AUBURN
SCHOOL DISTRICT
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INTRODUCTION – Course Pilot Evaluation

Course Name	AP Seminar	**Grade Level(s)**	10-12
Course Length	1 year, 2 semesters	**Course Code (s)**	LAN336; LAN337

Course Description

Advanced Placement (AP) Seminar (LAN 336, 337)
OPEN TO: 10, 11, & 12 Full Year Course *PREREQUISITE*: None
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.

Curricular Requirements

- 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.

- Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

- 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.

- Students develop an understanding of how to ethically use others' knowledge and ideas in their own work, avoiding plagiarism.

- Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic issue; consider options, alternatives, solutions, or resolutions; and develop a written report, multimedia presentation, and defense to communicate a conclusion or recommendation.

- 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.

- 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.

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The Course in Context & Sequence

AP Seminar allows students to immerse themselves in relevant and timely topics and to develop the analytic, research, problem-solving, and communication skills that lead to success in post-secondary learning. The interdisciplinary nature of the course complements the in-depth subject-matter study in traditional courses.

Necessary Elements for the Course

Students must have access to computers with high-speed Internet connections on school premises to conduct online research, complete multi-media presentations, and submit team & individual projects.

Teachers must have access to computers with high-speed Internet connections in order to participate in online training, conduct online research, and manage the scoring and submission of student work.

Teachers must complete curricular training prior to the first year of teaching the course. In addition, teachers must complete assessment scoring training during the first year of teaching the course.

AP Seminar Curriculum Framework

Overview of the Curriculum Framework

Based on the Understanding by Design (Wiggins and McTighe) model, this curriculum framework is intended to provide a clear and detailed description of the course requirements necessary for student success. This conceptualization will guide the development and organization of learning outcomes from general to specific, resulting in focused statements about content knowledge and skills needed for success in the course. The curriculum framework contains the following structural components:

- The course is organized around five **big ideas**. Tied to each big idea are several **essential questions**. These are open-ended questions that encourage students to think deeply about a topic, ask additional questions and investigate solutions, and develop the deeper conceptual understanding that the course seeks to foster.
- Within each big idea are several **enduring understandings**. These are the long-term takeaways related to the big ideas that a student should have after exploring the content and skills. These understandings are expressed as generalizations that specify what students will come to understand about the key concepts in the course. Enduring understandings are numbered to correspond to each big idea.
- Linked to each enduring understanding are the corresponding **learning objectives**. The learning objectives articulate what students need to be able to do in order to develop the enduring understandings. The learning objectives will become targets of assessment for the course. Learning objectives are numbered to correspond with the appropriate big ideas and enduring understandings.
- For each of the learning objectives, **essential knowledge** statements describe the facts and basic concepts that a student should know and be able to recall in order to demonstrate mastery of the learning objective. Essential knowledge components are numbered to correspond with the appropriate big ideas, enduring understandings, and learning objectives.

Big Idea 1: Question and Explore

Inquiry and investigation begin when students encounter information about complex issues and problems that stimulates their intellectual curiosity. They then continue the research process by developing a critical question about one or more of those complex issues or ideas. Seeking answers to such questions requires exploration of numerous, often competing perspectives; the context surrounding those perspectives; and the reliability and credibility of the perspectives. Through this exploration, students begin to develop their own perspectives, rather than simply accept those of others. They consider the purpose of their research — what is supposed to be achieved and why. Ideally, they also develop additional questions that lead to further inquiry. The intrinsic value of asking and answering questions cannot be overstated. Giving students the opportunity to dig deeper and feed their curiosity makes for meaningful discoveries and discussions.

Essential Questions

- How does the context of a problem or issue affect how it is interpreted or presented?
- How might others see the problem or issue differently?
- What questions have yet to be asked?
- What voices or perspectives are missing from my research?
- What do I want to know, learn, or understand?
- How does my research question shape how I go about trying to answer it?
- What keywords should I use to search for information about this topic?

