AP Seminar Syllabus

Course Description
Unit 1: Scientific Innovation
Unit 2: Sustainability
Unit 3: Real World Problem and Breakthrough
Unit 4: Performance Task 1: Team Project and Presentation (20%)
Unit 5: Performance Task 2: Individual Research-Based Essay and Presentation (35%)
Unit 6: Reflection

Course Description

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, reject biased and invalid arguments, use artistic work to determine beneficial innovation, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course 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.

Recommended Texts

“They Say, I Say” by Gerald Graff and Cathy Birkenstein

"The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams

“The Art of Innovation” by Tom Kelley

“Design Thinking for Innovation” by Jeanne Leidtka, Tim Ogilvie

“The Uninhabitable Earth” by David Wallace-Wells

Essentials for Success in this Course

1. Attendance/Tardiness/Discipline: The district policies will be followed and enforced. A seating chart will be put in place the second week of school, and you are expected to adhere to this, as it is meant to ensure focus and success for all students.

2. Responsibilities: You are responsible for the materials needed for this course. You will also be responsible for any and all work missed due to excused absences. Work missed due to unexcused absences will receive an automatic zero. Late work will be worth 50% late credit. No late work will be accepted after 5 school days since posted in the gradebook.
3. Preparation: Completion of homework and readings is essential. Being prepared gives you the opportunity to succeed on projects and assessments. As an AP Seminar student, you must understand that your studying is not finished until you have a thorough understanding of the topics covered in each unit. Not being prepared leads to poor performance and missing assignments.

4. Organization: You will be responsible for collecting handouts, taking notes, and keeping all these materials organized. In addition, you are responsible for keeping your online accounts, assignments, and materials easily accessible and manageable.

5. Participation: You are expected to participate in discussions and group work, answer when called upon, and be attentive to material being presented. Learning from others and sharing your learning is essential.

6. Respect: Respect the opinions and input of your classmates, their goals, and the goals of the teacher. Respect yourself by taking ownership of the things you produce, the knowledge you acquire, and the skills you learn.

7. AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information: 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 AP Seminar and/or AP Research 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 AP Seminar and/or AP Research 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.

8. Help: Check with your teacher during the daily READ session. You are strongly encouraged to meet with your teacher to discuss any problems you are having in this course. In addition, you can always reach out via email and will be responded to within 48 hours according to the district policy.

9. Evaluation: You should expect one primary literature reading per week for your interest topic with annotation in your research notebook.These will help you prepare for the summative assessments.

10. Exams: A final exam will be given to those students who do not take the AP test. The written final exam will be administered on the final exam date. The performance-based assessments which also will count toward final exam scores.
11. Writing Format: All typed assignments must follow the proper format pertaining to topic/discipline. See Google Classroom for handouts and web addresses to assist with this. Failure to do so will result in a significantly lower grade. You must be consistent with your appropriate MLA format.

12. Digital Portfolio: In an effort to assist students with proper citations and documentation of sources, turnitin.com will be used for ALL out of class papers (IRR and IWA). All work submitted via the digital portfolio must be turned in on time *without* any identifying information. You will learn how to convert Microsoft documents as well as Google docs to PDFs because this is the preferred format for College Board submissions. Whenever you submit rough drafts and final drafts of your writing to the digital portfolio, you will also submit a copy via Google classroom which will need to include identifying information.

13. Technology: It is required that you bring your laptop to school each day. This is a research class, and as a result, technology is a critical component to this process. Also, you should be enrolled in the Google Classroom. A Google Classroom join code will be provided to you in class. Assignments, handouts, notes, tutorials, and a calendar will be posted through this system and on the course website.

Additionally, research will undoubtedly involve various print and non-print primary and secondary sources. Students will be expected to use technology to access and manage information from databases that grant access to these sources. These may include, but are not limited to the CORE and DOAJ databases and EBSCO (http://bit.ly/APCapstoneEBSCO). Please keep all your reference materials in your 3 ring binder in the classroom.

