



AP[®] Seminar

COURSE FRAMEWORK

For Use Beginning
with the 2027–2028
School Year

What AP® Stands For

Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers' expertise is respected, required course content is understood, and that students are academically challenged and free to make up their own minds.

1. **AP stands for clarity and transparency.** Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.
2. **AP is an unflinching encounter with evidence.** AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.
3. **AP opposes censorship.** AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.

4. **AP opposes indoctrination.** AP students are expected to analyze different perspectives from their own, and no points on the AP Exam are awarded for agreement with any specific viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds.

As the AP English Literature course description states: "AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole."

5. **AP courses foster an open-minded approach to the histories and cultures of different peoples.** The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
6. **Every AP student who engages with evidence is listened to and respected.** Students are encouraged to evaluate arguments but not one another. AP classrooms respect diversity in backgrounds, experiences, and viewpoints. The perspectives and contributions of the full range of AP students are sought and considered. Respectful debate of ideas is cultivated and protected; personal attacks have no place in AP.
7. **AP is a choice for parents and students.** Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. Parents do not define which college-level topics are suitable within AP courses; AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

The AP Program encourages educators to review these principles with parents and students so they know what to expect in an AP course. Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

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About AP

The Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 40 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher’s syllabus is evaluated and approved by faculty from some of the nation’s leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers’ time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with free formative assessments—Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

Enrolling Students: Access, Opportunity, and Readiness

The AP Program welcomes all students willing to challenge themselves with college-level coursework and career preparation. We strongly encourage educators to invite students into AP classes, including students from ethnic, racial, socioeconomic, geographic, or other groups not broadly participating in a school’s AP program. We believe that readiness for AP is attainable, and that educators can expand readiness by opening access to Pre-AP course work. We commit to support educators and communities in their efforts to make AP courses widely available, advancing students in their plans for college and careers.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course “Advanced Placement” or “AP.” Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers’ course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked “AP” on students’ transcripts. This process ensures that AP teachers’ courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty. Please visit collegeboard.org/apcourseaudit for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject’s current AP Test Development Committee members is available at apcentral.collegeboard.org.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement and/or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points a student must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- Performance that researchers have found to be predictive of an AP student succeeding when placed into a subsequent higher-level college course.
- The number of points college faculty indicate, after reviewing each AP question, that they expect is necessary to achieve each AP grade level.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
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

While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/ or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/ placement policy, a search engine is available at apstudent.collegeboard.org/creditandplacement/search-credit-policies.

Becoming an AP Reader

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.
- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check collegeboard.org/apreading for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

HOW TO APPLY

To become an AP Reader, visit collegeboard.org/apreading for eligibility requirements and to start the application process.

About the AP Capstone Program

AP Capstone™ is an innovative diploma program from College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP® courses—**AP Seminar** and **AP Research**—and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work.

The AP Capstone program aims to empower students by:

- Engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion
- Extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts
- Enabling them to collect and analyze information with accuracy and precision
- Cultivating their abilities to craft, communicate, and defend evidence-based arguments
- Providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity

Research Base

The skills and learning objectives in the AP Capstone program reflect the core academic skills needed for college, career, and life readiness identified by leading educational organizations and College Board membership and their materials, including the following:

- The American Association of Colleges and Universities (AAC&U), *College Learning for the New Global Century's* Essential Learning Outcomes
- Advanced Placement Program, skills and practices identified in AP courses
- Partnership for 21st Century Skills (P21), Framework for 21st Century Learning
- Association of College and Research Libraries, *Information Literacy Competency Standards for Higher Education*
- Council of Writing Program Administrators, Framework for Success in Postsecondary Writing

About the AP Seminar Course

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.

As a skills-based course, AP Seminar can be offered in many different classroom contexts. While the inquiry framework and performance tasks remain constant, the content of the texts and issues students engage with can be adjusted to reflect the disciplinary or thematic focus of the school. AP Seminar can be offered as a standalone, fully interdisciplinary course, drawing on multiple content areas simultaneously, or it can be linked to a specific discipline or course — such as English language or environmental science — so that students apply the same analytical and communication skills within a more focused content area.

In English language arts classrooms, AP Seminar: English emphasizes close reading; analytical and argumentative writing, speaking, and listening skills; and research-based inquiry. The course also complements and extends ELA standards by offering flexible opportunities to integrate literary analysis and narrative writing within its inquiry-driven framework.

College Course Equivalent

AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, communication, collaboration, and academic research skills on topics of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses.

Prerequisites

There are no specific course prerequisites for AP Seminar. Students should be motivated and willing to work both individually and in teams on college-level projects.

Projects

In AP Seminar, students are assessed with two through-course performance 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.

The two performance tasks are substantive projects that have both written and presentation components.

PERFORMANCE TASK 1: TEAM PROJECT AND PRESENTATION

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.

PERFORMANCE TASK 2: INDIVIDUAL RESEARCH-BASED ESSAY AND PRESENTATION

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.

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AP SEMINAR

Course Framework

Course Framework Components

Course Framework Overview

This course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, be able to do, and understand to qualify for college credit and/or placement.

The course framework includes four essential components:

Skill Categories and Course Skills. The course is organized around four skill categories that represent the core intellectual practices students develop throughout the course. Within each skill category are two course skills. These are the specific, teachable, and assessable competencies that students must develop and apply to succeed in the course and on its assessments. Course skills describe what students should be able to do and are meant to be practiced and refined across a variety of contexts and content areas.

Learning Objectives. Linked to each course skill are the corresponding learning objectives. The learning objectives articulate what students need to be able to do to develop the course skills. The learning objectives will become targets of assessment for the course. Learning objectives are numbered to correspond with the appropriate course skill.

Essential Knowledge Statements. For each learning objective, essential knowledge statements describe the basic concepts that a student should know in order to demonstrate mastery of the learning objective. Essential knowledge statements are numbered to correspond with the appropriate learning objective.

Course Skills

Skill Category	Skill Category	Skill Category	Skill Category
Evidence-Based Inquiry	Evaluating Arguments	Argumentation and Evidence-Based Reasoning	Communication and Collaboration
SKILLS			
1 Situate Inquiry in Context	3 Analyze and Evaluate Texts	5 Develop Arguments	7 Communicate
2 Gather Relevant and Credible Information	4 Compare and Evaluate Perspectives	6 Select and Use Evidence	8 Collaborate

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AP SEMINAR

SKILL CATEGORY

**Evidence-
Based Inquiry**

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SKILL 1

Situate Inquiry in Context

Required Course Content

LEARNING OBJECTIVE

1.A

Identify and refine a topic of inquiry.

ESSENTIAL KNOWLEDGE

1.A.1

Topics of inquiry may come from personal interest, inspiration from texts, contemporary issues, or the investigation of a specific problem.

1.A.2

The inquiry process begins with preliminary research on a topic: exploring background information and key terms, and examining others' perspectives and ideas.

1.A.3

Inquiry allows for the discovery of connections and insights that lead to further questions.

1.A.4

Refining a topic involves exploring multiple perspectives to discover important questions and conversations as well as specific points of agreement, contention, or debate within the topic.

1.A.5

The scope of a topic should be appropriate to the requirements of and resources available for the inquiry (e.g., time, word count, and accessible, credible sources of information).

Evidence-Based Inquiry

1.B

Develop and revise a focused research question.

1.B.1

A research question emerges from the issues, debates, questions, or problems discovered while exploring and refining the topic.

1.B.2

An effective research question is focused, involves authentic points of on-going debate, invites engagement with alternative perspectives, and requires a judgement or evaluation.

1.B.3

A research question is often refined through multiple iterations to ensure it is appropriate in scope (e.g., adjusting breadth, depth, or focus) and is feasible given time and resources.

1.C

Explain the purpose and significance of scholarly inquiry.

1.C.1

The purpose of engaging in scholarly inquiry is to address various kinds of problems (e.g., practical, theoretical, interpretive, aesthetic) and/or corroborate, challenge, or extend an existing idea.

1.C.2

A scholarly inquiry identifies a focused area of investigation and explains its relationship to a broader problem or issue, making its significance clear.

1.D

Connect an argument to broader issues by examining the implications of an author's claim.

1.D.1

The implications and consequences of arguments may be intended or unintended.

1.D.2

Different audiences or communities may experience or interpret the implications of a claim differently.

1.E

Evaluate potential conclusions or solutions to issues or problems within the larger context of the inquiry.

1.E.1

Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps).

1.E.2

Evaluating potential conclusions or solutions means considering their relative strengths and weaknesses and considering their implications and consequences for different audiences and communities.

SKILL 2

Gather Relevant and Credible Information

Required Course Content

LEARNING OBJECTIVE

2.A

Use effective strategies to find sources and organize information.

ESSENTIAL KNOWLEDGE

2.A.1

Information used to investigate an issue may come from various secondary sources (e.g., articles, studies, analyses, reports) and/or primary sources (e.g., original texts, material culture, and data generated through experiments, surveys, questionnaires, interviews, observations, and personal narratives). The types of information needed for the inquiry will depend on the questions being asked.

2.A.2

Online academic databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries provide access to secondary and some primary sources.

2.A.3

AI search tools can assist in generating search terms, locating potentially relevant sources, and exploring topics or preliminary information; however, AI-generated output must be verified as authentic and accurate by reviewing original sources.

2.A.4

Advanced search tools, Boolean logic, effective keywords, and well-designed, iterative AI prompts can help refine and narrow searches by generating alternative search terms or identifying relevant filters (e.g., date, peer-review status, publication type).

2.A.5

Keeping complete and accurate records of the origin of information and ideas during the research process is important for accurate citation, ensuring claims are supported by verifiable evidence, and avoiding plagiarism.

Evidence-Based Inquiry

2.B

Evaluate the relevance and credibility of a source for the inquiry.

2.B.1

A source is relevant when it directly addresses a specific focus of the research question and contributes context, evidence, perspective(s), or foundational understanding that advances the inquiry.

2.B.2

Determining the credibility of a source requires evaluating the author's and publisher's expertise and reputations, the quality and transparency of the evidence or methods used, the source's purpose and perspective, the timeliness of the information in relation to the inquiry, and how its claims are supported or corroborated by other credible sources.

2.B.3

Scholarly articles are often peer reviewed, meaning the research has been evaluated and approved by experts in the field. Peer review can strengthen the credibility and reliability of published work.

2.B.4

A source's credibility is influenced by the type and quality of evidence it draws upon. Sources that rely on original research or primary source material are generally more credible than those that present secondary source summaries or interpretations, such as journalistic reporting on research studies.

2.B.5

The range and credibility of the sources used in an inquiry affect the generalizability and reliability of the conclusions that can be drawn.

2.C

Use tools for research ethically and responsibly.

2.C.1

Ethical and responsible use of research tools requires reflecting on their purpose and context, making informed choices about potential limitations or risks, and ensuring that the tools used do not supplant one's own thinking and voice. Generative AI is one such tool and it requires the same intentional, reflective use.

2.C

Use tools for research ethically and responsibly.

2.C.2

Research tools reflect the data and systems on which they are built, and their outputs may contain biases, omissions, or common errors. Generative AI systems may reproduce or amplify limitations present in their underlying data or design; therefore, their outputs require careful examination and verification.

2.C.3

Some research tools generate or retrieve information based on patterns in existing data, which means their outputs may be plausible without being true or accurate. Verification against credible, human-authored sources is therefore necessary when using such tools.

2.C.4

Digital platforms may retain or use information submitted by users. To protect their privacy, researchers should not provide sensitive or confidential information to any online tool, including generative AI.

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SKILL CATEGORY

Evaluating Arguments

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SKILL 3

Analyze and Evaluate Texts

Required Course Content

LEARNING OBJECTIVE

3.A

Read critically for a specific purpose.

ESSENTIAL KNOWLEDGE

3.A.1

Identifying the central idea, theme, or claim requires distinguishing it from supporting details, examples, or elements.

3.A.2

Authors develop ideas through reasoning, evidence, and stylistic and/or structural choices.

3.A.3

Analyzing a text involves recognizing the author's purpose, point of view, and intended audience as well as how decisions the author makes (e.g., style, form, tone, word choice) shape meaning and allow for multiple interpretations and comparisons across texts.

3.A.4

Authors use a variety of strategies and techniques to influence audiences (e.g., emphasis, appeals to authority, qualifiers, analogies, juxtaposition, logical fallacies) and may present or contrast multiple viewpoints within a text.

3.A.5

Close reading strategies (e.g., annotating, questioning, rereading or reviewing, summarizing, note-taking) support comprehension and analysis.

3.A.6

Acquiring academic- or domain-specific vocabulary may be necessary to develop a precise understanding of a text.

3.A.7

Strong interpretations are supported by specific relevant evidence from a text (e.g., language, structure, imagery, form).

Evaluating Arguments

3.B

Summarize and explain a text's main idea or aim while avoiding faulty generalizations and oversimplification.

3.C

Analyze and explain the logic and line of reasoning of an argument.

3.B.1

The main idea or aim of a text may be explicit (e.g., expressed through a thesis statement, claim, or conclusion) or implicit (e.g., conveyed through theme, plot, characterization, imagery, tone, or aesthetic choices).

3.B.2

Effective summaries capture essential ideas without distortion and avoid including personal opinions or unwarranted generalizations.

3.B.3

Effective explanations account for a text's context (e.g., historical, cultural, rhetorical), structure (e.g., argument organization, narrative development, formal composition), and/or genre conventions.

3.C.1

An author builds a line of reasoning through a sequence of claims supported by evidence and explanations.

3.C.2

The organization of reasoning depends on purpose (e.g., to explain, to prove causation, to define, to propose a solution, to persuade).

3.C.3

Recognizing tone, nuance, limitations, and context is essential to avoid misrepresenting an argument or text.

3.C.4

Effective arguments often acknowledge and respond to counterarguments through concession, refutation, or rebuttal.

3.C.5

In both literary and informational texts, authors may use reasoning patterns (e.g., cause-effect, comparison, problem-solution) to advance a perspective.

3.D

Evaluate the effectiveness of evidence used to support an argument.

3.D.1

Authors use qualitative and/or quantitative evidence (e.g., facts, data, observations, examples, anecdotes, predictions, analogies, explanations, expert opinions, personal experiences, testimonies) to support their claims. Evidence can have varying degrees of relevance and credibility.

3.D.2

Evidence is most effective when it is relevant and credible, sufficient to support the author's claims, and presented in ways that logically justify those claims.

3.D.3

Evidence is less effective when it is from an unknown or less credible source, when key information is omitted, when the evidence is selectively presented, when claims overgeneralize or extrapolate beyond what the evidence supports, or when limitations and alternative interpretations are not acknowledged.

3.D.4

Authors use an understanding of audience, purpose, and context to strategically select evidence that supports their claims.

3.D.5

Evidence may be used to identify and explain relationships (as comparative, causal, or correlational) and/or patterns and trends.

3.E

Evaluate the validity of an argument.

3.E.1

An argument is valid when its conclusion follows logically from the line of reasoning and supporting evidence.

3.E.2

Arguments may appear convincing but be invalid if they contain logical fallacies, unacknowledged assumptions, or contradictions.

3.E.3

Readers must evaluate how the author's audience and purpose influence the argument's reasoning and use of evidence in ways that strengthen or limit its validity.

SKILL 4

Compare and Evaluate Perspectives

Required Course Content

LEARNING OBJECTIVE

4.A

Interpret and compare multiple perspectives on an issue.

4.B

Evaluate alternate and/or competing perspectives by considering their implications and limitations.

ESSENTIAL KNOWLEDGE

4.A.1

An individual's perspective is influenced by their background, assumptions, and worldview as well as external sources.

4.A.2

Perspectives are not always oppositional; they may be concurring, complementary, or competing.

4.A.3

Comparing perspectives requires examining specific details from arguments to explain how particular claims or lines of reasoning connect, conflict, or reinforce one another, rather than merely identifying differing positions.

4.B.1

Evaluating perspectives involves making reasoned judgments about the strengths and limitations of different arguments based on what they explain, assume, or leave unresolved.

4.B.2

Arguments have implications that extend beyond their stated claims, shaping potential consequences, priorities, or outcomes associated with adopting a particular perspective.

4.B.3

All arguments have limitations, which may arise from their assumptions, scope, use of evidence, or context, and may affect how fully or effectively an issue is addressed.

4.B.4

Awareness of personal biases and assumptions can support reasoned evaluation but does not substitute for analyzing the implications and limitations of arguments.

AP SEMINAR

SKILL CATEGORY

**Argumentation
and Evidence-
Based
Reasoning**

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SKILL 5

Develop Arguments

Required Course Content

LEARNING OBJECTIVE

5.A

Formulate and organize an argument appropriate to audience, context, and purpose.

ESSENTIAL KNOWLEDGE

5.A.1

An argument typically includes an introduction, a thesis, claims, evidence, counterarguments with responses, a conclusion, and a bibliography.

5.A.2

Arguments are shaped by audience, context, and purpose; the same claim may be arranged or emphasized differently depending on the rhetorical situation.

5.A.3

The structure of an argument reflects the conventions and expectations of different disciplines or fields of inquiry.

5.A.4

Claims and evidence may be organized using patterns (e.g., chronological, causal, comparative) or by category (e.g., locations, stakeholders), depending on purpose.

5.A.5

Effective arguments are structured to reflect the complexity of an issue by presenting the issue as multifaceted rather than one-dimensional or a simple binary.

5.A.6

Effective arguments incorporate and position alternative perspectives in ways that clarify the scope and strengthen the overall argument.

5.B

Explain how evidence supports claims through commentary and reasoning.

5.C

Synthesize evidence and perspectives to develop a reasoned conclusion that advances beyond existing arguments.

5.D

Reflect on and revise one's own writing, thinking, and creative processes.

5.B.1

Claims, reasons, and evidence must be clearly connected through logical explanation to support an overall argument.

5.B.2

Commentary explains how evidence supports a claim, clarifies relationships among ideas, and explains the significance of the evidence within the argument.

5.B.3

Coherence is achieved when reasoning clearly signals the relationships among claims, evidence, and ideas, guiding the reader through the argument.

5.B.4

Nuance is developed through qualification, attention to context, recognition of limitations, and careful distinctions in meaning.

5.B.5

Differing perspectives are addressed through reasoning and evidence that acknowledge limitations, qualify claims, or explain the relative strength of different positions.

5.C.1

Insightful arguments go beyond summarizing existing perspectives by using multiple sources to refine, qualify, or extend claims and articulating new relationships or implications supported by evidence.

5.C.2

Effective conclusions advance a reasoned position by weighing alternatives, considering limitations, and explaining the implications of the argument within context.

5.D.1

Reflection is ongoing and recursive, requiring examination of one's own reasoning, assumptions, decisions, and processes for generating and developing ideas. Strategies for reflection may include narrative reflection, journaling, or structured questioning.

5.D.2

The process of effective writing involves refining ideas, content, organization, and style through multiple drafts.

5.D.3

Feedback from others or digital tools, including generative AI, requires careful consideration to determine what would improve the work while maintaining one's own ideas and voice.

SKILL 6

Select and Use Evidence

Required Course Content

LEARNING OBJECTIVE

6.A

Interpret and integrate information drawn from credible sources and a range of perspectives.

ESSENTIAL KNOWLEDGE

6.A.1

Well-chosen evidence (qualitative and/or quantitative) is selected from a credible source and is accurate and sufficient to support the point or claim being made.

6.A.2

Evidence should be strategically chosen based on audience, context, and purpose. Evidence may be used to define a concept, illustrate a process, clarify a statement, provide an example, support an interpretation, establish significance, align an argument with authority, amplify a point, or qualify a point.

6.A.3

Well-chosen evidence complements, extends, or complicates other information used to explain an issue or support a claim.

6.A.4

The evidence selected affects the credibility of one's argument. Evidence that is insufficient, inaccurate, or inappropriate (e.g., information drawn from unvetted or unreliable sources) can substantially weaken the argument or point being made.

6.B

Attribute knowledge and ideas accurately using an appropriate citation style.

6.B.1

Accurate and complete attribution and citation clearly communicate the original source of information and ideas and help establish the credibility of evidence used to support a point or claim.

6.B.2

Source material should be clearly introduced and attributed in written work and presentations so that the audience can identify the origin of information and ideas.

6.B.3

Quoted and paraphrased material should be properly attributed and cited according to a style manual. Quoting is using the exact words of others; paraphrasing is restating another's idea in one's own words.

6.B.4

Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA). Style guides share common essential elements for citations, which include the author or creator, the title of the work, publication details, and the date of publication. A single style guide should be selected and applied consistently within a given work.

6.C

Use knowledge and ideas of others ethically.

6.C.1

The ethical use of others' knowledge and ideas requires clearly acknowledging sources to avoid plagiarism, which occurs when another's ideas or words are presented as one's own, intentionally or unintentionally. AI-generated content may draw on the work of others, and its use can result in unintentional plagiarism.

6.C.2

The ethical use of generative AI requires maintaining responsibility for the claims, reasoning, and conclusions presented; AI tools do not eliminate the obligation to cite the original sources of facts and ideas and should not substitute for one's own thinking.

AP SEMINAR

SKILL CATEGORY

**Communication
and
Collaboration**

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SKILL 7

Communicate

Required Course Content

LEARNING OBJECTIVE**7.A**

Participate in productive discussions.

7.B

Present an argument, adapting it appropriately for audience, context, and purpose.

7.C

Communicate information through appropriate media using effective techniques of design.

ESSENTIAL KNOWLEDGE**7.A.1**

Productive discussion involves active listening and observation, posing and responding to questions, and expressing ideas that build on or respond to those of others.

7.A.2

Engaging productively in discussion requires respect for different perspectives and empathy toward others' experiences and viewpoints.

7.B.1

Adapting an argument for a particular audience, context, or purpose involves selecting and emphasizing salient claims and evidence from an existing argument and adjusting organization, explanations, terminology, tone, and format.

7.C.1

Effective communication requires choosing an appropriate format (e.g., essay, poster, oral presentation, video, research report) that best fits the intended audience, context, and purpose. Digital and multimodal formats may enhance clarity or engagement when used selectively for a specific purpose.

7.C.2

Effective organizational and design elements (e.g., headings, layout, illustrations, pull quotes, captions, lists) can direct audience attention, highlight key information, and clarify relationships among ideas. Ineffective or excessive use of these elements can obscure meaning or distract from the message.

Communication and Collaboration

7.C

Communicate information through appropriate media using effective techniques of design.

7.D

Engage an audience by employing effective delivery or performance techniques.

7.E

Write with precision to communicate complex ideas.

7.C.3

Strategic presentation of data and information through digital and visual media (e.g., infographics, graphs, charts) can strengthen and clarify reasoning.

7.D.1

Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.

7.D.2

Effective delivery includes the use of clear, precise, and context-appropriate language, including domain-specific vocabulary, to sustain audience attention and convey complex ideas.

7.E.1

Applying conventions of grammar, usage, style, and mechanics enhances clarity and credibility.

7.E.2

Effective writers make deliberate choices in applying conventions to convey tone, create emphasis, and add variety and interest.

7.E.3

Using varied sentence structures (e.g., types of phrases and clauses, use of parallelism and modifiers) and thoughtful word choice can help convey precise meaning and make writing more appealing to a reader.

7.E.4

Using accurate academic and domain-specific vocabulary can strengthen clarity and authority.

SKILL 8

Collaborate

Required Course Content

LEARNING OBJECTIVE

8.A

Contribute effectively to a collaborative effort to achieve a shared goal or address a problem.

8.B

Foster a constructive team climate to address complex, open-ended problems.

ESSENTIAL KNOWLEDGE

8.A.1

Effective collaboration involves defining a shared goal or problem and planning individual contributions in alignment with that goal.

8.A.2

Contributing effectively to a team involves sharing relevant knowledge and understanding to support the group's progress toward its goal.

8.A.3

Knowing and communicating individual strengths and challenges allows member contributions to be more effective.

8.B.1

Constructive team climates are sustained when members share responsibility, honor commitments, and build trust through reliable participation.

8.B.2

Effective teams recognize and leverage the perspectives, talents, and skills of their members to strengthen problem solving.

8.B.3

Teams address disagreement by communicating clearly, providing constructive feedback, supporting one another, and negotiating differences to build consensus and move work forward.

8.B.4

Effective teams use shared tools to structure communication, coordinate tasks, and make individual contributions visible to the group.

Communication and Collaboration

8.C

Reflect on experiences of collaborative effort.

8.C.1

Reflection examines the impact of individual and group actions on the progress and outcomes of the collaborative effort.

8.C.2

Effective reflection considers the reasoning and assumptions underlying both individual and group decisions.

8.C.3

Effective reflection identifies strengths, challenges, and areas for growth to inform future collaboration.



AP SEMINAR

Exam Information

Exam Overview

Students are assessed with two through-course performance 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.

Assessment		Number of Questions	Approximate Exam Weighting	Timing
Performance Task 1: Team Project and Presentation		–	~15%	–
Individual Research Report		–	Required component; not scored.	–
Team Multimedia Presentation*		–	~15%	–
Performance Task 2: Individual Research-Based Essay and Presentation		–	~40%	–
Individual Written Argument		–	~30%	–
Individual Multimedia Presentation*		–	~10%	–
End-of-Course Exam		2	~45%	2 hours
Free-Response Question 1: Short-Answer Question	One source provided Students are asked to: - Describe the author's main idea - Identify claims and explain how they support the author's main idea - Identify evidence and explain how the author's use of evidence strengthens and/or limits the author's argument	1	~15%	45 minutes (suggested)
Free-Response Question 2: Essay Question	Four sources provided Students are asked to build their own arguments using at least two of the four provided sources. Each of the four sources will explore a common theme through a different perspective, allowing multiple entry points for students to approach the topic.	1	~30%	75 minutes (suggested)

* Denotes a teacher-scored assessment. Assessment components without an asterisk are reader-scored.