



Locally Developed Courses

Capstone

For the 2024-2025 School Year

Introduction to the Capstone Course Sequence

Subject: Social Sciences - Discipline: Social Science

In the Capstone course sequence, students undertake independent research on self-selected topics, formulate evidence-based arguments, and present and defend research choices. The Capstone course sequence provides students with opportunities to develop competencies in research processes, such as information management, critical reading skills, statistical analysis, argument analysis and evaluation of ideas. Students in Capstone engage in extensive discussions and work in collaborative teams to investigate diverse perspectives on issues. Through this collaborative approach, students develop skills of diplomacy, consensus decision-making and reflection.

Capstone was developed for students in the Advanced Placement (AP®) program and it consists of two components: AP Seminar and AP Research. Learning outcomes are based on either the *AP® Seminar Course and Exam Description* (College Board, 2023) or *AP® Research Course and Exam Description* (College Board, 2023).

Student Need

The Capstone course sequence prepares students for a constantly changing world by focusing on critical thinking skills applied to interdisciplinary topics. In this course sequence, students research and evaluate topics of their own choosing to develop their own, strong evidence-based arguments that include multiple viewpoints and perspectives. In Capstone, effective and thoughtful decision-making is fostered, as students weigh all possible outcomes of a solution to an issue and contribute their own voice to complex academic conversations. Students in Capstone are encouraged to be creative problem-solvers and engaged thinkers who formulate potential solutions to problems they see emerging in the world.

In Capstone, the emphasis is on the development of skills that will enhance student success in post-secondary programs. Both courses provide students enrolled in Advanced Placement Capstone with the necessary knowledge, skills, time and support to meet the requirements of the AP Capstone Diploma™ or the AP Seminar and Research Certificate™.

Courses in the Capstone Course Sequence

Capstone Seminar 25 (LDC2440)

Students in Capstone Seminar 25 undertake independent research on self-selected topics, formulate evidence-based arguments, and present and defend research choices. Students in Capstone Seminar 25 will engage in extensive discussions and work in collaborative teams to investigate diverse perspectives on issues. Through this collaborative approach, students develop skills of diplomacy, consensus decision-making and reflection. Capstone Seminar 25 prepares students for a constantly changing world by focusing on critical thinking skills applied to interdisciplinary topics. Capstone Seminar 25 is a locally developed course developed to support students undertaking *AP® Seminar*.

Learning outcomes in Capstone Seminar 25 are based on the *AP® Seminar Course and Exam Description* (College Board, 2023).

Sensitive or controversial Content

Issues of a sensitive or controversial nature may be encountered or explored in this course. Teachers are advised to use their discretion and take the needs of individual students and the local community context into consideration when addressing sensitive or controversial topics or issues.

Prerequisites:

- All of the following:
 - English Language Arts 10-1 (ELA1105)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
5	2024-2025	2027-2028

Capstone Research 35 (LDC3440)

In Capstone Research 35, students have the opportunity to investigate an academic topic or issue of individual interest and engage in original research, which fosters new understandings of complex issues. During the research process in Capstone Research, students use critical thinking skills to align their research with methodologies appropriate to their line of inquiry and defend their scholarly arguments using evidence synthesized from the work of others and their own research. In Capstone Research 35, there is a focus on employing ethical research practices and engaging in reflective practices. Capstone Research 35 is a locally developed course developed to support students undertaking *AP® Research*.

Learning outcomes in Capstone Research 35 are based on the *AP® Research Course and Exam Description* (College Board, 2023).

Sensitive or controversial Content

Issues of a sensitive or controversial nature may be encountered or explored in this course. Teachers are advised to use their discretion and take the needs of individual students and the local community context into consideration when addressing sensitive or controversial topics or issues.

Prerequisites:

- All of the following:
 - Capstone Seminar 25 (LDC2440)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
5	2024-2025	2027-2028

Curriculum Outline

Curriculum Elements		Capstone Seminar 25-5	Capstone Research 35-5
1	Topic Engaging in inquiry and investigation promotes a deeper understanding of issues.	✓	✓
1.1	General Outcome How can engaging in inquiry and investigation through research processes create new understandings?	✓	
1.1.1	Specific Outcome identify and contextualize the complexities of a problem or issue.	✓	
1.1.2	Specific Outcome develop questions and seek out answers that reflect multiple, divergent, or contradictory perspectives.	✓	
1.1.3	Specific Outcome research an idea, question, process or product to synthesize and create new understandings.	✓	
1.1.4	Specific Outcome apply strategies to access and manage information from primary and secondary sources.	✓	
1.1.5	Specific Outcome evaluate the relevance and credibility of information obtained from various primary and secondary sources.	✓	
1.1.6	Specific Outcome develop a research-based question to guide the inquiry process.	✓	
1.2	General Outcome How can engaging in research processes create new understanding, identify gaps in current scholarship and guide one's own original research?		✓
1.2.1	Specific Outcome articulate the purpose and significance of the scholarly topic of inquiry.		✓
1.2.2	Specific Outcome develop and revise a focused research question/project goal.		✓
1.2.3	Specific Outcome research an existing idea, question, process or product to expose gaps in existing research and create understandings through the application of their own research.		✓
1.2.4	Specific Outcome apply and evaluate strategies to access and manage information from primary and secondary sources related to their own inquiry.		✓

Curriculum Elements		Capstone Seminar 25-5	Capstone Research 35-5
1.2.5	Specific Outcome evaluate the relevance and credibility of the source of information and data in relation to the inquiry.		✓
1.2.6	Specific Outcome design, plan, and implement a scholarly inquiry.		✓
1.2.7	Specific Outcome employ ethical practices in the planning and collecting of research.		✓
2	Topic Applying critical thinking skills facilitates an understanding of arguments and perspectives.	✓	✓
2.1	General Outcome How can a source's argument be critically analyzed?	✓	
2.1.1	Specific Outcome summarize and explain a source's main idea or aim.	✓	
2.1.2	Specific Outcome explain and analyze the logic and line of reasoning of an argument within a source.	✓	
2.1.3	Specific Outcome evaluate the relevance and credibility of evidence obtained from various primary and secondary sources.	✓	
2.1.4	Specific Outcome evaluate the validity of an argument.	✓	
2.2	General Outcome How can analysis and evaluation of a source's claim(s) contribute to resolutions, conclusions, or solutions?	✓	
2.2.1	Specific Outcome connect an argument to broader issues by examining the implications of the author's claim.	✓	
2.2.2	Specific Outcome evaluate potential resolutions, conclusions, or solutions to problems or issues raised by an argument.	✓	
2.3	General Outcome How can a source's argument be analyzed, evaluated, and critiqued?		✓
2.3.1	Specific Outcome summarize and explain a text's main idea or aim.		✓

Curriculum Elements		Capstone Seminar 25-5	Capstone Research 35-5
2.3.2	Specific Outcome explain and analyze the logic and line of reasoning of an argument.		✓
2.3.3	Specific Outcome evaluate the relevance and credibility of evidence obtained from various primary and secondary sources and original research.		✓
2.3.4	Specific Outcome evaluate the validity of an argument.		✓
2.3.5	Specific Outcome evaluate and critique others' inquiries, studies, artistic works, and/or perspectives.		✓
2.4	General Outcome How can analysis and evaluation of a source's claim(s) contribute to resolutions, conclusions, or solutions?		✓
2.4.1	Specific Outcome connect an argument to broader issues by examining the implications of the author's claim in relation to their own inquiry.		✓
2.4.2	Specific Outcome evaluate potential resolutions, conclusions, or solutions to problems or issues raised by an argument and consider areas for future research.		✓
3	Topic Evaluating multiple perspectives and arguments helps to develop a complex understanding of an issue or topic.	✓	✓
3.1	General Outcome How can an understanding of issues be enhanced through the analysis of multiple perspectives and arguments?	✓	
3.1.1	Specific Outcome identify and interpret multiple perspectives on arguments about an issue.	✓	
3.1.2	Specific Outcome evaluate objections, implications, and limitations of alternate, opposing, and/or confirming perspectives or arguments about an issue.	✓	
3.2	General Outcome How can an evaluation of various perspectives and arguments, as well as one's own biases and assumptions, lead to effective argumentation?		✓
3.2.1	Specific Outcome compare and interpret multiple perspectives on or arguments about an issue.		✓

Curriculum Elements		Capstone Seminar 25-5	Capstone Research 35-5
3.2.2	Specific Outcome evaluate objections, implications, and limitations of alternate, opposing, and/or confirming perspectives or arguments about an issue, while comparing their own lines of reasoning, assumptions and biases.		✓
3.2.3	Specific Outcome examine how one's own personal biases and assumptions can influence one's judgment.		✓
4	Topic Formulating a persuasive argument involves synthesizing and acknowledging information from various sources, forming one's own perspective and articulating new understandings.	✓	✓
4.1	General Outcome How can the components of argumentation be applied in written and oral compositions?	✓	
4.1.1	Specific Outcome formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration.	✓	
4.1.2	Specific Outcome interpret and synthesize qualitative and/or quantitative information from various perspectives and sources to support an argument.	✓	
4.1.3	Specific Outcome develop commentary that links evidence with claims.	✓	
4.1.4	Specific Outcome develop evidence-based resolutions, conclusions, and/or solutions, while considering limitations and implications.	✓	
4.2	General Outcome How can the work of others be acknowledged and respected?	✓	
4.2.1	Specific Outcome select and apply a citation style to attribute knowledge and ideas.	✓	
4.3	General Outcome How can engaging in the research and the writing process enhance new understandings and inform one's argument?		✓
4.3.1	Specific Outcome formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration.		✓
4.3.2	Specific Outcome select and apply an appropriate disciplinary or interdisciplinary approach to form a scholarly argument or aesthetic rationale.		✓

Curriculum Elements		Capstone Seminar 25-5	Capstone Research 35-5
4.3.3	Specific Outcome interpret and synthesize qualitative and quantitative data/information from various perspectives and sources, including their own research, to develop and support an argument.		✓
4.3.4	Specific Outcome develop commentary that links evidence with claims made by other sources and is in relation to their own inquiry.		✓
4.3.5	Specific Outcome extend an idea, question, process, or product to innovate or create new understandings.		✓
4.3.6	Specific Outcome propose evidence-based resolutions, conclusions, and/or solutions, while considering limitations and implications.		✓
4.4	General Outcome How can the work of others be acknowledged and attributed appropriately?		✓
4.4.1	Specific Outcome select and apply a citation style aligned with a research discipline appropriate for their inquiry to attribute knowledge and ideas.		✓
5	Topic Engaging in communication, collaboration and reflection provides opportunities to develop new understandings, accomplish common goals and achieve personal growth.	✓	✓
5.1	General Outcome How can an argument be effectively communicated to an audience?	✓	
5.1.1	Specific Outcome plan and create a cohesive argument for an intended context, purpose, and/or audience.	✓	
5.1.2	Specific Outcome present a cohesive argument, considering audience, context, and purpose.	✓	
5.1.3	Specific Outcome communicate a cohesive argument through media and the use of design techniques.	✓	
5.1.4	Specific Outcome employ effective techniques of delivery or performance.	✓	
5.1.5	Specific Outcome apply established academic conventions of grammar, usage, style and mechanics.	✓	
5.2	General Outcome How can strategies be employed to facilitate constructive, task-driven collaboration?	✓	

Curriculum Elements		Capstone Seminar 25-5	Capstone Research 35-5
5.2.1	Specific Outcome apply strategies to collaboratively set goals, manage time and complete a series of projects.	✓	
5.2.2	Specific Outcome describe and analyze their own contribution to an overall collaborative effort.	✓	
5.2.3	Specific Outcome apply strategies to create a constructive environment and facilitate contributions of all members to address complex, open-ended problems.	✓	
5.3	General Outcome How can reflection increase understanding and personal growth?	✓	
5.3.1	Specific Outcome reflect on and revise their own writing, thinking, and creative processes.	✓	
5.4	General Outcome How can an extended argument be effectively communicated and defended to an audience?		✓
5.4.1	Specific Outcome plan and create an academic paper, considering audience, context and purpose.		✓
5.4.2	Specific Outcome communicate an oral defense of their work through media and the use of design techniques.		✓
5.4.3	Specific Outcome adapt an argument for context, purpose, and/or audience.		✓
5.4.4	Specific Outcome employ effective techniques of delivery or performance.		✓
5.4.5	Specific Outcome apply established conventions of grammar, usage, style, and mechanics.		✓
5.5	General Outcome How can reflection increase understanding, self-awareness and personal growth as a scholar?		✓
5.5.1	Specific Outcome reflect on and revise their own writing and research processes to make important academic connections.		✓
5.5.2	Specific Outcome reflect on potential future directions for their inquiries and the development of their own scholarship or bodies of work.		✓

Curriculum Elements		Capstone Seminar 25-5	Capstone Research 35-5
5.6	<p>General Outcome How can peer review enhance one's academic work?</p>		✓
5.6.1	<p>Specific Outcome engage in peer review to provide constructive responses to one another's work, appropriate to the stage of a project's development.</p>		✓

Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
English Language Arts 10-1	<p>English Language Arts 10-12 overlaps with Capstone in the following areas: 1.1.1 Form tentative understandings, interpretations and positions, 1.21 Consider new perspectives, 3.1 Determine inquiry or research requirements, 3.2 Follow a plan of inquiry, 5.2 Work Within a Group</p> <p>Capstone provides students with opportunities to investigate real-world issues, develop valid evidence-based arguments, conduct independent research, produce an academic paper and defend their scholarly work. In English Language Arts 10-12, the research may not be conducted with as much rigour and there is no requirement for students in ELA 10-12 to produce and defend an academic paper.</p>
English Language Arts 20-1	<p>English Language Arts 10-12 overlaps with Capstone in the following areas: 1.1.1 Form tentative understandings, interpretations and positions, 1.21 Consider new perspectives, 3.1 Determine inquiry or research requirements, 3.2 Follow a plan of inquiry, 5.2 Work Within a Group</p> <p>Capstone provides students with opportunities to investigate real-world issues, develop valid evidence-based arguments, conduct independent research, produce an academic paper and defend their scholarly work. In English Language Arts 10-12, the research may not be conducted with as much rigour and there is no requirement for students in ELA 10-12 to produce and defend an academic paper.</p>
English Language Arts 30-1	<p>English Language Arts 10-12 overlaps with Capstone in the following areas: 1.1.1 Form tentative understandings, interpretations and positions, 1.21 Consider new perspectives, 3.1 Determine inquiry or research requirements, 3.2 Follow a plan of inquiry, 5.2 Work Within a Group</p> <p>Capstone provides students with opportunities to investigate real-world issues, develop valid evidence-based arguments, conduct independent research, produce an academic paper and defend their scholarly work. In English Language Arts 10-12, the research may not be conducted with as much rigour and there is no requirement for students in ELA 10-12 to produce and defend an academic paper.</p>
Learning Strategies 15	<p>Learning Strategies overlaps with Capstone in the following area: LO 4: Understanding self and other as a learner: Students will apply knowledge of the students as a learner in a group.</p> <p>Capstone provides students with opportunities to investigate real-world issues, develop valid evidence-based arguments, conduct independent research, produce an academic paper and defend their scholarly work. On the other hand, the aim of Learning Strategies is to provide opportunities for students to develop understandings, literacies and skills across all subject areas.</p>
Learning Strategies 25	<p>Learning Strategies overlaps with Capstone in the following area: LO 4: Understanding self and other as a learner: Students will apply knowledge of the students as a learner in a group.</p> <p>Capstone provides students with opportunities to investigate real-world issues, develop valid evidence-based arguments, conduct independent research, produce an academic paper and defend their scholarly work. On the other hand, the aim of Learning Strategies is to provide opportunities for students to develop understandings, literacies and skills across all subject areas.</p>

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
Learning Strategies 35	Learning Strategies overlaps with Capstone in the following area: LO 4: Understanding self and other as a learner: Students will apply knowledge of the students as a learner in a group.
	Capstone provides students with opportunities to investigate real-world issues, develop valid evidence-based arguments, conduct independent research, produce an academic paper and defend their scholarly work. On the other hand, the aim of Learning Strategies is to provide opportunities for students to develop understandings, literacies and skills across all subject areas.
Social Studies 10-1	Social Studies 10-12 overlaps with Capstone in the following areas: S.7 Apply the research process, S.8 Demonstrate skills of oral, written and visual literacy, S.9 Develop skills of media literacy
	Capstone provides students with opportunities to investigate real-world issues, develop valid evidence-based arguments, conduct independent research, produce an academic paper and defend their scholarly work. In Social Studies 10-12, the research may not be conducted with as much rigour and there is no requirement for students in Social Studies 10-12 to produce and defend an academic paper.
Social Studies 20-1	Social Studies 10-12 overlaps with Capstone in the following areas: S.7 Apply the research process, S.8 Demonstrate skills of oral, written and visual literacy, S.9 Develop skills of media literacy
	Capstone provides students with opportunities to investigate real-world issues, develop valid evidence-based arguments, conduct independent research, produce an academic paper and defend their scholarly work. In Social Studies 10-12, the research may not be conducted with as much rigour and there is no requirement for students in Social Studies 10-12 to produce and defend an academic paper.
Social Studies 30-1	Social Studies 10-12 overlaps with Capstone in the following areas: S.7 Apply the research process, S.8 Demonstrate skills of oral, written and visual literacy, S.9 Develop skills of media literacy
	Capstone provides students with opportunities to investigate real-world issues, develop valid evidence-based arguments, conduct independent research, produce an academic paper and defend their scholarly work. In Social Studies 10-12, the research may not be conducted with as much rigour and there is no requirement for students in Social Studies 10-12 to produce and defend an academic paper.