Enduring Understandings (Students will understand that . . .)	**Learning Objectives** (Students will be skilled at . . .)	**Essential Knowledge** (Students will know that . . .)
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.	**LO 1.1A:** Identifying and contextualizing a problem or issue.	**EK 1.1A1:** Examining the perspe and ideas of others often leads t questions for further investigatic Inquiry begins with narrowing s of interest, identifying a problen issue and its origins within that and situating the problem or iss larger context.
	LO 1.1B: Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.	**EK 1.1B1:** Strong research quest open-ended and lead to an exan taking into account the complex problem or issue. **EK 1.1B2:** The inquiry process all one to draw upon curiosity and imagination to engage with idea explore approaches to **complex**

Note: The first time words from the glossary are used in the curriculum framework tables, they appear in b
The full glossary begins on page 107.

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
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.	**LO 1.2A:** Retrieving, questioning, organizing, and using prior knowledge about a topic.	**EK 1.2A1:** Understanding comes only through collection of infor but also from a variety of other (e.g., experience, external sourc cultural context, **assumptions**). **EK 1.2A2:** A variety of strategies brainstorming, concept mappin prewriting, exploration of space drafting) can be used to illustrat organize, and connect ideas. **EK 1.2A3:** Inquiry confirms or challenges one's existing unders assumptions, beliefs, and/or kno
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.	**LO 1.3A:** Accessing and managing information using effective strategies.	**EK 1.3A1:** Information used to ac a problem may come from vario **secondary sources** (e.g., articles studies, analyses, reports) and/o **primary sources** (e.g., original te works, material culture, or perso collected data such as from expe surveys, questionnaires, intervie observations, personal narrative **EK 1.3A2:** Online databases (e.g EBSCO, ProQuest, JSTOR, Goog Scholar) and libraries catalog ar secondary and some primary so **EK 1.3A3:** Advanced search tools, logic, and key words allow schol refine, focus, and/or limit their se based on a variety of factors (e.g. peer-review status, type of public
	LO 1.3B: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.	**EK 1.3B1:** The scope and purpos one's research and the credibilit sources affects the generalizabil the **reliability** of the conclusions **EK 1.3B2:** Credibility of evidence depends on use of sources and that are relevant and reliable (cu authoritative). **EK 1.3B3:** Determining the credib of a source requires considering evaluating the reputation and cre of the author, publisher, site own and/or sponsor; understanding a evaluating the author's perspecti research methods; and consideri others respond to their work. Sch articles are often peer reviewed, meaning the research has been r and accepted by disciplinary exp

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
EU 1.4: There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.	**LO 1.4A:** Identifying the information needed and selecting appropriate strategies to find or collect it.	**EK 1.4A1:** The way the problem situated, framed, or contextuali guide the inquiry process and i the type of information needed appropriate method of gatherin

Big Idea 2: Understand and Analyze

Developing understanding starts with comprehension of the concepts and perspectives under examination. Being able to summarize by identifying and explaining the salient ideas in a text is foundational. When students summarize and explain an author's perspective to others, they are building understanding. Students must comprehend a perspective or argument in order to be able to analyze it. That analysis — including consideration of the author's point of view and purpose, the reasoning and details the author selects, develops, and conveys, and the way the author chooses to situate those details — in turn leads to greater understanding of the topic or concept being explored. Students evaluate the strength of an argument by examining the line of reasoning and the quality of the evidence the author uses. This level of understanding allows students to recognize the implications and predict the consequences of an argument.

Essential Questions

- What strategies will help me comprehend a text?
- What is the argument's main idea and what reasoning does the author use to develop it?
- Why might the author view the issue this way?
- What biases may the author have that influence his or her perspective?
- Does this argument acknowledge other perspectives?
- How do I know whether something is true?
- What are the implications of these arguments?
- How does this conclusion impact me and my community? Or my research?

