



AP Seminar

COURSE SYLLABUS

GRADE LEVEL: 11

SCHOOL YEAR: 2023-24

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COURSE DESCRIPTION:

AP Seminar is the first course in the two-year AP Capstone program. It is a student-directed foundational course that engages Capstone students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues, requiring students to analyze divergent perspectives regarding each topic or issue that they select for their group and individual self-study projects. Using an inquiry-based framework, students practice reading and analyzing scholarly articles, research studies, and foundational literary and philosophical texts. From these texts, AP Seminar students broaden their awareness and perspective on real-world issues. The AP Seminar student listens to and views speeches, broadcasts, and personal accounts delivered by participants, critics, and experts in real-world affairs. AP Seminar students also engage artistic works and performances for the interpretive balance they provide in a broad scholarly education. AP Seminar students learn and practice the skills needed to gather credible information and synthesize material from multiple sources. They develop their own perspectives which they demonstrate in written essays and formal arguments, and design and deliver oral and visual presentations, both individually and as part of a scholarly team. The course aims to equip students with the power to analyze and evaluate information accurately and precisely, in order to allow students to craft and communicate credible, evidence-based arguments.

COURSE OBJECTIVES:

AP Seminar course objectives, as published in the *AP Seminar Course and Exam Description*, are as follows:

(**CR** = Curricular Requirement, an element all AP Seminar instructors must include in their syllabus and in their course work.)

(**LO** = Learning Objective, the scholarly skills designed by AP Capstone to accompany the Curricular Requirements.)

CR1 Students explore 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.

CR2a The course provides multiple opportunities for students to practice and refine their skills by engaging with the *QUEST* process: *Question/Understand/Evaluate/Synthesize/Transmit*.

CR2b Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: *Question and Explore* real-world topics that address individual interests of the AP Seminar student.

LO 1.1A Contextualize and identify the complexities of a problem or issue.

LO 1.1B Pose questions and seek answers that reflect multiple, divergent, and/or contradictory perspectives.

LO 1.2 Retrieve, question, organize, and use prior knowledge about a topic.

LO 1.3 Search out and access new information using effective research strategies

LO 1.4 Evaluate the relevance and credibility of information from sources and data.

LO 1.5 Identify the information required for establishing the context of the inquiry

CR2c Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: *Understand and Analyze* concepts, arguments, and information learned in the *Question and Explore* process.

LO 2.1A Employ appropriate reading strategies and read critically for a specific purpose.

LO 2.1B Summarize and explain the main idea and the line of reasoning, and identify the supporting details of an argument, while avoiding generalizations and oversimplification.

LO 2.2A Identify, explain, and analyze the logic and line of reasoning of an argument.

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

LO 2.2C Evaluate the validity of an argument.

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

LO 2.3B Evaluate potential resolutions, conclusions, or solutions to problems or issues that are identified in an argument.

CR2d Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: *Evaluate Multiple Perspectives*.

LO 3.1 Identify and interpret multiple perspectives on or arguments about an issue.

LO 3.2 Evaluate objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

CR2e Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: *Synthesize Ideas* that have been gathered, verified, and understood throughout the research process.

LO 4.1 Formulate a complex and well-reasoned argument that explicitly considers complexities within the issue or problem.

LO 4.2A Interpret, use, and synthesize 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 Provide insightful and cogent commentary that links evidence with claims.

LO 4.3 Attribute knowledge and ideas accurately and ethically, using an appropriate citation style.

LO 4.4 Extend an idea, question, process, or product to innovate or create new understandings.

LO 4.5 Offer resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.

CR2f Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: *Team, Transform, and Transmit* ideas and arguments developed in the collaborative research process.

CR2g Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: *Team, Transform, and Transmit* ideas and arguments developed in the collaborative research process.

CR2h Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: *Team, Transform, and Transmit* ideas and arguments developed in the collaborative research process.

LO 5.1A Work both as an individual and with a team to plan, produce, and present a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g., essay, poster, presentation, documentary, research report/thesis).

LO 5.1B Communicate an argument in an evidence-based written essay adhering to established conventions of grammar, usage, style, and mechanics.

LO 5.1C Communicate an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.

LO 5.1D Adapt an argument for context, purpose, or audience.

LO 5.1E Engage an audience by using effective presentation techniques.

LO 5.2A Provide individual contributions to overall collaborative effort.

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

LO 5.3A Reflect on and revise individual work, thinking, and creative processes.

LO 5.3B Reflect on personal contributions to overall collaborative effort.

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.

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

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.

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.

ASSESSMENT:

The *AP Seminar Course and Exam Description* (2020) prescribes the following end-of-course assessments:

IMPORTANT - AP College Board requires AP Seminar instructors to provide 30 classroom days each for students to complete both PT1 and PT2. Both tasks are considered part of the end-of-course exam structure. At no time during the 30-day task periods may the AP Seminar instructor read, edit, or recommend changes to student work. Any such involvement by the AP Seminar instructor will be considered cheating, and all student work will be scored as a '0' for the school year.

Performance Task 1 (PT1)

20% of final score

A. Individual Research Report (IRR)

1. The IRR is a 1200-word literature review written individually but contributing to the team project that comprises PT1.
2. The IRR represents one-half of the PT1 score, and 10% of the student's final AP Seminar score.
3. The IRR is not scored locally by the DIS AP Seminar teacher. IRRs are submitted to the AP Digital Portfolio no later than 30 April 2024. All IRRs are scored by a team of AP professional readers.

B. Team Multimedia Presentation (TMP)

1. The TMP is an audio-visual presentation of an argument developed collaboratively by the members of the PT1 teams.
2. The TMP represents one-half of the PT1 score, and 10% of the student's final AP Seminar score.
3. The TMP is scored locally by the DIS AP Seminar teacher. Scores are uploaded by the local teacher to the AP Digital Portfolio.

Performance Task 2 (PT2)

35% of final score

A. Individual Written Argument (IWA)

1. The IWA is a 2000-word argument written individually without classmate or teacher contribution.
2. The IWA represents seventy percent of the PT2 score, and 25% of the student's AP Seminar score.
3. The IWA is not scored locally by the DIS AP Seminar teacher. IWAs are submitted to the AP Digital Portfolio no later than 30 April 2024. All IRRs are scored by a team of AP professional readers.

B. Individual Multimedia Presentation (IMP)

1. The IMP is an audio-visual presentation of an argument developed individually after the completion of the IWA.

2. The IMP represents thirty percent of the PT2 score, and 10% of the student's final AP Seminar score.
3. The IMP is scored locally by the DIS AP Seminar teacher. Scores are uploaded by the local teacher to the AP Digital Portfolio.

End Of Course Exam A/B (EOC A/B)*

45% of final score

A. End Of Course Exam A (EOC/A)

1. The EOC/A is a 30-minute written analysis of a single argumentative essay.
2. The EOC/A represents 15% of the student's final AP Seminar score.

B. End Of Course Exam B (EOC/B)

1. The EOC/B is a 90-minute written argument developed from the reading of four stimulus materials.
2. The EOC/B represents 30% of the student's final AP Seminar score.

* – End of course exams are not scored locally by the DIS AP Seminar instructor. End of course exams are administered, completed, and collected locally and mailed to the AP College Board scoring center in New York City. End of course exams will be completed during the first full week of May.

Note on ALL AP Seminar final scores: DIS instructors are not involved in final AP assessment scoring, and are not permitted to inquire as to the scores or results achieved. No appeals process is available, and no inquiries will be answered.

Additional Assessments

AP Seminar students will submit weekly assignments that formatively assess their acquisition of the skills they need for the successful completion of the course. Those assignments include but are not limited to:

- Document review and analysis
- Applying rubric elements to sample documents
- Peer review critiques of assignments submitted by classmates
- Oral presentation practice
- Source credibility assessment
- Annotated bibliographies
- Resource collection and expansion

The AP Seminar instructor reserves the right to develop and assign various assessments that are not listed here but prove to be effective tools for measuring student progress. Some assignments will be labeled as “Quarter Project” or “Quarter Exam” assessments, per DIS academic grade book requirements.

PRIMARY TEXTBOOK & OTHER RESOURCES

The AP Seminar course does not use a primary text. In place of a primary text source, several outside resources are used to supplement lessons and to provide students with a wide variety of instructional and informational texts. The following list is not inclusive of all resources that may be used during the school year:

- Booth, W., Colomb, G., and Williams, J. (2008). *The Craft of Research* (3rd Ed.). University of Chicago Press.
- Caulfield, M. (2021). *Web Literacy For Fact-Checkers*. Creative Commons.
- Christensen, L., Johnson, R., and Turner, L. (2015). *Research Methods, Design, and Analysis* (12th Ed.). Pearson.
- Graff, G. and Birkenstein, C. (2014). *They Say / I Say*. (Unabr. Ed.). W.W. Norton & Co.
- Leedy, P. and Ormrod, J. (2010). *Practical Research: Planning and Design* (9th Ed.). Merrill.
- Shea, R., Scanlon, L., and Aufses, R. (2013). *The Language of Composition* (2nd Ed.). Bedford/St. Martin's.
- AP Seminar Course and Exam Description (2020). New York: College Board
- AP Seminar Workshop Handbook and Resources (2021). New York: College Board

ADDITIONAL INFORMATION

AP College Board requires that the following paragraph regarding plagiarism, from the AP Seminar Course and Exam Description (2021), be included in all syllabi:

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation. A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

The following passage from the DIS administration regards artificial intelligence and its use as a tool for academically dishonest submissions:

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment.

1st QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 11th Only 2 School Days <i>10 ~ First Day / Orientation Day</i>	UNIT: Course Introduction – Syllabus, Course Calendar, Course Requirements STANDARDS: Not applicable this week PROGRESS OBJECTIVES: Cover course calendar and assessment dates and deadlines; cover course policies regarding late work and academic honesty; discuss thoroughly the six assessment items that the course requires and uses for final evaluation. MATERIALS NEEDED: AP Seminar Course and Exam Description; AP Seminar Handbook; course calendar, exams, and assessment schedules; (prior to class, all items that are applicable to students will be uploaded to the Google Classroom). TENTATIVE ASSESSMENT(S): None this week (tentative; subject to change)
Week 2 Aug 14th to 18th <i>15 ~ Opening Mass</i>	UNIT: Understanding and Analyzing Context STANDARDS: LO 1.1A, LO 1.1B, LO 1.2, LO 1.3, LO 1.4, LO 1.5 PROGRESS OBJECTIVES: Apply Row 1 of the Individual Research Report (IRR) rubric to sample IRR papers; develop sets of questions that allow the context of a problem, topic, or issue to be understood and explained; gather scholarly information that a) helps determine the context of an issue in question, and b) helps to explain the importance of that context. MATERIALS NEEDED: IRR rubrics; sample papers gathered by the teacher; context questionnaires; sample research sources provided by the teacher. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Applying the rubric to sample papers; locating, identifying, and explaining the wider context of an issue; determining/establishing context of issues of self-interest
Week 3 Aug 21st to 25th	UNIT: Understanding and Analyzing Argument STANDARDS: LO 2.1A, LO 2.1B, LO 2.2A, LO 2.2C PROGRESS OBJECTIVES: Identify elements of an argument (claim, evidence, line of reasoning) in a text; critique the logic of the line of reasoning; classify arguments found in different sources and combine them in a single analysis/explanation; contextualize arguments by identifying their broader application outside the chosen text. MATERIALS NEEDED: IRR rubrics; sample papers gathered by the teacher; structure of an argument teaching resource; sample research sources provided by the teacher; any assessment materials (to be determined). TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Applying the rubric to sample papers; locating, identifying, and explaining the wider context of an issue; determining/establishing context of issues of self-interest
Week 4 Aug 28th to Sep 1st	UNIT: Evaluating Sources and Evidence STANDARDS: LO 1.4, LO 2.2B, LO 2.2C PROGRESS OBJECTIVES: Establish source credibility; expand credible sources (ABCDE); evaluate evidence by classifying its type and origin; improve research techniques and practices; complete two annotated bibliography practice entries. MATERIALS NEEDED: Source credibility exercises; source expansion (ABCDE) graphic; CRAAP/RAVEN models; annotated bibliography table; evidence classification table TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Source expansion exercise; CRAAP/RAVEN tables; annotated bibliography entries.
Week 5 Sep 4th to 8th <i>8 ~ Holy Mass & VIP Induction</i>	UNIT: Understanding and Analyzing Perspective STANDARDS: LO 1.1B, LO 3.1, LO 3.2, LO 4.2A PROGRESS OBJECTIVES: Examine an issue/argument/problem from at least three sources; identify and analyze differences in perspective; evaluate and prioritize perspectives relative to a topic choice. MATERIALS NEEDED: Multiple research sources for a sample topic (to be chosen by the teacher first, then the students); annotated bibliography tables. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Identify differences in perspective; classify and explain differences in perspective; evaluate and prioritize perspectives relative to an argument or topic.
Week 6 Sep 11th to 15th <i>12-14 ~ Pre-Exam Days</i>	UNIT: Lenses – The Team Approach to Topic Research and Placing an Issue in Context STANDARDS: LO 1.1A, LO 1.1B, LO 3.1, LO 5.1A, LO 5.1E, LO 5.2A, LO 5.2B, LO 5.3B PROGRESS OBJECTIVES: Form teams*; choose a topic; determine and/or establish context for the topic; choose lenses; gather preliminary resources; team presentation.

