



Dominican International School
台北市私立道明外僑學校
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.
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COURSE SYLLABUS

School Year	2025-26	Subject	AP Seminar
Teacher	B. Wolfe	Grade Level	G11

COURSE DESCRIPTION *From the 2024 AP Seminar Course and Exam 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 literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; 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 OBJECTIVES *Curricular requirements (CR) are mandatory elements of all AP courses, and they can be found in the 2024 AP Seminar Course and Exam Description. Course objectives listed below are designed strictly by applying the CRs.*

- **CR1** 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, andvsocial, artistic, and philosophical, political, and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.
- **CR2a** The course provides multiple opportunities for students to practice and refine their skills by engaging with the *QUEST* process: *Question/Understand/Evaluate/Synthesize/Transmit*.
- **CR2b** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: *Question and Explore* real-world topics that address individual interests of the AP Seminar student.
- **CR2c** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: *Understand and Analyze* concepts, arguments, and information learned in the *Question and Explore* process.
- **CR2d** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: *Evaluate Multiple Perspectives*.
- **CR2e** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: *Synthesize Ideas* that have been gathered, verified, and understood throughout the research process.
- **CR2f** Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: *Team, Transform, and Transmit* ideas and arguments developed in the collaborative research process.



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COURSE OBJECTIVES (cont.)

- **CR2g** Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: *Team, Transform, and Transmit* ideas and arguments developed in the collaborative research process.
- **CR2h** Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: *Team, Transform, and Transmit* ideas and arguments developed in the collaborative research process.
- **CR3** 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.
- **CR4** Students develop an understanding of how to ethically use others' knowledge and ideas in their own work, avoiding plagiarism.
- **CR5** 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.
- **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.

PRIMARY TEXTBOOKS AND OTHER RESOURCES

Primary Texts:

- *AP Seminar Course and Exam Description*. (2024). AP College Board.
- *AP Seminar Workshop Handbook and Resources* (2021). New York: College Board

Additional Texts:

The instructor will include various supplemental texts, such as sample papers and sample exams. Also, sample research sources will be used in preparation for Performance Task work.

ASSESSMENT

Assessments The *AP Seminar Course and Exam Description* (2020) prescribes the following end-of-course assessments:

IMPORTANT - AP College Board requires AP Seminar instructors to provide 30 classroom days each for students to complete both PT1 and PT2. Both tasks are considered part of the end-of-course exam structure. At no time during the 30-day task periods may the AP Seminar instructor read, edit, or recommend changes to student work. Any such involvement by the AP Seminar instructor will be considered cheating, and all work will be scored as a '0' for the school year.

Performance Task 1 (PT1)

20% of final score

A. Individual Research Report (IRR)

1. The IRR is a 1200-word literature review written individually but contributing to the team project that



comprises PT1.

Assessments (cont.)

2. The IRR represents one-half of the PT1 score, and 10% of the student's final AP Seminar score.
3. The IRR is not scored locally by the DIS AP Seminar teacher. IRRs are submitted to the AP Digital Portfolio no later than 30 April 2024. All IRRs are scored by a team of AP professional readers.

B. Team Multimedia Presentation (TMP)

1. The TMP is an audio-visual presentation of an argument developed collaboratively by the members of the PT1 teams.
2. The TMP represents one-half of the PT1 score, and 10% of the student's final AP Seminar score.
3. The TMP is scored locally by the DIS AP Seminar teacher. Scores are uploaded by the local teacher to the AP Digital Portfolio.

Performance Task 2 (PT2)

35% of final score

A. Individual Written Argument (IWA)

1. The IWA is a 2000-word argument written individually without classmate or teacher contribution.
2. The IWA represents seventy percent of the PT2 score, and 25% of the student's AP Seminar score.
3. The IWA is not scored locally by the DIS AP Seminar teacher. IWAs are submitted to the AP Digital Portfolio no later than 30 April 2024. All IRRs are scored by a team of AP professional readers.