Units of Study and Assessments

Unit 1: Scientific Innovation
Identity Argumentative Essay (800 words) Personal Multimedia Presentation (3 mins) Reflection

Unit 2: Sustainability
Problem-Based Argumentative Essay (1200 words) Solution-Based Presentation (Team) (8–10 mins) Oral Defense

Unit 3: Real World Problem and Breakthrough
Problem-Based Argumentative Essay (2000 words) Solution-Based Presentation (Individual) (6–8 mins) Oral Defense

Unit 4: Performance Task 1 (20% of AP Score) Individual Research Report (IRR) (50% of 20%) Team Multimedia Presentation and Defense (TMP) (50% of 20%)

Unit 5: Performance Task 2 (35% of AP Score) Individual Written Argument (IWA) (70% of 35%) Individual Multimedia Presentation (IMP) (20% of 35%) Oral Defense (10% of 35%)

AP Seminar End-of-the-Course Exam (45% of AP Score) or Final Exam

Unit 6: Reflection
Written Reflection Feedback and Survey for Teacher

Unit 1: Scientific Innovation

Weeks 1-3
Learning Objectives /Essential Knowledge: EK 1.1A1, 1.2A1, 1.2A2, 1.3A1, 1.4A3, 2.1A1, 2.1A2, 2.1A3, 2.1A4, 2.1B2, 3.1A1, 4.3A1, 4.3A2, 4.3A3, 4.3A4, 5.1B1, 5.1B4, 5.1C2

Enduring Understandings:	Essential Questions:
EU 1.1 Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions. EU 1.2 Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge. EU 1.3 The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible. EU 2.1 Authors express their ideas, perspectives and/ or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.	What is innovation? What is complexity? How do I define innovation? What are my academic interests? What makes good questions? What sources can I explore to enhance my understanding of the concept of innovation? What graphics or audio could enhance my presentation as well as my audience's understanding of innovation? How do the various sources I have chosen contribute to my overall theme and thesis regarding innovation? How does one learn to organize information? How should I give credit to the sources I have chosen? What citation style is appropriate to my writing? How does one express objective analysis? What level of comprehension am I looking for? How do competing arguments get resolved?

EU 3.1 Different perspectives often lead to competing and alternate arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation. EU 4.3 Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others. EU 5.1 How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context.	

Assessments
Formative Assessments:
f Discussions (in class and online)
f Brainstorming using SCAMPER (individually and in groups)
f Practice End-of-Course Exam (Parts A and B)
Summative Assessments:
f Innovation Argumentative Essay
f Innovation Personal Multimedia Presentation

Learning Plan
Activities/Tasks:
1. Students complete a preliminary search for sources that help to define innovation and share their sources in a classroom multimedia presentation. These will be a resource for the summative assessment.
2. Students will read "Design Thinking for Innovation" by Jeanne Leidtka, Tim Ogilvie to learn about breaking down design thinking's four stages (What is? What if? What wows? What works?) with case studies.
3. After reviewing Q.U.E.S.T. with the video clip (https://vimeo.com/204938786) and handout, students will work in groups to create posters that explain the purpose of the framework. Students will then present their poster to the class in groups.
4. Students will watch the TED talk "8 ways to fuel innovation" and complete the reflection.
5. Students will read and debate the first chapter "Innovation at the Top" from "The Art of Innovation" by Tom Kelley for innovation through multiple lenses. Focusing on human-centered design and cross-disciplinary collaboration.
6. Fishbowl debate preparation - current event based research question, "lens" concept map, mini lesson on finding sources via databases and credible websites, students will be assigned the position of a stakeholder and will find an article which reflects their assigned perspective

7. Article analysis - Students will complete EOC Part A (find the argument, claims and evidence) for their individual primary literature
8. Fishbowl Debate - students will engage in a debate, representing their stakeholder lens, regarding the research question. They will take turns in the inner circle. Students in the outer circle will contribute via a backchannel.
9. Reflection Journal - students will write in their reflection journals on a weekly basis in which they formally address the process, quality of work and collaboration that took place in class that week. Sample prompts include: ● In what areas did you improve this week? ● What are some ways that your group can improve its workflow? ● Which area of Q.U.E.S.T. do you feel the most comfortable? In what area can you show more growth? ● Which task was most challenging for you this week? Create a plan to improve on the next assignment. ● Have you attempted to find sources that oppose your own viewpoints? Why or why not? How can you make it a point to do more of this? ● Were you pleased with the quality of your work this week? Why or why not? ● What is one element of your work from this week that you're proud of? ● For student grading of sample EOC Part A and B - In which areas of the rubric were you strong? Where is there room for improvement? Be specific, using language from the rubric.