	<p>MATERIALS NEEDED: IRR/TMP rubrics; lens/discipline graphics, possible topic menu (the teacher will generate a buffet of options, from which each team will choose one); lens choice writing assignment; team lens assignment table; research resources will be gathered, analyzed, and presented by the teams.</p> <p>TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment)</p> <p>Formative: Lens assignment table (team score); lens choice mini-essay (individual); brief team presentation; rubric application table; rubric-based presentation peer review</p> <p><i>* - Teams chosen this week will remain together for the rest of the practice performance tasks.</i></p>
<p>Week 7 Sep 18th to 22nd</p>	<p>UNIT: Practice Performance Task 1 (PT1): Modified* Individual Research Report (IRR)</p> <p>STANDARDS: LO 1.1 – LO 4.3, inclusive</p> <p>PROGRESS OBJECTIVES: Begin preliminary research into the chosen topic; complete at least four annotated bibliography entries; complete lens application table; team meetings for progress checks and collaborative assistance, if needed.</p> <p>MATERIALS NEEDED: Annotated bibliography table; lens application table.</p> <p>TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment)</p> <p>Formative: Annotated bibliography table; lens application table</p> <p><i>* - The modified IRR will require fewer sources and only 600-700 words, rather than the 1200-word IRR due in December. All papers are due on Tuesday, 3 October (NO EXCEPTIONS!)</i></p>
<p>Week 8 Sep 25th to 29th <u>No Classes</u> 25-28 ~Teacher's Conference 29 – Moon Festival Holiday</p>	<p>NO CLASSES THIS WEEK NATIONAL HOLIDAY AND TEACHERS' RETREAT</p>
<p>Week 9 Oct 2nd to 6th <u>3 Days of Class</u> 5-6 ~Q1 Exams</p>	<p>UNIT: Practice Performance Task 1 (PT1): Modified* Individual Research Report (IRR)</p> <p>STANDARDS: LO 1.1 – LO 4.3, inclusive</p> <p>PROGRESS OBJECTIVES: Finish IRR drafts and share with teammates (Tues.); read and finish a rubric-based peer review of one team paper (Wed.).</p> <p>MATERIALS NEEDED: Rubric-based peer review tables.</p> <p>TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment)</p> <p>Formative: The rubric-based peer review</p> <p>Summative: The IRR</p> <p><i>* - The modified IRR will require fewer sources and only 600-700 words, rather than the 1200-word IRR due in December. All papers are due on Tuesday, 3 October (NO EXCEPTIONS!)</i></p>

2nd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
<p>Week 1 (10) Oct 9th to 13th <u>3 Days of Class</u> 9-10 – Double 10 Holiday</p>	<p>UNIT: Practice Performance Task 1 (PT1): Team Multimedia Presentations (TMPs)</p> <p>STANDARDS: LO 4.1, LO 4.2A, LO 4.2B, LO 4.3, LO 4.4, LO 4.5, LO 5.1A, LO 5.1B, LO 5.1C, LO 5.1D, LO 5.1E, LO 5.2A, LO 5.2B, LO 5.3B</p> <p>PROGRESS OBJECTIVES: Complete a TMP rubric application exercise for two TMP sample videos; plan, design, rehearse, and deliver a team presentation that conforms to TMP rubric standards.*</p> <p><i>* - Because of the short academic week, TMPs will be presented next Tuesday, 17 October.</i></p> <p>MATERIALS NEEDED: TMP rubrics, sample TMP videos; rubric-based peer review table; team presentation materials will be provided by the students.</p> <p>TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment)</p> <p>Formative: Rubric-based peer review tables; team reflection writing</p> <p>Summative: The practice TMP (next Tues.)</p>
<p>Week 2 (11) Oct 16th to 20th</p>	<p>UNIT: Review Week</p> <p><i>* - Because of the short academic week in Week 1(10), TMPs will be presented this week, on Tuesday, 17 October.</i></p> <p>STANDARDS: LO 1.1 – LO 5.3, inclusive</p> <p>PROGRESS OBJECTIVES: Finish practice TMPs; student-requested review (if desired) of 1st Quarter material; team/topic selection for Performance Task 1 (or next week, if reviews take the remainder of the week).</p> <p>MATERIALS NEEDED: TMP rubrics; all 1st Quarter lesson materials (for review purposes); Performance Task 1 team selection and topic pitch materials (if necessary, or next week).</p>

	TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Summative: Practice TMPs
Week 3 (12) Oct 23rd to 27th	UNIT: Performance Task 1 (PT1*): Team Selection and Topic Discussion <i>* - Because PT1 is part of the official end-of-course assessment conducted by the College Board AP Capstone experts, the classroom teacher is not permitted to assist students in any phase of the six-week PT1 completion process. Occasional review classes will be taught, but the teacher is prohibited from collecting, checking, and/or otherwise participating in the PT1 research unit.</i> STANDARDS: LO 1.1 – LO 4.5, inclusive REVIEW LESSON(S): How to narrow a topic and develop a research question PROGRESS OBJECTIVES: Teams form and topics are chosen; lenses selected; topic is narrowed and the research question is drafted. MATERIALS NEEDED: IRR rubric; all 'narrow topic'/'research question' lesson material from 1sy Quarter available on Google Classroom; lens assignment table; narrow topic table; research question table TENTATIVE ASSESSMENT(S): Formative: Lens assignment tables; research question tables; narrowed topic team abstract
Week 4 (13) Oct 30th to Nov 3rd <i>1 - All Saint's Day Mass</i>	UNIT: Performance Task 1 (PT1): Preliminary Research and Team Meetings STANDARDS: LO 1.1 - LO 4.5, inclusive REVIEW LESSON(S): Context and Multiple Perspectives PROGRESS OBJECTIVES: Begin identifying and collecting resources; open preliminary annotated bibliography document; meet with teammates and update/revise research question if necessary. MATERIALS NEEDED: IRR rubrics; context and multiple perspective lesson materials (all posted in Google Classroom); annotated bibliography tables; any other lesson review materials requested by students; any research materials will be provided by the students. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: First three annotated bibliography entries; source credibility tables
Week 5 (14) Nov 6th to 10th	UNIT: Performance Task 1 (PT1): Continue Research STANDARDS: LO 1.1 - LO 4.5, inclusive REVIEW LESSON(S): Evaluating source credibility and analyzing arguments. PROGRESS OBJECTIVES: Annotated bibliography has at least six entries; argument analysis table is complete. MATERIALS NEEDED: IRR rubrics; evaluating source credibility and analyzing arguments lesson materials (all posted in Google Classroom); annotated bibliography tables; any other lesson review materials requested by students; any research materials will be provided by the students. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Argument analysis table, for 2-3 sources; three annotated bibliography entries.
Week 6 (15) Nov 13th to 17th	UNIT: Performance Task 1 (PT1): Finish Research and Write IRR STANDARDS: LO 1.1 - LO 4.5, inclusive REVIEW LESSON(S): The IRR rubric PROGRESS OBJECTIVES: Identify the 8-10 sources used for the IRR; IRR introduction done by Thursday; per-check of IRR progress (Friday) MATERIALS NEEDED: IRR rubric; source selection priority table; perspective table; peer check table. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Source selection priority table; perspective table; peer check table.
Week 7 (16) Nov 20th to 24th	UNIT: Performance Task 1 (PT1): Finish IRR draft and preliminary TMP work STANDARDS: LO 1.1 - LO 5.3, inclusive REVIEW LESSON(S): TMP rubric PROGRESS OBJECTIVES: IRR draft finished (Wed.); begin read peer drafts; choose TMP argument/solution; assign TMP roles; begin designing TMP. MATERIALS NEEDED: TMP rubric; sample TMP videos. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) <i>No assessments this week</i>
Week 8 (17) Nov 27th to Dec 1st	UNIT: Performance Task 1 (PT1): Team Multimedia Presentation (TMP) week* <i>* - Because of Founders Day activities next week, classes will be disrupted, which would not allow TMP schedules to be maintained. All TMPs will be performed this week.</i> STANDARDS: LO 1.1 - LO 5.3, inclusive

	<p>PROGRESS OBJECTIVES: Perform one final peer-reviewed rehearsal; complete two peer reviews (each student x two teams); deliver the final TMP performance per AP Seminar TMP rubric criteria.</p> <p>MATERIALS NEEDED: TMP rubrics; TMP peer review forms; any TMP materials needed will be provided by the student teams.</p> <p>TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment)</p> <p>Formative: Peer review forms (two per student)</p> <p>Summative: Research teams will deliver their Team Multimedia Presentations (TMPs) on 30 Nov. and 1 Dec.</p>
<p>Week 9 (18) Dec 4th to 8th 8 - Foundation Day Celebrations</p>	<p>UNIT: End-of-Course Exam (A) Practice Exam^{1 2}</p> <p>¹ - This practice exam will serve as the 2nd Quarter exam, for grade book purposes.</p> <p>² - Because of Founders Day activities next week, classes will be disrupted, which would not allow TMP schedules to be maintained. All TMPs will be performed this week.</p> <p>STANDARDS: LO 1.4, LO 2.1, LO 2.2,</p> <p>PROGRESS OBJECTIVES: Complete EOC/A rubric and sample exam review; students will demonstrate a thorough knowledge of the relevant standards, and will meet those standards by successfully completing a practice exam.</p> <p>MATERIALS NEEDED: EOC/A rubric; sample exams (Tues.); practice exam (Wed.)</p> <p>TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment)</p> <p>Formative: Review discussion and writing practice (Tues.)</p> <p>Summative: The EOC/A practice exam (Wed.)</p>
<p>Week 10 (19) Dec 11th to 15th <u>3 Days of Class</u> 14-15 ~ Q2 Exams</p>	<p>UNIT: Holdovers/Polishing</p> <p>* - This practice exam might be given this week, if last week's Founders Day celebrations did not allow for the exam as scheduled.</p> <p>STANDARDS: LO 1.1 – LO 5.3, inclusive</p> <p>PROGRESS OBJECTIVES: Students will re-visit the IRR and polish any rough edges their peers might identify.</p> <p>MATERIALS NEEDED: Students have access to their own IRR; (if necessary) EOC/A rubric and EOC/A practice exam.</p> <p>TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment)</p> <p>Formative: Not applicable this week</p> <p>Summative: The EOC/A practice exam (if necessary)</p>
Dec 18th to Jan 1st	Christmas Holiday

3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
<p>Week 1 (20) Jan 3rd to 5th <u>3 Days of Class</u> 4 ~ New Year Mass</p>	<p>UNIT: End-of-Course Exam/B (EOC/B) – Building an Argument</p> <p>STANDARDS: LO 1.3, LO 2.1A, LO 4.1, LO 4.2A</p> <p>PROGRESS OBJECTIVES: Read sample EOC/B papers and analyze their arguments; team build an argument from four EOC/B sources; write one EOC/B practice exam.</p> <p>MATERIALS NEEDED: EOC/B sample exams; EOC/B practice exam; structure of argument lesson material from 1st quarter; EOC/B rubric.</p> <p>TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment)</p> <p>Formative: Analyze EOC/B arguments; team argument from EOC/B sources; practice EOC/B exam (Fri.)</p>
<p>Week 2 (21) Jan 8th to 12th</p>	<p>UNIT: The IWA – Sample Papers and Assignment Rubric</p> <p>STANDARDS: LO 1.1 – LO 4.5, inclusive</p> <p>PROGRESS OBJECTIVES: Identify arguments in the sample papers; apply the rubric to the sample papers</p> <p>MATERIALS NEEDED: IWA rubric; sample IWA papers.</p> <p>TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment)</p> <p>Formative: Apply the rubric to sample IWA papers; practice EOC/B exam (Fri.)</p>
<p>Week 3 (22) Jan 15th to 19th</p>	<p>UNIT: Understand and Analyze Perspective</p> <p>STANDARDS: LO 1.1B, LO 3.1, LO 3.2, LO 4.2A</p> <p>PROGRESS OBJECTIVES: Identify the multiple perspectives present in sample papers and in outside source material provided by the teacher; apply the rubric to the sample papers.</p>

	MATERIALS NEEDED: Sample IWA papers; outside sources; IWA rubric. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Practice EOC/A exam (Fri.); analyze perspective exercise
Week 4 (23) Jan 22nd to 26th	UNIT: Establish Argument STANDARDS: LO 2.1A, LO 2.1B, LO 2.2A, LO 2.2C, LO 4.1, LO 4.2A, LO 4.2B, LO 4.3, LO 4.4, LO 4.5 PROGRESS OBJECTIVES: Identify and evaluate evidence and use it to build an argument; identify effective arguments in sample IWA papers and outside sources. MATERIALS NEEDED: Sample IWA papers; outside sources; IWA rubric. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Writing arguments; analyzing arguments; practice EOC/B exam (Fri.)
Week 5 (24) Jan 29th to Feb 2nd	UNIT: Establish Argument / Select and Use Evidence STANDARDS: LO 2.1A, LO 2.1B, LO 2.2A, LO 2.2C, LO 4.1, LO 4.2A, LO 4.2B, LO 4.3, LO 4.4, LO 4.5 PROGRESS OBJECTIVES: Use stimulus material to select evidence and build arguments; evaluate evidence and use it effectively in building arguments. MATERIALS NEEDED: Sample IWA papers; outside sources; IWA rubric. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Writing arguments; practice EOC/B exam (Fri.)
Week 6 (25) Feb 5th to 9th <u>3 Days of Class</u> 8-9 ~ CNY	UNIT: Practice Performance Task 2 (PT2) – Modified* Individual Written Argument (IWA) STANDARDS: LO 1.1 - LO 4.5, inclusive PROGRESS OBJECTIVES: Select topic and begin gathering resources; develop a research question after preliminary research; build a bibliography of minimum four sources. MATERIALS NEEDED: IWA rubric; stimulus material; annotated bibliography table. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Topic selection mini-essay; annotated bibliography entries. <i>* - The modified IWA will require fewer sources and only 600-700 words, rather than the 2000-word IWA due in April. All papers are due on Wednesday, 28 February (NO EXCEPTIONS!)</i>
Feb 8th to 16th	CNY Holiday
Week 7 (26) Feb 19th to 23rd 19 ~ Lenten Mass 21-23 ~ Pre-Exam Days	UNIT: Practice Modified* Individual Written Argument (IWA) STANDARDS: LO 1.1 - LO 4.5, inclusive PROGRESS OBJECTIVES: Continue research; begin drafting argument. MATERIALS NEEDED: Annotated bibliography entries; all research material provided by students. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Annotated bibliography table <i>* - The modified IWA will require fewer sources and only 600-700 words, rather than the 2000-word IWA due in April. All papers are due on Wednesday, 28 February (NO EXCEPTIONS!)</i>
Week 8 (27) Feb 26th to March 1st <u>4 Days of Class</u> 28 ~ 228 Memorial Day Holiday	UNIT: Practice Modified* Individual Written Argument (IWA) - Finish IWA Draft / Preview PT2 Stimulus Materials STANDARDS: LO 1.1 - LO 4.5, inclusive PROGRESS OBJECTIVES: Complete IWA draft (Wed.); two rubric-based IWA peer reviews; preview stimulus materials before starting PT2 next week. MATERIALS NEEDED: PT2 stimulus materials; rubric-based IWA peer review table. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Practice IWA drafts due; peer review IWAs, two per student. <i>* - The modified IWA will require fewer sources and only 600-700 words, rather than the 2000-word IWA due in April. All papers are due on Wednesday, 28 February (NO EXCEPTIONS!)</i>
Week 9 (28) March 4th to 8th <u>4 Days of Class</u> 8 ~ Q3 Exams	UNIT: Performance Task 2 (PT2): Topic Selection/Form Research Question/Begin Conducting Research STANDARDS: LO 1.1 - LO 4.5, inclusive PROGRESS OBJECTIVES: Choose a topic/issue/problem; determine context; formulate the preliminary research question; begin identifying and collecting resources; open preliminary annotated bibliography document. MATERIALS NEEDED: IWA rubrics; rubric application practice forms; students provide their own research materials. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Reflective journal entry; rubric application practice

