



BENICIA UNIFIED SCHOOL DISTRICT - PROPOSED COURSE OUTLINE

Updated Version of Advanced Placement Seminar based on UC a-g now allowing “b” English credit towards college entrance requirements.

COURSE INFORMATION

SCHOOL SITE	Benicia High School
SUBJECT AREA	English - b or College-Preparatory Elective - g
COURSE TITLE	Advanced Placement Capstone: Seminar
TRANSCRIPT ABBREVIATION	AP Seminar
COURSE CODE	1022
LENGTH OF COURSE	1 year (2 semesters)
UC HONORS DESIGNATION?	Yes, weighted grade
PREREQUISITES	None
CO-REQUISITES	None
INTEGRATED COURSE WITH CTE?	No
GRADE LEVEL(S)	10 or 11
BUSD GRADUATION REQUIREMENT?	Yes: May fulfill either 1 year of English Language Arts credit (10th grade or 11th grade), or may fulfill 1 year of elective credit.

COURSE DESCRIPTION

COURSE OVERVIEW	<p>This foundational course, typically taken in grade 10 or 11, provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a variety of lenses and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. Students read articles, research studies, and foundational and philosophical</p>
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texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic and literary works to gain a rich appreciation and understanding of issues. Teachers have the flexibility to choose appropriate themes that allow for deep exploration based on student interests, local and civic issues, global or international topics, and concepts from other AP courses.

COURSE GOALS:

In AP Seminar, through direct instruction, performance tasks, assessments, and application of research methodology, students will learn to:

- Think critically and creatively to construct meaning or gain understanding
- Plan and conduct a study or investigation
- Propose solutions to real-world problems
- Plan and produce communication in various forms
- Collaborate to solve a problem
- Integrate, synthesize, and make cross-curricular connections

Overview of the Pedagogical Framework

Throughout the program, students are expected to consider and evaluate multiple points of view to develop their own perspectives on complex issues through inquiry and investigation. The course is centered around five big ideas (QUEST framework). Tied to each big idea are several essential questions. These open-ended questions encourage critical thinking, additional investigation, and development of deeper connections and conceptual understandings.

The research and development of the course work is based on the QUEST skills:

- Question & Explore
- Understand & Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform & Transmit

AP Seminar and AP Research, the two AP Capstone courses, with their associated performance tasks, assessments, and application of research methodology, complement the rigor of AP courses and exams by challenging students to:

- Think critically and creatively to construct meaning or gain understanding
- Plan and conduct a study or investigation
- Propose solutions to real-world problems

	<ul style="list-style-type: none"> ➤ Plan and produce communication in various forms ➤ Collaborate to solve a problem ➤ Integrate, synthesize, and make cross-curricular connections <p>The ideas and learning objectives in the AP Capstone program are aligned with Common Core goals and reflect the core academic skills needed for college, career, and life readiness identified by leading educational organizations and College Board membership, including the following:</p> <ul style="list-style-type: none"> ● The American Association of Colleges and Universities (AAC&U), <i>College Learning for the New Global Century, Essential Learning Outcomes</i> ● Advanced Placement Program, skills and practices identified in AP courses ● The Partnership for 21st Century Skills (P21), <i>A Framework for 21st Century Learning</i> ● Association of College and Research Libraries, <i>Information Literacy Competency Standards for Higher Education</i> ● Council of Writing Program Administrators, <i>Framework for Success in Postsecondary Writing</i>¹ <p>AP CAPSTONE CURRICULUM: AP Seminar (Year 1) AP Research (Year 2)</p> <p>AP Seminar Course and Exam Description</p> <p>Students who earn scores of 3 or higher on both AP Seminar and AP Research will receive the AP Seminar and Research Certificate signifying successful completion of both courses.</p> <p>Students who earn scores of 3 or higher on both AP Seminar and AP Research and also earn scores of 3 or higher on 4 additional AP exams during their high school career will earn the AP Capstone Diploma™.</p>
STANDARDS	<p>Fulfills 11-12TH GRADE CCSS ELA-LITERACY STANDARDS IN HISTORY/SOCIAL STUDIES, SCIENCE, & TECHNICAL SUBJECTS, WRITING STANDARDS 1-10; CCSS ELA-LITERACY STANDARDS READING INFORMATIONAL TEXTS 1-7, 10; CCSS ELA-LITERACY WRITING STANDARDS 1A-F, 2, 4-10; CCSS SPEAKING & LISTENING STANDARDS 1A-D, 2-6; CCSS ELA-LITERACY LANGUAGE CONVENTIONS 1-6</p> <p>Specific Curricular Requirements for AP Seminar are set by the College Board.</p>

¹ AP Seminar Course and Exam Description, effective Fall 2015. For additional information see [AP Seminar Course Description on Collegeboard.org](#)

Requirements are listed below:

- 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. (QUEST Big Idea focus is delineated in CR2b-h)
- CR2b Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore
- CR2c Students develop and apply discrete skills identified in the learning objective within the Big Idea 2: Understand and Analyze
- CR2d Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.
- CR2e Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.
- CR2f Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- CR2g Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- CR2h Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- 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.
- CR4a Students develop an understanding of ethical research practices.
- CR4b Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

	<p>CR5 Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.</p> <p>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.</p>
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COURSE CONTENT

UNIT:	DESCRIPTION
Semester 1	<p>Skill building</p> <p>Semester 1 is focused on laying foundations and building the skills that students will need in order to be successful in the second semester. The skills taught and reinforced in Semester 1 (critical thinking and reading, rhetorical analysis, composition, argumentation, writing clear and logical claims, defending claims with text-based evidence, etc., correlate with many of the skills required in other courses (AP Language and Composition, AP US History, AP Psychology, etc. or their regular college-prep corresponding courses).</p> <p>Skills students will develop over the first semester include:</p> <p>Critical Thinking and Reasoning</p> <ul style="list-style-type: none"> ○ Asking questions, making connections, creating logical arguments ○ Comparing/contrasting, analyzing, evaluating ○ Finding patterns and correlations, noting trends, ○ Explaining relationships <p>Instructional strategies include: guided reading and discussion, graphic organizers, note-taking methods.</p> <p>Critical Reading</p> <ul style="list-style-type: none"> ● Contextualizing ● Questioning assumptions ● Identifying bias and implications ● Making inferences ● Making connections <p>Instructional strategies include: close reading and annotation: marking or “talking with the text”; summarizing, paraphrasing, retelling; questioning the text; stop-and-think</p>

responses; dialectical or conversation journals; note-taking methods; chunking-the-text; says/does analysis

Inquiry and Research

- Identifying a problem or issue
- Determining best strategies to address the issue
- Gathering evidence
- Drawing and supporting a conclusion

Instructional strategies include: I-Quest paper, Service Learning or Project Based Learning, WebQuest, Source Mining, Annotated Bibliography, Question formulation technique

Argumentation Making a claim, developing a line of reasoning, supported by evidence

- Thesis or question development
- Developing a line of logical reasoning
- Making claims
- Selecting appropriate evidence, attributing its use
- Providing context and commentary
- Considering other perspectives
- Drawing a conclusion
- Considering audience and rhetorical purpose
- Paying attention to grammar, syntax, and language conventions

Instructional strategies include: socratic seminar, debate, outlining/reverse outlining, analysis of model texts

Communication

- Verbal communication and presentation skills
 - Eye contact, engaging with the audience, speaking clearly, using varied vocal techniques and inflections
 - Using graphics to support the argument
- Intergroup communication and debate
 - Speaking and listening, respecting the ideas and views of others
 - Presenting and defending your claim in a straightforward manner without personal attacks

Instructional strategies include: practice/mock debate, peer review, communications rubrics, analyzing effective speakers (TED talks), teacher modeling, videotaping for self-evaluation and reflection.

