



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
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RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

Multicultural High School

11th Grade AP Capstone Seminar Syllabus

*****Note: The details of this syllabus are subject to change.*****

College Board Course Description

In AP Seminar, we will explore various academic and real-world topics and issues from many perspectives by asking questions and conducting research. We will practice reading and analyzing articles, research studies, foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. We will learn to connect information from multiple sources, develop original perspectives in research-based written essays, and design and deliver verbal and visual presentations, both individually and as part of a team. Ultimately, you will collect, analyze, and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments through critical thinking.

Goals

The goals of the AP Seminar course include:

- ★ Engage students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
- ★ Extend students' abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.
- ★ Empower students to collect and analyze information with accuracy and precision.
- ★ Cultivate students' abilities to craft, communicate, and defend evidence-based arguments.
- ★ Provide opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their interest and curiosity.

Plagiarism Policy

Adherence to College Board AP policies is critical to producing valid AP scores. According to the CollegeBoard, "Violations of program policies and/or exam procedures may result in the cancellation of student scores and/or the school being withdrawn from the AP Capstone program by the College Board's AP Program." Therefore, this course adheres rigorously to the



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AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information, which is reproduced below:

“Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

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.”

To the best of their ability, teachers will ensure that students understand ethical use and acknowledgment of the ideas and work of others, as well as the consequences of plagiarism. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

Framework – QUEST Big Ideas

Students develop and apply discrete skills as identified within the following five big ideas:

- ★ **Big Idea 1:** Question & Explore
- ★ **Big Idea 2:** Understand & Analyze
- ★ **Big Idea 3:** Evaluate Multiple Perspectives
- ★ **Big Idea 4:** Synthesize Ideas
- ★ **Big Idea 5:** Team, Transform, & Transmit



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Additionally, each **Big Idea** is connected to:

- **Enduring Understandings (EU):** Long-term takeaways for each Big Idea
- **Learning Objectives (LO):** Goals that students need to accomplish in order to develop EUs
- **Essential Knowledge (EK):** Basic facts that students need to know in order to master LOs

Skills Development through Inquiry-Based Units

During our school's three trimesters, there will be a total of six inquiry-based units of study which will align with both the QUEST framework and the required AP Seminar assessments:

Term 1:

- ★ **Unit 1:** Culture
- ★ **Unit 2:** Social Responsibility

Term 2:

- ★ **Unit 3:** Fallacies
- ★ **Unit 4:** Presentation Skills

Term 3:

- ★ **Unit 5:** Innovation & Change
- ★ **Unit 6:** Future Goals

College Board Performance Tasks

During the AP Seminar course, students complete the following assessments: two through-course performance tasks and an end-of-course exam, while adhering to AP College Board policies to ensure the validation of their scores. Performance tasks will be completed after Unit 3.

The following assessments are summative and are used to calculate a final AP Score (using the 1–5 scale) for AP Seminar.

Performance Task #1: Team Project & Presentation

Task Overview:

Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue.



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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.

Scoring:

- ★ **Individual Research Report** (1,200 words): *Internally scored, externally validated*
■ **Due: December 13, 2024**
- ★ **Team Multimedia Presentation & Oral Defense** (8-10 minutes, plus defense questions): *Internally scored*
■ **Due: December**

Weight:

20% of overall AP Seminar score

Performance Task #2: Individual Research-Based Essay & Presentation

Task Overview:

The College Board's AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic. 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 paper must refer to and incorporate at least one of the provided sources.

Scoring:

- ★ **Individual Written Argument** (1,200 words): *Internally scored, externally validated*
■ **Due: TBA**
- ★ **Individual Multimedia Presentation** (6-8 minutes): *Internally scored*
■ **Due: TBA**
- ★ **Oral Defense** (two questions from the teacher): *Internally scored*

Weight:

35% of overall AP Seminar score



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Performance Task #3: AP Seminar End-of-Course Exam

Task Overview:

During the AP Exam administration window, students take the AP Seminar End-of-Course Exam. The exam consists of four items: three short-answer questions and one essay question.

Scoring:

- ★ **Three Short-Answer Questions** (analysis of argument in a single source or document): Externally scored
- ★ **One Essay Question** (synthesizing and creating an evidence-based argument): Externally scored
- o **Test Date: TBA**

Weight:

45% of overall AP Seminar score

Published Materials

To meet the course objectives, additional current media, magazines, journals, newspapers, and other secondary and primary sources may be included, as the instructor deems appropriate.

- The inquiry-based nature of the AP Seminar course requires activities and assessments from a variety of resources (e.g., 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., SIRS, GALE, Google Scholar) that grant access to secondary and primary sources.

Evaluation and Grading

Assessment

Skill-based assessments include, but are not limited to:



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- ★ Inquiry-based assessments
- ★ In-class timed writings: Analysis, argument, synthesis
- ★ Reflections
- ★ Team projects: Team building, cooperative learning, group presentations
- ★ Writing activities and assignments
- ★ AP preparation: Skill-based activities, practice essays
- ★ Online and physical portfolios

Grading Scale

A: 90 and above

B: 80 - 89

C: 74 - 79

D: 70 - 73

F: 69 or below

MHS Grading Policy

Classwork ● Cornell Notes ● Participation ● Formative Assessments	15% 10% 5%	30%
Homework		10%
Assessments ● Quizzes/Exit Slips ● Projects ● Summative Tests ● Final	10% 20% 20% 10%	60%
	Total	100%

College Board Course Work



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This course requires students to complete a number of tasks in preparation for the AP Seminar formal assessments. It is expected that students thoroughly and thoughtfully complete all work assigned in this course, regardless of whether the assignment receives a grade.

Class participation is extremely important. This includes attendance, reading comprehension activities, reflections, taking research notes, rewriting drafts, peer review (in class), and team meeting sessions (in class and at home).

In-Class Participation

Students must come prepared to participate actively in discussions, both online and in class. Evaluation will be based on how student participation (comments, ideas, and questions) helped to enhance and/or advance our overall collective understanding through critical discussion and listening.

The following criteria will be used to assign the participation component of the student's overall grade:

A: Highly Effective Participant: Near perfect attendance; insightful questions and comments; clearly completes the reading and goes beyond by introducing other relevant material.

B: Consistent Participant: Good attendance; thoughtful questions and comments; clearly completes the reading.

C: Occasional Participant: Regular attendance; sporadic involvement in discussions that is often based on personal opinion, rather than analysis of class material.

D: Observer: Regular attendance, but does not get involved in class discussions.

F: Occasional Observer: Sporadic attendance; no participation in class.

Expectations for Academic Success

- **Attendance/Tardiness/Discipline:** The school policies will be followed.
- **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 and late work will be penalized.
- **Preparation:** Completion of homework and readings is essential. Being prepared gives you the opportunity to succeed on tests and quizzes. Not being prepared leads to poor performance and missing assignments.



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- **Organization:** You will be responsible for collecting handouts, taking notes, and keeping all these materials organized.
- **Participation:** You are expected to participate in discussions and group work, answer when called upon, and be attentive to material being presented.
- **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.
- **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 will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task.
- **Help:** Check with your teacher. She is often available before/after school or during the school day. You are strongly encouraged to meet with the teacher to discuss any problems you are having in this course.
- **Commitment:** It is expected that all students have made a year-long commitment to this course and will continue on to the AP Research course next year.
- **Evaluation:** You should expect one major, summative assessment for each unit. These will be in diverse formats. You will be given multiple practice formative assignments, which will help you prepare for the summative assessments.