B. Individual Multimedia Presentation (IMP)

1. The IMP is an audio-visual presentation of an argument developed individually after the completion of the IWA.
2. The IMP represents thirty percent of the PT2 score, and 10% of the student's final AP Seminar score.
3. The IMP is scored locally by the DIS AP Seminar teacher. Scores are uploaded by the local teacher to the AP Digital Portfolio.

End Of Course Exam A/B (EOC A/B)*

45% of final score

A. End Of Course Exam A (EOC/A)

1. The EOC/A is a 30-minute written analysis of a single argumentative essay.
2. The EOC/A represents 15% of the student's final AP Seminar score.

B. End Of Course Exam B (EOC/B)

1. The EOC/B is a 90-minute written argument developed from the reading of four stimulus materials.
2. The EOC/B represents 30% of the student's final AP Seminar score.

* – End of course exams are not scored locally by the DIS AP Seminar instructor. End of course exams are administered, completed, and collected locally and mailed to the AP College Board scoring center in New York City. End of course exams will be completed during the first full week of May.

Note on ALL AP Seminar final scores: DIS instructors are not involved in final AP assessment scoring, and are not permitted to inquire as to the scores or results achieved. No appeals process is available, and no inquiries will be answered.

Additional Assessments

AP Seminar students will submit weekly assignments that formatively assess their acquisition of the skills they need for the successful completion of the course. Those assignments include but are not limited to:



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- Document review and analysis
- Applying rubric elements to sample documents

Additional Assessments (*cont.*)

- Peer review critiques of assignments submitted by classmates
- Oral presentation practice
- Source credibility assessment
- Annotated bibliographies
- Resource collection and expansion

The AP Seminar instructor reserves the right to develop and assign various assessments that are not listed here but prove to be effective tools for measuring student progress. Some assignments will be labeled as “Quarter Project” or “Quarter Exam” assessments, per DIS academic grade book requirements.

ADDITIONAL INFORMATION

AP College Board requires that the following paragraph regarding plagiarism, from the AP Seminar Course and Exam Description (2021), be included in all syllabi:

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 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 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.

ACADEMIC DISHONESTY

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS.

Academic dishonesty includes but is not limited to the following:

- Purposely incorporating the ideas, words or sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one’s work;
- Representing another’s intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one’s own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student’s work.
- Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

****Any act of academic dishonesty will result in an automatic zero**



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on the entire assignment/learning task!**

First Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (August 12-15) <u>4 days of class</u> 11 - No students; final preparation day 15 - Opening Mass & Assumption of Our Lady, 1st Period	UNIT: Course Expectations and Requirements / Performance Task 1 (PT1) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Familiarize students with the AP Seminar performance task and end-of-course exam grading rubrics, so that they might successfully apply rubric requirements to sample submissions 2. Identify and explain successful elements of sample exam answers 3. Explain the team concept of PT1 i. Topics/Lenses/Roles/Synthesis ii. Forming an argument for the Team Multimedia Presentation MATERIALS: 1. <u>AP Seminar Course and Exam Description</u> (College Board pub.) 2. Samples of successful end-of-course exam essays and PT1 submissions 3. All AP Seminar scoring rubrics
Week 2 (August 18-22)	UNIT: Performance Task 1 (PT1) - The Individual Research Report (IRR) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Know and apply requirements in IRR Rubric Row 1 – <i>Understand and Analyze Context</i> 2. Read, analyze sample IRRs/source arguments in oral/written assignments MATERIALS: 1. <u>AP Seminar Course and Exam Description</u> (College Board pub.) 2. Samples of successful EOCA/IRR submissions 3. AP Seminar EOCA/IRR scoring rubric 4. Sample arguments for in-class analysis and annotation
Week 3 (August 25-29)	UNIT: Performance Task 1 (PT1) - The Individual Research Report (IRR) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Know and apply requirements in IRR Rubric Row 2 – <i>Understand/Analyze Argument</i> 2. Read, analyze sample IRRs/source arguments in oral/written assignments MATERIALS: 1. <u>AP Seminar Course and Exam Description</u> (College Board pub.) 2. Samples of successful EOCA/IRR submissions 3. AP Seminar EOCA/IRR scoring rubric 4. Sample arguments for in-class analysis and annotation
Week 4	UNIT: Performance Task 1 (PT1) - The Individual Research Report (IRR) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Know and apply requirements in IRR Rubric Row 2 – <i>Understand/Analyze Argument</i> 2. Read, analyze sample IRRs/source arguments in oral/written assignments MATERIALS:



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(September 1-5)	<ol style="list-style-type: none">1. <i>AP Seminar Course and Exam Description</i> (College Board pub.)2. Samples of successful EOCA/IRR submissions3. AP Seminar EOCA/IRR scoring rubric4. Sample arguments for in-class analysis and annotation
Week 5 (September 8-12)	<p>UNIT: Performance Task 1 (PT1) - The Individual Research Report (IRR)</p> <p>INSTRUCTIONAL FOCUS/OBJECTIVES:</p> <ol style="list-style-type: none">1. Know and apply requirements in IRR Rubric Row 3 – <i>Evaluate Sources and Evidence</i>2. Read, analyze sample IRRs/source arguments in oral/written assignments <p>MATERIALS:</p> <ol style="list-style-type: none">1. <i>AP Seminar Course and Exam Description</i> (College Board pub.)2. Samples of successful EOCA/IRR submissions3. AP Seminar EOCA/IRR scoring rubric4. Sample arguments for in-class analysis and annotation
Week 6 (September 15-19)	<p>UNIT: Performance Task 1 (PT1) - The Individual Research Report (IRR)</p> <p>INSTRUCTIONAL FOCUS/OBJECTIVES:</p> <ol style="list-style-type: none">1. Know and apply requirements in IRR Rubric Row 4 – <i>Understand/Analyze Perspective</i>2. Read, analyze sample IRRs/source arguments in oral/written assignments <p>MATERIALS:</p> <ol style="list-style-type: none">1. <i>AP Seminar Course and Exam Description</i> (College Board pub.)2. Samples of successful EOCA/IRR submissions3. AP Seminar EOCA/IRR scoring rubric4. Sample arguments for in-class analysis and annotation
Week 7 (September 22-26) 26 - G12 Career Educational Trip 24-26 - Pre-Exam Days	<p>UNIT: PT1 Review / Intro to End of Course Exam A (EOCA)</p> <p>INSTRUCTIONAL FOCUS/OBJECTIVES: Complete two EOCA practice tests</p> <p>MATERIALS:</p> <ol style="list-style-type: none">1. EOCA practice test packets2. EOCA rubrics
Week 8 (Sep. 29-Oct. 3) 1-2 - 1st Quarter Exams (half-days) 3 - No classes/Recrding day	<p>UNIT: End of Course Exam A (EOCA) Practice (Quarter Exam)</p> <p>INSTRUCTIONAL FOCUS/OBJECTIVES: Complete two EOCA practice tests (30 pts.)</p> <p>MATERIALS:</p> <ol style="list-style-type: none">1. EOCA practice test packets2. EOCA rubrics



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Second Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
6-Moon Festival (no classes)	
7-9 Teacher's Conference (no classes)	
Week 1 (11) (October 13-17)	UNIT: Week 1, Mock Performance Task 1 (PT1) - The Individual Research Report (IRR) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Assign teams / Present research topic options 2. Choose lenses / Begin collecting resources MATERIALS: 1. Samples of successful IRR submissions 2. AP Seminar EOCA/IRR scoring rubric
Week 2 (12) (October 20-24)	UNIT: Week 2, Mock Performance Task 1 (PT1) - The Individual Research Report (IRR) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Complete annotated bibliographies 2. Submit half-IRR draft MATERIALS: 1. Samples of successful IRR submissions 3. AP Seminar IRR scoring rubric
Week 3 (13) (October 27-31)	UNIT: Week 3, Mock Performance Task 1 (PT1) - Team Multimedia Presentations (TMP) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Prepare argument outline and slide decks 2. Film at least two rehearsal TMPs per team 3. Peer-review rubric scores MATERIALS: All presentation materials supplied by the students
Week 4 (14) (November 3-7)	UNIT: *Week 1, Performance Task 1 (PT1) - Individual Research Report (IRR) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Review PT1 rubrics and requirements 2. Topic selection, lens choices, and beginning of resource collection MATERIALS: 1. PT1 College Board rubrics (<i>posted Google Classroom</i>)



