

<p><i>Personal Welcome</i></p>	<p>Hi! Welcome to AP Seminar! I am eager to help you expand your research skills and explore your interests this year.</p>
<p><i>Course Highlights (topics, themes, areas of study)</i></p>	<p>Units of Study:</p> <ul style="list-style-type: none"> Unit 1: Introduction to AP Seminar, Joining the Conversation: Art and Ownership Unit 2: Justice Unit 3: Mock Performance Task 1: Home (topic subject to change) Unit 4: Mock Performance Task 2: Perception (topic subject to change) Unit 5: Performance Task 1 - see description below Unit 6: Performance Task 2 - see description below Unit 7: End-of-Course (EOC) Exam Practice - see description below Unit 8: Bridging to Research <p>During the AP Seminar course, students complete the following AP Capstone Performance-Based Assessments: two through-course performance assessment tasks and a written exam, while adhering to AP College Board policies to ensure the validation of their scores. Both Performance Assessment Tasks will be completed after Unit 4.</p> <p>[CR5] — Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.</p> <p>[CR6] — 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.</p> <p>The following summative assessments are used to calculate a final AP Score (1-5 scale) for AP Seminar. See table below for percentage breakdown of all of the components.</p> <p>Performance Task 1: Team Project and Presentation (completed in class)</p> <p>Task Overview - Students work in teams of four to five to identify, investigate, analyze, and evaluate an academic or real-world problem, question, or issue. Each team designs and/or considers options, alternatives, and approaches, and develops a written report and multimedia presentation to communicate its conclusion, solution, or recommendation.</p> <p>Performance Task 2: Individual Research-Based Essay and Presentation (completed in class)</p>



	<p>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.</p> <p>End-of-Course Exam: Written Exam (completed on Exam Day)</p> <p>Task Overview - During the AP Exam administration window, students take the AP Seminar written exam. The exam consists of four items (three short-answer and one essay question).</p>
<p>Course Connections to PPS Reimagined Vision</p>	<p>According to PPS Reimagined Vision, “A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.” In English 3-4, students will engage in frequent critical thinking around texts and non-text media, they will collaborate in partners and small groups, and they will examine issues of justice through reading, writing, speaking, and listening.</p>
<h3>Section 3: Student Learning</h3>	
<p>Prioritized Standards</p>	<p>The class is organized around the QUEST cycle’s five “big ideas” and all learning objectives (LO) and essential knowledge (EK) are tied to these ideas.</p> <ul style="list-style-type: none"> ● BIG IDEA 1: Question and Explore ● BIG IDEA 2: Understand and Analyze ● BIG IDEA 3: Evaluate Multiple Perspectives ● BIG IDEA 4: Synthesize Ideas ● BIG IDEA 5: Team, Transform, and Transmit
<p>PPS Graduate Portrait Connections</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inquisitive Critical Thinkers with Deep Knowledge <input type="checkbox"/> Powerful and Effective Communicators <input type="checkbox"/> Positive, Confident, and Connected Sense of Self
<p>Differentiation/ accessibility strategies and supports:</p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i></p> <p><i>Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents.</i></p>



	<p>504 Plans: <i>Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</i></p> <p>English Language Learners: <i>Strategies used in this class to address ELL needs will include, but are not limited to, the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Posting clearly defined objectives</i> <input type="checkbox"/> <i>Emphasizing key vocabulary</i> <input type="checkbox"/> <i>Providing clear expectation of tasks, slower speech, increased wait time, etc</i> <input type="checkbox"/> <i>Scaffolding techniques like think-alouds to support student understanding</i> <input type="checkbox"/> <i>Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)</i> <input type="checkbox"/> <i>Using activities that integrate reading, writing, speaking and listening</i> <input type="checkbox"/> <i>Providing regular feedback</i> <p>Talented & Gifted: <i>Strategies used in this class to address TAG needs will include, but are not limited to, the following: Challenge prompts, flexible grouping, independent based learning, honors option.</i></p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p>N/A</p>
<p>Section 4: Cultivating Culturally Sustaining Communities</p>	
<p>Tier 1 SEL Strategies</p>	<p>Behavioral Expectations:</p> <p>At Franklin High School, in addition to following all school rules, we expect staff and students to:</p> <p>Strive to be...</p> <p>Thoughtful--We put time and effort into our work</p> <p>Respectful--We respect the diverse learning needs of our peers</p> <p>Organized--We are present and on time to class</p> <p>Neighborly--We greet others and interact positively</p> <p>Generous--We share our resources with each other</p>



<i>Shared Agreements</i>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):</p> <ul style="list-style-type: none"> ● Spend time in class establishing norms, posting those norms, reviewing them weekly and making amendments when needed. ● We will begin with these, and add as a class: <ul style="list-style-type: none"> ○ Be present: phones off and away ○ Follow the 3 W's ○ Be prepared to collaborate and self reflect ○ Step up, step aside (share your perspective, monitor air time) ○ Hold space for multiple perspectives & lived experiences ○ Be patient and flexible
	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> ● in our daily slideshows ● on my Canvas page
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Student surveys ● Grades/assignment completion data
<i>Student's Perspective & Needs</i>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● Get to know students ● Examine personal biases ● Recognize and celebrate students' languages and cultures ● Adapt policies, practices, and pedagogy ● Family and community involvement ● Respect their cultures ● Be mindful of intent vs impact
	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> ● Email ● Phone ● Remind ● Canvas
<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Positive feedback ● Displaying student work online or in the classroom (if possible)



	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● Regular check-ins ● Student surveys ● Written input ● Formative assessments ● Exit tickets
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> ● Nonverbal redirection, such as lightly tapping on the desk ● Talk to student (privately). <ul style="list-style-type: none"> ○ Reminder of expectations and or rules (quietly). ○ Talk outside classroom or after class. ● Call/email home to parent/guardian ● Conference with student, school support team, administrators, and parent/guardian
<p><i>Showcasing Student Assets</i></p>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> ● Creating space in the classroom and on Canvas for students to share their work ● Inviting student voice in our daily check ins

Section 5: Classroom Specific Procedures

<p><i>Safety issues and requirements (if applicable):</i></p>	<ul style="list-style-type: none"> ● Wear a mask at all times ● Maintain at least 3 feet of distance between peers and teacher when possible
<p><i>Coming & Going from class</i></p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> ● One student out with a pass at a time ● Return in a timely manner ● Maintain distance and wear mask when in the hallways
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> ● Paper and Notebook Work ● Canvas
	<p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <ul style="list-style-type: none"> ● Redirect to Canvas ● Meet during Tutorial or by appointment to support the student



<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <ul style="list-style-type: none"> ● Timeline: two weeks (Target class size for AP Seminar should be 20-24 students. This year, AP Seminar has approximately 30 students, so grading and giving feedback on student work will take longer.) ● What to look for on your returned work: <ul style="list-style-type: none"> ○ Major Assessments - Thorough feedback, both written and verbal, on Practice Performance Tasks, and completion scores on Official Performance Task drafts ○ Minor Assessments - points or percentage score representing levels of completion or proficiency, and written or verbal feedback (60% - 100%) ● Revision Opportunities: Students may revise most, if not all, low-scoring Summative Assignments (and some bigger Formative Assessments to improve writing, show proficiency, and earn a higher score.
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: MLA format for all essays
<i>Attendance</i>	If a student is absent, I can help them get caught up by: Canvas or meeting during Tutorial

Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> ● Required Texts
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> ● A PPS Chromebook with Charger ● Spiral Notebook: at least 100 pages – COLLEGE-RULED, at least 8.5x11 inches ● Blue, black, and other colored ink pens ● Glue Sticks ● Loose-leaf paper ● Highlighters and Sticky Notes for marking text ● Folder for handouts, assignments, readings <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <ul style="list-style-type: none"> ● Class Canvas Page
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> ● Canvas and Email

Section 7: Assessment of Progress and Achievement



<i>Formative Assessments</i>	<p>Also known as Minor Assessments. As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <ul style="list-style-type: none"> ● Warm Ups and Processes or Exit Slips ● Informal Writing (Dialogue Journals, Think Pair Shares, Etc.) ● Graphic Organizers ● Small Group & Partner Work ● Discussions ● Text Annotations ● Daily Class Assignments
<i>Summative Assessments</i>	<p>Also known as Major Assessments. As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</p> <ul style="list-style-type: none"> ● Components of Practice Performance Tasks <ul style="list-style-type: none"> ○ Individual Research Reports ○ Team Multimedia Presentation ○ Individual Written Argument ○ Individual Multimedia Presentation
<i>Student Role in Assessment</i>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> ● 1:1 and Small Group Check-Ins ● Peer and Self Assessment
<p>Section 8: Grades Progress Report Cards & Final Report Cards</p>	
<i>Assessing Grades</i>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> ● StudentVue (official gradebook) ● Canvas (for specific assignments turned in through Canvas)
	<p>I will update student grades at the following frequency: As soon as possible with the goal of every two to three weeks (Target class size for AP Seminar should be 20-24 students. This year, AP Seminar has approximately 30 students, so grading and giving feedback on student work will take longer.)</p>
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> ● A, B, C, D, NP (not passing) or P (passing) and NP (not passing)
<i>Final Report Card Grades</i>	<p>The following system is used to determine a student's grade at the end of the semester:</p>



60%: Major Assessments – Practice Performance Assessments - Writing and Presentations, etc.
40%: Minor Assessments – In-class writings and activities, reflections, assignments, group work, etc.

Grading Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% or below

Other Needed info (if applicable)

