AP SEMINAR COURSE DESCRIPTION AND SYLLABUS

AP Seminar is an inquiry-based course that engages students in cross-curricular conversations that consider and explore the complexities of real-world topics and issues from multiple and diverse perspectives. Students develop skills that allow them to gather and synthesize information; analyze and evaluate arguments with accuracy and precision; and craft, communicate, and defend strong evidence based arguments supported by a clear line of reasoning.

Goals

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; and
• providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

A VARIETY OF SOURCES ARE USED TO BUILD STRONG, EVIDENCE-BASED ARGUMENTS

Throughout the program, students use an inquiry framework to read and analyze articles, research studies, and foundational, literary, and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic works and performances.

STUDENTS SYNTHESIZE INFORMATION, BRING THEIR OWN VOICE TO THE CONVERSATION, AND DELIVER THEIR POSITIONS IN WRITTEN AND ORAL ARGUMENTS

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.
HOW DOES THIS COURSE DIFFER FROM OTHER COURSES?
While the AP Seminar course develops core skills for academic success, it also challenges students to learn to think critically about complex issues and form their own perspectives about them. Critical inquiry focuses on the creation of new ideas, perspectives, and arguments. The research process is not simply about collecting evidence or facts and then piecing them together. Instead, the research process is about inquiry — asking questions and coming to solutions and conclusions through serious thinking and reflection. The researcher seeks relevant information in articles, books, and other sources and develops an informed perspective built upon, but not merely derivative of, the ideas in the examined material. As a result, the research process is recursive, meaning that the researcher regularly revisits ideas, seeks new information when necessary, and reconsiders and refines the research questions, topic, and/or approach.

To meet the requirements of the course, students will:
- explore the complexities of one or more themes through various perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.
- develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:
  - Question and Explore
  - Understand and Analyze
  - Evaluate Multiple Perspectives
  - Synthesize Ideas
  - Team, Transform, and Transmit
- gain a rich appreciation and understanding of issues through the following activities:
  - reading articles and research studies;
  - reading foundational, literary, and philosophical texts;
  - viewing and listening to speeches, broadcasts, and/or personal accounts;
  - and experiencing artistic works and performances.
- develop an understanding of ethical research practices and the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.
- 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.
• 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.

THE BIG IDEAS

The course is structured around 5 big ideas. For each big idea, there are essential questions (open-ended questions) and enduring understandings (long-term learning goals). Enduring Understandings are framed as learning objectives (assessed skills) through which the student should be able to demonstrate essential knowledge that confirms his/her mastery of the facts and basic concepts.

The Big Ideas, Learning Objectives and Essential Knowledge are set out in detail below.

BIG IDEA#1: QUESTION AND EXPLORE

Inquiry and investigation begins when students encounter information about complex issues and problems that stimulates their intellectual curiosity. They then continue the research process by developing a critical question about one or more of those complex issues or ideas. Seeking answers to such questions requires exploration of numerous, often competing perspectives; the context surrounding those perspectives; and the reliability and credibility of the perspectives. Through this exploration, students begin to develop their own perspectives, rather than simply accept those of others. They consider the purpose of their research — what is supposed to be achieved and why. Ideally, they also develop additional questions that lead to further inquiry. The intrinsic value of asking and answering questions cannot be overstated. Giving students the opportunity to dig deeper and feed their curiosity makes for meaningful discoveries and discussions.

Essential Questions
What do I want to know, learn, or understand?
What questions have yet to be asked?
What information do I need to answer my question?
How does my research question shape how I go about trying to answer it?
How does the context of a problem or issue affect how it is interpreted or presented?
How might others see the problem or issue differently?
What voices or perspectives are missing from my research?
What keywords should I use to search for information about this topic?
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| **EU 1.1:** Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions. | **LO 1.1A:** Contextualizing and identifying the complexities of a problem or issue.  
**LO 1.1B:** Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives. | **EK 1.1A1:** Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.  
**EK 1.1B1:** Effective research questions lead to an examination taking into account the complexity of a problem or issue.  
**EK 1.1B2:** The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues. |
| **EU 1.2:** Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge. | **LO 1.2A:** Retrieving, questioning, organizing, and using prior knowledge about a topic. | **EK 1.2A1:** Understanding comes not only through collection of information but also from a variety of other factors (e.g., experience, external sources, cultural context, assumptions).  
**EK 1.2A2:** A variety of strategies (e.g., brainstorming, concept mapping, prewriting, exploration of space, drafting) can be used to |
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<th>EU 1.3</th>
<th>LO 1.3A</th>
<th>EK 1.3A1</th>
<th>LO 1.4A</th>
<th>EK 1.4A1</th>
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<td>The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.</td>
<td>Accessing and managing information using effective strategies.</td>
<td>Information used to address a problem may come from various secondary sources (e.g., articles, other studies, analyses, reports) and/or primary sources (e.g., original texts and works, material culture, or personally collected data such as from experiments, surveys, questionnaires, interviews, observations, personal narratives).</td>
<td>Evaluating the relevance and credibility of the source of information and data in relation to the scope and purpose of one's research and the credibility of sources affects the</td>
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generalizability and the reliability of the conclusions.  
**EK 1.4A2:** Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative). **EK 1.4A3:** Determining the credibility of a source requires considering and evaluating the reputation and credentials of the author, publisher, site owner, and/or sponsor; understanding and evaluating the author’s perspective and research methods; and considering how others respond to their work. Scholarly articles are often peer reviewed, meaning the research has been reviewed and accepted by disciplinary experts.