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3- Feast of St. Martin de Porres Mass	2. Course work assignment documents and rubrics (<i>posted Google Classroom</i>) * - <i>As of this week, the students are on the PT1 clock. PT1 is considered part of their final exam grade and requires five uninterrupted weeks of working time, allowing no intervention by the instructor, beyond general review of skills and requirements.</i>
Week 5 (15) (November 10-14)	UNIT: Week 2, Performance Task 1 (PT1) - Individual Research Report (IRR) INSTRUCTIONAL FOCUS/OBJECTIVES: Update annotated bibliographie and begin drafting IRR introduction MATERIALS: 1. PT1 College Board rubrics (<i>posted Google Classroom</i>) 2. Course work assignment documents and rubrics (<i>posted Google Classroom</i>)
Week 6 (16) (November 17-21)	UNIT: Week 3, Performance Task 1 (PT1) - Individual Research Report (IRR) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Drafting the full IRR (Thursday submission) 2. Team reading of all IRRs (Friday) MATERIALS: All research materials and drafts supplied to teammates by students
Week 7 (17) (November 24-28) 25-27- Pre-Exam Days 28- G12 2nd Quarter Exams	UNIT: Week 4, Performance Task 1 (PT1) - Team Multimedia Presentations (TMP) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Review TMP rubrics (<i>posted in Google Classroom</i>) 2. Submit presentation outline and slide deck 3. Submit oral defense response paragraphs MATERIALS: 1. PT1 College Board rubrics (<i>posted Google Classroom</i>) 2. Course work assignment documents and rubrics (<i>posted Google Classroom</i>)
Week 8 (18) (December 1-5) 5- Christmas Fair Whole Day	UNIT: Week 5, Performance Task 1 (PT1) - Team Multimedia Presentations (TMP) INSTRUCTIONAL FOCUS/OBJECTIVES: Final Recording of all presentations MATERIALS: All presentation materials supplied by the students
Week 9 (19) (December 8-12) 8- Foundation Day Mass, cake ceremony, and Class Party (half day) 11-12- 2nd Quarter Exams (half-days)	UNIT: End of Course Exam A (EOCA) Practice INSTRUCTIONAL FOCUS/OBJECTIVES: Complete two EOCA practice tests MATERIALS: 1. EOCA practice test packets 2. EOCA rubrics
December 15 to January 2 Christmas Break	



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Third Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (20) (January 5-9) 5 - Recording Day (No classes) 6 - First day of classes 9 - New Year Mass (1st period)	UNIT: Course Expectations and Requirements / Performance Task 2 (PT2) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Familiarize students with the AP Seminar performance task and end-of-course exam grading rubrics, so that they might successfully apply rubric requirements to sample submissions 2. Identify and explain successful elements of sample exam answers 3. Explain the differences between literature review (IRR) and arguments (IWA) MATERIALS: 1. <i>AP Seminar Course and Exam Description</i> (College Board pub.) 2. Samples of successful end-of-course exam essays and PT2 submissions 3. All AP Seminar PT2 scoring rubrics
Week 2 (21) (January 12-16)	UNIT: Performance Task 2 (PT2) - Individual Written Arguments (IWA) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Know and apply IWA Rubric Rows 1 & 2 – <i>Understand and Analyze Context</i> 2. Read, analyze sample IWAs/source arguments in oral/written assignments MATERIALS: 1. <i>AP Seminar Course and Exam Description</i> (College Board pub.) 2. Samples of successful EOCB/IWA submissions 3. AP Seminar EOCB/IWA scoring rubric 4. Sample arguments for in-class analysis and annotation
Week 3 (22) (January 19-23)	UNIT: Performance Task 2 (PT2) - Individual Written Arguments (IWA) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Know and apply requirements in IWA Rubric Row 3 – <i>Understand/Analyze Perspective</i> 2. Read, analyze sample IWAs/source arguments in oral/written assignments MATERIALS: 1. <i>AP Seminar Course and Exam Description</i> (College Board pub.) 2. Samples of successful EOCB/IWA submissions 3. AP Seminar EOCB/IWA scoring rubric 4. Sample arguments for in-class analysis and annotation
Week 4 (23) (January 26-30) 26-30- Catholic Week Activities	UNIT: Performance Task 2 (PT2) - Individual Written Arguments (IWA) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Know and apply requirements in IWA Rubric Row 4 – <i>Establish Argument</i> 2. Read, analyze sample IRRs/source arguments in oral/written assignments MATERIALS: 1. <i>AP Seminar Course and Exam Description</i> (College Board pub.)



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	<ul style="list-style-type: none">2. Samples of successful EOCB/IWA submissions3. AP Seminar EOCB/IWA scoring rubric4. Sample arguments for in-class analysis and annotation
Week 5 (24) (February 2-6)	UNIT: Performance Task 2 (PT2) - Individual Written Arguments (IWA) INSTRUCTIONAL FOCUS/OBJECTIVES: <ul style="list-style-type: none">1. Know and apply requirements in IWA Rubric Row 4 – <i>Establish Argument</i>2. Read, analyze sample IRRs/source arguments in oral/written assignments MATERIALS: <ul style="list-style-type: none">1. <i>AP Seminar Course and Exam Description</i> (College Board pub.)2. Samples of successful EOCB/IWA submissions3. AP Seminar EOCB/IWA scoring rubric4. Sample arguments for in-class analysis and annotation
Week 6 (25) (February 9-13) 13- Chinese New Year Celebration	UNIT: Performance Task 2 (PT2) - Individual Written Arguments (IWA) INSTRUCTIONAL FOCUS/OBJECTIVES: <ul style="list-style-type: none">1. Know and apply requirements in IWA Rubric Row 5 – <i>Select and Use Evidence</i>2. Read, analyze sample IWAs/source arguments in oral/written assignments MATERIALS: <ul style="list-style-type: none">1. <i>AP Seminar Course and Exam Description</i> (College Board pub.)2. Samples of successful EOCB/IWA submissions3. AP Seminar EOCB/IWA scoring rubric4. Sample arguments for in-class analysis and annotation
February 16-20 Chinese New Year Holiday	
Week 7 (26) (February 23-27) 24-26 - Pre-Exam Days 27 - National Holiday (No school)	UNIT: End of Course Exam A (EOCA) Practice INSTRUCTIONAL FOCUS/OBJECTIVES: Complete two EOCA practice tests MATERIALS: <ul style="list-style-type: none">1. EOCA practice test packets2. EOCA rubrics
Week 8 (27) (March 2-6)	UNIT: PT2 Review / Intro to End of Course Exam B (EOCB) INSTRUCTIONAL FOCUS/OBJECTIVES: Complete two EOCB practice tests MATERIALS: <ul style="list-style-type: none">1. EOCB practice test packets2. EOCB rubrics
Week 9 (28) (March 9-13) 13 - 3rd Quarter Exams (half-day)	UNIT: End of Course Exam A (EOCB) Practice (Quarter Exam) INSTRUCTIONAL FOCUS/OBJECTIVES: Complete two EOCB practice tests (48 pts.) MATERIALS: <ul style="list-style-type: none">1. EOCB practice test packets2. EOCB rubrics



