-based activities, practice essays
- ◆ Online portfolios
- ◆ Excel certification exam results
- ◆ Stock performance from The Stock Market Game

AP Seminar students will be co-enrolled in an AP Language or English Honors course. The instructors will align the assessments for these two courses to comprehensibly support feedback from formative assessments, and maximize student performance on the summative assessments for both courses including College Board's AP scores.

Class participation is extremely important. This assessment metric will consider attendance, student and group reflections, engagement in peer review activities, team meeting sessions (in class and at home), and other factors used to measure student engagement and commitment to the Capstone curriculum. Students must come prepared to participate actively in discussions, both online and in class. Evaluation will be based on how student participation (comments, ideas, and questions) helped to enhance and/or advance our collective understanding through critical discussion and listening.

The following guideline will help to differentiate the levels of participation and its letter grade equivalent.

**A: *Highly Effective Participant:*** Near perfect attendance; insightful questions and comments; clearly completes the reading and introduces other relevant material; always an effective contributor who exhibits strong leadership in collaborative work.

**B: *Consistent Participant:*** Good attendance; thoughtful questions and comments; clearly completes all reading assignments and contributes thoughtful perspectives on the topics under discussion; consistently an effective contributor in collaborative work who completes all basic responsibilities.

**C: *Occasional Participant:*** Regular attendance; sporadic involvement in discussions that is often based on personal opinion rather than analysis of class material; a contributor who makes all submissions necessary for the group to complete a task but rarely goes beyond the minimum work required.

**D: *Only An Observer:*** Regular attendance but does not get involved in class discussions; occasionally unprepared or unwilling to contribute their minimum responsibilities in collaborative work.

**F: *Disengaged Student:*** Sporadic attendance; little or no participation in class discussions; serious deficiencies in contributing to collaborative projects that negatively impacted the performance of their group.

## Grade Weights

All tasks will be identified as an “assignment/activity”, “written and team reports”, “tests/quizzes”, or “participation”. The following shows the approximate weights that each will contribute to the student’s final semester and progress report grades.

20%	Assignments/Activities
50%	Written and Team Reports
15%	Tests/Quizzes
15%	Participation

## Grading Scale

Overall weighted grade percentages will be converted to letter grades based on GHCHS adopted policies as follows:

<b>A:</b>	<i>90.0% and above</i>
<b>B:</b>	<i>80.0% – 89.9%</i>
<b>C:</b>	<i>70.0% – 79.9%</i>
<b>D:</b>	<i>60.0% – 69.9%</i>
<b>F:</b>	<i>59.9% or below</i>

# Unit 1: FALL SEMESTER WEEKS 1 - 9

## Breaking Q, U, E, S, T Down For Future Leaders & Entrepreneurs:

### *An Introduction To Arguments, Academic Research, Quantitative Methods and The Financial Lens*

#### Unit 1 Curricular Focus

While every unit of the course incorporates all curricular requirements to some degree, unit one focuses on the curricular requirements below.

(CR1) Students explore the complexities of one or more 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.

(Note This CTE Business & Finance Sector section of AP Seminar adds the marketing and financial lenses as distinguishable “sub-lenses” within the economic lens.)

[CR2a-h] — The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas (CR2a): Question & Explore (CR2b); Understand & Analyze (CR2c); Evaluate Multiple Perspectives (CR2d); Synthesize Ideas (CR2e); and Team (CR2f), Transition (CR2g), and Transform (CR2h).

[CR4] — Students develop an understanding of how to ethically use others’ knowledge and ideas in their own work, avoiding plagiarism.

#### Unit 1 AP Seminar Learning Objectives

Unit one provides a cross-curricular introduction to AP Seminar’s learning objectives (LO). In most cases, students engage with all of the essential knowledge (EK) underlying these learning objectives more than once in the unit. A few learning objectives have been left to units two and three that involve the synthesis of EKs into a complex argument. Specific learning objectives covered in unit one are inventoried below.

**LO 1.1A** Identifying and contextualizing a problem or issue.

**LO 1.1B** Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.

**LO 1.2A** Retrieving, questioning, organizing, and using prior knowledge about a topic.

**LO 1.3A** Accessing and managing information using effective strategies.

**LO 1.3B** Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.

**LO 1.4A** Identifying the information needed and selecting appropriate strategies to find and collect it.

**LO 2.1A** Employing appropriate reading strategies and reading critically for a specific purpose.

**LO 2.1B** Summarizing and explaining a text’s main idea or aim while avoiding faulty generalizations and oversimplification.

**LO 2.1C** Summarizing and explaining the reasoning of an argument.

**LO 2.2A** Identifying, explaining, and analyzing the logic and line of reasoning of an argument.

**LO 2.2B** Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.

**LO 2.2C** Evaluating the validity of an argument.

**LO 3.1A** Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.

**LO 3.2A** Evaluating objectives, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

**LO 4.2A** 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.

**LO 4.2B** Proving insightful and cogent commentary that links evidence with claims.

**LO 4.3A** Attributing knowledge and ideas accurately and ethically using an appropriate citation style.

**LO 4.4A** Extending an idea, question, process, or product to innovate or create new understandings.

**LO 4.5A** Offering resolutions, conclusions and/or solutions based on evidence as well as considering consequences and implications.

**LO 5.1C** Communicating information using effective techniques of design.

**LO 5.1D** Adapting an argument for context, purpose and/or audience.

**LO 5.1E** Engaging an audience by employing effective techniques of delivery or performance.

**LO 5.2A** Providing individual contributions to overall collaborative effort to accomplish a task or goal.

**LO 5.2B** Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.

**LO 5.3A** Reflecting on and revising their own writing, thinking, and creative processes.

**LO 5.3B** Reflecting on personal contributions to overall collaborative effort.

## **Unit 1 CTE Business & Finance Sector Standards Covered**

In addition, unit one develops complimentary skills that align with CA CTE standards for the Business & Finance Sector. The standards addressed in unit one are enumerated below.

### **2.0 Communication**

Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

2.1 Recognize the elements of communication using a sender-receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communication of information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

3.7 Recognize the importance and impact small businesses have on our state, national and world economies.

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behavior that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.

7.1 Recognize how financial management impacts the economy, workforce, and community.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance and document the impact on the Business and Finance sector.

## **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

## **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workplace diversity, and conflict resolution as practiced in the Future Business Leaders of America (FBLA) career technical student organization.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Business and Finance sector issues and problems.

## **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.

10.5 Interpret financial data, analyze results, and make sensible business decisions to promote a financially reliable business.

10.9 Evaluate the impact of local, state, federal, and/or international regulations on business and financial management decisions.

10.11 Recognize the importance of marketing in the economy.

## Unit 1 Targeted Skills

- Identifying and interpreting multiple perspectives or arguments on an issue.
- Identifying and contextualizing a problem or issue.
- Accessing information using effective strategies that promote thorough review of available resources
- Using technology to access and manage information with a deep concentration on the use of Excel for statistical and financial analysis
- Evaluating the relevance and credibility of information from sources and data
- Employing appropriate reading strategies and reading critically for a specific purpose
- Utilizing basic statistical concepts and techniques to recognize and describe patterns in univariate and bivariate data
- Applying financial functions in real world contexts to understand the lenses of finance
- Deepening an understanding of one’s personal perspective and the influence it has on our view of the world through reflection
- Expanding financial literacy of students as future investors, consumers, and citizens
- Increased understanding of the interconnection of financial markets with other global lenses of influence including psychological, educational, sociological, political, and ethical

## Unit 1 Learning Activities

These learning activities are among those planned to develop the essential knowledge associated with the learning objectives listed above. Specific references are provided to link learning objectives to each of the activities.

- ***The Ethics Of Borrowing Knowledge***

Student pairs read a series of ten scenarios that describe either an act of “plagiarism” as defined by College Board or merely a “citation error”. Pairs of students race to be the first to reach a perfect score. A lengthy discussion follows distinguishing and reinforcing the AP Plagiarism policy. Students recognize the ramifications of plagiarism and that it is not dependent on the presence of student intent.

AP Seminar Learning Objectives: 4.3A (EK 4.3A1)

CA CTE Business & Finance Sector Standards: 8.6

- ***Silent Sustained Reading Periods***  
***From The Library Of Congress To “What’s Up With Uber?”***

Most days begin with a ten-minute period where students read the first four chapters of The Oxford Guide To Library Research. These chapters cover initial overview sources such as Wikipedia and specialized encyclopedias; proper use of subject headings and the library catalogue; distinguishing between general and focused browsing; and database descriptors for journal articles. Strength and weaknesses of most common print, non-print, and data resources are illustrated along with practical tips from a general reference librarian who spent a majority of his career in the Library of Congress. Further practical advice is imparted that guides a prospective researcher to pursue a thoughtful, thorough search that identifies all available, creditable materials and proposes research strategies that are tied to the purpose of the research.

Direct instruction and classroom activities supplement and reinforce key research strategies presented in the text. Supplemental research instruction includes: differentiation of reading strategies (inspectional vs. analytical); the ability to accurately extract the main idea or aim of a text and/or data resource; critique of the credibility and relevance of a resource; effective note card preparation; and preparation of annotated bibliographies with a purpose.

Near the end of unit one, SSR will be devoted to a series of short readings that address multiple perspectives on the merits of the Uber business model. Using these materials, students learn how to develop research questions on a topic. Further library and web research on the students’ parts allow them to apply the research skills described in The Oxford Guide to Library Research. Students practice narrowing, refining and focusing their research questions as knowledge is gained from the research process. The unit culminates with a reflective paper where students speculate on their future use of the acquired research methods in their prospective business careers, and speculate on business themes that they might find engaging for future investigation.

AP Seminar Learning Objectives 1.1A, 1.1B, 1.2A, 1.3A, 1.4A, 2.1A, 2.1B, 2.2B, 3.1A, 3.2A, 4.2B, 4.3A, 5.1B, 5.3A.

CA CTE Business & Finance Sector Standards 2.4, 2.6, 4.2, 4.2, 4.6, 5.1, 5.2, 7.2, 7.4, 7.8, 8.6, 9.5, 9.6, 9.7, 10.9, 10.11.

- ***Personal Heritage Pizzas:***

Students reflect on their past, present and future identities through an introductory art project. This project requires them to apply and distinguish between deductive and inductive reasoning. This reflective exercise requires students to examine their ethnic and cultural roots and assess how it influences their personal expectations for their future business careers. Students must further illustrate the importance of their accountability and responsibility in fulfilling personal, community, and workplace roles in the context of a rapidly changing 21<sup>st</sup> century workplace. Student groups assess the project using a rubric provided in advance of commencing the project.

During this self-reflective project, direct instruction and interactive activities introduce AP Seminar concepts and terms that directly relate to creating an effective communication or argument. Key terms include but are not limited to: point of view, perspective, lens, context, assumptions, tone, line of reasoning, inductive, deductive, alignment, claim, implications, limitations, nuance, counterargument, concession, refutation, and rebuttal. Students are encouraged to use these concepts in the development of their personal heritage pizzas. Upon completion of grading, students write a short reflective essay on one perspective of themselves that changed upon deeper examination for the PHP project.

AP Seminar Learning Objectives: 1.1A, 1.2A, 1.3A, 2.1B, 2.1C, 2.2A, 2.2C, 3.1A, 4.2B, 4.4A, 5.1C, 5.2A, 5.2B, 5.3A.

