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: