

AP CAPSTONE - RESEARCH
Mrs. Andrea Green

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Welcome to AP Capstone: Research!

AP Research allows students to thoroughly explore an academic topic, problem, or issue of individual interest. Through this exploration, students will design, plan, and conduct a year-long research-based investigation to address a focused research question. In the AP Research course, students maximize skills acquired in the AP Seminar course by understanding research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information as they address their focused research question. Students will record work and collaboration in skill development, artifact research, and reflection in the development of their scholarly creation in an online digital portfolio. The course culminates in an Academic Paper (AP) of 4000 ~~5000~~ words (accompanied by a performance or exhibition of product where applicable) and a Presentation with an Oral Defense (POD).

Goals

Although the focused area of each research study will vary, the course requires students to plan and conduct a study or investigation. AP Research provides activities, assignments, and collaboration opportunities for students to:

- Understand principles of discipline-specific research methods
- Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation
- Present and defend the research design, approach, and findings to a panel.
- Document their processes and maintain a digital portfolio to preserve the development of their scholarly work.

AP Equity and Access Policy

The College Board encourages educators to make equitable access a guiding principle for AP programs by providing all willing and academically-prepared students the opportunity to participate in AP courses. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes students should have access to academically-challenging coursework before they enroll in AP courses, which can prepare them for AP success.

Formative and Summative Assessments

The AP Research course continues building upon AP Seminar skills to form new understandings of a topic selected by the student and approved by the AP Research Teacher. Students earn a course grade through a variety of formative and summative assessments done both in class and for homework. The AP score is comprised of the Academic Paper and the Presentation and Oral Defense. The academic paper is approximately 4,000 ~~5,000~~ words and the presentation and oral defense takes approximately 15-20 minutes.

Academic Paper (AP)	75% of score
Presentation and Oral Defense (POD)	25% of score
In-class assignments, PREP portfolio, group work, individual assignments, time management, etc.	Course grade

The Academic Paper (AP) should include the following components: (1) Introduction; (2) Literature Review; (3) Gap in Professional Conversation and Research Question; (4) Method, Process, or Approach; (5) Results, Product, or Findings; (6) Discussion, Analysis, and/or Evaluation; (7) Conclusion, Final Directions, and Future Investigation; and (8) Bibliography.

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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 Assessment Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.

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Connecting ² seeing similarities within and across disciplines, concepts, and cultures that may at first seem disparate

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Research student and scored by the AP Research Teacher to the College Board by May 1, 2023.

May: Finish and submit PREP; promote Capstone to underclass; complete AP Exams for other subject areas to qualify for the AP Capstone Diploma.

Unit One (Weeks 1-4): Introduction AP Research, Review of AP Seminar Skills, Narrowing Your Topic

Learning Objectives and Essential Knowledge:

EK: 1.1C1, 1.1C2, 1.1C3, 1.1D1, 1.1D2, 1.1D3, 1.1E1, 1.1E2, 2.1B1, 2.1C1, 2.1C2, 2.2A2, 2.2B1, 2.2B2, 2.2B3, 2.2B4, 2.2B5, 2.2B6, 4.1B1, 4.1B2, 4.1B3, 4.1B4

LO: 1.1C, 1.1D, 1.1E, 2.1B, 2.1C, 2.2A, 2.2B, 4.1B

Enduring Understandings:

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.

2.1: Authors express their ideas, perspectives, and/or arguments through tier works. The first step in evaluation an

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Assessments:

Formative:

One-on-one interviews
Rubric exploration with
sample papers
Peer writing groups
Presentation peer-reviews
Speed-dating
Rubric exploration/application
with sample videos of oral
presentations

Teacher-student conferences

Summative:

PREP entries, Presentations
(Lit Review overview,
Methods overview)
Introduction with Literature
Review

Unit 5 (Weeks 21-25): Complete Research, Write up Findings, Conduct Peer-review

Learning Objectives and Essential Knowledge:

EK: 2.3A1, 2.3B1, 4.1A1, 4.1A2, 4.1A3, 4.1A4, 4.1A5, 4.1A6, 4.1A7, 4.1A8, 4.1A9, 4.1A10, 4.1A11, 4.1A12, 4.2A1, 4.2A2, 4.2A3, 4.2B1, 5.1A1[R], 5.1A2, 5.1B1, 5.1B2, 5.1B3, 5.1B4, 5.1C1, 5.1C2, 5.1D1, 5.1D2, 5.1E1, 5.1E2, 5.1E3, 5.1F1, 5.1F2

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Appendix A: Process and Reflection Portfolio (PREP)