



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">AP Research</div> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 50%; padding: 2px;">Elective</td> <td style="width: 50%; padding: 2px;">9225</td> </tr> </table> <p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="text-align: center;">(Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">B: English G: Interdisciplinary</div> <p>Submitted by: Angela McNicholas Site: Paloma Valley High School Date: January 10, 2024 Email: angela.mcnicholas@puhsd.org</p>	Elective	9225	<p>Subject Area:</p> <p><input type="checkbox"/> Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other</p> <p>Is this classified as a Career Technical Education course?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p style="color: blue;">CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p style="background-color: yellow; text-align: center;">Credential Required to teach this course: To be completed by Human Resources only.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="font-size: 1.2em; color: green;">Currently issued Single Subject Credential</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="font-size: 1.5em; color: blue;">[Signature]</p> </div> <p style="text-align: center;">Signature Date</p> <p style="text-align: right; margin-right: 50px;">1/11/2024</p> <p>Unit Value/Length of Course:</p> <p><input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:</p>	<p>Grade Level(s)</p> <p><input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>
Elective	9225			
Approvals	Name/Signature	Date		
Director of Curriculum & Instruction		01/17/2024		
Asst. Superintendent of Educational Services	x	01-17-2024		
Governing Board				

Prerequisite(s) (REQUIRED):

For AP Research, students must have successfully completed the AP Seminar Course with a 'C' or better.

Corequisite(s) (REQUIRED):

AP Literature and/or Dual Enrollment (English 101& English 103) are corequisites for AP Research. In both courses, students can investigate various topics in multiple disciplines driven by their interests.

Brief Course Description (REQUIRED):

AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. Typical college course equivalents include introductory research or general elective courses to accommodate the wide range of student topics.

B. COURSE CONTENT**Course Purpose (REQUIRED):**

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than simply reciting the State Standards is needed.

AP (Advanced Placement) Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong research-based investigation to address a research question. In the AP Research course, students further the skills they 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 approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. Students will work almost exclusively on their own research study, paper, and presentation while continuing to exercise the QUEST inquiry framework established during the first course in the series, AP Capstone - Seminar.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based; give examples. Show examples of how the text is incorporated into the topics covered.

[AP Research: Sample Syllabus](#) -

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-audit/ap-research-sample-syllabus-2.pdf>

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

[AP Research: Sample Papers and Commentary](https://apcentral.collegeboard.org/courses/ap-research/exam/past-exam-questions?course=ap-research) -

<https://apcentral.collegeboard.org/courses/ap-research/exam/past-exam-questions?course=ap-research>

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: *How to Do Your Research Project A Guide for Students*

Edition: Fourth Edition

Author: Gary Thomas

ISBN: 9781529786279

Publisher: Sage

Publication Date: May 27, 2017

Usage:

- Primary Text
- Read in entirety or near

Textbook #2

Title: *Practical Research: Planning and Design*

Edition: Eleventh Edition

Author: Paul D. Leedy, and Jeanne Ellis Ormrod

ISBN: 9780133747188

Publisher: Pearson

Publication Date: February 9, 2018

Usage:

- Primary Text
- Read in entirety or near

Supplemental Instructional Materials *Please include online, and open source resources if any.*

- Activities and exercises from the AP Research Student Workbook
- AP Research Course and Exam Description
- *The Literature Review Six Steps to Success* by Machi and McEvoy Palmquist, M. (2012).
- *The Bedford Researcher* (5th Ed.). Boston: Bedford/St. Martin's.
- Academic papers from the National Conferences on Undergraduate Research (NCUR)
- Various other academic papers (philosophical texts, writing guides, peer-reviewed articles) for specific lessons
- Online research databases: EBSCO, GALE, and Google Scholar.
- AP Classroom

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$ Hardcover – \$123.74 x 25 students = \$3,093.5 and or Paperback – \$39.32 x 25 students = \$983.00	Description of Additional Costs: There are no additional costs for this class
Additional costs:\$ 0	
Total cost per class set of instructional materials:	\$ From \$983.00 to \$3,093.5 depending on paperback or hardcover

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete.
<p>August-September: Begin gathering sources for contextualizing the topic of inquiry within the field of knowledge. • Preliminary inquiry proposal, one-slide PowerPoint, videotaped presentation followed by a peer review of the proposal and presentation performance (also showcased as a component of the research process at Meet the Teacher Night in mid-October). • A rough draft of the formal inquiry proposal form was presented to the teacher in a one-on-one interview. [CR3] • PREP reflections of the research process (recorded every week and graded periodically in one-on-one interviews with the teacher). [CR4a] [CR4b] • Inquiry Proposal Form finalized and submitted. • Expert advisor sought and secured.</p> <p>October-November: Select a citation style appropriate for the area of study. • Continue gathering sources, implementing research plan, and revising as needed. • Research for background information, mining and aligning sources in an annotated bibliography, and aligning research question with research approach, design, and method (revising as needed). • Research with intensity. • One-on-one interviews with the teacher and/or expert advisor. • PREP reflections on the research process. [CR4a] [CR4a] — Students document their inquiry processes, communicate with their teachers and any expert advisors, and reflect on their thought processes.</p> <p>November-December: Continue researching with intensity. • Write a literature review using aligned sources in the annotated bibliography to situate the topic and the argument. • Offer literature review for peer review and one-on-one teacher interview. • One-on-one interviews with the teacher and/or expert advisor. • PREP reflections of the research process. [CR4a] [CR4a] — Students document their inquiry processes, communicate with their teachers and any expert advisors, and reflect on their thought processes.</p> <p>December-January: Continue researching with intensity. • One-on-one interviews with the teacher and/or expert advisor. • PREP reflections of the research process. [CR4a] [CR4a] — Students document their inquiry processes, communicate with their teachers and any expert advisors, and reflect on their thought processes.</p> <p>January-February: Begin drafts of the academic paper, focusing first on the revised literature review and methodology sections. [CR3] • Complete additional experiments, surveys, products, and interviews to support the research focus. • Complete a full rough draft of the academic paper by the end of February. [CR3] — In the classroom and independently (while possibly consulting any expert advisors), 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 4,000-5,000 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</p> <p>February-March: Self-assess rough draft of academic paper according to the rubric, making sure that all rubric components are fulfilled. [CR3] • Offer rough draft of an academic paper for peer review. • Individually and through peer review, proofread, edit, and revise academic paper. • Submit paper to Turnitin.com and revise any incidental plagiarism. • Ancillary products,</p>

performances, and projects submitted for separate classroom assessment. • Begin planning, preparing, and practicing multimedia presentations. • Begin preparing for and practicing for oral defense. [CR3] — In the classroom and independently (while possibly consulting any expert advisors), 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 4,000-5,000 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

March-April: [CR5] Students submit academic papers to the College Board Digital Portfolio for teacher assessment by March 30. [CR3] • Students contact expert advisors, reminding them of their role as a presentation/oral defense panel member. • Students plan and design a multimedia presentation. • Students practice, individually and with peers, their presentations and oral defense. • Multimedia presentations and oral defense begin April 1. • Teacher enters all scores in the College Board Digital Portfolio April 15-30. [CR5] — Students develop and deliver a presentation (using an appropriate medium) and an oral defense to a panel on their research processes, method, and findings. [CR3] — In the classroom and independently (while possibly consulting any expert advisors), 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 4,000-5,000 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

April-May: AP Research students share their work with AP Seminar students. • Students research other venues for possible submission/publication of their work. • Students showcase their work at the district’s annual AP Showcase.

Third Week of May: Students submit final PREP in a one-on-one exit interview with the teacher. [CR4a]

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- Inquiry-based Instruction and Learning
- Direct Instruction
- Lecture-Based Instruction
- Collaborative Instruction and Learning
- Differentiated Instruction
- Technology-Based Instruction and Learning
- Individual Learning and Practice

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Summative Assessments

- Collaborative Discussions (Small and Whole-Group)
- Presentation: Group and Individual
- Research Methods
- Drafting Process
- Peer Review
- Reading Quizzes
- Note-taking

