

AP Seminar: Conversations in Change



- Builds CONFIDENCE and CAPACITY so that students find success in college classes
- Coaches students along a Q.U.E.S.T. to become scholars
- Introduces students to academic lenses across the curriculum
- Empowers students to craft and communicate evidence-based solutions to real world problems

College Board Course Description:

AP Seminar is a foundational course that introduces students to the skills they will need to be successful AP students. Students engage in analysis and conversations of academic and real-world topics that interest them.

Using an inquiry framework, students practice analyzing articles, research studies, and philosophical texts, viewing speeches and experiencing artistic 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. Students who take and pass the AP exam for AP Seminar will be eligible to take AP Capstone their senior year. Students who pass the AP exams for AP Seminar, AP Capstone and four additional AP courses will earn an AP Diploma from the College Board.

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Curriculum Requirements as established by the College Board:

During the AP Seminar course, students complete the following assessments for the College Board: two performance tasks and an end-of-course exam. All performance tasks must adhere to College Board policies to ensure the validation of student scores.

Performance Task #1: Team Project and Presentation (20% of AP score)

Task Overview: 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.

- Individual Research Report (1,200 words/5 pages)
- Team Multimedia Presentation and Defense (8–10 minutes, plus defense questions): Internally scored

Performance Task #2: Individual Research-Based Essay and Presentation (35% of AP score)

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.

- Individual Written Argument (2,000 words/8 pages)
- Individual Multimedia Presentation (6–8 minutes): Internally scored
- Oral Defense (two questions from the teacher): Internally scored

Performance Task #3: AP Seminar End-of-Course Exam (2 Hours) (45% of AP Score)

Task Overview: During the AP Exam administration window, students take the AP Seminar End-of-Course Exam. The exam consists one reading analysis and a synthesis essay.

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

Course Outline

September	Unit 1: How can you become a scholar?	Topic: Proliferation of Technology Practice Analysis of single source or document Practice Evidence-based argument
October	Unit 2: How can you join the conversation?	Topic: Poverty Practice Analysis of single source or document Practice Group Presentation Practice Evidence-based argument
November	Unit 3: How can you deepen the conversation?	Topic: Inequality Practice Analysis of single source or document Practice Literature Review Practice Group Presentation
December – February	Unit 4: Performance Task 1 - Can you work in a community of scholars?	Topic: Climate Change Practice Analysis of single source or document Independent Research Report (Literature Review) Group Presentation
February – April	Unit 5: Performance Task 2 - Can you be a scholar?	Topic: TBD by College Board Practice Analysis of single source or document Individual Written Argument Group Presentation
May 12		End of Course Exam

How will my child be supported as they work towards these goals?

- **AP Seminar at WHS utilizes a team-teaching approach.** This course is taught by an ELA teacher with over 15 years of experience teaching AP Literature and AP Language as well as by a Social Studies teacher with 17 years of experience teaching AP European and AP Psychology. This allows your child to get the very best in skill instruction, science background, statistical analysis and historical context. In addition, both teachers have taught at the graduate and undergraduate levels. As such this course is designed to help students master these standards in a way that will get them ready for all future AP and college level classes.
- **AP Seminar at WHS utilizes a workshop approach.** Students will be given time in class to conduct the research for their projects, to write the papers, and the prepare for their presentations.
 - o Performance Task 1- 10 class periods given to gather and read research/12 to write the paper/10 to work on the presentation with your group.
 - o Performance Task 2 - 12 class periods given to gather research/14 to write the paper/7 to work on the presentation.
- **AP Seminar at WHS provides extensive online support.** Students have access to our course webpage at www.galushaapseminar.com which includes a daily calendar as well as every handout and presentation given in class.
- **AP Seminar at WHS teaches skills** – Students are given targeted explicit things they can immediately practice and implement in their reading and writing. For a full view of these supports, please see our handouts and presentations at www.galushaapseminar.com