Fourth Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (29) (March 16-20) 16 - 3rd Quarter Exams (half-day) 17 - 4th Quarter Begins 20-House Movie Night and Club Fair	UNIT: Week 1, Mock Performance Task 2 (PT2) - Individual Written Arguments (IWA) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Assign teams / Present research topic options 2. Choose lenses / Begin collecting resources MATERIALS: 1. Samples of successful IWA submissions 2. AP Seminar EOCB/IWA scoring rubric
Week 2 (30) (March 23-27)	UNIT: Week 2, Mock Performance Task 2 (PT2) - Individual Written Arguments (IWA) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Complete annotated bibliographies 2. Submit half-IWA draft MATERIALS: 1. Samples of successful IWA submissions 3. AP Seminar IWA scoring rubric
March 30 to April 6 Easter/Spring Break	
Week 3 (31) (April 7-10) 9 - Easter Mass (1st period)	UNIT: *Week 1, Performance Task 2 (PT2) - Individual Written Arguments (IWA) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Review PT2 rubrics and requirements 2. Topic selection and beginning of resource collection MATERIALS: 1. PT2 College Board rubrics (<i>posted Google Classroom</i>) 2. Course work assignment documents and rubrics (<i>posted Google Classroom</i>) * - <i>As of this week, the students are on the PT2 clock. PT2 is considered part of their final exam grade and requires five uninterrupted weeks of working time, allowing no intervention by the instructor, beyond general review of skills and requirements.</i>
Week 4 (32) (April 13-17)	UNIT: Week 2, Performance Task 2 (PT2) - Individual Written Arguments (IWA) INSTRUCTIONAL FOCUS/OBJECTIVES: Update annotated bibliographies and draft argument outline with thesis statement MATERIALS: 1. PT2 College Board rubrics (<i>posted Google Classroom</i>) 2. Course work assignment documents and rubrics (<i>posted Google Classroom</i>)
Week 5 (33) (April 20-24)	UNIT: Week 3, Performance Task 2 (PT2) - Individual Written Arguments (IWA) INSTRUCTIONAL FOCUS/OBJECTIVES: Complete first IWA draft MATERIALS:



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20-24 - AP Mock Exams	1. PT2 College Board rubrics (<i>posted Google Classroom</i>) 2. Course work assignment documents and rubrics (<i>posted Google Classroom</i>)
Week 6 (34) (April 27-May 1) 28-30 - Pre-Exam Days 1 - Labor Day (No school)	UNIT: Week 4, Performance Task 2 (PT2) - Individual Multimedia Presentation (IMP) INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Review IMP rubrics (<i>posted in Google Classroom</i>) 2. Submit presentation outline and slide deck (Friday) 3. Submit oral defense response paragraphs (Friday) MATERIALS: 1. PT2 College Board rubrics (<i>posted Google Classroom</i>) 2. Course work assignment documents and rubrics (<i>posted Google Classroom</i>)
Week 7 (35) (May 4-8) 4-14 - Final Exams (K2/G5, G8, G12) 4-15 - AP Exams	UNIT: Week 5, Performance Task 2 (PT2) - Individual Multimedia Presentation (IMP) INSTRUCTIONAL FOCUS/OBJECTIVES: Final Recording of all presentations MATERIALS: All presentation materials supplied by the students
Week 8 (36) (May 11-15) 13-14 - 4th Quarter Exams (Undergraduate half-day) 15 - Recording Day (No classes)	UNIT: AP Seminar End-Of-Course Exams INSTRUCTIONAL FOCUS/OBJECTIVES: Pre-Exam Preparation MATERIALS: All review materials dependent on student requests
Week 9 (37) (May 18-22) 18 - Gr5 Recollection & Mass 19 - G8 Recollection & Mass 20 - G12 Recollection 20 - Baccalaureate Mass (Whole School) 19 - LS Sports Day / G6 & 7 Field Trip 19-22 - Student Clearance Days 21 - MS/HS Sports Day 21 - High School Field Trip 22 - House Culminating Activity	UNIT: Transition to AP Research INSTRUCTIONAL FOCUS/OBJECTIVES: 1. Familiarization with AP Research tasks and rubrics MATERIALS: 1. <i>AP Research Course and Exam Description</i> (College Board pub.) 2. Samples of successful AP Research final paper and oral presentation submissions 3. AP Research rubrics
Week 10 (38) (May 25-29) 25 - K2 Graduation/Gr. 5 Promotion 26 - G8/G12 Graduation 28 - Last day for students 29 - Last day for Teachers/Staff Meeting	ACADEMIC YEAR COMPLETE

“Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán”