

	Reading	Writing	Research
<p><b>English 10</b></p> <p>Assessments include a Socratic Seminar, small group project-based learning, and smaller, more frequent presentations.</p>	<ul style="list-style-type: none"> <li>• Read 4-6 larger texts from a world literature perspective, with emphasis on reading in class, including short stories, novels, and plays.</li> <li>• Engage with texts through critical reading, annotation, and dialectical journals</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 multi-paragraph essays, focusing on context and evidence embedding.</li> <li>• Smaller sections of large essays will mostly be written in class.</li> <li>• Smaller, critical analysis essays both in class and as part of larger test grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will employ various methods of research for a larger group research project in the 3rd Quarter</li> <li>• Students will continue to build good researching skills, including works cited and bibliographies.</li> <li>• Students will learn to discern between scholarly and non-scholarly research sites throughout the year.</li> </ul>
<p><b>English 10 Honors</b></p> <p>Assessments include Socratic Seminars, small group project-based learning, and larger presentations</p>	<ul style="list-style-type: none"> <li>• Read independently 4-6 full-length texts, with ancillary texts used in conjunction to make overarching connections</li> <li>• Engage with texts through critical reading, annotation, and dialectical journals, using higher-level close-reading skills</li> </ul>	<ul style="list-style-type: none"> <li>• Write 3-4 essays per year, including timed writings and process papers.</li> <li>• Essays are more extensive, requiring more evidence and commentary when compared with on-level courses</li> <li>• Required to complete annotations and dialectical journals to prepare for class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will employ various methods of research assignments throughout the year.</li> <li>• Students will continue to build good researching skills, including works cited and bibliographies.</li> <li>• Students will learn to discern between scholarly and non-scholarly research sites throughout the year.</li> <li>• Students will write based on their research and critical thinking.</li> </ul>
<p><b>AP Seminar</b></p> <p>Performance Task 1 Performance Task 2 AP Exam in May</p>	<ul style="list-style-type: none"> <li>• Read articles, research studies, foundational literary and philosophical texts</li> <li>• <b>Performance Task 2:</b> Read and analyze academic, cross-curricular stimulus texts (which include literary /philosophical works) as a foundation for their individual research-based essay and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performance Task 1:</b> Write an Individual Research Report (1200 words) that summarizes and analyzes experts' topics.</li> <li>• <b>Performance Task 2:</b> Students write a coherent, convincing, and well-written argument of 2000 words.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Performance Task 1:</b> The team multimedia presentation requires synthesis of individual research into a clear and coherent argument for a solution to an issue or problem.</li> </ul>



## English 10/English 10 Honors/AP Seminar Crosswalk



### Recommendation

The AP Seminar framework has significant alignment with skills typical of English 10 classes and is appropriate for an English course code in Virginia.

### Summary

AP Seminar emphasizes the following skills that correspond with typical English 10 classes:

- reading and analyzing a wide range of texts, including literary and informational texts
- extended explanatory and argumentative writing
- conducting effective research, and synthesizing relevant and credible evidence
- design and delivery of oral/multimedia presentations (individual and team)

As such, the course extensively covers most of the standards for Communication and Multimodal Literacies, Reading (informational), Writing (explanatory, and argumentative), and Research; moreover, the AP Seminar course framework allows significant time and space for local inclusion of the few standards that are not explicitly included in the framework. Teachers have flexibility, discretion, and instructional time to include literary analysis and examination of specific seminal documents within the inquiry-based units they design when teaching the course. Perhaps most significantly, the AP Seminar performance tasks and final exam – all of which are scored by experts and contribute to an AP Seminar score of 1-5, intensively measure components of state ELA standards like teamwork, presentation, and research projects that are valued across the spectrum of career and college readiness but have been difficult to include on state ELA assessments. On the following pages, the tables provide detailed analysis of the alignment between AP Seminar and the Virginia English Standards for Learning.

As AP Seminar offers an open choice of topics and texts, when teachers create their course syllabi, they select literary works (and the associated literature reading standards and writing tasks) to develop one or more thematic units within their locally developed AP Seminar curriculum. Similarly, vocabulary work can be integrated as students are reading a wide range of texts.