

MORENO VALLEY HIGH SCHOOL INTRODUCTION TO SEMINAR

Course Title: Introduction to Seminar Course Number: 2799

Department: Social Studies ADS Number: 2799

Prerequisites: None

Length of Course: One semester Credit/PRI Area: .5 per semester Grade Level(s): 9-12

Important Notes: This course is recommended for incoming students who are unfamiliar with the seminar method. All 9th grade students are automatically put in this class. Incoming students are recommended to this class. This class can also be used to complete the Academic Credit elective.

COURSE DESCRIPTION

The purpose of this course is to prepare students for Paideia Socratic Seminar through teaching the skills necessary to be successful in seminar. These skills include: critical reading, coaching in small groups, seminar behaviors, and different types of social studies writings. This course also will cover many of the communications skills required for the state credit in communications. These include group work, group presentations, panel discussions, and individual oral presentations. Additionally, this class is an introduction to social studies and high school study skills. Topics covered include sociology, psychology, geography, economics, political science, and current events.

SYLLABUS

1. Units of Study:

- Seminar, an introduction: Critical Reading, coaching, seminar
- Sociology: The teenage sociology
- Psychology: The teenage brain
- Political Science: Dictators, Terrorists, and USA
- History: Study of Religions
- Economics: Study of poverty
- Geography: The power of Oil

2. Skills:

- Taking notes: several different methods explored
- Notebooks: preparation and study
- Critical reading: skim reading, interacting with writing, vocabulary, fact vs. opinion
- Writing: paragraph structure, essays, research outlines
- Working in groups: leadership, participation, group dynamics
- Test taking skills: how to prepare and study for tests, how to successfully manage tests
- Oral participation: speaking in a civil manner, opinions, verbal critical analysis, oral research presentations, seminar, persuasive speeches, panel discussion
- Use of resources: atlases, almanacs, encyclopedias, textbooks, readings, verbal presentations, online research skills

STRATEGIES: Paideia Methodology

Didactic: Guided discussion, lecture, use of writing to find fact and opinion

Intellectual Coaching: Small group coaching on writings, small group problem solving, individual research and oral presentations, notebooks, and writing conferences

Seminar: Critical reading, coaching, seminar in small and large groups

ASSESSMENTS

Writing: Brainstorming, organization, strong paragraphs, essays: opinion, comparison, research outlines, MLA formatting and bibliographies.

Oral: Participation in groups, oral participation in class, seminar, and oral presentations on research and current events

Group: Participation and contributions, end product

Tests: Vocabulary, categorization, short answer and short essay

Notebooks: completeness, order

Class Work/Homework: Completeness, correctness, timeliness

Other: Use of diagrams, posters to convey information, use of maps, atlases, almanacs, encyclopedias, and on-line research.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

No textbook is used. Only articles and readings. The following are some that have been used recently:

Junior Great Books, The Great Books Foundation

Mapping the Future by Howard Zeiderman

Queen Bees & Wannabes by Rosalind Wiseman

The Bedford Reader by X.J. Kennedy, et al

Philosophy and Contemporary Issues by John R. Burr and Milton Goldinger

Touchstones Readings in Social Studies edit by Geoffrey Comber, Howard Zeiderman, Nicholas Maistrellis

SUGGESTED TITLES/AUTHORS WEB SITES:

Various current event sites

www.cspan.org

www.cnn.com

www.npr.org

www.cbsnews.com

www.msnbc.com

www.nytimes.com

www.washingtonpost.com

www.abcnews.go.com

www.foxnews.com

Research Sites

www.religioustolerance.com

www.ciahandbook.com

Research sites depending on area of research

Seminar Pieces and Use

Seminar is the core of this class. All of the above instructional materials are used for the basis of seminar. Seminar is done on a weekly or bi-weekly basis depending on the complexity of the materials used. Preparation for the seminar, coaching, and seminar are the heart of the class.

“Harrison Bergeron” by Kurt Vonnegut, Jr.

“The Ways We Lie” by Stephanie Ericsson

“July 10, 1941, in Jedwabne” by George Will

“The World’s Ten Worst Dictators” Parade Magazine

“What Makes Teens Tick” by Alice Park in Time Magazine

“Letter to America” by Osama bin Ladin

“Second Inaugural Address” by George Bush

“Cliques and Popularity” by Rosalind Wiseman

“The Secret of Caring for Life” by Chuang Tzu

“Tao Te Ching” by Lao Tzu

“Chapter XV” from *The Prince* by Niccolol Machiavelli

“On Liberty” by John Stuart Mill

“Book VII” from *The Republic* by Plato

“Allegory of The Cave” by Plato

Plus more as the class develops

STRAND I: LANGUAGE ARTS: READING AND LISTENING FOR COMPREHENSION
CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

A. BENCHMARK: Listen to, read, react to, and analyze information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Form and refine a question for investigation using a topic of personal choice and answer that question by: <ul style="list-style-type: none"> • deciding upon and using appropriate methods (e.g., interviews with experts, observations, finding print and non-print sources, using interactive technology and media) • prioritizing and organizing information • incorporating effective media and technology to inform or explain • reporting in an appropriate form for a specified audience 	1. After reading “What Makes Teens Tick”, students will research other sources on teenage brains and behaviors relative to should teens be given capital punishment for crimes committed while they were teens. Students will then categorize 20 statements from their readings as pro capital punishment or con capital punishment. Students will then seminar on the question: “Should teens be given capital punishment for crimes they commit as teenagers?”

STRAND I: LANGUAGE ARTS: READING AND LISTENING FOR COMPREHENSION
CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

B. BENCHMARK: Synthesize and evaluate information to solve problems across the curriculum

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Use a variety of techniques for researching topics including: <ul style="list-style-type: none"> • cross-referencing while gathering information • summarizing dialogue • using news sources (e.g., newspapers, magazines, TV, radio, videotapes, Internet, email, government publications, microfiche, other library resources) 2. Synthesize a variety of types of visual information including pictures and symbols.	1.2. Students will use internet, news magazines, almanacs and gather information, symbols, political cartoons, and pictures on world poverty. With each piece of research, students will write one sentence summarizing the importance or opinion of the piece. Students will then present to the class a poster of the most important ideas in the world today concerning world poverty. The students should be able to answer questions ask on the content of their poster.

STRAND I: LANGUAGE ARTS: READING AND LISTENING FOR COMPREHENSION

CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

C. BENCHMARK: Demonstrate critical thinking skills to evaluate information and solve problems

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	<ol style="list-style-type: none">1. Examine texts for arguments and develop informed opinions by:<ul style="list-style-type: none">• examining relevant reason and evidence• noting the progression of ideas that substantiate the proposal• analyzing the style, tone, and use of language for a particular effect• identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases• identifying and analyzing rhetorical strategies that support proposals2. Support informed opinions by providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments.3. Create and use criteria to evaluate the effectiveness of communication.4. Represent abstract information (e.g., concepts, generalizations) as explicit mental pictures.	<ol style="list-style-type: none">1. Students will be given a reading i.e. "The Ways We Lie". They will be asked to read the piece and analyze it for reason/evidence, building of ideas, bias shown/language used, proposal or point of view. After analyzing the document, students will form good seminar questions based on the document. Students will then seminar on the question of their choice. At the end of the seminar, students will draw their opinion using isolated words rather than sentences.

STRAND I: LANGUAGE ARTS: READING AND LISTENING FOR COMPREHENSION

CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

D. BENCHMARK: Apply knowledge of reading process to evaluate print, non-print, and technology-based information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	<ol style="list-style-type: none"> 1. Explain meaning, describe processes, and answer research questions to inform others by: <ul style="list-style-type: none"> • demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection • demonstrating comprehension of major ideas • summarizing major steps • determining accuracy and clarity of the selection 2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms. 3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts. 4. Scan reading selections to determine whether a text contains relevant information. 5. Use discussion with peers as a way of understanding information. 6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video). 	<p>1-6. Didactically, students will be lead through the process of preparing for a seminar: reading and working a piece, coaching a piece, forming a seminar question, and seminar behavior. Students will then be given a seminar piece and the process will be modeled by the teacher and several students. Students will then practice the seminar process through various types of seminar pieces: art, music, math, science, philosophy, literature, and current event op-eds.</p>

STRAND II: LANGUAGE ARTS: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

A. BENCHMARK: Communicate information in a coherent and persuasive manner using verbal and non-verbal language

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	<ol style="list-style-type: none"> 1. Evaluate personal effectiveness in group discussions and make corrections as necessary. 2. Ask questions to broaden and enrich discussions. 3. Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest. 4. Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose. 	<p>1-4. Students will be given the rubric for grading seminar behavior and thought. Each student will be assigned a characteristic and ask to demonstrate a powerful example and a weak example of this characteristic to the rest of the class. Students will them be given the seminar question in advance so they can develop their opinion and find places in the seminar piece that back their idea. Students will then participate in the seminar using their preparation. Students will evaluate their participation using the rubric.</p>

STRAND II: LANGUAGE ARTS: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

C. BENCHMARK: Demonstrate competence in the skills and strategies of the writing process to inform and persuade

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9	1. Use jargon and/or lingo appropriate for a specific purpose and audience. 2. Use descriptive language to create images in the mind of the audience. 3. Compose written arguments that develop and support informed opinions by: <ul style="list-style-type: none"> • stating a progression of ideas • selecting appropriate style, tone, and use of language for a particular effect • describing and analyzing personal, social, historical, or cultural influences • presenting rhetorical strategies to support the proposal 4. Analyze the origins and meanings of common, learned, and foreign words used frequently in written English.	1. After research, analysis, and seminar, students will write a persuasive essay regarding using capital punishment to punish juvenile crimes. The essay will need to include the history of capital punishment and juveniles, arguments pro and con, and justifying their own opinion or point of view.

STRAND I: HISTORY
CONTENT STANDARD 1: STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.

D. BENCHMARK: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
		1. Students will read and analyze bin Ladin’s “Letter to America” and President Bush’s “Second Inaugral Address”. Students will then list the opinions and the proofs used to back the opinions of each paper. Students will then seminar on the question: “Which writer had the strongest argument concering the War on Terror?”

STRAND II: GEOGRAPHY**CONTENT STANDARD 2: STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.**

A. BENCHMARK: *Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives, and apply them to explain the past, present, and future in terms of patterns, events, and issues.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems. 2. Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlements patterns.	1-2. Students will compare the continents advantages and disadvantages for human societies by using maps, written descriptions, pictures, and a study of the types of societies in each continent. Students will be able to explain, why the large cities are situated in a certain place in each continent.

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B. BENCHMARK: *Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth, and environmental change. 2. Analyze how the character and meaning of a place is related to its economic, social, and cultural characteristics, and why diverse groups in society view places and regions differently. 3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism). 4. Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods).	1-4. Students will study the teen culture in the USA by looking at economics, sociology, physical changes in hormones and brain structure, and differences that might reflect their geographic location (town vs. city, rural vs. urban, north vs. south, coastal vs. interior).

STRAND II: GEOGRAPHY**CONTENT STANDARD 2: STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.***C. BENCHMARK: Analyze the impact of people, places, and natural environments upon the past and present in terms of our ability to plan for the future.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Analyze the fundamental role that geography has played in human history (e.g., the Russian winter on the defeat of Napoleon's army and the same effect in World War II). 2. Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources. 3. Analyze the role that spatial relationships have played in effecting historic events. 4. Analyze the use of and effectiveness of technology in the study of geography.	1. Using geography as a basis, students could compare Al Qaeda's type of warfare to the USA's type of warfare exploring cause, techniques, and effects. Using these findings, students could then predict the success or failure of Al Qaeda and the USA.

STRAND II: GEOGRAPHY**CONTENT STANDARD 2: STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.***F. BENCHMARK: Analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution, and importance of resources in order to predict our global capacity to support human activity.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations. 2. Analyze how environmental changes bring about and impact resources. 3. Analyze the geographic factors that influence the major world patterns of economic activity, economic connections among different regions, changing alignments in world trade partners, and the potential redistribution of resources based on changing patterns and alignments.	1-3. Students will gather information from several different sources on oil politics. Using this information, students will map diagram where the sources of oil are, how large are the sources, plus who is buying how much oil. Using this information, students will conduct a panel discussion on the influence of oil on the world politically, economically and socially.

STRAND I: ECONOMICS**CONTENT STANDARD 1: STUDENTS UNDERSTAND BASIC ECONOMIC PRINCIPLES AND USE ECONOMIC REASONING SKILLS TO ANALYZE THE IMPACT OF ECONOMIC SYSTEMS (INCLUDING THE MARKET ECONOMY) ON INDIVIDUALS, FAMILIES, BUSINESSES, COMMUNITIES, AND GOVERNMENTS.**

B. BENCHMARK: Analyze and evaluate how economic systems impact the way individuals, households, businesses, governments, and societies make decisions about resources and the production and distribution of goods and services.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none">1. Identify and analyze the international differences in resources, productivity, and prices that are a basis for international trade.2. Evaluate the effect on international trade of domestic policies that either encourage or discourage exchange of goods and services and investments abroad.3. Analyze and evaluate the use of technology on economic development.4. Describe and analyze multinational entities (e.g., NAFTA, European Union) in economic and social terms.	<ol style="list-style-type: none">1. Students will gather information on teen problems in other parts of the world plus the USA: sweat shops, AIDS in Africa, lack of education on South America, etc. Once students have their information, they will categorize the causes of these problems: economic, historical, social, religious, etc. They will then explore the UN's departments that deal with these problems. The students will conclude by selecting one problem and informing his/her peer's about the problem in a 5 minute class presentation.