

Advanced Placement Seminar

Curriculum/Content Area: Elective	Course Length: 2 Terms
Course Title: AP Seminar	Date last reviewed: 2016
Prerequisites: Grade 10-12 Students	Board approval date: December 2016

Desired Results

Course description and purpose

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 written essays, 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.

Enduring Understandings (EUs): <ol style="list-style-type: none">1. Complex issues and problems require exploration of numerous, often competing perspectives, the context surrounding those perspectives, and the reliability and credibility of those perspectives.2. Deep understanding of a concept or perspective requires both comprehension and analysis of the concept/perspective.3. Evaluating multiple perspectives and arguments allows for a better understanding of the complexities of an issue or topic.4. Building arguments through the synthesis of others' ideas recognizes and acknowledges their perspectives while also establishing one's unique voice.	Essential Questions (EQs): <ol style="list-style-type: none">1. How are solutions to complex issues and problems determined?2. How is a deep understanding of a concept or perspective developed?3. How can I build a credible argument?4. How can I effectively communicate an argument?
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5. An argument is effectively communicated when its purpose is clear, it is tailored to a specific audience and context, and it is conveyed through a medium appropriate and appealing to the intended audience.	
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Assessment Evidence

<p>Performance Assessment Options <i>May include, but is not limited to the following:</i></p> <ul style="list-style-type: none"> ● Team Project and Presentation <ul style="list-style-type: none"> ○ Individual Research Report ○ Team Multimedia Presentation and Defense ● Individual Research-Based Essay and Presentation <ul style="list-style-type: none"> ○ Individual Written Argument ○ Individual Multimedia Presentation ○ Oral Defense 	<p>Other assessment options <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> ● End-of-Course Examination <ul style="list-style-type: none"> ○ Three Constructed Response Prompts ○ Essay
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Unit Title: Question and Explore
<p>Guiding Questions:</p> <ul style="list-style-type: none"> A. How does the context of a problem or issue affect how it is interpreted or presented? B. How might others see the problem or issue differently? C. What questions have yet to be asked? D. What voices or perspectives are missing from my research? E. What do I want to know, learn, or understand? F. How does my research question shape how I go about trying to answer it? G. What information do I need to answer my question? H. What keywords should I use to search for information about this topic?
Standards:
<p>Disciplinary Literacy Standards</p> <p>WI.Literacy.R.1.11-12 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>

<p>WI.Literacy.R.2.11-12 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>WI.Literacy.R.8.11-12 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>WI.Literacy.W.8.11-12 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WI.Literacy.W.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.</p>	
Learning Targets:	
<ul style="list-style-type: none"> • I can contextualize and identify the complexities of a problem or issue. • I can pose questions and seek out answers that reflect multiple, divergent, or contradictory perspectives. • I can retrieve, question, organize, and use prior knowledge about a topic. • I can access and manage information using effective strategies. • I can evaluate the relevance and credibility of the source of information and data in relation to the inquiry. • I can identify the information needed for the context of the inquiry. 	
Assessment Evidence: <i>To be completed following AP Seminar Training</i>	
<p>Performance Assessment Options <i>May include, but is not limited to the following:</i></p> <ul style="list-style-type: none"> • 	<p>Other assessment options <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> •

Unit Title: Understand and Analyze
<p>Guiding Questions:</p> <ul style="list-style-type: none"> A. What strategies will help me comprehend a text? B. What is the argument's main ideas and what reasoning does the author use to develop it? C. Why might the author view the issue this way? D. What biases may the author have that influence his or her perspective? E. Does this argument acknowledge other perspectives?