Summative Assessment
Your summative assessment for this unit is comprised of:
1. Innovation Argumentative Essay
800-word essay arguing your perspective on and definition of innovation. Specifically, you will convince readers that one specific aspect has the strongest influence on the innovation. You must defend your position using evidence from several sources, and you also have the option to include specific details of your own experiences/background.
2. Innovation Personal Presentation
A 2.5 - 3 minute in-class multimedia presentation during which you summarize your essay and convey your argument with classmates.
3. Innovation Reflection Writing
A short reflective piece that should include obstacles you encountered, why/how you chose your writing style as well as your citation style, and strengths and weaknesses of your essay and research processes.

Unit 2: Sustainability

Weeks 4-10
Learning Objectives /Essential Knowledges:
EK All from Unit 1 and 1.1B1, 1.3A2, 1.3A3, 1.4A1, 1.4A2, 1.4A3, 2.1B1, 2.2A1, 2.2A2, 2.2A5, 2.2B1, 2.2B2, 2.2B3, 2.2B6, 2.2C1, 2.3B1, 3.1A2, 4.1A1, 4.1A2, 4.1A4, 4.1A5, 4.2A1, 4.2A2, 4.2A3, 4.2A4, 4.2B1, 4.3A5, 4.5A1, 5.1D1, 5.1E1, 5.2B1, 5.2B2, 5.2B3, 5.2B4

Enduring Understandings:	Essential Questions: Is solar energy sustainable?

EU 1.1 Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions. EU 1.3 The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible. EU 1.4 The relevance and credibility of the source of information is determined by the context of its use. EU 2.1 Authors express their ideas, perspectives and/ or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically. EU 2.2 Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument. EU 2.3 Arguments have implications and consequences. EU 3.1 Different perspectives often lead to competing and alternate arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation. EU 4.1 Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation. EU 4.2 Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale. EU 4.3 Responsible participation in the scholarly community requires acknowledging	How do solar panel supply chains impact environmental justice? How can readers determine the validity of content and evidence? What is sustainability? How has the concept of sustainability changed over time? How does the media shape, as well as reflect, our definition of sustainability? What issues in the world are related to sustainability? What is the relationship between sustainability and innovation? To what extent are multiple perspectives (cultures and ideas) necessary when discussing sustainability? What are sustainable solutions? How will students effectively communicate with group members to create a cohesive argument? In what ways do different forms of media affect how an argument is perceived? What are the ecological trade-offs? How does this affect biodiversity?

and respecting the prior findings and contributions of others. EU 4.5 Arguments, choices, and solutions present intended and unintended opportunities and consequences. EU 5.1 How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context. EU 5.2 Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.	

Assessments
Formative Assessment:
f Discussions (in-class and online)
f Practice End-of-Course Exam (Parts A and B)
f RAVEN worksheets
f Team-building activities
f Brainstorming using SCAMPER (individually and in groups)

Summative Assessment:
f Problem-Based Argumentative Essay
f Solution-Based Presentation & Oral Defense (Team)

Learning Plan
1. Students will view a photograph of Adam Frus's "How Much is Left?" glass artwork which will elicit discussion regarding the Earth's natural resources.
2. Instructor will lead students through the complexities of lenses and perspectives, using the 17 Sustainable Development Goals from the United Nation to see framed support research topics
3. As students learn about line of reasoning, they will read the Fox Business article "Why People Opt Against Going Green" and create an outline of the argument, as well as any refutation of the argument.
4. As a time to practice line of reasoning, students will work with a partner to create another outline of BBC article Plastic Pollution in order to show their understanding of creating an argument.
5. Students will read the article about Autonomous Vehicles and relate it to sustainability. Through the ICE method (Introduce, Cite, Explain), students will practice writing paragraphs about sustainability and autonomous vehicles.

6. Students will synthesize the article Communication and Sustainability in Social Media with the article about Corporate Social Responsibility. Students will compare and contrast perspectives. Students will create a “dinner conversation” for different “guests” represented in the articles.
7. As students practice evaluating the credibility of sources, they will consider Alex Borach’s blog entry titled “Sustainability: Building a Consensus Between Liberals and Conservatives.” Students will choose to either critique or defend the credibility of this source as they search for evidence of bias.
8. Finally, students will reflect on the unit theme and read a portion of Henry David Thoreau’s Walden. This prompts students to consider individual responsibility.
9. Students will read and watch the following: Short review/article and Discovery Channel film about the power humans have and abuse of planet earth - http://www.yalescientific.org/2016/03/documentary-review-racing-extinction/ to examine our culture as it may be racing to extinction.
10. Students will now complete a practice Performance Task 1 with Sustainability in mind. The project consists of a research-based argument essay, presentation, and oral defense.
11. As students gather sources and information related to their team topic, they will use the Source Notes page to ensure that evidence and sources are organized as well as properly (formatted in MLA style).
12. Reflection Journal - students will write in their reflection journals on a weekly basis in which they formally address the process, quality of work and collaboration that took place in class that week. Sample prompts include: ● In what areas did you improve this week? ● What are some ways that your group can improve its workflow? ● Which area of Q.U.E.S.T. do you feel the most comfortable? In what area can you show more growth? ● Which task was most challenging for you this week? Create a plan to improve on the next assignment. ● Have you attempted to find sources that oppose your own viewpoints? Why or why not? How can you make it a point to do more of this? ● Were you pleased with the quality of your work this week? Why or why not? ● What is one element of your work from this week that you’re proud of? ● For student grading of sample EOC Part A and B - In which areas of the rubric were you strong? Where is there room for improvement? Be specific, using language from the rubric.

Summative Assessment
Your summative assessment for this unit is comprised of:
1. Sustainability Research Report
1200-word argumentative essay on a specific topic under the umbrella of the media. Your essay will acknowledge varying perspectives and showcase research through at least one lens.
2. Sustainability Solution-Based Team Presentation
An 8-10 minute in-class multimedia presentation during which each team presents a problem-solution type of argument about a sustainability related issue. While each individual’s essay focused on a different lens, the presentation will synthesize different perspectives and incorporate evidence from all students’ research/knowledge as well as further evidence gathered.
3. Oral Defense
Each team member will be asked one question related to his/her research or to the collaborative process of the team. These questions will be asked at the end of the presentation.

Unit 3: Real World Problem and Breakthrough

Weeks 11-17
Learning Objectives /Essential Knowledges:
EK All from Unit 1, Unit 2, and 1.1B2, 1.2A3, 1.5A1, 2.2A3, 2.2A4, 2.2B4, 2.2B5, 2.3A1, 3.2A1, 3.2A2, 4.1A3, 4.1A6, 4.1A7, 4.1A8, 4.1A9, 4.4A1, 5.1A1, 5.1A2, 5.1B2, 5.1B3, 5.1C1, 5.1C3, 5.2A1, 5.3A1, 5.3A2, 5.3B2

Enduring Understandings:	Essential Questions:
EU 1.1 Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions. EU 1.2 Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge. EU 1.5 There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry. EU 2.2 Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument. EU 2.3 Arguments have implications and consequences. EU 3.2 Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, one's own arguments can be situated within a larger conversation. EU 4.1 Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.	What is a breakthrough? Are breakthroughs always required for progress? How does one learn to be curious? When is it justified and productive to challenge the established norms and existing paradigms? How can various forms of media inspire people to act for breakthrough? Who gets to tell the story of a problem? What sources can I explore that will enhance my understanding of breakthroughs? What are the consequences of effective and ineffective problem solving? What are the factors to lead to meaningful breakthroughs? How do competing interests influence how problems are solved? To what extent do breakthroughs depend on political or societal support? How do the ideals of a leader shape the overall climate of a society? How is trust built in a leader? Who benefits, and who is harmed? What are the long-term moral consequences? How can people trust that the innovations are beneficial to them? Which arguments are more valid or trustworthy? How do you create a valid argument that incorporates a wide range of lenses and

EU 4.4 Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence. EU 5.1 How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context. EU 5.2 Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems. EU 5.3 Reflection increases learning , self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.	perspectives while staying true to your own perspective?

Assessments
Formative Assessment:
f Discussions (in-class and online)
f Practice End-of-Course Exam (Parts A and B)

Summative Assessment:
f Solution-Based Individual Written Argument
f Solution-Based Individual Multimedia Presentation & Oral Defense

Learning Plan
Activities/Tasks:
1. Students will create a classroom slides presentation about what real world problem they will try to solve. Students should prove they know how to navigate the databases individually at this point. Students will provide MLA formatted Works Cited entries for each article they choose.
2. Students will read "The Uninhabitable Earth" by David Wallace-Wells, New York Magazine, 2017 and discuss why climate change is the hardest problem to solve. What does it need such as global coordination, long-term sacrifice, and technological leaps, etc. Students will need to use at least two lenses to confront climate change.
3. EOC Part A - "Snoozers are, In Fact, Losers" (2015 Released Exam)
4. Can you tell fact from opinion? (Pew Research Center)
5. Mini lesson - identifying "fake news" and assessing the validity of sources, common fallacies, spurious correlations.

6. Assessing Credibility & Evaluating Arguments of sources - students will read two articles, complete ACE (EOC Part A practice), and determine credibility.
7. Students will contrast the arguments in the "Global Warming" article with a speech given by Barack Obama in 2017.
8. CRAAP/RAVEN - students will select an article of their own interest and complete and evaluate using these templates.
9. Students will read "10 Breakthrough Technologies in 2024" and debate: "Which Breakthrough Matters Most?" using evidence.
10. Students will design a breakthrough poster including science and societal impact to "Predict the Next Big Thing"
11. Formal Assessment - Mock EOC A - students will evaluate both sources for credibility and complete an EOC A for the credible source.
12. Reflection Journal - students will write in their reflection journals on a weekly basis in which they formally address the process, quality of work and collaboration that took place in class that week. Sample prompts include: ● In what areas did you improve this week? ● What are some ways that your group can improve its workflow? ● Which area of Q.U.E.S.T. do you feel the most comfortable? In what area can you show more growth? ● Which task was most challenging for you this week? Create a plan to improve on the next assignment. ● Have you attempted to find sources that oppose your own viewpoints? Why or why not? How can you make it a point to do more of this? ● Were you pleased with the quality of your work this week? Why or why not? ● What is one element of your work from this week that you're proud of? ● For student grading of sample EOC Part A and B - In which areas of the rubric were you strong? Where is there room for improvement? Be specific, using language from the rubric.

Summative Assessment
Your summative assessment for this unit is comprised of:
1. Individual Written Argument
A 2000-word essay in which you define the real world problem and the breakthrough in order for a possible solution. Your essay may take one of several forms in order to convey your understanding about some idea or thing. It is your personal definition based on your research and consideration of multiple perspectives.
2. Individual Multimedia Presentation & Oral Defense
A 6-8 minute in-class presentation delivered individually which involves presenting various solutions to your real world problem and breakthrough. You will need to use PowerPoint, Google Slides, or a similar mode of delivery. After your presentation, you will be asked two questions as part of the oral defense portion of the project.

Unit 4: Performance Task 1: Team Project and Presentation (20%)

Tentative Due Dates: Nov 12 (IRR) and Dec 12 (TMP)

Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides a defense to questions posed by the teacher.
This task consists of two components:
(1) Individual research report (IRR)
(2) Team multimedia presentation and oral defense (TMP)

Unit 5: Performance Task 2: Individual Research-Based Essay and Presentation (35%)

Students will be given a minimum of 30 in-school work days for Task 2.
Tentative Due Dates: Feb 19 (IWA) and March 5 (IMP)
The College Board will release cross-curricular source material representing a range of perspectives focused on a single theme or topic in early Jan. Students will 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 paper must refer to and incorporate at least one of the provided sources. This task consists of three components:
(1) Individual written argument (IWA)
(2) Individual multimedia presentation (IMP)
(3) Individual oral defense.
The release date for the source material is at the beginning of Jan. Students are allowed 30 school days to prepare the written report and multimedia presentation. Students have 30 school days to complete their research, compose their essays, and develop their presentations.

AP Seminar End-of-Course Exam (45%)

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of two components:
(1) Part A – Students are asked to analyze an argument using evidence and
(2) Part B – Students are asked to build their own arguments using at least two of the four 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.
**Students will either pay to take the AP exam in May or may take an in-class final exam. The in class final exam will mimic the AP Seminar End-of-Course Exam format. The final exam will only be required if a student chooses to not take the End-of-Course Exam in May. **

Unit 6: Reflection

After the AP and final exams are over, students will engage in the following activities. These activities serve the purpose of celebrating students' hard work throughout the school year, educating others about the Capstone program, reaching out to family and community members, and reflecting on the skills and knowledge learned in the school year. These tasks/activities include:

f Showcase of Research Projects
f Written Reflection
f Feedback Survey