CA CTE Business & Finance Sector Standards: 2.5, 3.2, 3.5, 4.1, 4.2, 7.2, 7.3,7.4, 7.5, 9.3, 9.5, 9.6.

- ***Visualizing The QUEST Model***

Students examine the AP-prepared QUEST poster, and receive direct instruction on the five components and recursive relationship of the five Big Ideas. Integrated activities check for understanding and inspire students to practice some of the essential knowledge that the QUEST framework seeks to promote.

Students receive accelerated Excel and statistical instruction to prepare them to use univariate and bivariate data analyses in their development and evaluation of arguments in real world business contexts. Excel applications include the preparation of graphic displays that enhance the communication of an argument.

Students use Excel to create their own graphic organizers to demonstrate their understanding of the QUEST framework. Students view “Death By PowerPoint”, a short video that illustrates ten common mistakes employed in designing visuals for oral presentations. Groups of four to five students are formed, each of whom develop a PowerPoint that explains the QUEST research model. The essential knowledge (EK) descriptors are divided evenly among the groups insuring that each group has at least one EK for each of the five big ideas. Each of these EKs must be incorporated into the presentation with an example of how they serve a students’ ability to argue for a position.

Before commencing this first collaborative effort, students read “Seven Norms of Collaborative Work”, an on-line training publication posted for employees of the US Department of State. This article opens a class discussion on norms that must be established in advance for their group efforts to be productive. Each group creates their own collaborative norms and shares them with the class at large. The students then practice their newly created norms while they complete the group PowerPoint and design a three-minute oral presentation.

QUEST overviews are presented in front of the class, followed by each student being asked a probing question from one of the five Big Ideas. Evaluation considers: the group’s ability to explain and summarize the five big ideas and the recursive nature of the QUEST model; the effectiveness of expanding the viewer’s understanding of QUEST using the EKs as examples; the degree to which the PowerPoint avoids the pitfalls described in “Death By PowerPoint”; and the professionalism of the oral presentation itself.

This section finishes with the students writing an individual reflective essay that identifies strengths and weaknesses of their group’s ability to get things done from their perspective, and discusses how these collaborative skills might translate into their future business careers. The students share their reflections throughout the group, and must then synthesize their individual assessments into one single group assessment that considers all perspectives, reaches consensus on the norms required to be successful in AP Seminar performance task #1, and connects these skills to future career pursuits.

AP Seminar Learning Objectives: These introductory lessons on QUEST touch upon all Learning Objectives in a cursory fashion. Greater detail is paid to EK1.2A3, 2.1A1, 2.1A2, 2.1A4, 2.1B1, 4.2A1, 4.2A2, 4.2A3, 5.1C1, 5.1E1, 5.2B1, 5.2B2, 5.2B3, 5.2B4, 5.3A1 5.3B1.

CA CTE Business & Finance Sector Standards: 2.1, 2.2, 2.3, 2.5, 3.2, 4.1, 4.2, 4.3, 4.6, 5.1, 5.4, 7.2, 7.3, 7.4, 7.8, 9.2, 9.3.

- ***The New Normal: Analytical Reading & Annotation***

The course adopts reading and annotation strategies developed and implemented in the Global Business & Finance (GBF) program, a CTE Business & Finance pathway of which this course is a part. It will directly align with the students’ English 11 instruction on this subject (either through AP Language or English Honors). Selected readings from [How To Read A Book: The Classic Guide To Intelligent Reading](#) will supplement direct instruction on these reading and annotation strategies.

AP Seminar Learning Objective: 1.3A, 2.1A, 2.1B

- ***“Show Me The Data”, The Role of Small Business In America, An Introduction to Quantitative Methods***

Students learn the basics of quantitative research through the extraction of primary data from Yahoo Finance, the Federal Reserve Bank and the Bureau of Labor Statistics. These statistical investigations examine the relative importance of small business in America from multiple perspectives. Students use these data sets to practice basic univariate and bivariate statistical analyses in real world contexts. Further direct instruction and interactive activities are incorporated that: distinguish the purpose of using primary and secondary sources in research pursuits; and examine means for assessing credibility, reliability and generalizability of sources.

Students use Excel to prepare a series of graphic displays that demonstrate their understanding of patterns and trends present in the data. Artistic embellishments are incorporated that enhance the display as a communication device and avoid distracting elements. The final student displays are assessed against standards of corporate professionals (e.g. annual corporate reports, marketing studies).

AP Seminar Learning Objectives: 1.3A, 1.3B, 1.4A, 4.2A, 4.2B, 4.4A, 5.1C.

CA CTE Business & Finance Sector Standards: 2.1, 2.2, 2.5, 2.6, 3.7, 4.3, 4.6, 5.4, 7.3, 7.4, 7.5, 7.8, 8.6, 9.5, 10.5, 10.9, 10.11.

- ***EXCELing In Financial Applications, “Another Lens To Consider”***

Students are taught that the financial lens can often shed light on the actions and perspectives of corporations and individuals alike. Here students synthesize their prior knowledge of mathematical functions with their continued development of financial literacy skills in the GBF business program.

Students employ the basic financial functions to investigate common real world decisions we all must face in our financial lives. EXCEL's function library offers students a pallet of options from which to choose. Instruction emphasizes: (1) student selection of the appropriate function to answer the question at hand; (2) the proper identification of inputs and the desired output; and (3) written and oral interpretation of the results. In this approach, arithmetic computation is deemphasized in recognition of the technological assistance available in Excel. Rather students use the financial functions as an investigative device that allows them to quantify the financial implication of corporate and individual decisions. Student skill acquisition is documented through a series of formative assessments where students can track their progress.