F. How does this conclusion impact me and my community? Or my research?	
Standards:	
<p><i>Disciplinary Literacy Standards</i></p> <p>WI.Literacy.R.1.11-12 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>WI.Literacy.R.2.11-12 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>WI.Literacy.R.8.11-12 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>WI.Literacy.W.8.11-12 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WI.Literacy.W.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.</p>	
Learning Targets: <i>To be completed following AP Seminar Training</i>	
<ul style="list-style-type: none"> • I can employ appropriate reading strategies and read critically for a specific purpose. • I can summarize and explain a text's main idea or aim while avoiding faulty generalizations and oversimplification. • I can explain and analyze the logic and line of reasoning of an argument. • I can evaluate the relevance and credibility of evidence used to support an argument, taking context into consideration. • I can evaluate the validity of an argument. • I can connect an argument to broader issues by examining implications of the author's claim. • I can evaluate potential resolutions, conclusion, or solutions to problems or issues raised by an argument. 	
Assessment Evidence: <i>To be completed following AP Seminar Training</i>	
<p>Performance Assessment Options <i>May include, but is not limited to the following:</i></p>	<p>Other assessment options <i>May include, but are not limited to the following:</i></p>

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Unit Title: Evaluate Multiple Perspectives

Guiding Questions:

- A. What patterns or trends can be identified among the arguments about this issue?
- B. What are the implications and/or consequences of accepting or rejecting a particular argument?
- C. How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
- D. How can I explain contradictions within or between arguments?
- E. From whose perspective is this information being presented, and how does that affect my evaluation?

Standards:

Disciplinary Literacy Standards

WI.Literacy.R.1.11-12 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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WI.Literacy.W.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.

Learning Targets:

- I can identify, compare, and interpret multiple perspectives on or arguments about an issue.
- I can evaluate objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

Assessment Evidence: <i>To be completed following AP Seminar Training</i>	
Performance Assessment Options <i>May include, but is not limited to the following:</i>	Other assessment options <i>May include, but are not limited to the following:</i> <ul style="list-style-type: none"> •

Unit Title: Synthesize Ideas
<p>Guiding Questions:</p> <ul style="list-style-type: none"> A. How do I connect and analyse the evidence in order to develop an argument and support a conclusion? B. What line of reasoning and evidence would best support my argument? Is my reasoning logical? C. Are there other conclusions I should consider? D. What am I taking for granted? How do I acknowledge and account for my own biases and assumptions? E. What is the best way to acknowledge and attribute the work of others that was used to support my argument? F. How can I avoid committing plagiarism?
Standards:
<p>Disciplinary Literacy Standards</p> <p>WI.Literacy.R.1.11-12 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>WI.Literacy.R.2.11-12 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>WI.Literacy.R.8.11-12 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>WI.Literacy.W.1.11-12 Write arguments focused on discipline-specific content.</p> <p>WI.Literacy.W.2.11-12 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WI.Literacy.W.8.11-12 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoiding plagiarism and overreliance on any one source and following a standard format for</p>

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WI.Literacy.W.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.

WI.Literacy.SL.1.11-12 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

WI.Literacy.SL.4.11-12 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and organization, development, substance, and style are appropriate to purpose audience and a range of formal and informal tasks.

Learning Targets:

- I can plan, produce, and present a cohesive argument, considering audience, context, and purpose.
- I can adhere to established conventions of grammar, usage, style, and mechanics.
- I can communicate information through appropriate media using effective techniques of design.
- I can adapt an argument for context, purpose, and/or audience.
- I can engage an audience by employing effective techniques of delivery or performance.
- I can provide individual contributions to overall collaborative effort to accomplish a task or goal.
- I can foster a constructive team climate, resolving conflicts and facilitating the contributions of all team members to address complex, open-ended problems.
- I can reflect upon and revise my writing, thinking, and creative processes.
- I can reflect upon experiences of collaborative effort.

Assessment Evidence: *To be completed following AP Seminar Training*

Performance Assessment Options

May include, but is not limited to the following:

Other assessment options

May include, but are not limited to the following:

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Unit Title: Team, Transform, Transmit

Guiding Questions:

- A. How can I best appeal to and engage my audience?
- B. What is the best medium or genre through which to engage my audience?
- C. What common misconceptions might my audience have?
- D. How might I adapt my argument for different audiences and situations?
- E. How might my communication choices affect my credibility with my audience?
- F. What contributions can I offer a team?
- G. What is the benefit of revision?
- H. How can I benefit from reflecting my own work?

Standards:

Disciplinary Literacy Standards

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WI.Literacy.W.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.

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