**EU 1.5:** There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry. **LO 1.5A:** Identifying the information needed for the context of the inquiry. **EK 1.5A1:** The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the type of information needed and the appropriate method of gathering it.

**BIG IDEA#2: UNDERSTAND AND ANALYZE**

Developing understanding starts with comprehension of the concepts and perspectives under examination. Being able to summarize by identifying and explaining the salient ideas in a text is foundational. When students summarize and explain an author’s perspective to others, they are building understanding. Students must comprehend a perspective or argument in order to be able to analyze it. That analysis — including
consideration of the author’s point of view and purpose, the reasoning and details the author selects, develops, and conveys, and the way the author chooses to situate those details — in turn leads to greater understanding of the topic or concept being explored. Students evaluate the strength of an argument by examining the line of reasoning and the quality of the evidence the author uses. This level of understanding allows students to recognize the implications and predict the consequences of an argument.

Essential Questions
What strategies will help me comprehend a text?
What is the argument’s main idea and what reasoning does the author use to develop it?
Why might the author view the issue this way?
What biases may the author have that influence his or her perspective?
Does this argument acknowledge other perspectives?
How do I know if a source is trustworthy?
What are the implications of these arguments?
How does this conclusion impact me and my community? Or my research?

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<td>EU 2.1: Authors express their ideas, perspectives, and/or arguments through their works. The first step in evaluating an author’s perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.</td>
<td>LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose. [What is an appropriate reading strategy?]</td>
<td>EK 2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used. EK 2.1A2: Strategies active readers use to preview and prioritize a written text include skimming, scanning, rereading, and questioning. EK 2.1A3: Strategies active readers use to make meaning from texts include annotating, note-taking, highlighting, and reading aloud.</td>
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<td><strong>EK 2.1A4:</strong> Perspectives are shared through written, spoken, visual, or performance texts. A perspective includes the writer’s attitude/tone regarding the subject and is expressed through an argument.</td>
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<td><strong>LO 2.1B:</strong> Summarizing and explaining a text’s main idea or aim while avoiding faulty generalizations and oversimplification.</td>
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| **EK 2.1B1:** The main idea of an argument is often expressed in the thesis statement, **claim**, or conclusion, or implied throughout a work.  
**EK 2.1B2:** Artistic works (e.g., painting, film, music, dance) convey a perspective. Analysis of a work’s context, subject, structure, style, and aesthetic is critical to understanding its aims. |
| **EU 2.2:** Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument. |
| **LO 2.2A:** Explaining and analyzing the logic and line of reasoning of an argument. |
| **EK 2.2A1:** Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.  
**EK 2.2A2:** An argument’s line of reasoning is organized based on the argument’s purpose (e.g., to show causality, to define, to propose a solution).  
**EK 2.2A3:** Inductive reasoning uses specific observations and/or data points to identify trends, make generalizations, and |
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<th>LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.</th>
<th>EK 2.2B1: An argument’s context (time and purpose) and situation (in relation to other arguments) inform its interpretation. <strong>EK 2.2B2:</strong> Writers use <strong>qualitative</strong> and/or <strong>quantitative</strong> evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of <strong>validity.</strong> <strong>EK 2.2B3:</strong> Authors strategically include evidence to support their claims.</th>
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| **draw conclusions. Deductive reasoning uses broad facts or generalizations to generate additional, more specific conclusions about a phenomenon.**  
**EK 2.2A4:** A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.  
**EK 2.2A5:** Effective arguments acknowledge other arguments and/or respond to them with **counterarguments** (e.g., concession, refutation, rebuttal). |
| **LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.** | **EK 2.2B1: An argument’s context (time and purpose) and situation (in relation to other arguments) inform its interpretation.**  
**EK 2.2B2:** Writers use **qualitative** and/or **quantitative** evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of **validity.**  
**EK 2.2B3:** Authors strategically include evidence to support their claims. |
| LO 2.2C: Evaluating the validity of an argument. | EK 2.2B4: Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis).  
**EK 2.2B5:** Evidence may be used to identify and explain relationships (comparative, causal, or correlational) and/or patterns and trends.  
**EK 2.2B6:** Credibility is compromised when authors fail to acknowledge and/or consider the limitations of their conclusions, opposing views or perspectives, and/or their own biases.  
|  
| EU 2.3: Arguments have implications and consequences. |  
| **LO 2.3A:** Connecting an argument to broader issues by examining the implications of the author’s claim.  
**LO 2.3B:** Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument. | **EK 2.3A1:** The implications and consequences of arguments may be intended or unintended.  
**EK 2.3B1:** Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps). |
**BIG IDEA #3: EVALUATE MULTIPLE PERSPECTIVES**

Understanding the complexity of an issue, idea, or problem requires students to compare and contrast different perspectives. These multiple perspectives, which may support, oppose, compete with, or otherwise vary from one another, come together to create the conversation on the issue. Students must consider the biases and assumptions behind those perspectives in order to evaluate their relevance and importance in the conversation. Evaluating multiple perspectives and arguments allows students to better understand the complexities of an issue or topic.

**Essential Questions**

What patterns or trends can be identified among the arguments about this issue?  
What are the implications and/or consequences of accepting or rejecting a particular argument?  
How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?  
How can I explain contradictions within or between arguments?  
From whose perspective is this information being presented, and how does that affect my evaluation?

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<td><strong>EU 3.1:</strong> Different perspectives often lead to competing and alternative arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.</td>
<td><strong>LO 3.1A:</strong> Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.</td>
<td><strong>EK 3.1A1:</strong> An individual’s perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and worldview, as well as by external sources. <strong>EK 3.1A2:</strong> Perspectives are not always oppositional; they may be concurring, complementary, or competing.</td>
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<td><strong>EU 3.2:</strong> Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others’</td>
<td><strong>LO 3.2A:</strong> Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.</td>
<td><strong>EK 3.2A1:</strong> Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and</td>
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arguments, one’s own arguments can be situated within a larger conversation.

assumptions, and logic.

EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how one’s own personal biases and assumptions can influence one’s judgment.

BIG IDEA #4: SYNTHESIZE IDEAS
Once enough information is gathered and evaluated, students synthesize their accumulated knowledge, emerging ideas, and perspectives to form conclusions of their own. In order to situate their perspectives within the larger conversation, students must consider other perspectives and points of view. Strong arguments have a clear purpose and are grounded in a logical line of reasoning supported by carefully chosen and relevant evidence. Effective arguments analyze the material and develop a perspective on it. Information from other sources should not stand in for students’ own thinking. The goal is for students to think critically about the information and then add to, not simply repeat, the ideas of others. Building arguments on the ideas of others recognizes and acknowledges their perspectives while also establishing one’s unique voice in the conversation.

Essential Questions
How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
What line of reasoning and evidence would best support my argument? Is my reasoning logical?
Are there other conclusions I should consider?
What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
What is the best way to acknowledge and attribute the work of others that was used to support my argument?
How can I avoid committing plagiarism?

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<td>EU 4.1: Scholarly works convey perspectives and</td>
<td>LO 4.1A: Formulating a well-reasoned argument,</td>
<td>EK 4.1A1: Effective arguments use reason and</td>
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| demonstrate effective lines of reasoning that have been selected for the intended audience, purpose, and situation. | taking the complexities of the problem or issue into consideration. | evidence to convey a perspective, **point of view**, or some version of the truth that is stated or implied in the **thesis** and/or conclusion.  
**EK 4.1A2:** Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.  
**EK 4.1A3:** Qualifiers place limits on how far a claim may be carried. Effective arguments acknowledge these limits, increasing credibility by reducing overgeneralization or oversimplification.  
**EK 4.1A4:** Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., concession, refutation, rebuttal).  
**EK 4.1A5:** The line of reasoning is a clear, logical path leading the audience through the reasons to a conclusion.  
**EK 4.1A6:** The logic and reasoning of an argument may be deductive (claim followed by evidence) or inductive (evidence leads to a conclusion).  
**EK 4.1A7:** A line of reasoning is organized |
| EU 4.2: Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale. | LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument. | EK 4.2A1: Evidence can be collected from print and non-print sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations). EK 4.2A2: Evidence is used to support the claims and reasoning of an argument. Compelling evidence is sufficient, accurate, relevant, current, and credible to support the conclusion. EK 4.2A3: Evidence is strategically chosen based on context, purpose, and audience. Evidence may be used to align an argument with authority; to define a purpose (e.g., to show causality, to evaluate, to define, to propose a solution).

EK 4.1A8: Claims and supporting evidence are arranged (e.g., spatially, chronologically, order of importance) to convey reasoning and relationship (e.g., comparative, causal, correlational).

EK 4.1A9: The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.
<p>| EU 4.3: Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others. | LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style. | EK 4.3A1: Accurate and ethical attribution enhances one’s credibility. <strong>EK 4.3A2:</strong> Plagiarism is a serious offense that occurs when a person presents another’s ideas or words as his or her own. Plagiarism may be avoided by acknowledging sources thoroughly and accurately. <strong>EK 4.3A3:</strong> Source material should be introduced, integrated, or embedded into the text of an argument. <strong>EK 4.3A4:</strong> Quoted and paraphrased material must be properly attributed, credited, and cited following a style manual. |</p>
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<tr>
<th>EU 4.4: Forming one’s own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.</th>
<th>LO 4.4A: Extending an idea, question, process, or product to innovate or create new understandings.</th>
<th>EK 4.4A1: Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.</th>
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<td>EU 4.5: Arguments, choices, and solutions present intended and unintended opportunities, and consequences.</td>
<td>LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.</td>
<td>EK 4.5A1: When proposing a solution, the advantages and disadvantages of the options and alternatives should be weighed against the goal within its context.</td>
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Quoting is using the exact words of others; paraphrasing is restating an idea in one’s own words.

**EK 4.3A5:** Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA).
BIG IDEA#5: TEAM, TRANSFORM, TRANSMIT

Collaboration, communication, and reflection are skills that provide opportunities for students to develop their learning. When collaborating, students draw upon their own strengths and the strengths of teammates to achieve a common goal.

An argument is effectively communicated when its purpose is clear, it is tailored to a specific audience and context, and it is conveyed through a medium appropriate and appealing to the intended audience. Adhering to standard language conventions and engaging delivery techniques establishes a writer’s or speaker’s credibility with his or her audience.

Whether working alone or in a group, students reflect on their work and learning processes, which can lead to personal growth as well as even more effective inquiry, learning, and collaboration.

Essential Questions

How can I best appeal to and engage my audience?
What is the best medium or genre through which to engage my audience?
What common misconceptions might my audience have?
How might I adapt my argument for different audiences and situations?
How might my communication choices affect my credibility with my audience?
What contributions can I offer to a team?
What is the benefit of revision?
How can I benefit from reflecting on my own work?

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<td>EU 5.1: How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed and presented differently depending on audience, purpose, and context.</td>
<td>LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.</td>
<td>EK 5.1A1: An argument may include the following elements: Introduction: engages the audience by providing background and/or context Thesis: conveys the main idea of an argument Reasons, evidence, and commentary: provide support for the argument Counterargument, concession, refutation, and...</td>
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rebuttal: acknowledge and/or respond to opposing arguments  
Conclusion: synthesizes reasoning, considers possible implications for the future, and ties back to the introduction  
Bibliography: identifies works cited  
**EK 5.1A2:** Coherence is achieved when the elements and ideas in an argument flow logically and smoothly. Transitions are used to move the audience from one element or idea to another by illustrating the relationship between the elements or ideas.  

| **LO 5.1B:** Adhering to established *conventions* of grammar, usage, style, and mechanics. | **EK 5.1B1:** A writer expresses tone or attitude about a topic through word choice, sentence structure, and imagery.  
**EK 5.1B2:** Effective sentences create variety, emphasis, and interest through structure, agreement of elements, placement of modifiers, and consistency of tense.  
**EK 5.1B3:** Precision in word choice reduces confusion, wordiness, and redundancy.  
**EK 5.1B4:** Spelling and grammar errors detract from credibility. |
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<th><strong>information through appropriate media using effective techniques of design.</strong></th>
<th><strong>organizational and design elements (e.g., headings, layout, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use or overuse of these elements disrupts audience engagement and understanding.</strong></th>
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<tr>
<td><strong>LO 5.1D: Adapting an argument for context, purpose, and/or audience.</strong></td>
<td><strong>EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium, and purpose.</strong></td>
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<td><strong>LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance.</strong></td>
<td><strong>EK 5.1E1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, <strong>vocal variety</strong>, energy) to emphasize</strong></td>
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<td>EU 5.2: Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.</td>
<td>LO 5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal.</td>
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<td><strong>LO 5.2B:</strong> Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.</td>
<td><strong>EK 5.2B1:</strong> Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team’s performance. <strong>EK 5.2B2:</strong> Teams function at their best when they understand the diversity of their social–cultural perspectives, talents, and skills. <strong>EK 5.2B3:</strong> Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation. <strong>EK 5.2B4:</strong> Effective teams consider the use of online collaborative tools.</td>
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<td>EU 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.</td>
<td><strong>LO 5.3A:</strong> Reflecting on and revising their own writing, thinking, and creative processes.</td>
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| **EU 5.2:** Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems. | **LO 5.2A:** Providing individual contributions to overall collaborative effort to accomplish a task or goal. | **EK 5.2A1:** Knowing and communicating one’s strengths and challenges to a group allows one’s contributions to be more effective. |
| **LO 5.2B:** Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems. | **EK 5.2B1:** Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team’s performance. **EK 5.2B2:** Teams function at their best when they understand the diversity of their social–cultural perspectives, talents, and skills. **EK 5.2B3:** Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation. **EK 5.2B4:** Effective teams consider the use of online collaborative tools. |
| **EU 5.3:** Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications. | **LO 5.3A:** Reflecting on and revising their own writing, thinking, and creative processes. | **EK 5.3A1:** Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, drawing, exploration of space, and/or |
EK 5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.

LO 5.3B: Reflecting on experiences of collaborative effort.

EK 5.3B1: Reflection acknowledges the impact of actions on both the group and individual contributions, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group’s and individuals’ tasks.

CONSEQUENCES FOR PLAGIARISM AND THE FALSIFICATION OR FABRICATION OF INFORMATION

In order to receive a valid AP score, students participating in the AP Seminar program must adhere to the AP Capstone Plagiarism Policy, which states that:

The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance
Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a **group score of 0** for that component of the Team Project and Presentation.

**Discussion and Assignment related to Ethical Research Practices**
Students will review the College Board Plagiarism Policy, as well as the Plagiarism Policy set out in the Student Handbook for White Station High School. Students will receive lecture notes on the ethical use of intellectual property in research. Students will complete exercises to practice the rules and protocols that apply to plagiarism. Students will review multiple versions of material created from an original source to determine to what extent the rules and protocols relating to plagiarism have been broken. Students will be directed to OWL at Purdue as a resource for accepted MLA citation in research.

**Link:**
[https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)

**HONOR CODE:**
Academic integrity is the critical foundation and integral standard of academic research. Your work process and product must meet the highest standard of academic integrity. You will be expected to sign an honor code on all pieces of work submitted for assessment/credit/grading/review.

If the assignment is handwritten, please hand-write and sign the following honor code pledge:

“**HONOR CODE PLEDGE:**
On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

If the assignment is submitted electronically, please type the honor code at the end of the assignment. Inclusion of the honor code implies signature and agreement of the pledge.

**UNITS OF STUDY**
The AP Seminar curriculum will focus on re-examining the American Dream. Students will consider the historical context and evolution of the American Dream through a variety of lenses and perspectives. Students will bring their own personal experiences to the table to create a rich and diverse conversation on a complex subject. Students will attempt to define the American Dream in a modern context and will pursue an area of research that addresses a current issue or need in American life, which cross-sect
their area of interest. Sub-units of study will guide students to look at the ideals of life, liberty, and the pursuit of happiness in the context of the American Dream, in order to deepen and expand their interest in further research and study, to allow them to ultimately develop a well-thought out research proposal for Year 2 of the Capstone experience: AP Research.

A selection of lenses for study include:

- Cultural and social
- Artistic and philosophical
- Political and historical
- Environmental
- Economic
- Scientific
- Futuristic
- Ethical

Students may consider a variety of perspectives within each of these lenses, including global, national, and local.

**Conduct of Participants**

As the AP Program engages students in college-level work, the AP Seminar course may include topics and perspectives that may be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. AP Seminar requires students to have a level of maturity and skill to thoughtfully consider and analyze diverse perspectives and to listen to and respect the opposing or differing positions of other students in the class. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by the teacher or the College Board of the content, ideas, or values expressed in the material.

**AP SEMINAR ASSESSMENT OVERVIEW**

Students are assessed with two through-course performance tasks and one end-of-course exam. All three assessments are summative and are used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

**PERFORMANCE TASK #1: Team Project and Presentation — 20% of Overall Score**

**Task Description:**
Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their
proposed solution or resolution; and provides a defense to questions posed by the teacher.

