



**Jackson Township High School  
English Department**

**Course Title:** AP Seminar (0130)

**Room:** C106

**Teacher(s):** Mr. Pienkowski - [japienkowski@jacksonsd.org](mailto:japienkowski@jacksonsd.org)

**Office Hours:** by appointment - check Google Classroom for office hours

**Required Materials**

- a. Charged Chromebook
- b. A 3-ring binder (1 inch) (3 Sections - Journal, Notes, & Classwork/Homework)
- c. Writing utensil (pen or pencil)
- d. Highlighter and Post-its

**Cell Phones**

- a. Cell phones will be placed in the pocket holder in the front of the classroom at the beginning of class and can be picked up at the end of class
- b. Focus, engagement, and participation are crucial to your success in this course

**Grading**

The English Department requires that the following grading policy be implemented:

- a. Participation 10%
- b. Homework 20% (*includes classwork*)
- c. Assessment 70% (*includes tests, quizzes, projects, & papers*)

**Participation**

- a. Students will receive credit for completing and contributing to classroom activities
- b. Absent students have the option to make up missed work within **two** days of the absence
- c. Being prepared counts for participation as well

**Homework**

- a. Homework is expected to be completed and turned in on its due date.

**Assessment: Tests, Quizzes, Essays, and Projects**

- a. Quizzes will be announced and unannounced; it is best always to be prepared.
- b. Tests will be announced at least **two** days before the day students must take them. If you are absent on test day, you must take the test upon return.
- c. School policy states that you have **five** days to make up missed tests.
- d. Late projects and/or essays **will not** be accepted.

### Attendance

- a. You are only allowed **eight** unexcused absences per semester in each class. If you exceed the allotted absences, you may be denied credit regardless of the grade that you may receive.

### Class Dismissal

- a. I ask that you remain seated and on task until I dismiss you for the day.
- b. I will decide when the class is over. If you are standing, you are staying.

### Restroom Policy

- a. You may use the restroom before or after a lesson or a lecture, but **PLEASE** do not interrupt the class in the middle of a lesson because you have to go to the bathroom. Please ask to leave the room at an appropriate time. Using your pass is a privilege that will be suspended if misused and/or abused.

### Reading

- a. You will be expected to read different genres, including novels, short stories, plays, and poetry. You are expected to read and consider **all** reading assignments. *\*\*You may be reading more than one work at a time.*
- b. The major works that we will be covering are:
  - i. *To Kill A Mockingbird*
    1. The unforgettable novel of a childhood in a sleepy Southern town and the crisis of conscience that rocked it, *To Kill A Mockingbird* became both an instant bestseller and a critical success when it was first published in 1960. It won the Pulitzer Prize in 1961. \*There is strong language and racial slurs and tones throughout the novel. *We will be watching the film after the novel.*
  - ii. *Night*
    1. *Night* is Elie Wiesel's masterpiece, a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi camps. In a substantive new preface, Elie reflects on the enduring importance of *Night* and his lifelong, passionate dedication to ensuring that the world never forgets man's capacity for inhumanity to man. \*There is strong language and prejudicial slurs and tones throughout the novel.
  - iii. *Macbeth*
    1. *Macbeth* is one of Shakespeare's finest plays and presents a man's conscience and the effect of guilt on his mind. In a dark and bloody play, *Macbeth* explores reality and illusion, witchcraft and the supernatural, ambition and kingship, the natural order, light and life, darkness and death, and blood and dead babies.

## **Reading (continued) - Independent Reads**

### *i. The Joy Luck Club*

1. In 1949, four Chinese women, recent immigrants to San Francisco, began meeting to eat dim sum, play mahjong, and talk. United in shared unspeakable loss and hope, they call themselves the Joy Luck Club. Rather than sink into tragedy, they gather to raise their spirits and money. "To despair was to wish back for something already lost. Or to prolong what was already unbearable." Forty years later, the stories and history continue. *We will be watching the film after the novel.*

### *ii. The Secret Life of Bees*

1. It tells the story of a fourteen-year-old white girl, Lily Owens, whose life has been shaped around the blurred memory of the afternoon her mother was killed. When Lily's fierce-hearted "stand-in mother," Rosaleen, insults three racists in town, they escape to Tiburon, South Carolina—a town that holds the secret to her mother's past. Taken in by an eccentric trio of black beekeeping sisters, Lily finds refuge in their mesmerizing world of bees, honey, and the Black Madonna. *We will be watching the film after the novel.*

### *iii. A Midsummer Summer's Dream*

1. A Midsummer Night's Dream is a comedy play written by William Shakespeare in about 1595 or 1596. The play is set in Athens and consists of several subplots that revolve around the marriage of Theseus and Hippolyta. Groups find themselves in a forest inhabited by fairies who manipulate the humans and are engaged in their own domestic intrigue.

## **Writing**

- a. Writing is also an essential life skill. My job is to teach you how to become a better writer. Formal essays that count as tests require the following:
  - On-time and complete the day that it is due
  - Typed - Double spaced
  - Times New Roman Font (size 12)
  - Occasionally multiple drafts
  - A proper heading:

Last Name Page #  
(in the header)

First Name Last Name

Mr. Pienkowski

English 0130-01

Date (DD Month YYYY)

### **Course Description**

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.

### **Course Learning Objectives:**

1. 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.
2. 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.
3. 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.
4. Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
5. 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.
6. 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.

*\*\*The workload is challenging and places a high level of expectation on student performance. Due to the nature of the course and many of the projects and assigned readings, students must be able to organize time wisely, both in and outside of class. Students will be expected to read and write daily, review notes, practice acquired skills, contribute to class discussions, and participate in group activities.\*\**

### **Course Materials:**

1. Chromebook
2. Collections Textbook (*Macbeth*)

3. Supplemental Novels (*To Kill A Mockingbird* and *Night*)
4. Notebook
5. Writing Utensil

### **College Board Grading Scale**

<b>AP Score</b>	<b>Credit Recommendation</b>	<b>College Grade Equivalent</b>
5	Extremely well qualified	A
4	Well qualified	A–, B+, B
3	Qualified	B–, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

*\*\*Please ensure you keep up with your work. Absences will truly affect your grade in this course. Please communicate with me immediately to arrange a makeup time and date.*

### **AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information**

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 coursework. 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.

### **Required Checkpoints and Affirmations for AP Capstone**

To ensure students are not using generative AI to bypass work, students must complete interim checkpoints with their teacher to demonstrate genuine engagement with the tasks. AP Seminar and AP Research students will need to complete the relevant checkpoints successfully to receive a score for their performance tasks. Teachers must affirm, to the best of their knowledge, that students completed the checkpoints authentically. Failure to complete the checkpoints will result in a score of 0 on the associated task.

In AP Seminar, teachers assess the authenticity of student work based on checkpoints that take the form of short conversations with students during which students make their thinking and decision-making visible (similar to an oral defense). These checkpoints should occur during the sources and research phase (IRR and IWA), and argument outline phase (IWA only).

In AP Research, students must complete checkpoints in the form of in-progress meetings and work in the Process and Reflection Portfolio (PREP). AP Seminar and AP Research teachers are also required to affirm, to the best of their knowledge, that the student's final submission is authentic student work.

College Board reserves the right to investigate submissions where there is evidence of the inappropriate use of generative AI as an academic integrity violation and request from students copies of their interim work for review.

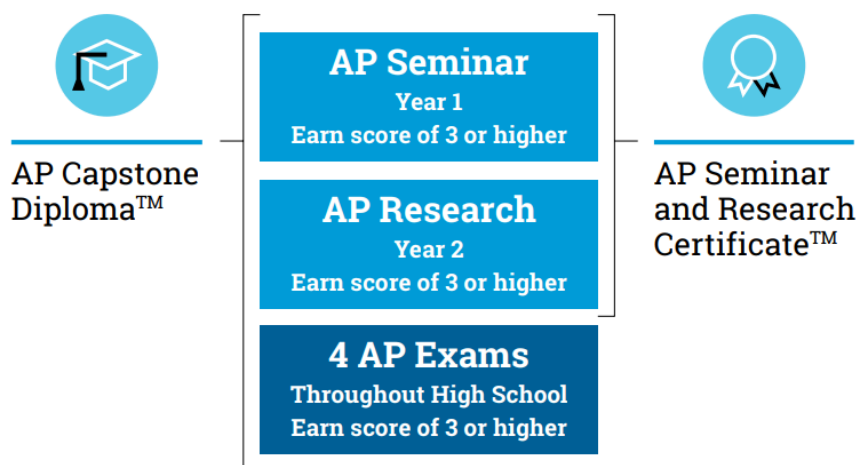
### **IMPORTANT**

This course will require students to work outside the classroom to achieve true success. If you ever feel overwhelmed, overworked, or confused, please don't hesitate to meet with me. Together, we'll find a solution to help you succeed. We will cover the school district's English 10 curriculum, as well as the AP Seminar units that align with the AP Exam, which you will take in May.

### **AP Seminar (Capstone)**

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate.



### **AP Seminar Assessment Structure**

Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

Coursework will focus on preparing students with the necessary skills for the following major assessment tasks that will together determine the overall AP score for the course:

- Part 1: Team Project and Presentation - 20% of AP Score
- Part 2: Individual Research-Based Essay and Presentation - 35% of AP Score

- Part 3: End-of-Course Exam - 45% of AP Score

### **Course Framework**

The AP Seminar course is organized around five big ideas that form the QUEST framework; students will use this framework as they explore issues and topics throughout the course. In-class activities and homework assignments will focus on developing skills and meeting the end-of-course objectives that are tied to each of the following elements of the QUEST framework below:

<b>Q-</b> Question and Explore	<b>E-</b> Evaluate Multiple Perspectives	<b>T-</b> Team, Transform,
<b>U-</b> Understand and Analyze	<b>S-</b> Synthesize Ideas	and Transmit

### **Course Context**

Through the QUEST framework, students will break down topics and issues by viewing them through specific lenses. Students will then use these lenses to analyze a number of debates, projects, and presentations throughout the year. The lenses are:

- |                |                             |                               |
|----------------|-----------------------------|-------------------------------|
| 1. Environment | 2. Political and Historical | 3. Artistic and Philosophical |
| 4. Scientific  | 5. Cultural and Social      | 6. Futuristic                 |
| 7. Economic    | 8. Ethical                  |                               |

### **Course Content Big Ideas**

#### **Big Idea 1: Question and Explore**

- You'll learn about the first step of doing research: inquiry and investigation.
- You'll practice:
  - Identifying a problem or issue and developing a question about it
  - Finding and organizing the information you need to answer the question
  - Evaluating the sources of information you use
  - Looking at the problem or issue from different perspectives

#### **Big Idea 2: Understand and Analyze**

- You'll learn to read, comprehend, and explain a perspective or argument.
- You'll practice:
  - Reading critically for a purpose
  - Explaining and analyzing the line of reasoning of an argument
  - Evaluating the evidence an author uses to support their argument
  - Assessing potential resolutions, conclusions, or solutions raised by an argument

#### **Big Idea 3: Evaluate Multiple Perspectives**

- You'll learn to compare and contrast different perspectives on an issue, idea, or problem so you can understand its complexity.
- You'll practice:
  - Identifying, comparing, and interpreting different perspectives on, or arguments about, an issue
  - Evaluating objections, implications, and limitations of different perspectives or arguments

#### **Big Idea 4: Synthesize Ideas**

- You'll learn to take information you've gathered, analyzed, and evaluated and use it to form your own conclusions and build your own argument.
- You'll practice:

- Formulating a well-reasoned argument
- Using data and information from various sources to develop and support an argument
- Linking evidence to claims
- Offering resolutions, conclusions, or solutions based on evidence

#### **Big Idea 5: Team, Transform, and Transmit**

- You'll learn to work alone and in a group to communicate your ideas to an audience.
- You'll practice:
  - Planning, producing, and presenting an argument while considering audience, context, and purpose
  - Communicating information through appropriate media
  - Using effective techniques to engage an audience
  - Contributing your own work to a group project

#### **Course Outline**

##### **Part I - September - Early December**

1. Part I will consist of the Team Project and Presentation

##### **Part II - Mid-December - April**

1. Part II will consist of an Individual Research Essay and Presentation

##### **Part III - May-June**

1. Part III will consist of the AP Seminar Exam and Final Project