A class discussion addresses how to communicate financial conclusions to an audience that lacks knowledge of financial functions. This discussion expands to a broader examination of how and when arguments must be adapted for context, purpose and/or audience.

AP Seminar Learning Objectives: 1.2A, 1.4A, 5.1C, 5.1D.

CA CTE Business & Finance Sector Objectives: 2.1, 2.2, 3.5, 5.1, 5.2, 5.3, 7.1, 10.5

- ***The Stock Market Game: “Are You a Bull or a Bear?”***

Student groups of three to four identify social, political, economic and psychological changes that are likely to influence the price of a specific stock. Each student will read three to five opinions of stock analysts who cover their specific stock and have expressed opinions on its future prospects. Students will then perform additional market research to support their own opinions as to whether to be a “bull” or “bear”. Direct instruction and interactive activities provide insights into the basics of fundamental and technical analyses. These exercises provide an opportunity to review and distinguish point of views, lenses, and perspectives.

Upon synthesizing all relevant perspectives, student groups develop a portfolio of stocks that are submitted in September to a stock competition sponsored by SIFMA, *The Stock Market Game*. Excel spreadsheets are submitted to document their forecasts of future stock prices under different perceptions of future events. Students predict the stock price implications if future events turn out differently than they expect. These analyses lead to a discussion of “alpha” and “beta” and how they relate to market risk.

Students track the results of these financial decisions over the remainder of the fall semester. Upon conclusion of the game in early December, students write a group reflection on the performance of their stocks with emphasis on identifying and explaining where their forecasts of market perceptions were correct and/or incorrect, and trace the market implications of these judgments. This reflection will also discuss how their personal biases may have influenced their forecasts and decision-making.

AP Seminar Learning Objectives: 1.1A, 1.1B, 1.2A, 1.3A, 1.3B, 1.4A, 2.1A, 3.1A, 3.2A, 4.2A, 4.2B, 4.4A, 4.5A, 5.2B, 5.3B.

CA CTE Business & Finance Sector Standards: 4.1, 4.2, 4.3, 4.6, 5.1, 5.2, 5.4, 7.1, 7.4, 7.8, 9.3, 9.5, 9.7, 10.5, 10.9, 10.11.

- ***Excel Certification***

Students achieve proficiency in Excel as a byproduct of the students’ regular use of Excel in the classroom. As the fall semester winds down, students begin the certification process with GMetrix, a practice program that simulates Microsoft’s certification program. The certification exam becomes part of the final summative (final) assessment for the fall semester.

CA CTE Business & Finance Sector Objectives: Students earn a certification as a Microsoft Office Specialist (MOS) in Excel. This MOS Excel certificate leads to increased job and internship opportunities, and higher wages have been documented for past GHCHS certificate recipients.

## Unit 1 Course Evaluation & Grading

Refer to individual assessment discussions under the previous “Learning Activities” section.

## Unit 1 Resources & Readings

Due to the inquiry nature of the AP Seminar course, instructors design and modify activities and assessments to incorporate a wide variety of resources in many forms (print, non-print, art, video, spreadsheet, digital etc). Students learn research skills to effectively identify relevant and credible knowledge from these sources. Information will come from both primary and secondary sources. A few specific resources are referenced below to provide a flavor of the unit one inquiries but should not be taken as an exhaustive list.

Adler, Morton and Van Doren, Charles. *How To Read A Book: The Classic Guide To Intelligent Reading*. Touchstone Edition. Simon & Schuster 2014, original edition 1972.

Mann, Thomas. *The Oxford Guide To Library Research*. Fourth edition. New York, NY: Oxford University Press, 2015. Chapters 1 – 4.

Turubian, Kate, *Student's Guide to Writing College Papers*. Fourth Edition. Chicago, IL: University of Chicago Press 2010 Short selected readings from Chapters 1 – 5.

US Department of State Website “Seven Norms of Collaborative Work”.  
<http://www.state.gov/m/a/os/43984.htm>

Yahoo Finance

Bureau of Labor & Statistics

Federal Reserve Bank of St. Louis

GMetrix Software (Practice program that simulate MOS Excel certification exam)

Don McMillan, “Life After Death By Powerpoint”.

<https://www.bing.com/videos/search?q=death+by+powerpoint&FORM=VIRE1#view=detail&mid=66E9D43784B65E456DEE66E9D43784B65E456DEE>

AP QUEST Poster, College Board.

# Unit 2: FALL SEMESTER WEEKS 10 – 14

## Future Leaders & Entrepreneurs Apply The QUEST Framework

### *The Global Economy & Financial Markets Generate Debate*

#### Unit 2 Curricular Focus

While every unit of the course incorporates all curricular requirements to some degree, unit two focuses on the curricular requirements below.

[CR2a-h] — The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas (CR2a): Question & Explore (CR2b); Understand & Analyze (CR2c); Evaluate Multiple Perspectives (CR2d); Synthesize Ideas (CR2e); and Team (CR2f), Transition (CR2g), and Transform (CR2h)

[CR3] — Students gain a rich appreciation and understanding of the 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.

[CR5] — Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic issue; consider options, alternatives, solutions, or resolutions; and develop a written report, multimedia presentation, and defense to communicate a conclusion or recommendation.

#### Unit 2 AP Learning Objectives

Unit two builds on the essential knowledge developed in unit one. Nearly all of the unit one learning objectives will be incorporated into the unit two group project and associated activities. These LOs are not listed below to avoid redundancy. The learning objectives shown below are those that are largely being introduced for the first time in unit two.

**LO 2.3A** Connecting an argument to broader issues by examining the implications of the author's claim.

**LO 2.3B** Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

**LO 4.1A** Formulating a complex and well-reasoned argument.

**LO 5.1A** Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g. essay, poster, oral presentation, documentary, research report/thesis).

**LO 5.1B** Adhering to established conventions of grammar, usage, style, and mechanics.

## **Unit 2 CTE Business & Finance Sector Standards Covered**

In addition, unit two develops complimentary skills that align with CA CTE standards for the Business & Finance Sector. The standards addressed in unit two are enumerated below.

### **2.0 Communication**

Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communication of information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

3.7 Recognize the importance and impact small businesses have on our state, nation and world economies.

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

4.2 Employ web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

## **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behavior that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance and document the impact on the Business and Finance sector.

## **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

## **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workplace diversity, and conflict resolution as practiced in the Future Business Leaders of America (FBLA) career technical student organization.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Business and Finance sector issues and problems.

## **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.

10.9 Evaluate the impact of local, state, federal, and/or international regulations on business and financial management decisions.

10.11 Recognize the importance of marketing in the economy.

## Unit 2 Learning Activities

These learning activities are among those planned to develop the essential knowledge associated with the learning objectives listed above. Specific references are provided to link learning objectives to each of the activities.

- ***Fallacies In Marketing***

Students examine various forms of advertising and identify examples of the fallacies. Direct instruction and class discussions review the various types of fallacies and introduce some basic statistical fallacies. Using advertising fallacies found in various forms of media, students create posters that group the examples by the most common fallacies.

AP Seminar Learning Objectives: 2.1C, 2.2A, 2.2B, 2.2C

CA CTE Business & Finance Sector Standards: 5.1, 9.3, 9.5, 9.7, 10.11.

Resource: Thou Shalt Not Commit Logical Fallacies, [yourlogicalfallacyis.com](https://yourlogicalfallacyis.com/);  
<https://yourlogicalfallacyis.com/assets/FallaciesPosterHigherRes.jpg>

- ***Silent Sustained Reading Periods: “Ethics In Business”***

Most days begin with a ten-minute period where students read selected readings from *Money Magazine*, *The New Yorker*, *The Economist*, *Wall Street Journal*, and other publications. These readings have a common theme of “Ethics in Business”. Direct instruction and class discussions review the arguments presented in these readings as a means of reviewing the Big Idea: Understand & Analyze. This unit emphasizes the student’s ability to use annotation as an effective tool for identifying and categorizing textual information for future reference. Students deepen their understanding of the ethical lens in a business context.

AP Seminar Learning Objectives: 2.1A, 2.1B, 2.1C, 2.2A, 2.2B, 2.2C, 2.3A, 2.2B

CA CTE Business & Finance Sector Standards: 5.1, 9.3, 9.5, 9.7, 10.11.

- **Practice Performance Task #1**

***Theme: The Global Economy & Financial Markets Generate Debate***

This project mirrors AP Seminar’s Performance Task #1 with the exception that the instructor scaffolds and guides the students through the QUEST process. In this project, four to five students collaborate as a team to identify a problem or issue that fits within the broad theme above. Each team develops a team research question and conducts preliminary research. They identify approaches, perspectives, and lenses and then divide responsibilities among themselves for individual research that will address the team’s research question.

- ***Written Individual Report Component***

Individually, students investigate an approach, perspective, or lens on an issue or topic related to the team research question (see above). Each student presents his or her findings in a well-written individual report of 1,200 words. These individual reports must include the following:

- ⇒ Identifies the area of investigation and its relationship to the overall problem, question, or issue;
- ⇒ Describes and analyzes the line of reasoning and evidence of the information collected;
- ⇒ Explains and synthesizes the range of information and perspectives considered and the relevance of that information to the problem, question, or issue;
- ⇒ Justifies the inclusion and exclusion of information advanced to the team; and
- ⇒ Cites and attributes any information included.

AP Seminar Learning Objectives: All LO 1.1 - 4.5; Big Ideas #1-4 are all employed to complete the report.

CA CTE Business & Finance Sector Standards: 4.2, 4.3, 4.6, 5.1, 5.2, 5.4, 8.6 plus other standards depending on topic and perspective chosen by each student.

- ***Written Team Report Component***

Working collaboratively, the team considers all of the research and analyses from individual team members for the purpose of proposing or creating one or more solutions, conclusions, or recommendations. The team evaluates and integrates the findings and perspectives from individual research, synthesizing the most effective arguments and supporting evidence, and proposes additional research that may need to be done to further develop the team report of 3,000 words. This team report must include the following:

- ⇒ Introduces, situates, contextualizes, and/or explains the problem or issue and identifies each team member's approach to that problem or issue;
- ⇒ Proposes one or more solutions, conclusions, or recommendations to the problem or issue that are based on evidence, and considers consequences and implications;
- ⇒ Appropriately acknowledges, attributes, and/or cites the ideas and work of authors of outside sources; and
- ⇒ Includes a bibliography of the works cited.

AP Seminar Learning Objectives: All LOs employed with particular emphasis on Big Idea: Team, Transform, and Transmit

CA CTE Business & Finance Sector Standards: Many standards depending on topic selective with particular emphasis on 9.0 Teamwork & Leadership.

- ***Team Presentation Component***

The team develops an 8- to 10-minute presentation that conveys its key findings and delivers the presentation to an audience of its peers. Students dress in professional attire appropriate for a formal business meeting. The presentation and the media used to enhance the presentations should consider audience, context, and purpose. It should reflect the major components of the Written Team Report. Following the presentation, the team will defend its argument, with each student responding to a question posed by the teacher. Each team member should be prepared to answer questions about any part of the presentation.

AP Seminar Learning Objectives: All LOs employed with particular emphasis on Big Idea: Team, Transform, and Transmit

CA CTE Business & Finance Sector Standards: Many standards depending on topic selective with particular emphasis on 9.0 Teamwork & Leadership.

- ***Individual Written Reflection***

The unit concludes with each student writing a reflection, which will be added to his or her individual research report that describes:

- ⇒ How she or he approached the process of researching and solving a problem or issue;
- ⇒ How her or his understanding of the problem or issue developed and/or changed; and
- ⇒ How working with the group deepened or otherwise influenced his or her thinking and writing.

AP Seminar Learning Objectives: LO 5.3A, 5.3B

CA CTE Business & Finance Sector Standards: 7.2, 7.3, 9.3

## **Unit 2 Course Evaluation & Grading**

Each of the components below will be scored using the College Board rubric for AP Seminar's performance task #1. These scores will count as project points.

- Individual Research Report and Reflection (approximately 1,200 words)
- Written Team Report (approximately 3,000 words)
- Team Multimedia Presentation (8-10 minutes) with follow-up questions
- Individual Reflection (800 words)

Unlike College Board's summative assessment in the spring, the unit two performance task is scaffolded to help guide students through the complete QUEST process for the first time. The following project markers will be awarded assignment scores and are intended to provide formative feedback to the students.

- Team Research Questions
- Research Note Cards
- Annotated Bibliography
- Report Outline
- Peer Review & Editing of Draft Reports
- Team Annotated Bibliography

## **Unit 2 Resources & Readings**

Due to the inquiry nature of the AP Seminar course, students will examine a wide variety of resources in many forms (print, non-print, art, video, spreadsheet, digital etc). Students will apply their research skills to effectively identify relevant and creditable knowledge that addresses their specific research questions. Information will come from both secondary sources (e.g. articles, studies, business journals, reports) and primary sources (e.g. original texts and works, personally collected data from experiments, questionnaires, and interviews).

# Unit 3: FALL SEMESTER WEEKS 15 – 20

## Future Leaders & Entrepreneurs Apply The QUEST Framework

### *Values Vs. Stuff*

#### Unit 3 Curricular Focus

While every unit of the course incorporates all curricular requirements to some degree, unit three focuses on the curricular requirements below.

[CR2a-h] — The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas (CR2a): Question & Explore (CR2b); Understand & Analyze (CR2c); Evaluate Multiple Perspectives (CR2d); Synthesize Ideas (CR2e); and Team (CR2f), Transition (CR2g), and Transform (CR2h).

[CR3] — Students gain a rich appreciation and understanding of the 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.

[CR6] — 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.

#### Unit 3 AP Learning Objectives

Unit three builds on the learning objectives developed in units one and two. At this point in the course, every learning objective has been addressed in at least one classroom activity or project, and most multiple times. Unit three requires students to prepare an individual research-based essay and presentation that encompasses the entire QUEST framework and all learning objectives previously cited in this syllabus.

#### Unit 3 CTE Business & Finance Sector Standards Covered

In addition, unit three develops complimentary skills that align with CA CTE standards for the Business & Finance Sector. The standards addressed in unit three are enumerated below.

##### 2.0 Communication

Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communication of information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

#### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

4.2 Employ web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

#### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

#### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behavior that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance and document the impact on the Business and Finance sector.

#### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

### Unit 3 Learning Activity: *Values Vs. Stuff*

Students will be provided a folio of cross-curricular source materials representing a range of perspectives focused on the theme: *Values vs. Stuff*. Class discussions will initiate examination of the emerging issues derived from the stimulus material enumerated below. The final paper must refer to and incorporate at least two of these *Values vs. Stuff* sources in a meaningful manner.

#### MAGAZINE ARTICLE

“Biking and hiking, but not parking.” *The Economist* 27 July 2013: 29. Print.

#### BROCHURE/PAMPHLET

“Be Our Eyes and Ears.” Los Angeles: Los Angeles Mass-Transit Authority (LAMTA), 2013. Print.

#### RADIO PROGRAM/BROADCAST

Chanoff, Sasha. “An Impossible Choice.” *The Moth Radio Hour: Rattlesnakes, Wedding Rings, and Rescue Missions*. 11 Apr. 2014. Radio broadcast.

#### ONLINE ARTICLE

Chow, Lisa. “The Most (And Least) Lucrative College Majors, In 1 Graph.” *Planet Money*. 9 Sept. 2013. Web.

#### NEWSPAPER ARTICLE

Cuno, James. “Why arts and humanities matter.” *Los Angeles Times* 20 June 2013. Print.

#### LAW OR ACT

Declaration of Independence.

#### BOOK

Deutschman, Alan. *Walk the Walk: The #1 Rule for Leaders*. New York: Portfolio, 2009. Print.

#### MAGAZINE ARTICLE

“Hang on.” *The Economist* 14 Sept. 2013: 80. Print.

#### SHORT STORY (ONLINE)

Hawthorne, Nathaniel. “Young Goodman Brown.” Eldritch Press. Web.

#### ETCHING, REPRODUCED IN TEXTBOOK

*Prosperous new land*. Etching. *New York Public Library, Astor, Lenox and Tilden Foundations*. Print.

#### ONLINE VIDEO CLIP

Pruitt, Ken. “Gordon Gekko ‘Greed is Good’ Full Speech.” Online video clip. *YouTube* 9 Dec. 2011. Web.

#### BIBLE VERSES

*The Ryrie Study Bible*. Ed. Charles Caldwell Ryrie. Chicago: Moody Press, 1978. Print.

#### LECTURE NOTES

Smith, Fritz. “The Devil Story and the Devil Character in Literature.” Granada Hills Charter High School, Room J-16, Granada Hills, CA. 2013. Lecture

#### MAGAZINE ARTICLE

Upadhyay, Rita. “Hard at Work.” *Time for Kids* 24 Jan 2003. Print.

#### SHORT STORY IN AN ANTHOLOGY

Updike, John. “A & P.” *The Norton Anthology of Short Fiction, 3<sup>rd</sup> Edition*. Ed. R.V. Cassill. New York: W.W. Norton and Company, Inc., 1978. 1456 – 1461. Print.

#### NEWSPAPER ARTICLE

Weiser, Stanley. “Repeat After Me: Greed Is Not Good.” *Los Angeles Times* 5 Oct. 2008. Print.

Students create their own research question inspired by the stimulus material, and then research additional information; analyze, evaluate, and select evidence for their paper; and develop a logical, well-reasoned argument of approximately 2,000 words. Their research report should examine multiple perspectives of their issue including those associated with the economic and financial lenses. Among the multiple perspectives considered, students must examine and differentiate perspectives involving some combination of at least two of the following: consumers, various income levels, small businesses, and/or corporations in different sectors of the global economy.

Students develop a 6-8 minute individual presentation using appropriate media and present it to an audience of their peers. Students dress in professional attire appropriate for a formal business meeting. This presentation is an opportunity for students to present their arguments that convey resolution of the issue. It should examine their conclusions in a larger context rather than merely summarizing the student's research.

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

### **Unit 3 Course Evaluation & Grading:**

Each of the components below will be scored using the College Board rubric for AP Seminar's performance task #2. These scores will count as project points.

- Individual Written Argument (approximately 2,000 words)
- Multimedia Presentation (6-8 minutes) with follow-up questions

Unlike College Board's summative assessment in the spring, the unit three performance task is scaffolded to help guide students through the complete QUEST process for the second time. The following project markers will be awarded assignment scores and are intended to provide formative feedback to the students.

- Research Questions
- Research Note Cards
- Annotated Bibliography
- Report Outline
- Peer Review & Editing of Draft Reports
- Annotated Bibliography

# Unit 4: SPRING SEMESTER WEEKS 1 - 8

## Performance Assessment Task #1: *Team Project and Presentation [CR5]*

### Unit 4 Curricular Focus

While every unit of the course incorporates all curricular requirements to some degree, unit four focuses on the curricular requirements below.

[CR5] — Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic issue; consider options, alternatives, solutions, or resolutions; and develop a written report, multimedia presentation, and defense to communicate a conclusion or recommendation.

### Unit 4 AP Learning Objectives

At this point in the course, students are expected to demonstrate their enduring understanding of all learning objectives. Unit four requires students to prepare a collaborative research-based report and presentation that encompasses the entire QUEST framework and assesses all learning objectives previously cited in this syllabus.

### Unit 4 CTE Business & Finance Sector Standards Covered

AP Seminar's Performance Task #1 mirrors the unit two project with the exception that the instructor can offer no assistance and guidance to the students. To avoid redundancy, the reader is directed to unit two for a listing of CA CTE standards assessed in this unit.

### Unit 4 Performance Task Overview

In this project, four to five students collaborate as a team to identify a problem or issue of their choice. Each team develops a team research question and conducts preliminary research. They identify approaches, perspectives, or lenses and divide responsibilities among themselves for individual research that will address the team's research question.

- **Written Individual Report Component**

Individually, students investigate an approach, perspective, or lens on an issue or topic of the team research question. Each student presents his or her findings in a well-written individual report of 1,200 words. These individual reports must include the following:

- ⇒ Identifies the area of investigation and its relationship to the overall problem, question, or issue;
- ⇒ Describes and analyzes the line of reasoning and evidence of the information collected;
- ⇒ Explains and synthesizes the range of information and perspectives considered and the relevance of that information to the problem, question, or issue;
- ⇒ Justifies the inclusion and exclusion of information advanced to the team; and
- ⇒ Cites and attributes any information included.

- **Written Team Report Component**

Working collaboratively, the team considers all of the research and analyses from individual team members for the purpose of proposing or creating one or more solutions, conclusions, or recommendations. The team evaluates and integrates the findings and perspectives from individual research, synthesizing the most effective arguments and supporting evidence, and proposes additional research that may need to be done to further develop the team report of 3,000 words. This team report must include the following:

- ⇒ Introduces, situates, contextualizes, and/or explains the problem or issue and identifies each team member's approach to that problem or issue;
- ⇒ Proposes one or more solutions, conclusions, or recommendations to the problem or issue that are based on evidence, and considers consequences and implications;
- ⇒ Appropriately acknowledges, attributes, and/or cites the ideas and work of authors of outside sources; and
- ⇒ Includes a bibliography of the works cited.

- **Team Presentation Component**

The team develops an 8- to 10-minute presentation that conveys its key findings and delivers the presentation to an audience of its peers. Students dress in professional attire appropriate for a formal business meeting. The presentation and the media used to enhance the presentations should consider audience, context, and purpose. It should reflect the major components of the Written Team Report. Following the presentation, the team will defend its argument, with each student responding to a question posed by the teacher. Each team member should be prepared to answer questions about any part of the presentation.

- **Individual Written Reflection**

The unit concludes with each student writing a reflection, which will be added to his or her individual research report, that describes:

- ⇒ How she or he approached the process of researching and solving a problem or issue;
- ⇒ How her or his understanding of the problem or issue developed and/or changed; and
- ⇒ How working with the group deepened or otherwise influenced his or her thinking and writing.

## **Unit 4 AP Scoring**

- Individual Research and Reflection (approximately 2000 words): Internally Scored, Externally Validated
- Written Team Report (approximately 3000 words): Internally Scored, Externally Validated
- Team Multimedia Presentation (8-10 minutes) with follow-up questions: Internally Scored

## **Unit 4 AP Score Weight**

Counts as 25% of AP Score

## **Unit 4 Course Evaluation & Grading**

The written team and individual reports, team presentation and reflection cannot be considered in the student's course grade.

The following markers will be awarded project scores upon which to base the students' course grade, but this evaluation of student performance cannot provide feedback or guidance to the student per College Board policy.

