

Course: AP Seminar
PEIMS Code: N1130026
Abbreviation: APSMNR
Grade Level(s): 9-12
Number of Credits: 1.0

Course description:

Note: AP Seminar is an official AP course and is sanctioned by the College Board.

AP Seminar is a foundational course that aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Using an inquiry framework of questioning, understanding, evaluating, synthesizing, and transforming, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; experiencing artistic works and performances; conducting research and evaluating evidence; constructing and supporting arguments; and collaborating and communicating. The course topics and themes engage students in cross-curricular conversations that explore the complexities of academic and real-world issues through the examination of divergent perspectives.

Essential knowledge and skills:

(a) Knowledge and Skills

- (1) In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. The student is expected to:
 - (A) draw upon curiosity and imagination to engage with ideas or explore complex approaches to complex issues;
 - (B) retrieve, question, organize, and use prior knowledge about a topic;
 - (C) identify and contextualize a problem or issue;
 - (D) pose complex questions and seeking answers that reflect multiple, divergent, or contradictory perspectives.

- (E) identify alternatives for approaching a problem;
- (F) access information using effective strategies;
- (G) use technology to access and manage information;
- (H) evaluate the relevance and credibility of information from sources and data;
- (I) employ appropriate reading strategies and reading critically for a specific purpose;
- (J) summarize the main idea and explaining the line of reasoning and supporting details of an argument, avoiding generalizations and oversimplification;
- (K) identify, explain, and analyze the logic and line of reasoning of an argument;
- (L) describe and analyze the evidence used to support an argument, taking into consideration context;
- (M) evaluate the validity of an argument;
- (N) connect an argument to broader issues by examining the implications of the author's claim
- (O) evaluate potential resolutions, conclusions, or solutions to problems or issues;
- (P) identify and interpret multiple perspectives on or arguments about an issue;
- (Q) evaluate objections, implications, and limitations of an alternate, opposing, or competing perspective or argument;
- (R) formulate a complex and well-reasoned argument;
- (S) 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;
- (T) provide insightful and cogent commentary that links evidence with claims;

- (U) attribute knowledge and ideas accurately and ethically, using an appropriate citation style;
- (V) extend an idea, question, process, or product to innovate or create new understandings;
- (W) offer resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications;
- (X) working 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);
- (Y) communicate an argument in an evidence-based written essay adhering to established conventions of grammar, usage, style, and mechanics;
- (Z) communicate an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery;
- (AA) provide individual contributions to overall collaborative effort;
- (BB) foster constructive team climate, resolving conflicts, and facilitating the contributions of all team members; and
- (CC) reflect on and revising their own writing, thinking, and/or processes; and
- (DD) reflect on personal contributions to overall collaborative effort;

Description of specific student needs this course is designed to meet:

The AP Capstone program aims to empower students by:

- engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion
- extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts
- enabling them to collect and analyze information with accuracy and precision
- cultivating their abilities to craft, communicate, and defend evidence-based arguments
- providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interest and curiosity

Major resources and materials:

- Students must be provided access to computers with stable internet connections during the school day and after school, with relevant technical/supervisory support. These resources should be provided a minimum of 3 days per week, particularly for students without access to computers and Internet at home. A one-to-one computer configuration is preferred.
- Where necessary, training must be provided for teachers in presentation software, such as Microsoft PowerPoint, Keynote or Prezi as well as other media tools.
- Provide access to classroom/other relevant space in support of the team project (for students to meet, handle relevant materials for their project) with supervision as required.
- Teachers must have access to computers with high-speed internet connections for purposes of research, training, completing surveys, and submission of student work.
- Teachers should be proficient navigating the Internet for research purposes, and have a general familiarity with various media file types. All teachers should have a working knowledge of the Microsoft Office Suite.

Required activities and sample optional activities to be used:

Team Project and Presentation

Students work in teams of three to six to identify, investigate, analyze, and evaluate an academic or real-world problem, question, or issue. Each team designs and/or considers options, alternatives, and approaches and develops a written report and multimedia presentation to communicate its conclusion, solution, or recommendation.

Individual Written Essay and Presentation

The College Board's AP Program will annually release cross-curricular source material (texts) representing a range of perspectives focused on a single theme or topic. Students will use these texts to identify a research question of their own; research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final must paper must refer to and incorporate at least one of the provided sources.

Written Exam

During the AP Exam administration window, students will take the AP Seminar written exam. The exam consists of five items (three short-answer and two essay questions). The three short-answer questions assess analysis of an argument in a single source or document. The first essay question requires the students to perform a close reading of two documents and perform a comparative analysis and evaluation of the authors' arguments. The second essay question assesses students' skills in synthesizing and creating an evidence-based argument.

Methods for evaluating student outcomes:

Performance Assessment Task 1: Team Project and Presentation

Students work in teams of three to six to identify, investigate, analyze, and evaluate an academic or real-world problem, question, or issue. Each team designs and/or considers options, alternatives, and approaches and develops a written report and multimedia presentation to communicate its conclusion, solution, or recommendation.

Performance Assessment Task 2: Individual Written Essay and Presentation

The College Board's AP Program will annually release cross-curricular source material (texts) representing a range of perspectives focused on a single theme or topic. Students will use these texts to identify a research question of their own; research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final must paper must refer to and incorporate at least one of the provided sources.



Performance Assessment Task 3: Written Exam

During the AP Exam administration window, students will take the AP Seminar written exam. The exam consists of five items (three short-answer and two essay questions). The three short-answer questions assess analysis of an argument in a single source or document. The first essay question requires the students to perform a close reading of two documents and perform a comparative analysis and evaluation of the authors' arguments. The second essay question assesses students' skills in synthesizing and creating an evidence-based argument.

Teacher qualifications:

English, Science, Social Studies, Arts, World Languages

Additional information: