



## Course Outline: Grades 6-12

<b>Course Title:</b>	AP Seminar
<b>Course Number:</b>	Pending
<b>Subject Area:</b>	English (10) / Elective
<b>Course Length:</b>	Year long
<b>Grade(s):</b>	10th (English) / 11th or 12th (elective)
<b>UC/ A-G approval status:</b>	Pending
<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 Seminar is a foundational course (Year 1 of 2 of the AP Capstone) that engages students in cross-curricular and interdisciplinary conversations around real-world topics and issues by analyzing perspectives from multiple and diverse lenses. The curriculum 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.

Using this inquiry framework, AP Seminar students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listen to and view speeches, broadcasts, and personal records; and artistic based works and performances. Students learn to take information from multiple sources, synthesize it, and develop their own perspectives that they present in essays, as well as oral and visual presentations, both individually and as part of a team. Ultimately, AP Seminar students learn the power of analyzing and evaluating information with accuracy and precision in order to craft and communicate evidence-based arguments.

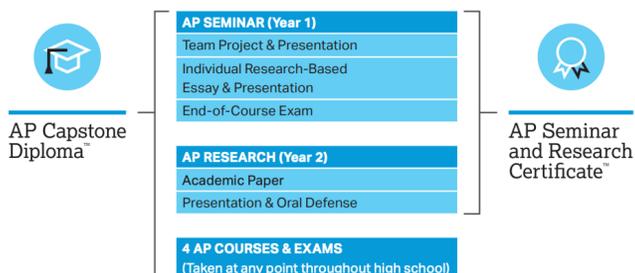
**Course Background and Development:** (Brief description of how this course fits into the broader educational program...is it required for graduation, part of a CTE pathway, a support or intervention course, does it have prerequisites, etc? What informed the development of this course? Was it modeled 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, MHUSD would like to ultimately bring the AP Capstone Diploma Program to district high schools. 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. With this in mind, AP Seminar is the first of two courses that are required as part of the Capstone Program. A visual has been 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™**.



The proposed course (AP Seminar) would be offered as a 10th grade English option for students as this would allow them to meet high school graduation requirements as well as A-G university entrance requirements and it would have minimal impact on their high school schedule. Furthermore, because this is an AP course that does not have any prerequisites, it is a great first course for high school students to enter the AP world early in their high school career; this also aligns well with the EOS goals of increasing and

diversifying the number of students that participating in AP coursework.

### 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 Seminar 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 14 to 26. They are organized the the 5 Big Ideas of the AP Capstone program:

- Big Idea 1: Question and Explore
  - LO 1.1A: Contextualizing and identifying the complexities of a problem or issue
  - LO 1.1B: Posing 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 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry
  - LO 1.5A: Identifying the information needed for the context of the inquiry
- Big Idea 2: Understand and Analyze
  - 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 2.2A: 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, non-print) 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 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose
  - 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 5.2A: 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 experiences of collaborative effort

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;
- Connecting — seeing intersections within and/or across concepts, disciplines, and cultures

## AP Seminar Course Transferable Skills and Proficiencies

The AP Capstone reasoning processes are also embedded in the AP Seminar 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 Seminar course.

Transferable Skills	Analyze Sources and Evidence	Construct an Evidence-Based Argument	Understand Context and Perspective	Communicate (interpersonal and intrapersonal)
<b>Reasoning Processes</b>	<i>Situate</i> <i>Choose</i>	<i>Choose</i> <i>Connect</i> <i>Defend</i>	<i>Situate</i> <i>Connect</i>	<i>Situate</i> <i>Choose</i> <i>Defend</i>
<b>Proficiencies</b>	<p><b>UAA Understand and Analyze Argument</b> Identifying the main idea in arguments, analyzing the reasoning, and evaluating the validity of the conclusions</p> <p><b>ESE Evaluate Sources and Evidence</b> Evaluating the credibility and relevance of sources and the evidence they present</p>	<p><b>ESA Establish Argument</b> Developing a well-reasoned argument clearly connecting the thesis, claims and evidence</p> <p><b>SUE Select and Use Evidence</b> Strategically choosing evidence to effectively support claims</p>	<p><b>UAC Understand and Analyze Context</b> Understanding the complexity of a problem or issue and connecting arguments to the broader context in which they are situated</p> <p><b>UAP Understand and Analyze Perspective</b> Comparing and interpreting multiple diverse perspectives on an issue to understand its complexity</p>	<p><b>ENA Engage Audience</b> Choosing and employing effective written and oral communication techniques, considering audience, context, and purpose</p> <p><b>APC Apply Conventions</b> Choosing and consistently applying an appropriate citation style and effective conventions of writing</p> <p><b>COL Collaborate</b> Working constructively with others to accomplish a team goal or task</p> <p><b>REF Reflect</b> Articulating challenges, successes, and moments of insight that occur throughout the inquiry process</p>

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

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

All AP Seminar Syllabi are created at the weeklong summer training by the AP Seminar teacher that then go through the AP Audit process that begins over the summer and into the fall. Linked here are find sample syllabi provided by College Board specifically for AP Seminar: [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 week and other in other instances an entire quarter is spent on the unit.

- Big Idea 1: Question and Explore
- Big Idea 2: Understand and Analyze
- Big Idea 3: Evaluate Multiple Perspectives
- Big Idea 4: Synthesize Ideas
- Big Idea 5: Team, Transform, and Transmit

**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 Seminar teacher is seen as a facilitator throughout the course that includes some lecture/direct instruction when setting the foundational knowledge for students, as well as seminar style and both group and individual project-based. In circumstances when it is needed, the course can also be taught online and in a hybrid format as well.

**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.

Any classwork, homework, etc. will ultimately be set by the AP Seminar teacher; however, within AP Seminar 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 Seminar class (separate from the AP Exam grade). The AP Seminar exam breakdown is included below:

#### Assessment Format

Performance Task 1: Team Project and Presentation—20% of AP Seminar Score		
Component	Scoring Method	Weight
Individual research report (1,200 words)	College Board scored	50% of 20%
Team multimedia presentation and defense (8–10 minutes, plus defense questions)	Teacher scored (group score)	50% of 20%
Performance Task 2: Individual Research-Based Essay and Presentation—35% of AP Seminar Score		
Component	Scoring Method	Weight
Individual written argument (2,000 words)	College Board scored	70% of 35%
Individual multimedia presentation (6–8 minutes)	Teacher scored	20% of 35%
Oral defense (2 questions from the teacher)	Teacher scored	10% of 35%
End-of-Course Exam (2 Hours)—45% of AP Seminar Score		
Component	Scoring Method	Weight
Understanding and analyzing an argument (3 short-answer questions); suggested time: 30 minutes	College Board scored	30% of 45%
Evidence-Based argument essay (1 long essay); suggested time: 90 minutes	College Board scored	70% of 45%

**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 is a necessary component of the course. Additionally, the AP Exam is a required component of the class – students participating in AP Seminar must participate in the End of Course AP Exam that consists of a short writing component as well as an evidence based argument essay that are both scored by the College Board.

<b>Textbook Title:</b>	TBD
<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 Seminar is not a subject specific course. It can be taught by any high school teacher trained in AP Seminar, in any academic course. Materials—including supplemental materials—are all determined once the teacher(s) attend AP Seminar training over the summer.