4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 (29) March 11th to 15th 4 Days of Class <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i>	UNIT: Performance Task 2 (PT2): Continue Research and Forming Arguments STANDARDS: LO 1.1 - LO 4.5, inclusive PROGRESS OBJECTIVES: Begin to analyze and synthesize research findings, forming the early stage of your argument; begin outlining an IWA draft, at least an introduction w/ thesis. MATERIALS NEEDED: IWA rubrics; rubric application practice forms; students provide their own research materials. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Reflective journal entry; rubric application practice; annotated bibliography (due on Friday)
Week 2 (30) March 18th to 22nd <i>18-21 ~ Fire Drill</i>	UNIT: Performance Task 2 (PT2): Writing Week STANDARDS: LO 1.1 - LO 4.5, inclusive PROGRESS OBJECTIVES: Finish drafting the IWA; seek peer guidance for re-drafting suggestions. MATERIALS NEEDED: IWA rubrics; students provide their own research materials. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Reflective journal entry
March 25th to Apr 5th	Easter Holiday
Week 3 (31) Apr 8th to 12th <i>10 ~ Easter Mass</i>	UNIT: Performance Task 2 (PT2): Finishing the Individual Written Argument (IWA) STANDARDS: LO 1.1 - LO 4.5, inclusive PROGRESS OBJECTIVES: Complete the IWA by Wednesday; read two classmate IWAs and provide peer feedback; begin planning the IMP (for next week) MATERIALS NEEDED: IWA/IMP rubrics; peer review forms. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Peer review/rubric application of two IWA readings; reflective journal entry
Week 4 (33) Apr 15th to 19th	UNIT: Performance Task 2 (PT2): Planning/Designing the Individual Multimedia Presentation (IMP) STANDARDS: LO 1.1 - LO 5.3, inclusive PROGRESS OBJECTIVES: Complete the IMP design by Thursday; begin planning answers for the oral defense questions; prepare for rehearsals next week. MATERIALS NEEDED: IMP rubrics; IMP oral defense question list; IMP oral defense question assignment form; any IMP materials needed and provided by the students. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Writing answers in preparation for oral defense questions; Thursday progress checks; reflective journal entry
Week 5 (34) Apr 22th to 26th <i>22-26 ~ AP Mock Exams</i>	UNIT: Performance Task 2 (PT2): Individual Multimedia Presentation (IMP) Performance Week STANDARDS: LO 1.1 – LO 5.3, inclusive PROGRESS OBJECTIVES: Rehearse the full IMP at least once before delivering the final presentation before the end of school on Friday. MATERIALS NEEDED: IMP rubrics; students provide their own presentation materials. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: Peer review/rubric application of IMP rehearsals; reflective journal entry Summative: The IMP, scored per the standards of the IMP rubric
Week 6 (35) Apr 29th to May 3rd <i>1-2 ~ Pre-Exam</i> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i>	UNIT: Performance Task 2 (PT2): <i>Submission deadline week!!</i> STANDARDS: <i>Not applicable</i> PROGRESS OBJECTIVES: All work will be completed and submitted no later than the announced deadline. MATERIALS NEEDED: Students will upload their two paper submissions, no later than 11:59 a.m., on Tuesday, 1 May. The teacher will upload all oral presentation scores no later than 11:59 a.m., on Tuesday, 1 May. TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: <i>Not applicable</i>

	<p>*Summative: The IRR and IWA, submitted via the AP College Board Digital Portfolio</p> <p>* - Students will take all other AP exams this week; classes will meet only tentatively, per the AP Exam schedule, to be determined.</p>
<p>Week 7 (36) May 6th to 10th <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i></p>	<p>UNIT: End-Of-Course Exam Week STANDARDS: LO 1.1 - LO 4.5, inclusive PROGRESS OBJECTIVES: <i>Not applicable</i> MATERIALS NEEDED: Exam papers provided and administered by the DIS AP coordinator TENTATIVE ASSESSMENT(S): (Subject to change based on teacher's judgment) Formative: <i>Not applicable</i> Summative: AP Seminar* End-Of-Course Exam, Parts A/B * - Students will take all other AP exams this week; classes will meet only tentatively, per the AP Exam schedule, to be determined.</p>
<p>Week 8 (37) May 13th to 17th <u>2 Days of Class</u> <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i></p>	<p>AP SEMINAR COURSE WORK COMPLETE STUDENTS WILL BE TAKING FINAL EXAMS FOR ALL SUBJECTS AT VARIOUS TIMES THROUGHOUT THE WEEK</p>
<p>Week 9 (38) May 20th to 24th <u>ACTIVITIES:</u> <i>Double check the school calendar and emails from the administration.</i></p>	<p>UNIT: Preparing for the G12 AP Research Year STANDARDS: N/A PROGRESS OBJECTIVES: Begin preparation for G12 AP Research; preview AP Research course description and rubric; discuss possible topic ideas for G12 AP Research MATERIALS: <i>AP Research Course and Exam Description (2020); AP Research rubrics; topic interest questionnaires</i> TENTATIVE ASSESSMENT(S): N/A</p> <hr/> <p><i>20-24 ~ Student Clearance Days</i> <i>21 ~ Baccalaureate Mass for Graduating classes</i> <i>22 & 23 ~ Middle & High School Sports Day</i> <i>23 ~ Pre-Kindergarten & Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion</i> <i>24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation</i> <i>24 ~ Lower School Sports Day</i></p>
<p>Week 10 (39) May 27th to 31st <u>ACTIVITIES:</u> <i>Double check the school calendar and emails from the administration.</i></p>	<p>AP SEMINAR COURSE WORK COMPLETE STUDENTS WILL BE PARTICIPATING IN VARIOUS END-OF-YEAR ACTIVITIES AT VARIOUS TIMES THROUGHOUT THE WEEK</p> <hr/> <p><i>27 ~ House Culminating Activity</i> <i>28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation</i> <i>29 ~ Class Party</i> <i>30 ~ Last Day of School & Report Card Distribution (half day)</i> <i>31 ~ Teachers/Staff Meeting</i></p>

AP[®] SEMINAR — PERFORMANCE TASK 1

Individual Research Report

Row/Proficiency	Points earned for...			MAX Points
1 UNDERSTAND AND ANALYZE CONTEXT	<p>The report identifies an overly broad or simplistic area of investigation and/ or shows little evidence of research. A simplistic connection or no connection is made to the overall problem or issue.</p> <p>2 Pts</p>	<p>The report identifies an adequately focused area of investigation in the research and shows some variety in source selection. It makes some reference to the overall problem or issue.</p> <p>4 Pts</p>	<p>The report situates the student's investigation of the complexities of a problem or issue in research that draws upon a wide variety of appropriate sources. It makes clear the significance to a larger context.</p> <p>6 Pts</p>	6
2 UNDERSTAND AND ANALYZE ARGUMENT	<p>The report restates or misstates information from sources. It doesn't address reasoning in the sources or it does so in a very simplistic way.</p> <p>2 Pts</p>	<p>The report summarizes information and in places offers effective explanation of the reasoning within the sources' argument (but does so inconsistently).</p> <p>4 Pts</p>	<p>The report demonstrates an understanding of the reasoning and validity of the sources' arguments.* This can be evidenced by direct explanation or through purposeful use of the reasoning and conclusions.</p> <p>6 Pts</p>	6
3 EVALUATE SOURCES AND EVIDENCE	<p>The report identifies evidence from chosen sources. It makes very simplistic, illogical, or no reference to the credibility of sources and evidence, and their relevance to the inquiry.</p> <p>2 Pts</p>	<p>The report in places offers some effective explanation of the chosen sources and evidence in terms of their credibility and relevance to the inquiry (but does so inconsistently).</p> <p>4 Pts</p>	<p>The report demonstrates evaluation of credibility of the sources and selection of relevant evidence from the sources. Both can be evidenced by direct explanation or through purposeful use.</p> <p>6 Pts</p>	6
4 UNDERSTAND AND ANALYZE PERSPECTIVE	<p>The report identifies few and/or oversimplified perspectives from sources.**</p> <p>2 Pts</p>	<p>The report identifies multiple perspectives from sources, making some general connections among those perspectives.**</p> <p>4 Pts</p>	<p>The report discusses a range of perspectives and draws explicit and relevant connections among those perspectives.**</p> <p>6 Pts</p>	6
5 APPLY CONVENTIONS	<p>The report includes many errors in attribution and citation OR the bibliography is inconsistent in style and format and/or incomplete.</p> <p>1 Pts</p>	<p>The report attributes or cites sources used but not always accurately. The bibliography references sources using a consistent style.</p> <p>2 Pts</p>	<p>The report attributes and accurately cites the sources used. The bibliography accurately references sources using a consistent style.</p> <p>3 Pts</p>	3
6 APPLY CONVENTIONS	<p>The report contains many flaws in grammar that often interfere with communication to the reader. The written style is not appropriate for an academic audience.</p> <p>1 Pts</p>	<p>The report is generally clear but contains some flaws in grammar that occasionally interfere with communication to the reader. The written style is inconsistent and not always appropriate for an academic audience.</p> <p>2 Pts</p>	<p>The report communicates clearly to the reader (although may not be free of errors in grammar and style). The written style is consistently appropriate for an academic audience.</p> <p>3 Pts</p>	3