**Scoring:**

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>SCORING METHOD</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Research Report (1200 words)</td>
<td>Rubric Scored by College Board (individual score)</td>
<td>50% of 20%</td>
</tr>
<tr>
<td>Team Multimedia Presentation (8–10 minutes)</td>
<td>Rubric Scored by teacher (group score)</td>
<td>50% of 20%</td>
</tr>
<tr>
<td>Oral Defense</td>
<td>Rubric Scored by teacher</td>
<td>Each member of the team answers one question about the collaborative process/work.</td>
</tr>
</tbody>
</table>

**Important Dates**

Upload Final Individual Research Report (IRR) to Digital Portfolio: 21 February 2020 (by 9pm)
Submit Final Slides for Team Media Presentation (TMP): 22 February 2020 (by midnight)
Team Media Presentations: 24-28 February 2020
Assessment Rubric: IRR and TMP.

**PERFORMANCE TASK #2: Individual Research-Based Essay and Presentation — 35% of Overall Score (NO LIVE LINKS!)**

**Task Description:**
The College Board will annually release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme or topic. Students will read and analyze the texts to identify thematic connections among them and possible areas for inquiry; compose a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must incorporate at least one of the provided sources.

**Scoring:**

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>SCORING METHOD</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual written argument (2000 words)</td>
<td>Rubric Scored by College Board (individual score)</td>
<td>70% of 35%</td>
</tr>
<tr>
<td>Individual Multimedia Presentation and Defense (6–8 minutes)</td>
<td>Rubric Scored by teacher (individual score)</td>
<td>20% of 35%</td>
</tr>
</tbody>
</table>
Important Dates
Materials Distributed: 29 February 2020
Upload Final Individual Written Argument (IWA) to Digital Portfolio: 21 April 2020 (by 9pm) (NO LIVE LINKS!)
Submit Final Slides for Individual Presentation (IMP): 21 April 2020 (by 9pm)
Individual Media Presentations: 22-29 April 2020
Assessment Rubrics: IWA and IMP + OD

FINAL UPLOAD OF ALL MATERIALS TO COLLEGE BOARD:
30 APRIL 2020 (non-negotiable deadline)

END-OF-COURSE EXAM (2 Hours) — 45% of Overall Score
Date: 12 May 2020 at 8am

Task Description:
The end of course exam consists of four items (three short-answer and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students’ skills in synthesizing and creating an evidence-based argument. The responses are written during one exam session of two hours. Students must allocate the appropriate amount of time to each section to ensure that they thoroughly answer the question to maximize points received on the rubric.

Five sources will be included with each end-of-course exam. Sources and readings on the end-of-course exam will represent a range of disciplines and perspectives. The four questions listed in the table below will remain the same on the end-of-course exam from year to year.

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>SCORING METHOD</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A – 3 short answer questions</td>
<td>Rubric Scored by College Board</td>
<td>30% of 45%</td>
</tr>
<tr>
<td>Suggested time: 30 minutes (self-managed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One source provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are asked to analyze an argument using evidence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIRECTIONS: Read the passage below and then respond to the following three questions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify the author’s argument, main idea, or thesis. (3 points)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Explain the author’s line of reasoning by identifying the claims used to build the argument and the connections between them. (6 points)

3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument. (6 points)

**Part B – 1 essay question**

Suggested time: 90 minutes

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 lens, allowing multiple entry points for students to approach the topic.

**DIRECTIONS:** Read the four sources carefully, focusing on a theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on the theme or issue you identified. You must incorporate at least two of the sources provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge. In your response, refer to the provided sources as Source A, Source B, Source C, or Source D, or by the authors’ names.

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**PREPARING FOR AP RESEARCH**

Upon class completion of the assessment tasks for the AP Seminar course, teachers should provide students with a preview of the skills, goals, and timelines of the next course in the AP Capstone program: AP Research. Students who will continue on to the AP Research course should be given the opportunity to:
- develop a list of topics and high-level questions to spark their interest in engaging in an individual research project;
- identify potential consultants or expert advisers to guide them in the planning and development of their research project;
- identify potential opportunities (if they are interested) to perform primary research.
with an expert adviser during the summer, via internships or summer research projects for high school students offered in the community and local higher education institutions; and

- discuss research project planning skills and ideas with students who are currently taking the AP Research course.

**EVALUATION AND GRADING**

**Assessment:** All assessments, unless otherwise stated, will be scored using the relevant or corresponding AP Rubric. Rubric scores will be converted into a numeric score/letter grade as follows:

Grading Scale and Rubric to Point-Grade Conversion:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Standard based score</th>
<th>EOC, Part A, Questions 1-3 (15)</th>
<th>EOC, Part B, Question 4 (24)</th>
<th>PT#1, IRR 1/2 (30)</th>
<th>PT#1, TMP 2/2 (24)</th>
<th>PT#2, IWA 1/3 (48)</th>
<th>PT#2 IMP 2/3 (36)</th>
<th>PT#2 OD 3/3 (12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>92</td>
<td>10-12</td>
<td>16-20</td>
<td>21-25</td>
<td>16-20</td>
<td>32-38</td>
<td>29-32</td>
<td>9-10</td>
</tr>
<tr>
<td>C</td>
<td>80</td>
<td>8-10</td>
<td>12-14</td>
<td>16-20</td>
<td>12-14</td>
<td>25-31</td>
<td>25-28</td>
<td>7-8</td>
</tr>
<tr>
<td>D</td>
<td>70</td>
<td>6-8</td>
<td>10-13</td>
<td>11-15</td>
<td>10-13</td>
<td>18-24</td>
<td>21-24</td>
<td>5-6</td>
</tr>
<tr>
<td>F</td>
<td>60</td>
<td>7 or below</td>
<td>9 and below</td>
<td>10 and below</td>
<td>9 and below</td>
<td>17 and below</td>
<td>20 and below</td>
<td>4 and below</td>
</tr>
</tbody>
</table>

**Student Evaluation:**

The class grade will be comprised of several components:

1. **Regular AP Seminar End-of-Course Exam practice questions.** Through these practice questions, students will develop the skills necessary to analyze arguments and assess claims, delineate the line of reasoning in an argument, assess the credibility and relevance of evidence, and identify fallacies. Students will review the rubric for this recurring assignment and will be expected to improve in their mastery of the skills set out on the rubric as the year progresses. Rubric scores will be converted to a traditional letter grade score.

2. **Annotated articles.** Students will be expected to develop a close reading strategy for annotating articles that are assigned for reading. Students will seek to develop their ability to identify an argument and assess the validity and credibility of evidence used to support a claim. Students will be assigned a grade for annotations, as advised.

3. **Projects, Papers, and Annotated Bibliographies.** Students will complete several projects and papers that are designed to give them practice with carrying out the
actual AP performance tasks. Students will familiarize themselves with the rubrics for these assignments and will be expected to improve in their mastery of the skills set out on the rubric as the year progresses. Rubric scores will be converted to a traditional letter grade score. Annotated bibliographies and/or outlines will sometimes be required in place of a fully written out paper.

4. Participation. Students will receive a weekly participation grade. Students are expected to come prepared to actively and substantively participate in classroom discussions. Further, it is critical that students engage and participate fully in all tasks, including reading comprehension activities, reflections, taking research notes, rewriting and revising drafts, peer review, whole group and small group discussion, and team meeting sessions. Participation scores will be awarded on a scale to reflect depth and frequency of engagement. When preparing for classroom discussion, the following questions can help to guide your reading:

- How can I frame this issue?
- How can global or local civic action help solve this issue?
- In what ways can I put this text “in conversation” with another text?

**Participation Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (9-10)</td>
<td>100</td>
<td>Highly Engaged Participant – Perfect or near perfect attendance (including zero unexcused tardies), insightful questions and comments based on a familiarity with the resources and time spent in preparation, attempts to introduce other relevant material to the discussion</td>
</tr>
<tr>
<td>B (7-8)</td>
<td>92</td>
<td>Consistently Engaged Participant – Good attendance, thoughtful questions and comments based on a familiarity with the resources and time spent in preparation</td>
</tr>
<tr>
<td>C (5-6)</td>
<td>80</td>
<td>Occasionally Engaged Participant – Regular attendance, sporadic involvement in discussions that is often based on personal opinion, rather than analysis of resources</td>
</tr>
<tr>
<td>D (3-4)</td>
<td>70</td>
<td>Observer. Regular attendance, but does not engage in or contribute to discussion with any interest.</td>
</tr>
<tr>
<td>F (1-2)</td>
<td>60</td>
<td>Absent too often to count for a participation grade.</td>
</tr>
</tbody>
</table>

**Annotation Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (3)(100)</td>
<td>The annotations clearly support the purpose for reading. The written comments on the text clearly show that the student is engaged with the text and has connected ideas in the text to their own thinking and to other texts. (3 per page)</td>
<td></td>
</tr>
<tr>
<td>B (2)(92)</td>
<td>The annotations sufficiently support the purpose for reading. The written comments on the text show sufficient evidence that the student</td>
<td></td>
</tr>
</tbody>
</table>
is engaged with the text and has connected ideas in the text to their own thinking and to other texts. (2 per page)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C (1)(80)</td>
<td>The annotations adequately support the purpose for reading. The written comments on the text show adequate evidence that the student is engaged with the text and has connected ideas in the text to their own thinking and to other texts. (1 per page)</td>
</tr>
<tr>
<td>D (0)(70)</td>
<td>The annotations barely support the purpose for reading. The written comments on the text show minimum evidence that the student is engaged with the text and has connected ideas in the text to their own thinking and to other texts. (Some pages not annotated.)</td>
</tr>
<tr>
<td>F (NS)(60)</td>
<td>No Assignment Submitted</td>
</tr>
</tbody>
</table>