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
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.	**LO 2.1A:** Employing appropriate reading strategies and reading critically for a specific purpose.	**EK 2.1A1:** Reading critically m reading closely to identify the idea, tone, assumptions, cont perspective, line of reasoning evidence used. **EK 2.1A2:** Strategies active re use to preview and prioritize a text include skimming, scanni rereading, and questioning. **EK 2.1A3:** Strategies active re use to make meaning from te include annotating, note-takin highlighting, and reading alou **EK 2.1A4:** Perspectives are sha through written, spoken, visua performance texts. A perspect includes the writer's attitude/tc regarding the subject and is ex through an argument.

Enduring Understandings (Students will understand that . . .)	**Learning Objectives** (Students will be skilled at . . .)	**Essential Knowledge** (Students will know that . . .)
	LO 2.1B: Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.	**EK 2.1B1:** The main idea of ar argument is often expressed thesis statement, **claim**, or co or implied throughout a work
		EK 2.1B2: Artistic works (e.g., painting, film, music, dance) a perspective. Analysis of a w context, subject, structure, st aesthetic is critical to underst its aims.
	LO 2.1C: Summarizing and explaining the reasoning of an argument.	**EK 2.1C1:** Authors use reason support their arguments. The of reasoning is composed of or more claims justified throu evidence.
		EK 2.1C2: A lack of understan of the complexities of an argument (tone, **implications**, **limitations**, nuance, context) lead to oversimplification anc generalization.
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.	**LO 2.2A:** Identifying, explaining, and analyzing the logic and line of reasoning of an argument.	**EK 2.2A1:** **Inductive** reasoning specific observations and/or c points to identify trends, mak generalizations, and draw conclusions. **Deductive** reaso uses broad facts or generaliza to generate additional, more s conclusions about a phenome
		EK 2.2A2: An argument's line reasoning is organized based argument's purpose (e.g., to s causality, to define, to propos solution) to lead to a conclusi
		EK 2.2A3: Effective arguments acknowledge other arguments and/or respond to them with **counterarguments** (e.g., conc **refutation**, **rebuttal**).

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
	LO 2.2B: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.	**EK 2.2B1:** An argument's cont (time and purpose) and situat relation to other arguments) i its interpretation.
		EK 2.2B2: Writers use **qualitat** and/or **quantitative** evidence facts, data, observations, pre analogies, explanations, opin support their claims. Evidenc varying degrees of **validity**.
		EK 2.2B3: Authors strategicall evidence to support their clair
		EK 2.2B4: Writers appeal to (o possibly manipulate) readers a variety of strategies and tec (e.g., language, authority, qua fallacies, emphasis).
		EK 2.2B5: Evidence may be us identify and explain relationsl (comparative, causal, or corre and/or patterns and trends.
		EK 2.2B6: Credibility is compr when authors fail to acknowle and/or consider the limitation their conclusions, opposing v perspectives, and/or their owi
	LO 2.2C: Evaluating the validity of an argument.	**EK 2.2C1:** An argument is vali there is logical alignment bet the line of reasoning and the conclusion.
EU 2.3: Arguments have implications and consequences.	**LO 2.3A:** Connecting an argument to broader issues by examining the implications of the author's claim.	**EK 2.3A1:** The implications an consequences of arguments r intended or unintended.
	LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.	**EK 2.3B1:** Arguments are signifi have real-world impact becaus can influence behavior (e.g., ca action, suggest logical next ste

Big Idea 3: Evaluate Multiple Perspectives

Understanding the complexity of an issue, idea, or problem requires students to compare and contrast different perspectives. These multiple perspectives, which may support, oppose, compete with, or otherwise vary from one another, come together to create the conversation on the issue. Students must consider the biases and assumptions behind those perspectives in order to evaluate their relevance and importance in the conversation. Evaluating multiple perspectives and arguments allows students to better understand the complexities of an issue or topic.

Essential Questions

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

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
EU 3.1: Different perspectives often lead to competing and alternative arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.	**LO 3.1A:** Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.	**EK 3.1A1:** An individual's persp is influenced by his or her back (e.g., experiences, culture, edu assumptions, and worldview, a as by external sources. **EK 3.1A2:** Perspectives are no oppositional; they may be cor complementary, or competing
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.	**LO 3.2A:** Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.	**EK 3.2A1:** Critical thinkers are that some arguments may apj to emotions, core values, pers biases and assumptions, and **EK 3.2A2:** When evaluating mu perspectives or arguments, consideration must be given t how one's own personal biase assumptions can influence on judgment.

Big Idea 4: Synthesize Ideas

Once enough information is gathered and evaluated, students synthesize their accumulated knowledge, emerging ideas, and perspectives to form conclusions of their own. In order to situate their perspectives within the larger conversation, students must consider other perspectives and points of view. Strong arguments have a clear purpose and are grounded in a logical line of reasoning supported by carefully chosen and relevant evidence. Effective arguments analyze the material and develop a perspective on it. Information from other sources should not stand in for students' own thinking. The goal is for students to think critically about the information and then add to, not simply repeat, the ideas of others. Building arguments on the ideas of others recognizes and acknowledges their perspectives while also establishing one's unique voice in the conversation.

Essential Questions

- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical?
- Are there other conclusions I should consider?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How can I avoid committing plagiarism?

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
EU 4.1: Scholarly works convey perspectives and demonstrate effective lines of reasoning that have been selected for the intended audience, purpose, and situation.	**LO 4.1A:** Formulating a complex and well-reasoned argument.	**EK 4.1A1:** Effective arguments reason and evidence to convey perspective, point of view, or s version of the truth that is state implied in the **thesis** and/or co **EK 4.1A2:** Effective arguments supported and unified by care chosen and connected claims, reasons, and evidence. **EK 4.1A3:** Qualifiers place limits on how far a claim may be carri Effective arguments acknowled these limits, increasing credibili by reducing overgeneralization oversimplification. **EK 4.1A4:** Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., conce refutation, rebuttal).

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
		EK 4.1A5: The line of reasonir a clear, logical path leading tl audience through the reason conclusion.
		EK 4.1A6: The logic and reaso an argument may be deducti followed by evidence) or indu (evidence leads to a conclusi
		EK 4.1A7: A line of reasoning organized based on the argur purpose (e.g., to show causal evaluate, to define, to propos solution).
		EK 4.1A8: Claims and support evidence are arranged (e.g., s chronologically, order of impo to convey reasoning and relat (e.g., comparative, causal, correlational).
		EK 4.1A9: The same argumen organized, arranged, or suppo multiple ways depending on a and context.
EU 4.2: Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.	LO 4.2A: 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.	**EK 4.2A1:** Evidence can be co from print and non-print sour (e.g., libraries, museums, arcl experts, or data gathered in tl (e.g., interviews, questionnair observations).
		EK 4.2A2: Evidence is used to support the claims and reasor an argument. Compelling evi is sufficient, accurate, relevan current, and credible to suppo conclusion.
		EK 4.2A3: Evidence is chosen b on purpose (e.g., to align an ar with authority; to define a conc illustrate a process, or clarify a statement; to set a mood; to pr example; to amplify or qualify
	LO 4.2B: Providing insightful and cogent **commentary** that links evidence with claims.	**EK 4.2B1:** Commentary conne chosen evidence to the claim interpretation or inference, id patterns, describing trends, ar explaining relationships (e.g., comparative, causal, correlati

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
EU 4.3: Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.	**LO 4.3A:** Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.	**EK 4.3A1:** Plagiarism is a seri offense that occurs when a p presents another's ideas or w his or her own. Plagiarism m avoided by acknowledging sc thoroughly and accurately. **EK 4.3A2:** Source material sh introduced, integrated, or em into the text of an argument. **EK 4.3A3:** Quoted and paraph material must be properly att credited, and cited following manual. Quoting is using the words of others; paraphrasin restating an idea in one's owr **EK 4.3A4:** Academic discipline specific style guides for citing attributing sources (e.g., APA, Chicago, AMA).
EU 4.4: Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.	**LO 4.4A:** Extending an idea, question, process, or product to innovate or create new understandings.	**EK 4.4A1:** Innovative solution arguments identify and challe assumptions, acknowledge th importance of content, imagir explore alternatives, and enga reflective skepticism.
EU 4.5: Arguments, choices, and solutions present intended and unintended opportunities, consequences, and implications.	**LO 4.5A:** Offering resolutions, conclusions, and/or solutions based on evidence as well as considering consequences and implications.	**EK 4.5A1:** When proposing a s the advantages and disadvant the options and alternatives s be weighed against the goal v context.

