

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive, Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Advanced Placement Research
2. Transcript Title/Abbreviation:	AP Research
3. Transcript Course Code/Number:	5E68
4. Seeking Honors Distinction:	Yes
5. Subject Area/Category:	Meets UC/CSU "g" Elective requirement
6. Grade Level(s):	11-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	Yes
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	May 16, 2019
13. Brief Course Description:	AP Research is the 2 nd year of the AP Capstone Diploma Program and will give current AP Seminar students the opportunity to receive the AP Capstone Diploma if they successfully complete the exam for both years with a score of 3 or higher. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question.
14. Prerequisites:	AP Seminar
15. Context for Course:	AP Capstone is a diploma program that requires students to pass their AP exam in AP Seminar and AP Research with a score of 3 or higher. If students complete the course, meeting the requirements, they will receive an AP Capstone Certificate. If they meet that requirement, while also passing 4 or higher on other subject-matter AP exams, they will receive an AP Capstone Diploma, in addition to their high school diploma. Currently, the District offers only the first year of the program, AP Seminar, and will need to offer the 2 nd year, AP Research next year to offer students the opportunity to receive either the AP Capstone Certificate or Diploma.
16. History of Course Development:	In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000 to 5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.
17. Textbooks:	None Required
18. Supplemental Instructional Materials:	Various Scholarly Articles

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C. COURSE CONTENT

1. Course Purpose:

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000 to 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

2. Course Outline:

Although the topic of each research study will vary, the course requires students to plan and conduct a study or investigation. The course provides opportunities (activities/assignments) for students to:

- Understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed).
- Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student's own interest, culminating in a 4000 to 5000 word paper (accompanied by an additional piece of scholarly work — where applicable — to be performed or exhibited).
- Present (using appropriate media) and defend the research design, approach, and findings to a panel.
- Document their processes and curate the artifacts of the development of their scholarly work in a portfolio. 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, Team, Transform, and Transmit.
- Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
- In the classroom and independently (while possibly consulting any expert advisers), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000 to 5,000 words that includes the following elements: › Introduction › Method, Process, or Approach › Results, Product, or Findings › Discussion, Analysis, and/or Evaluation › Conclusion and Future Directions › Bibliography.
- Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and any expert advisers as needed, and reflections on their thought processes. Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work.
- Students develop and deliver a presentation (using an appropriate medium) and an oral defense to a panel on their research processes, method, and findings.

3. Key Assignments:

Academic Paper

- Introduces and contextualizes the research question and initial student assumptions and/or hypotheses.
- Reviews previous work in the field to synthesize information and a range of perspectives related to the research question (e.g., Literature Review).
- Identifies the gap in the current field of knowledge to be addressed.
- Explains and provides justification for the chosen method, process, or approach.
- Presents the findings, evidence, results, or product.
- Interprets the significance of the findings, results, or product; explores connections to original research question.
- Discusses the implications and limitations of the research or creative work.
- Reflects on the process and how this project could impact the field.
- Discusses possible next steps and/or future directions.

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- Provides a complete list of sources cited and consulted in the appropriate disciplinary style.

Research Presentation: Multimedia Presentation

- Students present the findings of their research papers.
- All students will develop a 15 to 20 minute presentation (using appropriate media) and deliver it to an oral defense panel.
- Students may choose any appropriate format for their presentation, as long as the presentation reflects the depth of their research.
- Prior to the presentation, students whose academic paper was accompanied by an additional piece of scholarly work (e.g., performance, exhibit, product) will arrange for the teacher and panelists to view the scholarly work.

Oral Defense: Answer Questions

- Students defend their work by answering questions provided by the teacher regarding their process and findings.
- The defense will include three to four questions from a panel consisting of the AP Research teacher and two additional panel members (chosen at the discretion of the AP Research teacher).

4. Instructional Methods and/or Strategies:

- Close Reading
- Process Reflections and Portfolios
- Class Discussions
- Informal and Formal Speeches/Presentations
- Journals
- Annotated Bibliographies
- Online and Offline Research
- Socratic Seminars
- Peer Review of Writing and Presentations

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in board policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade