

# AP Capstone



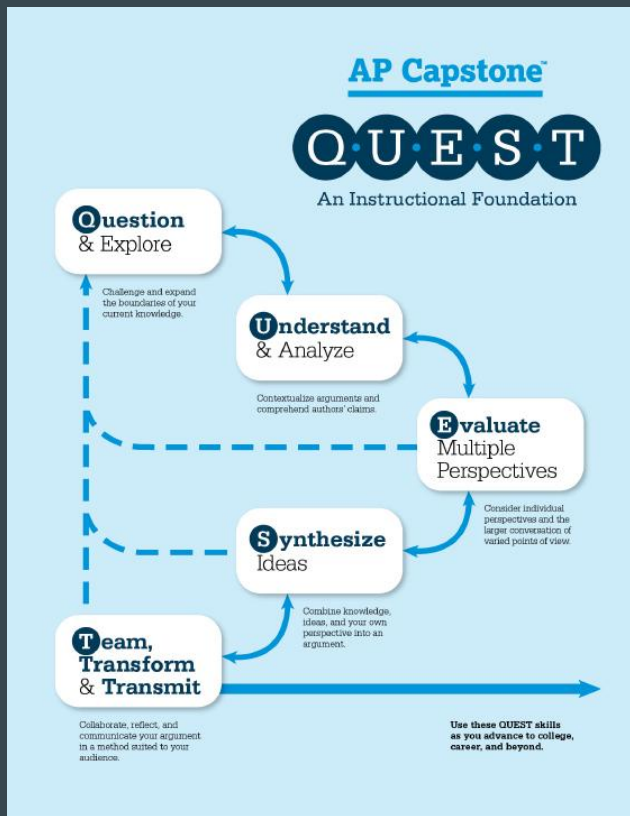
HHH English & Social Studies Departments

# What is AP Capstone?



- An innovative College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges.
- Comprised of two AP courses.
  - AP Seminar and AP Research are designed to complement and enhance the discipline-specific study in other AP courses.
- AP Seminar is the first course and a prerequisite for AP Research.

# AP Capstone



## AP Capstone Curriculum

### AP Capstone Diploma™

Students who earn scores of 3 or higher in both of the AP Capstone courses and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™.

#### AP SEMINAR (Year 1)

- Team Project & Presentation
- Research-Based Essay & Presentation
- End-of-Course Exam

#### AP RESEARCH (Year 2)

- Research Process Documentation
- Academic Thesis Paper
- Presentation & Oral Defense

**4 AP COURSES & EXAMS**  
(Taken at any point throughout high school)

### AP Seminar and Research Certificate™

Students who earn scores of 3 or higher in both of the AP Capstone courses but not on the four additional AP Exams will receive the AP Seminar and Research Certificate™, signifying successful performance in those courses.

# AP Seminar



- Yearlong course co-taught by an English and a Social Studies teacher.
- Students will:
  - develop and strengthen their analytic and inquiry skills by exploring issues based on individual and class interests.
  - practice reading and analyzing a variety of sources including articles, speeches, broadcasts, personal accounts, and visual imagery.
  - learn to understand an issue from multiple perspectives.
  - evaluate the strength of an argument, and make logical, fact-based conclusions.
  - question, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media.

# AP Seminar

## Students learn how to:

- Investigate real-world topics from multiple perspectives.
- Analyze information critically
- Write evidence-based arguments and effectively communicate them.
- Work independently and cooperatively with a team to research a topic, develop a written report, and deliver a presentation.

## Example Topics

Democracy

Education

Revolution

Freedom

Protest

Technology

Sustainability

# AP Exam Scoring Information



## 1. Team Project & Presentation (Task 1)

20%

- a. Individual Research Report (1,200 words)
- b. Team Multimedia presentation and defense (8 - 10 minutes)



## 2. Individual Essay & Presentation (Task 2)

35%

- a. Individual written argument (2,000 words)
- b. Individual multimedia presentation (6 - 8 minutes)
- c. Oral Defense (two questions from the teacher)



## 3. Written Exam

45%

# AP Capstone Scoring Data, Spring 2019

COHORT # of students	MEAN SCORE AP	% SCORES 3 or HIGHER	% SCORES 4 or HIGHER		English Regents Mean Score
HSE (75)	3.29	94.7%	28%		93.7*
HSW (117)	3.31	97.4%	27%		92.5*
NYS (4,340)	2.80	69.9%	15%		
Global (45,248)	3.04	79.5%	22%		

\*Districtwide Regents mean score is 88.89. AP Lang mean at HSE is 92.97. AP Lang mean at HSW is 94.94.





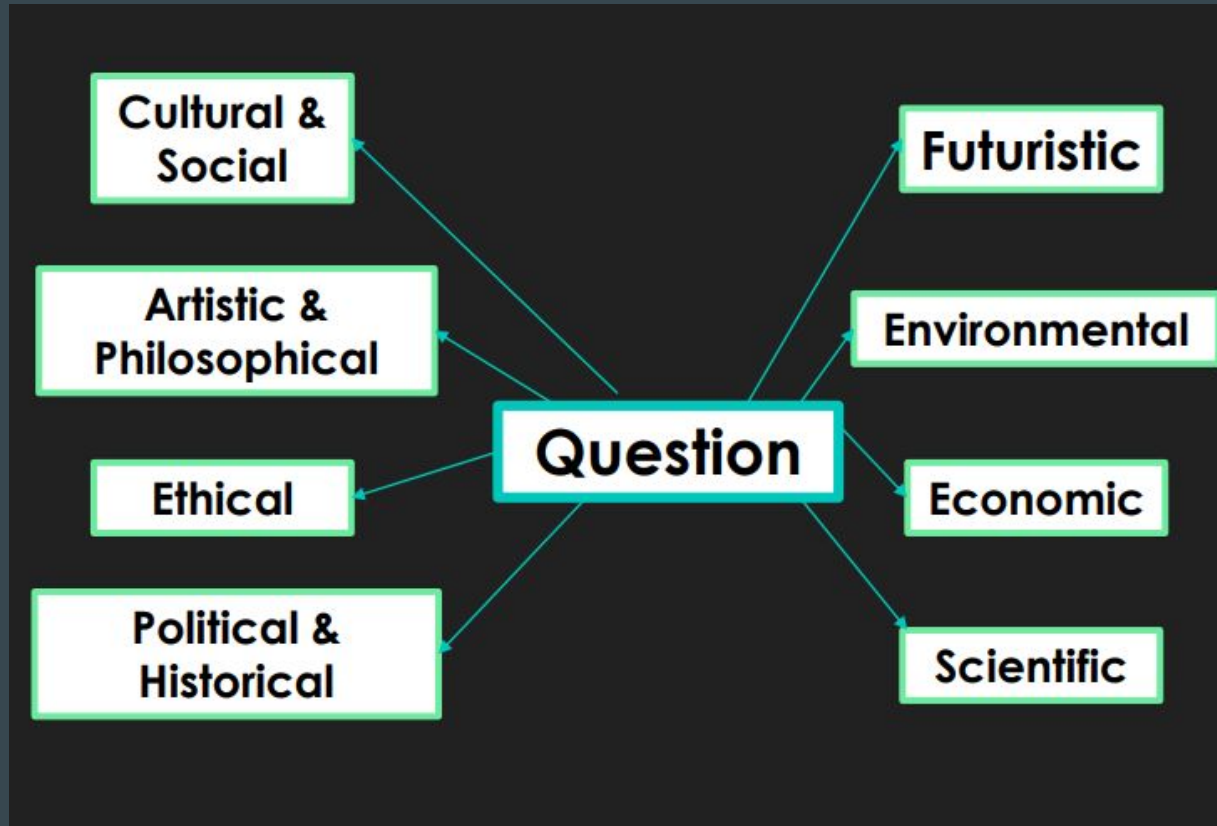
# Course Expectations for Students

Attendance is an essential component of **AP Seminar**. Students cannot make up class discussions and activities by simply reading the text.

Effective collaboration is a necessity. Always respect yourself and others; act in a way that allows all students an equal opportunity to learn; be tolerant of the opinions of your classmates.

Strong time management skills are **critical**. Deadlines are communicated in advance. Consider other academic and extracurricular obligations.

# Task 1: Team Project & Presentation



# Task 2: Stimulus Materials (2017)



For centuries, experts have predicted that machines would soon make workers obsolete. What if they weren't wrong, but only premature? An exploration of what society without jobs might look like – and how we can prepare.

# A World Without Work

By **DEREK THOMPSON**  
Photographs by Adam Levy

**Youngstown, U.S.A.**

Jobs and \$1.4 billion in manufacturing wages. The effects were so great that a firm was forced to double the local regional allowance.

Youngstown was transformed not only by an economic disruption but also by a psychological and cultural breakdown. Depression, opioid abuse, and suicide all became much

The world of work is still just a distant concept for most of the

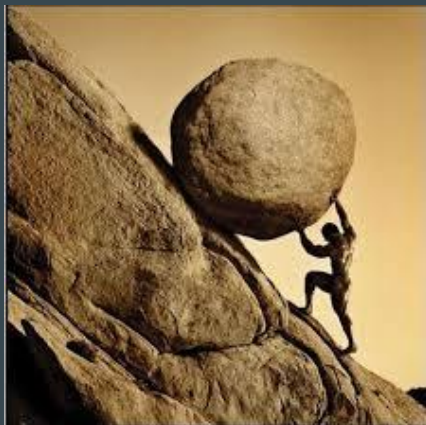
AN INQUIRY INTO  
THE NATURE AND CAUSES OF  
THE WEALTH OF NATIONS

BY  
ADAM SMITH

EDITED, WITH AN INTRODUCTION, NOTES, MARGINAL  
SUMMARY AND AN ENLARGED INDEX  
BY  
EDWIN CANNAN, M.A., LL.D.  
TEACHER OF HIGHER CLASS IN THE UNIVERSITY OF ABERDEEN IN THE  
LATTER PARTS OF HIS LIFE

VOLUME II

METHUEN & CO.  
38, ESSEX STREET, W.C.,  
LONDON



SHORT COMMUNICATION

**BJC**  
British Journal of Cancer 2017; 116, 813–819 | doi: 10.1039/c6br00677g

Keywords: Breast cancer; colorectal cancer; lung cancer; prostate cancer; working hours

## Long working hours and cancer risk: a multi-cohort study

Katrina Helkita<sup>1,2</sup>, Selja T Nyberg<sup>1</sup>, Ida Elj Madsen<sup>1</sup>, Ernest de Vroome<sup>3</sup>, Lars Ahlbomson<sup>4,5</sup>, Jacob J Bjerner<sup>6</sup>, Marianne Borritz<sup>7</sup>, Hermann Burr<sup>8</sup>, Raimund Erbel<sup>9</sup>, Jane E Ferrie<sup>10,11</sup>, Eleonor J Franzen<sup>12,13</sup>, Gwendolyn A Gustavsen<sup>14</sup>, Wendelin E Hoofman<sup>15</sup>, Irene L Houtman<sup>16</sup>, Karl Henz Jørgen<sup>17</sup>, Anders Kjørtner<sup>18</sup>, Markku Koskenvuo<sup>19</sup>, Thorsten Lunan<sup>20</sup>, Martin I Møller<sup>18</sup>, Maria Nordin<sup>21,22</sup>, Taina Oksanen<sup>23</sup>, Jan H Pødenphant<sup>24</sup>, Jaana Pentti<sup>25</sup>, Martin J Shipley<sup>26</sup>, Andrew Steptoe<sup>27</sup>, Sakari B Suominen<sup>28,29</sup>, Taina Thomsen<sup>30</sup>, Jussi Vahtera<sup>31,32</sup>, Peter JM Willebrandt<sup>33</sup>, Hugo Westerlund<sup>34</sup>, Niccolò Dragani<sup>35</sup>, Reiner Rugulies<sup>36</sup>, Ichiro Kawachi<sup>37</sup>, G David Batty<sup>38,39</sup>, Archana Singh-Manoux<sup>40,41</sup>, Marianne Vitamer<sup>42</sup>, Mika Kivimäki<sup>1,39</sup> for the IPD-Work Consortium

**Background:** Working longer than the maximum recommended hours is associated with an increased risk of cardiovascular disease, but the relationship of excess working hours with incident cancer is unclear.