Big Idea 5: Team, Transform, and Transmit

Collaboration, communication, and reflection are skills that provide opportunities for students to develop their learning. When collaborating, students draw upon their own strengths and the strengths of teammates to achieve a common goal.

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. Adhering to standard language conventions and engaging delivery techniques establishes a writer's or speaker's credibility with his or her audience.

Whether working alone or in a group, students reflect on their work and learning processes, which can lead to personal growth as well as even more effective inquiry, learning, and collaboration.

Essential Questions

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

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
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 and presented differently depending on audience, purpose, and context.	**LO 5.1A:** 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).	**EK 5.1A1:** An argument may i the following elements: ▸ Introduction: engages the a by providing background a context ▸ Thesis: conveys the main an argument ▸ Reasons, evidence, and com provide support for the argu ▸ Counterargument, conces refutation, and rebuttal: acknowledge and/or respc opposing arguments ▸ Conclusion: synthesizes re considers possible implicat for the future, and ties back introduction ▸ Bibliography: identifies wo

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
		EK 5.1A2: Coherence is achie when the elements and ideas an argument flow logically a smoothly. Transitions are use move the audience from one or idea to another by illustrat relationship between the eler ideas.
	LO 5.1B: Adhering to established **conventions** of grammar, usage, style, and mechanics.	**EK 5.1B1:** A writer expresses or attitude about a topic throu word choice, sentence structu imagery.
		EK 5.1B2: Effective sentences variety, emphasis, and interes through structure, agreement elements, placement of modi and consistency of tense.
		EK 5.1B3: Precision in word cl reduces confusion, wordiness redundancy.
		EK 5.1B4: Spelling and gramr errors detract from credibility
	LO 5.1C: Communicating information using effective techniques of design.	**EK 5.1C1:** Effective organizatio design elements (e.g., heading illustrations, pull quotes, captic lists) may aid in audience enga and understanding by calling a to important information and/c creating emotional responses i audience. Ineffective use or ov of these elements disrupts aud engagement and understandin
		EK 5.1C2: Data and other info can be presented graphically infographics, graphs, tables, r to aid audience understandin interpretation.
		EK 5.1C3: Effective communic requires choosing appropriate according to context, purpose audience.
	LO 5.1D: Adapting an argument for context, purpose, and/or audience.	**EK 5.1D1:** Arguments can be a by strategically selecting and emphasizing information cons audience, medium, and purpc
	LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance.	**EK 5.1E1:** Speakers vary elemer of delivery (e.g., volume, tempo movement, eye contact, **vocal v** energy) to emphasize informatic convey tone, and engage their a

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
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.	**LO 5.2A:** Providing individual contributions to overall collaborative effort to accomplish a task or goal.	**EK 5.2A1:** Knowing and comm one's strengths and challenges group allows one's contributio more effective.
	LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.	**EK 5.2B1:** Teams are built arou tasks. Low-risk teambuilding and simulations enhance a te performance. **EK 5.2B2:** Teams function at th when they understand the div of their social–cultural perspe talents, and skills. **EK 5.2B3:** Teams function at th when they practice effective interpersonal communication consensus building, conflict resolution, and negotiation. **EK 5.2B4:** Effective teams con the use of online collaborative
EU 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.	**LO 5.3A:** Reflecting on and revising their own writing, thinking, and creative processes.	**EK 5.3A1:** Reflection is an ong and recursive process in inqui leading to changes in underst Strategies for reflection may i journal writing, self-questioni drawing, exploration of space guided contemplation. **EK 5.3A2:** Learning requires p through an iterative process o thinking/rethinking, vision/rev and writing/rewriting.
	LO 5.3B: Reflecting on personal contributions to overall collaborative effort.	**EK 5.3B1:** Reflective contribut acknowledge the impact of the actions on the outcome of the efforts, noting the reasons for actions, assumptions made, a whether or not such actions a assumptions hindered or help achievement of the group's go

Pilot Evaluation *Page 1 of 3*

(To be completed by piloting instructor(s) at the end of the pilot period.)

Submitted by: *Kristine Brown & Crystal Conant* School: *AMHS & ARHS*

Content Area: *English Language Arts* Course Title: *Advanced Placement (AP) Seminar*

1. Describe how the pilot meets the academic needs of the students as outlined in the pilot proposal.

AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and themes by analyzing divergent perspectives. Using an inquiry framework, students 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. 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.

2. Describe outcomes of the pilot in regards to:

a. Common Core State Standards:

The academic expectations established by AP Seminar are served well by Common Core State Standards. Students who complete the performance tasks and inquiry based research requirements of AP Seminar are immersed in the "interdisciplinary approach to literacy promulgated by the [Common Core] Standards."

b. School Improvement Plan:

Each high school in Auburn has a goal to increase student achievement in English Language Arts. This pilot directly serves these plans by addressing the college & career anchor standards of the Common Core.

c. District Strategic Goals:

Goal 1 of the District Strategic Plan states that with district support, leadership, and guidance, each student will meet or exceed state and district standards, graduate on time, and be prepared for career and college.

The pilot supports this goal by providing a course designed to give students college level experience in research and critical thinking practices that are applicable in a wide array of subject areas.

d. Instructional Programs (Changes in current delivery methods/trainings staff development):

AP Training by the College Board and their support materials online.

e. Staff [increase or decrease staffing or require reassignment of existing staff including Student Support Services):

The additional of AP Capstone courses, AP Seminar & AP Research, may have staffing considerations. These courses offer students the opportunity to engage in complex, high level intellectual activity. Initial response has been positive as Auburn continues to provide college & career ready learning opportunities to address student need.

f. Materials and Equipment Cost (include initial and ongoing maintenance costs both to the district and building):

The Bedford Researcher, approximately $60 per book
16 hours of per diem compensation to score student assessments/performance tasks required for the course.
Technology to support individual online research on a daily basis.

g. Facilities:

None

h. Support Services (purchasing, maintenance, transportation, and food services):

None

3. Is the time allowed appropriate for the content to be taught?
   Yes

4. Feedback on the pilot from (or attach information):
   a. Staff—administrators and teachers
      This is seen as a GREAT class that appeals to a wide variety of students and gives students more opportunities to learn how to research and present really strong presentations.
   b. Students
      Students really enjoy the independent nature of the class - AND being able to collaborate in groups. They learn from each other, gaining new perspectives AND using each other's knowledge to write and edit papers.
   c. Parents
      Parents like that students are working together in groups and learning how to be accountable in group settings. This is a skill they see as being VERY useful going into college. They also appreciate that students are learning how to assess resources independently.
5. Describe unexpected or additional costs incurred as a result of the pilot.
   None

6. Describe additional changes or corrections needed (if any).
   None

PILOT EVALUATION	**SIGNATURES**	**DATE**
1. Originator/Pilot Lead Teacher		4-21-16
2. Team Leader		4-14-16
3. Principal Recommendation:		4/21/16

- [x] *Approve request*
- [ ] *Continuation of pilot*
- [ ] *Request Denied*

Comments:

PILOT EVALUATION	SIGNATURES	DATE
Curriculum, Instruction, & Assessment Committee Committee Recommendation: ☑ *Approve request* ☐ *Continue pilot*** ☐ *Deny request* Comments:		
Assistant Superintendent for K-12 Student Learning ☑ *Approve request* ☐ *Continue pilot*** ☐ *Deny request* Comments:	[signature]	5/3/16

*****Describe parameters of pilot continuation:***