- Team Research Questions
- Research Note Cards
- Annotated Bibliography
- Report Outline
- Peer Review Participation Activities
- Annotated Bibliography

# SPRING SEMESTER WEEKS 9 - 15

## **Performance Assessment Task #2: *Individual Research-Based Essay and Presentation [CR6]***

### **Unit 5 Curricular Focus**

While every unit of the course incorporates all curricular requirements to some degree, unit five focuses on the curricular requirements below.

[CR6] — 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.

### **Unit 5 AP Learning Objectives**

At this point in the course, students are expected to demonstrate their enduring understanding of all learning objectives. Unit five requires students to prepare an individual research-based essay and presentation that encompasses the entire QUEST framework and all learning objectives previously cited in this syllabus.

### **Unit 5 CTE Business & Finance Sector Standards Covered**

AP Seminar's Performance Task #2 mirrors the unit three project with the exception that the instructor can offer no assistance and guidance to the students. To avoid redundancy, the reader is directed to unit two for a listing of CA CTE standards assessed in this unit.

### **Unit 5 Task Overview**

The College Board's AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic. Students use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least one of the provided sources.

Teachers must ensure that students will have at least 30 school days to complete this project upon distribution of the stimulus materials. Students must be given at least 30 school days to complete their research, compose their essays, and develop their presentations. Student presentations must be scheduled after the 30-day window.

Teachers engage students in discussions of emerging issues from the cross-curricular stimulus material supplied by the College Board. Materials are released on or about January 2 of each year, and students must address the current year's stimulus material in their written responses.

Students identify a research question of their own prompted by the stimulus material. They then gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of approximately 2,000 words. The final paper must refer to and incorporate at least one of the sources provided.

To connect with the Business and Finance theme of this section of AP Seminar, students will be required to examine perspectives through economic and financial lenses. Students will submit evidence of their inquiries but will not be required to incorporate them into the final paper submitted to College Board.

Students each develop a 6-8 minute presentation using appropriate media and present it to an audience of their peers. This presentation is an opportunity for students to present their conclusions by building arguments that convey their perspectives. The presentations should use the evidence to support students' own arguments and situate their perspectives in their larger contexts rather merely summarizing student research.

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

### **Unit 5 AP Scoring**

- Research-based Argumentative Essay (approximately 2000 words): Internally Scored, Externally Validated
- Individual Multimedia Presentation (6-8 minutes): Internally Scored
- Oral Defense of Presentation (two questions from the teacher): Internally Scored

### **Unit 5 AP Score Weight**

Counts as 35% of AP Score

### **Unit 5 Course Evaluation & Grading**

The individual report, presentation and oral defense cannot be considered in the student's course grade.

The following markers will be awarded project scores upon which to base the students' course grade, but this evaluation of student performance cannot provide feedback or guidance to the student per College Board policy.

- Research Questions
- Research Note Cards
- Annotated Bibliography
- Report Outline
- Peer Review Participation Activities
- Annotated Bibliography

# SPRING SEMESTER Out-Of-Class AP Assessment

## Assessment Task #3: Written Exam (3 Hours)

### Task Overview

During the AP Exam administration window, students take the AP Seminar written exam. The exam consists of five items: three short answer questions and two essay questions.

### AP Scoring

- Three Short Answer Questions (analysis of argument in a single source or document): Externally Scored
- Two Essay Questions: Externally Scored
  - Comparative analysis and evaluation of the authors' arguments
  - Synthesis/development of evidence-based argument

### AP Weight

Counts as 40% of AP Score

## **Unit 2: SPRING SEMESTER WEEKS 16 – 20**

### ***More Real World Applications of Finance, Excel & Statistics***

#### **Unit 6 Curricular Focus**

Upon completion of the AP written exam, approximately one month remains that will be devoted to Excel certification and a variety of business, statistics and finance topics.

#### **Unit 6 AP Learning Objectives**

Students will continue to apply the QUEST process.

#### **Unit 6 CTE Business & Finance Sector Standards Covered**

In addition, unit six develops skills that align with CA CTE standards for the Business & Finance Sector. The standards addressed in unit six are enumerated below.

##### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

4.2 Employ web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

##### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions

##### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.

10.9 Evaluate the impact of local, state, federal, and/or international regulations on business and financial management decisions.

10.11 Recognize the importance of marketing in the economy.

## Unit 6 Learning Activities

- ***Enhanced Financial Applications***

Students advance to composite financial functions applications to investigate common real world applications. One unit will examine the financial incentives for companies to convert from *defined benefit retirement* systems to *defined contribution* systems. Students use the financial functions as an investigative device that allows them to quantify the financial implication of small business, corporate and individual decisions. Students communicate financial conclusions to an audience that lacks knowledge of financial functions. Student skill acquisition is documented through a series of formative assessments where students can track their progress.

AP Seminar Learning Objectives: 1.2A, 1.4A, 5.1C, 5.1D.

CA CTE Business & Finance Sector Objectives: 2.1, 2.2, 3.5, 5.1, 5.2, 5.3, 7.1, 10.5.

- ***Excel Certification***

Students learn more advanced applications of Excel with the goal of achieving Expert certification. As the spring semester winds down, students begin the certification process with GMetrix, a practice program that simulates Microsoft's certification program. The Expert certification exam becomes part of the final summative (final) assessment for the spring semester.

- CA CTE Business & Finance Sector Objectives: Students earn an Expert certification as a Microsoft Office Expert (MOE) in Excel. This MOE Excel certificate leads to increased job and internship opportunities, and higher wages have been documented for past certificate recipients.

## Unit 6 Course Evaluation & Grading

Refer to individual assessment discussions under the previous "Learning Activities" section.