**Methods:** This multi-cohort study examined the association between working hours and cancer risk in 116,462 men and women who were free of cancer at baseline. Incident cancers were ascertained from national cancer, hospitalisation and death registers; weekly working hours were self-reported.

**Results:** During median follow-up of 10.8 years, 4371 participants developed cancer in colorectal cancer (393), lung cancer (267), breast cancer (813), and prostate cancer (536). We found no clear evidence for an association between working hours and the overall cancer risk. Working hours were also unrelated to the risk of incident colorectal, lung or prostate cancer. Working a ≥55 h per week was associated with 1.40-fold (95% confidence interval 1.17–2.29) increase in female breast cancer risk independently of age, socioeconomic position, shift and night-time work and lifestyle factors, but this observation may have been influenced by residual confounding from parity.

**Conclusions:** Our findings suggest that working long hours is unrelated to the overall cancer risk or the risk of lung, colorectal or prostate cancer. The observed association with breast cancer would warrant further research.

Epidemiological research suggests that working long hours has a detrimental effect on health. Extended working hours have been reported as being associated with an increased incidence of coronary heart disease and stroke (Cheng et al., 2012; Virtanen et al., 2012; Kivimäki et al., 2014) preterm delivery (van Mechelen et al., 2014), and, in general occupations, the risk for anxiety, depression, sleep disturbance and elevated cortisol levels (Chandola et al., 2015). We used a large population of anxiety, depression, sleeping difficulties and elevated cortisol levels (Chandola et al., 2015; Virtanen et al., 2015). The relationship between long working hours and cancer however is unclear.

Long working hours could impact on cancer risk via their association with lifestyle-related exposures. Observational evidence suggests that working longer than recommended hours is linked to more behaviour-related cancer risk factors, such as excessive alcohol intake (Virtanen et al., 2012) and physical inactivity (Kivimäki and Ilmarinen, 2011; Virtanen et al., 2015), possibly because individuals did not find time for these activities because they spent excessive time at work (Houtman et al., 2012). As far as we are aware, the association between long working hours and incident cancer has been examined in only one previous investigation, which had two caveats: (i) it was a case-control study and (ii) it did not

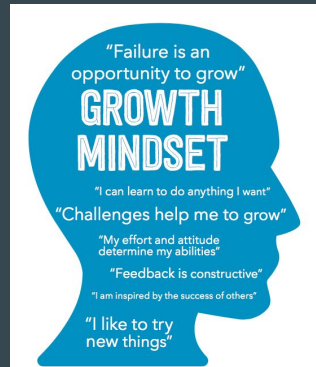
© 2016 Cancer Research UK. All rights reserved. 0950–0238/16

www.bjpcancer.com | DOI:10.1038/bjc.2016.9

813

# Characteristics of a Successful Seminar Student

Collaborative	Cooperative	Determined
Enthusiastic	Hard-working	Inquisitive
Open-minded	Resilient	Self-motivated



# What will students do in AP Seminar?

- Read current research from a variety of sources: newspapers, journals, etc.
- Utilize research in order to debate opposing ideas and develop a position on a topic.
- Work collaboratively on a research based assignment.
- Share responsibilities in collecting data.
- Develop public speaking skills.
- Self-edit and peer-edit assignments.



# To what EXACTLY are students committing?



- Working cooperatively
- Demonstrating accountability in learning material
- Teaching peers through small group discussions and presentations
- Investigating topics of interest
- Writing daily
- Managing their time in class and outside of class
- Critiquing their learning
- Accepting criticism from peers and teachers

# What is the teacher's role?

- ❖ Make students aware of task components, requirements, deadlines, and scoring criteria.
- ❖ Provide generic sample questions for research, discussion, and oral defense.
- ❖ Conduct class instruction on the skills required for the performance tasks while working on their research and presentations.
- ❖ Share rubrics with students.
- ❖ Encourage peer review and editing.





**Questions?**