



Request for Course Addition/Change

Site(s) Request: Malibu High School Submission Date: April 26, 2018

PROPOSAL for: New Course
 Substantial alteration of existing course (i.e. changes to content, additions/deletions of content standards)
 Course title change only

Length of Course: one semester full year

School Year to be implemented: 2018-209

Course Weight: Honors AP College Prep

Max Credits 10 Variable Credit Yes No

Department: English Grade Level(s): 12

Can this course be repeated for credit? (if applicable) n/a

Title of Course: Senior Seminar

Proposed Transcript Abbreviation: (if applicable) n/a

Proposed UC Designation: (if applicable) n/a

High Schools Only

- Is course going to be submitted for UC/CSU a-g credit? Yes No
Will course be submitted for Honors Designation? Yes No

Note: Deadline for UC/CSU a-g courses is Feb. 1 of prior year.

Impact on Master Schedule:

Class would only impact elective choices for seniors.

Rationale for Course Change/Addition:

- The course updates issues explored in Freshman Seminar (drugs/alcohol, mental health, sex education) with a more mature focus suited to the needs of seniors who are about to navigate living independently.
2. The course supports students in college application and/or career exploration.
3. The course supports social justice curriculum.
4. The course provides instructions in skills and knowledge for adult life as it provides practical skills in cooking, financial literacy, etc.

COURSE DESCRIPTION

The Course Description is required for proposed NEW Courses. Use this section to emphasize the core knowledge and skills students are expected to learn in the course. There should be clear evidence of the course's level of rigor and the development of essential critical thinking skills.

- A. COURSE OVERVIEW: The Course Overview provides a snapshot of the course's content. Provide a brief summary (3-5 sentences) of the course's content. Include standards addressed (e.g. CA content standards, Social Justice standards).

Senior seminar is designed as a hands-on practical course to help prepare seniors for life after high school. This includes providing step-by-step support with the college application process, while also exploring topics such as gap year options, career interests and what to do after graduating for students who may not plan on attending a 4-year college immediately upon graduation. The course will also include education geared towards high school seniors on drug and alcohol use, sex ed, and mental health. The class will also explore issues connected to social justice and help students to clarify their own belief system. Finally, the class will include practical instruction in the skills and knowledge for adult life such as cooking, financial literacy, etc.

- B. PRE-REQUISITES & CO-REQUISITES: (if applicable)

The only requirement for taking the class is that the student will be a senior in high school.

- C. COURSE CONTENT: In a unit-by-unit style, provide
- a. A brief description (5-10 sentences) of topics to be addressed
 - b. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

See attached description.

COURSE MATERIALS

Provide the course materials used to support student learning and the delivery of this course.

Note: If you are requesting a new core/supplementary textbook adoption, please note this in this section.

Course materials will include current articles and handouts provided by the teacher. There is no course textbook. Sample resources listed for various units give examples of text types. We will also bring in speakers such as local business owners, mental health professionals, drug and alcohol speakers, and recent alumni.

For courses seeking the UC honors designation: Provide a short description of the course's comprehensive final exam or culminating project.

n/a.

Resources (as applicable):

Site will provide the following resources:

Access to copying and student computers. Site may provide assistance for cost of supplies such as food for cooking unit.

Site requests the following resources from district:

none.

COURSE DESCRIPTION

A. COURSE OVERVIEW:

Senior seminar is designed as a hands-on practical course to help prepare seniors for life after high school. This includes providing step-by-step support with the college application process, while also exploring topics such as gap year options, career interests and what to do after graduating for students who may not plan on attending a 4-year college immediately upon graduation. The course will also include education geared towards high school seniors on drug and alcohol use, sex ed, and mental health. The class will also explore issues connected to social justice and help students to clarify their own belief system. Finally, the class will include practical instruction in the skills and knowledge for adult life such as cooking, financial literacy, etc.

B. PREREQUISITES & CO-REQUISITES:

The only requirement for taking the class is that the student will be a senior in high school.

C. COURSE CONTENT:

Unit 1: College Application and Beyond

College Application:

- Creating a plan for which colleges to apply
 - Exploring personal preferences -- large/small schools, geographical locations, large/small cities
 - Estimating the likelihood of admission and creating an application list that includes both reach schools and safety schools.
- Personal college essay and other written responses
 - Group brainstorming of topics/responses; teacher guidance in creating a strong final draft to send to colleges
- Navigating college application deadlines
 - Plotting out all the deadlines and making a class plan for how to accomplish all the steps, including class time and support for writing applications

Alternatives to College:

For students who do not plan to attend a 4-year college immediately upon graduation, a parallel curriculum will be taught during the same time as the college admissions unit.

- Junior college options
 - Cost/benefit analysis of 4-year versus 2-year schools
 - Transfer options/Honors programs

- Deadlines/application procedure/steps for applying
- Career options
 - Personal interest survey
 - Which careers will be in demand in the near future
 - Earning potential of various careers
 - technical training
 - internships
- Gap year programs
 - Defining your interests and goals
 - Options for earning room and board or a salary
 - Paid programs at home and abroad
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Sample resources:

Podcast: This American Life: "How I got into college"

Article: "Independence Days: My Perfect Imperfect Gap Year," Kyle DeNuccio

Sample Assignment for Unit 1:

Assignment, Based on feedback on a rough draft, create a final draft of of a personal college essay.

How student completes assignment: Extensive support will be given in class including small group and individual brainstorming of possible topics, examining models of effective personal essays, peer and teacher feedback on rough drafts, as well as support from the college counselor.

What the student learns: how to polish a piece of narrative writing; how to write for a specific purpose in a specific format.

Social Justice Standard:

Justice 14, JU.9-12.14. I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.

Unit 2: Alcohol, Drug, sexual health and HIV/AIDS prevention

- Updating drug and alcohol education for seniors
 - Binge drinking: awareness of the dangers and realistic strategies for making safe choices regarding alcohol consumption on campus
 - Marijuana legalization: what this means for California residents
 - Opioid epidemic: How to avoid becoming a statistic
 - Vaping: the real health implications
 - Consent in the age of the "Me Too" Movement
 - Legal implications for bullying/hazing after age 18
 - HIV/AIDS and sexually transmitted diseases: what students need to know to stay safe
 - Sex and pornography: the impact of watching pornography and how this can impact personal relationships and warp attitudes about sexual behaviors

- Resources in communities for sexual health

Sample resources:

“These are the Voices of America’s Opioid Addiction,” Mairi, MacKay

“New Apps Set Rules for Intimacy, But They Come with their own Risks,” Steven Petrow

Sample Assignment for Unit 2:

Assignment. Read and discuss an article on what consent means today; write a reflection of students’ own personal views

How student completes assignment: Students will independently read an article that focuses on how college campuses try to set policies to clarify consensual versus non consensual sex on campus, including issues such as how intoxication may negate consent. After discussing the article in small groups, a Socratic Seminar or whole class, largely student led, discussions will take place. The teacher will help students tease out the various ethical and practical issues. Students will reflect on their individual take-aways. This reflection might be in the form of a journal entry, or students might anonymously submit their views for example, in a Google Form) which would then be shared with the class for future discussion.

What the student learns: The student would learn practical and legal considerations about sexual behavior, and would begin to form a plan for how to make wise choices regarding their own health and safety, as well as how to treat others in an ethical and healthy manner.

Social Justice Standards:

Identity 1. ID.9-12.1. I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.

Justice 12. JU.9-12.12. I can recognize, describe and distinguish unfairness and injustice at different levels of society.

Unit 3: Social Justice: Anti-bias education

- Issues of race, class and ethnicity
 - Institutional racism, individual bias, microaggressions
 - Exploring racial bias in the media
 - Current news events and how they connect to race, class and ethnicity
- Gender Roles and Sexuality in the 21st century
 - Male and female stereotypes: what is changing, what stereotypes persist
 - Changing terminology for gender roles
 - Transgender issues
 - Exploring gender bias/privilege/discrimination

Sample resources:

“The New Threat, Racism Without Racists,” (on implicit bias and institutionalized racism) John Blake

Sample Assignment for Unit 3:

Assignment, Small groups of students create a “teach in” on an issue related to Social Justice.

How student completes assignment: Students consult with the teacher to choose a focus area of a social justice issue they believe their fellow students should be informed about. With teacher guidance, students conduct research on their issue to identify the key facts and a short engaging reading. Students then have a “teach in” in which they help the class to understand the issue, and they lead a discussion on their chosen text.

What the student learns: . Students learn how to research and teach an issue to the class. They also gain a broader awareness of a range of social justice issues, and they clarify their personal views.

Social Justice Standards:

Justice 15. JU.9-12.15. I can identify identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Action 16. AC.9-12.16. I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

Unit 4: Mental and Physical Health

- Depression, anxiety, and other mental health issues
 - what students need to know to keep themselves healthy in college and beyond
 - How to access mental health resources on college
- Yoga, hiking, biking, and beyond -- he benefits of exercise for mental and physical health
 - How much exercise and what kind of exercise do you need
 - How to stay motivated and stick to a personal plan
- What you really need to know about nutrition and healthy eating
 - Eating disorders and the problems with dieting
 - How to avoid the “Freshman 15” -- How to develop a personal plan for healthy eating in college

Sample Resources:

“Losing their Clothes, Finding Themselves” (“True Style Is What’s Underneath: The Self-Acceptance Revolution.”) Ruth LaFerla

Social Justice Standard:

Identity 4. ID.9-12.4. I express pride and confidence in my identity without perceiving or treating anyone else as inferior.

Unit 5: Guide to Assuming the Responsibilities of Adulthood

- Voter Registration and being an informed voter
- Financial Literacy
 - Writing checks and balancing a checkbook
 - Making a budget
 - Credit cards and avoiding credit card debt

- College loans: how much can you afford to borrow and what will this mean for your financial health post-graduation?
- Employment
 - How to fill out a job application
 - How to write a cover letter
 - Writing a resume
 - Job interview strategies
- Social Media -- how to maintain your safety and reputation online
- Community service: what role will community service play in your life when it is no longer mandated by the school?

Sample Assignment for Unit 5:

Assignment, Resume writing and interview practice

How student completes assignment: Students work with teacher on how to write a resume and complete their own resume and cover letter geared to a particular job. Students then learn tips for interviewing, and practice interviewing in class. Ideally the interview would be conducted by local business owners who would then give feedback to students on their performance.

What the student learns: . Students learn how to present their accomplishments in a resume and cover letter, and they also learn the formal language and importance of proofreading. The interview with a local business owner will give them experience as well as tips for their own areas of strength and areas for growth.

Unit 6: Things you need to know before leaving home

- Basic cooking tips
- How to do laundry
- How to maintain your car
- How to rent an apartment
- Other skills as determined by student suggestion

Sample Assignment for Unit 6:

Assignment, Learn how to cook a simple dish and prepare it for the class.

How student completes assignment: Teacher will do mini lessons about how to cook various dishes in class. Groups of students then sign up for a dish to cook for the class. They prepare it together in class and serve it their fellow students.

What the student learns: .Basic food preparation and meal planning.

ELA COMMON CORE STANDARDS

Senior Seminar will have a particular focus on the following Standards:

Reading - Informational Texts - Grades 11 and 12

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

English Language Arts Standards - Writing - Grade 11-12

Text Types and Purposes:

CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

English Language Arts Standards - Speaking and Listening - Grade 11-12

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

REQUIRED SIGNATURES

1. Please obtain signatures from A, B prior to forwarding this proposal to Educational Services, Director of Curriculum and Instruction.
2. If course/curriculum is districtwide, signatures must be attained by each site (photocopy the signature page as needed and attach to packet) prior to submitting to Ed Services.

Principal and Dept. Chair will receive notification of the Professional Development (PD) Leader Team (formerly the Curriculum Council) date whereby a representative should attend in order to present description and rationale for changes to course/curriculum. After the PD Leader team provides feedback, the Director of Curriculum and Instruction will request date to present information/major action item to the Board of Education.

Obtain signatures from A, B prior to forwarding this proposal to Educational Services, Director of Curriculum and Instruction.

A. Department Chair:

Bonnie Thoneson 4/26/2018
Print Name Date

Bonnie Thoneson 4/26/2018
Signature Date

B. Principal/Site Administrator:

Michelle Nye _____
Print Name Date

[Signature] 4/26/18
Signature Date