Formative Assessments

- Academic Paper In an academic paper of 4,000–5,000 words, scored by College Board, students will complete the following tasks related to a research question/project goal on a topic of their own choosing:
- Introduce the research question/project goal and review previous work in the field.
- Synthesize the varying perspectives in the scholarly literature to situate the research question/project goal within a gap in the current field of knowledge.
- Explain and justify the chosen method, process, or approach and its alignment with the research question.
- Present the findings, evidence, results, or performance/exhibit/product generated by the research method.
- Interpret the significance of the results, performance/exhibit/product, or findings; and explore connections to the original research question/project goal.
- Articulate the new understanding generated through the research process and the conclusion's limitations or creative work's limitations.
- Discuss the implications to the community of practice.
- Identify areas for future research.
- Provide a complete list of sources cited and consulted in the appropriate disciplinary style.
- Presentation and Oral Defense
- All students will develop a 15–20-minute presentation (using appropriate media) and deliver it to an oral defense panel of three evaluators. It is suggested that students' oral presentations be no longer than 15 minutes to ensure at least 5 minutes for the oral defense. Like the academic paper, the presentation allows students to showcase their research by communicating effectively and succinctly to an audience of educated non-experts. Students whose academic paper is accompanied by an additional piece of scholarly work (e.g., performance, exhibit, product) must arrange for the teacher and panelists to view this work before the presentation and oral defense). Following the presentation, an oral defense panel will ask the student three questions. The panel must consist of the AP Research teacher and two additional adult panel members (preferably expert advisers or discipline-specific experts) chosen by the AP Research teacher. This evaluative component assesses a student's articulation of the inquiry process, understanding of results and conclusions, and reflection on the research experience.

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
Weeks 1-10	This unit will “bridge” the AP Seminar course with the AP Research course, focusing on the subtle yet significant differences between the two years. Students will revisit the core big ideas operating as the Capstone framework and read and discuss sample research papers to establish a target and/or an “end game” for their work. [CR1b] Deadlines for final products will be established, the AP rubrics will be surveyed and understood, course-specific terms will be defined, and students will give their first elevator pitch for their potential research topic by the end of this unit.	<p>Reading Literature: 11-12.RL.1 11-12.RL.6</p> <p>Reading Informational: 11-12.RI.1 11-12.RI.2 11-12.RI.4 11-12.RI.5 11-12.RI.6 11-12.RI.10</p> <p>Writing: 11-12.W.1 11-12.W.2 11-12.W.3 11-12.W.4 11-12.W.5</p>	<p><i>How to Do Your Research Project</i> <i>A Guide for Students</i></p> <p>Project Management, Ethics and Getting Clearance</p> <p>The Literature Review, Part 1: Searching and Constructing</p>	<p>AP Classroom</p> <p><i>Practical Research</i></p> <p>Chapter 1. Revision of Figure</p> <p>Chapter 2. Introduction of the idea</p> <p>Chapter 3. Elimination of outdated sections</p>

		<p>11-12. W.6</p> <p>Speaking and Listening: 11-12.SL.1 11-12.SL.4 11-12.SL.5 11-12.SL.6</p> <p>Language: 11-12.L.1 11-12.L.2 11-12.L.3 11-12.L.6</p>	The Literature Review, Part 2: Sharpening Your Ideas	
Weeks 11-19	<p>This unit explores discipline-specific research methods and citation rules as students configure their research topic and question. Students will continue to source mine and collect literature on their topics. Students will continue discourse with their expert advisors and document the conversations in their PREPs. Students will also continue to compose their annotated bibliographies. The final topic inquiry proposal and institutional review board forms are due during this unit. Afterward, students will begin the earliest phases of composition.</p>	<p>Reading Literature: 11-12.RL.1 11-12.RL.6</p> <p>Reading Informational: 11-12.RI.1 11-12. RI.2 11-12. RI.4 11-12. RI.5 11-12. RI.6 11-12. RI.10</p> <p>Writing: 11-12. W.1 11-12. W.2 11-12. W.3 11-12. W.4 11-12. W.5 11-12. W.6</p> <p>Speaking and Listening: 11-12.SL.1 11-12.SL.4 11-12.SL.5 11-12.SL.6</p> <p>Language: 11-12.L.1 11-12.L.2 11-12.L.3 11-12.L.6</p>	<p>Methodology Part 1: Deciding on an Approach</p> <p>Methodology Part 2: The Design Frame</p> <p>Data Gathering</p>	<p>AP Classroom</p> <p>Chapter 4. Better balance between discussions of quantitative and qualitative approaches</p> <p>Chapter 6 (formerly Chapter 8). New discussion of rubrics</p> <p>Chapter 9 (formerly Chapter 6). Focus now on general design</p> <p>Chapter 10 (formerly Chapter 7). Expanded discussion of possible biases in primary and secondary sources</p> <p>Chapter 11 (new chapter). Greatly expanded discussion of</p>

				qualitative data analysis; new Checklist
Weeks 20-30	Due to the recursive nature of this course, content from units one and two will be reintroduced to students at regular intervals throughout this unit for deeper comprehension and application. Students will continue researching, determining methods and alignment, and documenting data.	<p>Reading Literature: 11-12.RL.1 11-12.RL.6</p> <p>Reading Informational: 11-12.RI.1 11-12. RI.2 11-12. RI.4 11-12. RI.5 11-12. RI.6 11-12. RI.10</p> <p>Writing: 11-12. W.1 11-12. W.2 11-12. W.3 11-12. W.4 11-12. W.5 11-12. W.6</p> <p>Speaking and Listening: 11-12.SL.1 11-12.SL.4 11-12.SL.5 11-12.SL.6</p> <p>Language: 11-12.L.1 11-12.L.2 11-12.L.3 11-12.L.6</p> <p>Reading Science and Technical: 11-12.RST.1 11-12.RST.2 11-12.RST.3 11-12.RST.4 11-12.RST.5 11-12.RST.6 11-12.RST.7 11-12.RST.8 11-12.RST.9</p> <p>Writing History:</p>	How to Analyse and Discuss the Information You Gather Concluding and Writing up	AP Classroom Chapter 7 (formerly Chapter 9). New section on possible biases in quantitative research Chapter 13 (formerly Chapter 12). Better balance between quantitative and qualitative research reports; reorganization and revision of the section “Essential Elements of a Research Report” (formerly titled “Planning a Research Report”)

		11-12.WHST.1 11-12.WHST.2 11-12.WHST.4 11-12.WHST.5 11-12.WHST.6 11-12.WHST.7 11-12.WHST.8 11-12.WHST.9 11-12.WHST.10		
Weeks 31-37	<p>This unit will focus on the final product, specifically on the writing or the composition of the research paper and the preparation and, eventually, the performance of the oral presentation and defense. [CR3] Students will work independently on their final products with insight and counsel from their instructor, expert advisor, and peers. The focus will be on the clear, concise, and effective communication of ideas and information generated and validated by the students' research. In the classroom and independently (while possibly consulting any expert advisors), 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 4,000-5,000 words that includes the following elements [CR5]:</p> <ul style="list-style-type: none"> ● Introduction Method ● Process or Approach ● Results, Product, or Findings ● Discussion, Analysis, and/or Evaluation ● Conclusion and Future Directions ● Works Cited (Bibliography) 	<p>Reading Literature: 11-12.RL.1 11-12.RL.6</p> <p>Reading Informational: 11-12.RI.1 11-12. RI.2 11-12. RI.4 11-12. RI.5 11-12. RI.6 11-12. RI.10</p> <p>Writing: 11-12. W.1 11-12. W.2 11-12. W.3 11-12. W.4 11-12. W.5 11-12. W.6</p> <p>Speaking and Listening: 11-12.SL.1 11-12.SL.4 11-12.SL.5 11-12.SL.6</p> <p>Language: 11-12.L.1 11-12.L.2 11-12.L.3 11-12.L.6</p> <p>Reading Science and Technical:</p>		

		11-12.RST.1 11-12.RST.2 11-12.RST.3 11-12.RST.4 11-12.RST.5 11-12.RST.6 11-12.RST.7 11-12.RST.8 11-12.RST.9 Writing History: 11-12.WHST.1 11-12.WHST.2 11-12.WHST.4 11-12.WHST.5 11-12.WHST.6 11-12.WHST.7 11-12.WHST.8 11-12.WHST.9 11-12.WHST.10		
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C. HONORS COURSES ONLY

Indicate how much this honors course differs from the standard course.

This course is an early introduction to conducting in-depth independent research, argument, and presentation of the student's choice rather than district-directed or teacher-driven topics for research.

D. BACKGROUND INFORMATION

Context and History for course

The AP Capstone Diploma (AP Seminar and AP Research) program launched in the fall of 2014. The program was developed after hearing from higher education faculty and administrators seeking incoming freshmen proficient in critical thinking and communication skills. Specifically, these higher education professionals wanted to identify students who could analyze different perspectives, evaluate the credibility of sources, use scholarly methods, build evidence-based arguments, work in teams, work with mentors, and develop and deliver team and individual presentations.

Successfully completing an AP Capstone course or earning one of the AP Capstone awards communicates to colleges and universities that an applicant has these skills to further their success at the university level.