Collaboration

- Individual role and contribution
- Consensus building

	<ul style="list-style-type: none"> ● Conflict resolution <p>Instructional strategies include: team building activities, collective determination of group norms, assigning roles, setting checkpoints, self- assessment, group assessments</p>
Semester 2	<p>Performance Assessment Tasks</p> <p>During Semester 2, students work on official performance tasks for AP Seminar. Each Performance Assessment Task is a part of the student’s official AP Exam score. As such, each assignment has its own recommended due date and specific requirements for duration of the unit. The performance tasks are as follows:</p> <p style="padding-left: 40px;">Performance Assessment Task 1: Team Project and Presentation Performance Assessment Task 2: Individual Research-Based Essay and Presentation End-of-Course AP Exam</p> <p>Performance Assessment Task 1: Team Project and Presentation</p> <p>Weight: 25% of AP Seminar score (instructor scored) Completion Date: February 28 Submission Deadline: April 30 (Task must be completed, scored, and uploaded by April 30)</p> <p>In Performance Assessment Task 1, groups of three to six students work together as a team to identify a problem or issue (e.g., local, national, global, academic/theoretical, philosophical.) Each team develops a team research question and conducts preliminary research. They identify approaches, perspectives, or lenses through which to focus their argument and divide responsibilities among themselves for individual research that will address the team’s research question.</p> <p>Individually, students investigate an approach, perspective, or lens on the team’s topic. Each student presents his or her findings and analysis to the group in a well-written report. After the Individual Research Report, students share their findings with the group. The group then compiles a Written Team Report and prepares a Team Multimedia Presentation (6-8 minutes) and prepares for an oral defense of their research and findings. Oral defense happens through question and answer.</p> <p>Assessment</p> <p>The following components to this unit are formally assessed and become a part of the student’s AP Seminar score:</p> <ul style="list-style-type: none"> ● Individual Research Report, and reflection (approx. 2,000 words) 25% of Assessment 1 Score ● Written Team Report (approx. 3,000 words) 50% of Assessment 1 Score ● Team Multimedia Presentation and Defense 25% of Assessment 1 Score

Learning Objectives Assessed in Performance Assessment Task 1

- Identifying and contextualizing a problem or issue.
- Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
- Evaluating the relevance and credibility of the source information.
- Identifying the information needed and selecting appropriate strategies to find or collect it.
- Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations or oversimplification.
- Summarizing and explaining the reasoning of an argument.
- Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
- Evaluating the validity of an argument.
- Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.
- Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.
- Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.
- Formulating a complex and well-reasoned argument.
- 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.
- Providing insightful and cogent commentary that links evidence with claims.
- Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
- Offering resolutions, conclusions, and/or solutions based on evidence, as well as considering consequences and implications.
- Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g. essay, poster, oral presentation, documentary, research report/thesis).
- Adhering to established conventions of grammar, usage, style and mechanics.
- Communicating information using effective techniques of design.
- Adapting an argument for context, purpose, and/or audience.
- Engaging an audience by employing effective techniques of delivery or performance.
- Providing individual contributions to overall collaborative effort to accomplish a task or goal.
- Reflecting on and revising student's own writing, thinking, and creative processes.
- Reflecting on personal contributions to overall collaborative effort.

Performance Assessment Task 2: Individual Research-Based Essay and Presentation

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| Weight: | 35% of AP Seminar Score (Instructor scored) |
| Completion Date: | April 15 |
| Submission Deadline: | April 30 (Completed, scored, and uploaded by April 30) |

Note: Students must be given at least 30 school days (not including testing, or holidays) to complete their research, compose their essays, and develop their presentations. The presentations must occur outside of the 30 day window.

Description: Each year the College Board will release academic, cross-curricular articles focused around a specific theme. These texts are referred to as **stimulus material**. Stimulus material includes a set of texts focused on a theme representing a range of perspectives from **each of the following domains**:

- Natural Sciences, Technology, Mathematics, Psychology
- Social Sciences, Politics, Economics, Psychology
- Visual or Performing Arts
- Culture, Languages, Linguistics
- History
- Literature, Philosophy, Critical Theory/Criticism

Additionally, the stimulus material texts will include:

Visual Texts/ and or multimedia texts, **and**
Quantitative Data

After reading, analyzing, and discussing the stimulus material, students use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final Individual Research Report must refer to and incorporate at least one of the provided sources from the stimulus material.

Assessment

The following components of the Individual Research Report are formally assessed:

Individual Written Argument (2,000 words)	65% of Assessment Task 2
Individual Multimedia Presentation (6-8 minutes)	30% of Assessment Task 2
Oral Defense (two questions from teacher)	10% of Assessment Task 2

Students will receive a summative assessment class grade for this task.

Assessment Task 2 amounts to 35% of the student's overall AP Seminar score.

Learning Objectives assessed in Individual Research-Based Essay and Presentation:

Identifying and contextualizing a problem or issue.

Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.

Evaluating the relevance and credibility of the source information and data, in relation to the inquiry.

Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.

Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

	<p>Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue. Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.</p> <p>Formulating a complex and well-reasoned argument.</p> <p>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.</p> <p>Providing insightful and cogent commentary that links evidence with claims.</p> <p>Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.</p> <p>Extending an idea, question, process, or product to innovate or create new understandings.</p> <p>Offering resolutions, conclusions, and/or solutions based on evidence, as well as considering consequences and implications.</p> <p>Adhering to established conventions of grammar, usage, style and mechanics.</p> <p>Communicating information using effective techniques of design.</p> <p>Adapting an argument for context, purpose, and/or audience.</p> <p>Engaging an audience by employing effective techniques of delivery or performance.</p>
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<p>AP Exam</p>	<p>AP Seminar End-of-Course Exam</p> <p>Weight: 40% of the AP Seminar score (scored by College Board)</p> <p>Date: May (during the AP Exam administration window)</p> <p>Note: The end-of-course exam will be administered by the AP Coordinator following the same procedures and guidelines as all other Advanced Placement Exams</p> <p>Task Overview</p> <p>During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam includes 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 author’s arguments. The second essay question assesses students’ skills in synthesizing and creating an evidence-based argument. The readings on the exam will represent a range of disciplines and perspectives.</p> <p><u>Exam Components</u></p> <p>Section I, Part A</p> <p>Suggested time: 30 minutes</p> <p>One Source provided</p> <p>Students are asked to analyze an argument using evidence.</p> <ol style="list-style-type: none"> 1. Identify the author’s argument, main idea, or [return to prove your thesis]. 2. Explain the author’s line of reasoning by identifying the claims used to build the argument and the connections between them. 3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument. <p>Identifying and contextualizing a problem or issue.</p>
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Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.

Evaluating the relevance and credibility of the source information.

Identifying the information needed and selecting appropriate strategies to find or collect it.

Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations or oversimplification.

Summarizing and explaining the reasoning of an argument.

Section I, Part B

Suggested time: 60 minutes

Two Sources provided

Students are asked to evaluate the effectiveness of two arguments on a similar question, problem, or issue. Each of the sources should present alternate, divergent, or contradictory perspectives.

Directions:

Read the following two articles carefully, paying attention to their perspectives, implications, and limitations. Then, write an essay that compares the two arguments by evaluating their effectiveness. In your essay, address the relevance and credibility of the evidence each presents to support the authors' lines of reasoning.

Section II

Suggested time: 90 minutes

Four sources provided.

Students are asked to build their own arguments using at least two of the four provided sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach the topic.

Directions:

Read the four sources carefully, focusing on a theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on the theme or issue you identified. You must incorporate at least two of the sources provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge.

Learning Objectives Assessed in End-of-Course Exam:

Identifying and contextualizing a problem or issue.

Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.

Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification

	<p>Identifying, explaining, and analyzing the logic and line of reasoning of an argument. Describing and analyzing the relevance and credibility of evidence used to support an argument taking context into consideration Evaluating the validity of an argument. Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue. Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments. Formulating a complex and well-reasoned argument. 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. Providing insightful and cogent commentary that links evidence with claims. Attributing knowledge and ideas accurately and ethically, using an appropriate citation style. Adhering to established conventions of grammar, usage, style and mechanics.</p>
After AP Exam	<p>After the AP Exam Self-Reflection and bridge to AP Research</p> <p>Following the Performance Task Assessments and the AP Seminar Exam in May, students will write a self-reflection addressing the skills that they have developed and strengthened over the course. For their final presentation, students will create an instructional video, or a short inspirational/informative speech (TED talk) on a subject of their choice. This assignment is designed to allow the students to showcase the skills they have developed over the course of the year, and give the student an idea of what he or she might wish to pursue as an area or topic of research in AP Research.</p>

COURSE MATERIALS

Textbook/E-book:				
Title	Author	Publisher	Edition	Website
<i>Everything's An Argument 5e.</i>	Lunsford, Andrea. et al.	Boston: Bedford St. Martin	2010	
<i>The St. Martin's Handbook 7e.</i>	Lunsford, A.	Boston: Bedford St. Martins	2011	
Other Materials:				
To meet the course objectives, current media, magazines, journals, newspapers, and other secondary and primary sources will be incorporated.				
College Board will supply materials for AP Seminar Students known as <i>Stimulus Materials</i> ; these materials are academic, cross-curricular texts focused on a theme representing a range of perspectives from each of the following domains: (natural sciences, technology, mathematics, environment; social sciences, politics, economics, psychology; arts— visual arts, music, dance, theater; culture, languages, linguistics; history; literature, philosophy, critical theory; visual texts and/or quantitative data.				

The inquiry-based nature of the Seminar course requires activities and assessments from a variety of resources (library/internet research, audio/video equipment, etc.). Information used to address a problem may come from various print and non-print secondary sources (e.g., articles, other studies, analyses, reports) and/or primary sources (e.g., original texts and works or personally collected data such as experiments, surveys, questionnaires, and interviews). Students will be expected to use technology to access and manage information from online databases (e.g., Gale databases, EbscoHost, and Google Scholar) that grant access to secondary and primary sources

Student Resource Requirements from the College Board:

- The school ensures that each student and teacher has access to appropriate instructional resources (i.e., Library and Research Databases, the Internet, college-level texts, presentation software) and technology.
- The school ensures that each participating student is provided computer and internet access for completion of course requirements.

Teacher Resources & Materials:

[AP Central: AP Seminar course homepage](#)

[AP Seminar: Course and Exam Description](#)

[AP Capstone Top Ten Policies and Procedures for AP Seminar Teachers](#)

[2015-16 AP Seminar Implementation Guide](#)

[AP Teacher Community— discussion forum](#)

[Online Writing Lab— Purdue University](#)

GRADING CRITERIA:

Students will receive a grade for the class work and writing assessments in addition to a score from the College Board on the AP Capstone Seminar Exam. It is expected that all students taking the course are taking the AP Seminar Exam as course work is embedded in the student's official AP Exam score.

Students' grade for the course will be based upon:

Daily Work/Formative Assessments: 40%

Summative Assessments: 50%

Participation: 10%

Daily Work/Formative Assessments: Grades will be based on the percentage of total points earned on in-class writings, homework assignments, and reflections.

Summative Assessments: All assessment scores will come from essays (Definition, Problem/Solution, Argument/Persuasion) or practice Seminar assessments (Team Project and Presentation, Individual Research-Based Essay and Presentation, and End-of-Course Exam).

Participation: Evaluation will be based on how your participation (comments, ideas, and questions) helps to enhance and/or advance our overall collective understanding through critical discussion and listening.

Official AP Seminar Assessments (Semester 2)

During the second semester, students are assessed with two through-course performance tasks and an end-of-course exam. The AP Seminar Exam Score is based on all three assessments and is reported on the standard 1– 5 AP scoring scale.

Performance Assessment Task 1: Team Project and Presentation (25% of AP Seminar Exam— instructor scored)

Performance Assessment Task 2: Individual Research-Based Essay and Presentation (35% of AP Seminar Exam— instructor scored)

End-of-Course AP Exam (40% of the AP Seminar Exam — Scored by the College Board)