



## Course Outline: Grades 6-12

<b>Course Title:</b>	AP Seminar
<b>Course Number:</b>	Pending
<b>Subject Area:</b>	Elective
<b>Course Length:</b>	Year long
<b>Grade(s):</b>	11-12
<b>UC/ A-G approval status:</b>	Pending - G - College Prep Elective (Interdisciplinary) (this process will move forward prior to the course offering)
<b>Advanced placement or Honors:</b>	AP
<b>CTE pathway:</b>	N/A
<b>Online Curriculum Publisher:</b>	N/A
<b>Date(s) of course adoption &amp; revisions:</b>	TBD

**Course Description:** (Brief description of course, focusing on content rather than instructional strategies, assessment or rationale. This will be used for UC Doorways description & course catalog.)

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

AP Research (Year 2 of 2 of the AP Capstone Diploma Program) builds on what students learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students will design, plan, and conduct a year-long research based investigation to address a research question.

The curriculum, similar to AP Seminar (Year 1) is made up of five big ideas or QUEST: 1) **Q**uestion and Explore; 2) **U**nderstand and Analyze; 3) **E**valuate Multiple Perspectives; 4) **S**ynthesize Ideas; and 5) **T**eam, Transform, and Transmit. Students can expect to learn

- How to conduct independent research
- Analyze sources and evidence
- Apply context and perspective
- Write a college-level academic paper
- Present research findings to an audience

Here you will find a brief course overview provided by the College Board for AP Research: [AP Research Course Overview](#)

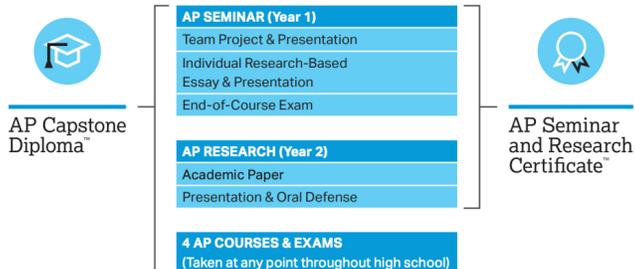
**Course Background and Development:** (Brief description of how this course fits into the broader educational program...is it required for graduation, part of a CTE pathway, a support or intervention course, does it have prerequisites, etc? What informed the development of this course? Was it modeled after other courses, where consultants used to develop course (this information used for A-G approval).

With such a broad array of AP courses offered at the high school level, the AP Capstone Diploma Program is a perfect complement to current AP courses and it provides students with additional opportunities for AP coursework while creating a challenging AP pathway option for students interested in the program. AP Research is the second of two required courses in the AP Capstone Diploma Program (see image below). The College Board developed and launched the program in 2014 and it is expanding to new schools across the nation every year. In fact, many surrounding school districts offer it as a program within their own high schools. A visual of the AP Capstone Diploma Program is included included below:

## How It Works

If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choice, you'll receive the **AP Capstone Diploma™**.

If you earn scores of 3 or higher in AP Seminar and AP Research, you'll receive the **AP Seminar and Research Certificate™**.



Because AP Research is Year 2 of the set of required courses for students participating in the AP Capstone, this course would not be offered in our high schools until at least the 23-24 school year. When it is offered for students, it would count as an elective (for high school graduation purposes) and as a G - College Prep Elective (Interdisciplinary) within the prescribed A-G requirements. AP Seminar (Year 1) is a prerequisite for AP Research as many of the components of the course, including a number of learning objectives, builds on the work started by students in AP Seminar.

The AP Capstone Diploma Program—in addition to both AP Seminar and AP Research—align nicely with MHUSD goals in working with Equal Opportunity Schools to increase and diversify the number of students that participate in AP coursework as well as MHUSD LCAP Goal 1 that focuses on increasing the college and career readiness of all students.

### Course Objectives:

- List the objectives of the course in terms of learning outcomes, knowledge, and skills, that students will develop and be able to demonstrate in the course.
- Begin objectives with *Upon successful completion of the course, the student will be able to:*
- Describe objectives in terms of content standards

AP Research Course and Exam Description [can be found here](#). Below is a brief snip-it of the core skills students will develop via the course.

Learning Objectives are outlined [here](#) (in green) on pages 13 to 35. They are organized into the 5 Big Ideas of the AP Capstone program:

- Big Idea 1: Question and Explore
  - LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic
  - LO 1.3A: Accessing and managing information using effective strategies
  - LO 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry
- Big Idea 2: Understand and Analyze
  - LO 2.1B: Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification
  - LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument
  - LO 2.2B: Evaluating 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 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
- Big Idea 3: Evaluate Multiple Perspectives
  - LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue
  - LO 3.2A: Evaluating alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations
- Big Idea 4: Synthesize Ideas
  - LO 4.1A: Formulating a well reasoned argument, taking the complexities of the problem or issue into consideration
  - LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument
  - LO 4.2B: Providing 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 considering limitations and implications
- Big Idea 5: Team, Transform, and Transmit
  - LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics
  - LO 5.1C: Communicating information through appropriate media 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 5.3A: Reflecting on and revising their own writing, thinking, and creative processes

The Learning Objectives include:

- Situating — being aware of the context of one's own as well as others' perspectives, realizing that individual bias can lead to assumptions
- Choosing — making intentional and purposeful choices, realizing that choices have both intended and unintended consequences
- Defending — being able to explain and justify personal choices, logic, line of reasoning, and conclusions; and
- Connecting — seeing intersections within and/or across concepts, disciplines, and cultures

## AP Research Course Transferable Skills and Proficiencies

The AP Capstone reasoning processes are also embedded in the AP Research course transferable skills and proficiencies. The transferable skills and proficiencies are high-level descriptions of the understanding, knowledge, and skills that students should be able to apply in novel situations long after completing the AP Research course.

Transferable Skills	Produce Scholarly Work	Employ Research Practices	Analyze Sources and Evidence	Understand Context and Perspective	Communicate (interpersonal and intrapersonal)
<b>Reasoning Processes</b>	Choose Connect Defend	Choose	Situate Choose	Situate Connect	Situate Choose Defend
<b>Proficiencies</b>	<p><b>ESA Establish Argument</b> Demonstrating the significance of one's research by explaining the rationale behind the choices made in the research process and logically connecting the findings to one's conclusions or new understandings</p> <p><b>SUE Select and Use Evidence</b> Evaluating the significance of the findings, results, or product to the purpose or goal of one's inquiry and strategically choosing such evidence to effectively support claims</p>	<p><b>RED Research Design</b> Narrowing a focus of inquiry and identifying an aligned, ethical, feasible approach or method to accomplish the purpose of the research question and/or project goal</p>	<p><b>UAA Understand and Analyze Argument</b> Analyzing evidence for what is known about one's topic of inquiry to further narrow (focus) and situate one's research question or project goal</p> <p><b>ESE Evaluate Sources and Evidence</b> Evaluating the credibility, relevance, and significance of sources and evidence to the choices made in the inquiry process</p>	<p><b>UAC Understand and Analyze Context</b> Contextualizing the purpose and significance of one's topic of inquiry within a broader field or discipline</p>	<p><b>ENA Engage Audience</b> Choosing and employing effective written and oral communication techniques, considering audience, context and purpose to convey and defend conclusions or new understandings</p> <p><b>APC Apply Conventions</b> Choosing and consistently applying an appropriate citation style and effective conventions of writing</p> <p><b>REF Reflect</b> Identifying challenges, successes, and moments of insight throughout one's inquiry, which transformed one's own thinking and reasoning</p>

### Course Pacing Outline: (link to syllabus if appropriate)

- Outline the major units of study and the approximate time spent in each unit.

A big component of the AP Summer Institutes that AP Capstone teachers are required to attend includes guided help in putting together the course syllabi. This is important because AP Research (similar to AP Seminar) is not a subject specific course. Linked here are sample syllabi provided by College Board specifically for AP Research that outline major units of study and approximate time spent on each unit throughout the school year: [Sample 1](#) and [Sample 2](#)

The Units of Study revolved around the '5 Big Ideas' as outlined below but these are customized by the individual teacher to fit their specific AP Seminar course. The sample syllabi above offer an idea of timing however both the topics and time spent on each unit varies—in some instances weeks and other in other instances an entire quarter is spent on the unit.

- Question and Explore: Read critically; pose questions and identify issues that compel you to want to explore further.
- Understand and Analyze: Use specific tools – such as re-reading, questioning in the text, and considering multiple perspectives – to break down an idea or argument into parts that make sense to

you.

- Evaluate Multiple Perspectives: Identify a variety of perspectives, viewpoints, and/or arguments of an issue and consider any bias to determine the validity of that point of view.
- Synthesize Ideas: Create new perspectives after evaluating other varying perspectives and establishing a unique position or claim using a variety of resources designed for a specific audience.
- Team, Transform, and Transmit: Communicate the message clearly and effectively so as to transform both participants and audience.

**Methods of Instruction:** Describe the type of course and/or the approach(es) to instruction, e.g., lecture, seminar, direct instruction, project, on-line, hybrid, practicum/internship, or independent study.

The methods of instruction are varied given the topics and units that will be covered and selected by the teacher and students for their projects. The AP Research teacher is seen as a facilitator throughout the course that provides opportunities (activities/assignments) for students to understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed) to develop, manage, and conduct an in depth study or investigation in an area of student's own interest in order to fill a gap in the current field of knowledge. Projects and assignments are both group and individual based with the bulk of the work (research paper, portfolio, and assessment components) completed by the individual student with guidance from the instructor.

**Assessments:** Describe the types of student work that will be evaluated: classwork, homework, group work, projects, test, quizzes, portfolios, participation, field visits, midterms, final exams etc. Denote the relative weight given to each type as they contribute to the final grade.

Day to day classwork, homework, and other assignments will ultimately be set by the AP Research teacher; however, within AP Research there are components of student work that become a part of the AP assessment—these include group projects, essays, individual projects, and presentations. These would have a grade within the AP Research class (seperate from the AP Exam grade). The AP Research assessment structure is included below:

## AP Research Assessment Structure

Students are assessed with one through-course performance task consisting of two distinct components. Both components will be included in the calculation of students' final AP scores.

### Assessment Overview

- **Academic Paper – 75%**
- **Presentation and Oral Defense – 25%**

## Format of Assessment

### Academic Paper

In an academic paper of 4,000–5,000 words, scored by College Board, students will complete the following tasks related to a research question/project goal on a topic of their own choosing:

- Introduce the research question/project goal and review previous work in the field.
- Synthesize the varying perspectives in the scholarly literature to situate the research question/project goal within a gap in the current field of knowledge.
- Explain and provide justification for the chosen method, process, or approach and its alignment with the research question.
- Present the findings, evidence, results, or performance/exhibit/product generated by the research method.
- Interpret the significance of the results, performance/exhibit/product, or findings; and explore connections to the original research question/project goal.
- Articulate the new understanding generated through the research process and the limitations of the conclusion or creative work.
- Discuss the implications to the community of practice.
- Identify areas for future research.
- Provide a complete list of sources cited and consulted in the appropriate disciplinary style.

### Presentation and Oral Defense

All students will develop a 15–20-minute presentation (using appropriate media) and deliver it to an oral defense panel of three evaluators. It is suggested that students' oral presentation be no longer than 15 minutes to ensure at least 5 minutes for the oral defense. Like the academic paper, the presentation provides an opportunity for students to showcase their research by communicating effectively and succinctly to an audience of educated, non-experts. Students whose academic paper is accompanied by an additional piece of scholarly work (e.g., performance, exhibit, product) must arrange for the teacher and panelists to view this work prior to the presentation and oral defense).

Following the presentation, an oral defense panel will ask three questions of the student. The panel must consist of the AP Research teacher and two additional adult panel members (preferably expert advisers or discipline-specific experts) chosen by the AP Research teacher. This evaluative component is designed to assess a student's articulation of the inquiry process, understanding of results and conclusions, and reflection on the research experience.

**Specific Policies that apply to the course:** In addition to all existing student policies, code of conduct, and education code, the following are emphasized as particularly important to this course: (ie: participation, behavior, attendance, technology acceptable use etc.)

Student participation, presentations, and research are necessary components of the course. Additionally, the AP Exam is a required component of the class – students participating in AP Research must participate in the End of Course AP Exam that consists of a an academic paper and a presentation and oral defense of their academic paper and research.

<b>Textbook Title:</b>	TBD
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<b>Edition:</b>	TBD
<b>Publication Date:</b>	TBD
<b>Publisher:</b>	TBD
<b>Authors:</b>	TBD
<b>ISBN:</b>	TBD
<b>Text URL Resources:</b>	TBD
<b>Supplementary Materials: (may include supplemental texts, URL's, manipulatives, lab manuals, equipment, etc.)</b>	TBD – AP Research is not a subject specific course. It can be taught by any high school teacher trained in AP Research, in any academic course. Materials—including supplemental materials—are determined once the teacher(s) attend the College Board AP Research intensive training prior to their first year of teaching the AP Research course.