**STRUCTURE OF THE COURSE**
The AP Seminar Course is divided into 2 semesters (SEM1, SEM2), which are further divided into quarters (Q1, Q2, Q3, Q4). All direct instruction in the course takes place in SEM1 and is delivered across four units that address the theme of The American Dream through various lenses and from various perspectives. SEM2 of the course is focused on completing the AP summative assessments (PT#1, PT#2, and EOC). Instruction in SEM2 will be geared to teaching/re-teaching general topics and skills and will not address specific assignments or assessments. It is imperative that each student develops a system for managing his or her time to take care of necessary business as it pertains to the course. It is also imperative that each student makes notes in SEM 1 and creates a system for organizing those notes, as the notes will be a critical resource for the skills and information needed to complete the Performance Tasks in SEM 2. The AP Seminar course allows for a lot of autonomy in learning, as well and independent and collaborative thinking and work. This is a wonderful opportunity for students to explore issues that interest them; however, it can be a trap for students who are not proficient at managing their time, or those who delay in asking for necessary help or guidance with managing their time. Please ask questions if you do not understand an instruction or an expectation of the course. The final deadline for the submission of all assessed materials is 30 April 2019. This is a fixed deadline set by the College Board and cannot be extended or negotiated.

**THE SUMMER ASSIGNMENT**
Over the course of Semester 1, you will read five long texts plus other required reading for the class. In order to stay on pace with the reading, please follow the directions below to read TWO NON-FICTION TEXTS and ONE FICTION TEXT over the summer in preparation for the Seminar course. A summary of each text is provided on the class website.
SUMMER READING INSTRUCTIONS
1. Read BOTH texts:
   Non-Fiction: *What the Eyes Don’t See*, Mona Hanna Attisha
   Fiction: *The Great Gatsby*, F. Scott Fitzgerald
2. Select ONE (All Non-Fiction):
   *Just Mercy* – Bryan Stevenson
   *Educated* – Tara Westover
   *The Glass Castle* – Jeanette Walls
   *I Know Why the Caged Bird Sings* – Maya Angelou
   *The Color of Water* – James McBride
   *Born a Crime* – Trevor Noah
   *Negroland* – Margot Jefferson
   *A Room of One’s Own* – Virginia Woolf
   *Between the World and Me* – Ta-Nahesi Coates
   *Waiting for Snow in Havana* – Carlos Eire

Assignment for NON-FICTION TEXTS
For each text, please prepare responses to the following questions, to be submitted in the first week of school:
(a) What is the thesis/argument of the book?
(b) How does the author prove his or her argument? (What reasons are given? (Select at least three.) What evidence is used to back up those reasons? Evaluate the evidence: is it reliable/credible?)
(c) Assess the author’s credibility. Consider the author’s qualifications, the extent and quality of the research (empirical versus anecdotal), the intended audience, reported reviews or criticisms of the book, etc.
(d) What are the implications and limitations of the author’s argument?
(e) Select five quotes from the book that stand out to you and provide a personal comment or response to each quote. (Dialectical Journal)

Assignment for FICTION TEXT
*In what ways does Fitzgerald’s portrayal of the American Dream conform with or contradict your understanding of the American Dream?* Using the text, as well as any outside reading, prepare notes to respond to a Socratic Discussion of this question in the first week of school. Consider the relevance of the time period, issues of race, gender, class, wealth, politics, educational opportunity, urban economics, and national mindset.

ALL Work should be type written and presented in MLA Format:
1. Heading on first page/ no cover sheet required
2. Number pages
3. Margins = 1-inch
4. Font = Times New Roman, 12 point
5. Spacing = double-spaced
6. Quotes should be clearly and accurately cited in text. All quotes should be thoroughly explained and should clearly and directly support the answer provided.
7. Clearly label and number each question and the response. Please cut and paste the
question. Please use complete sentences in your responses.
8. Please refer to Owl at Purdue (https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html) for formatting questions.
9. Please hand-write, then sign and date the following honor code at the end of your document:
“The above work is my own, and I have not sought or received any assistance that would contravene the College Board’s Policy on Plagiarism during the production of this assignment.”

THE COLLEGE BOARD’S POLICY ON PLAGIARISM (EXCERPT. The full statement is included in the Class Syllabus.) “The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited. A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0...”

***READING PACING NOTE: At the start of the Quarter 1, you should begin the assigned reading for Q3 and Q4.***

Curriculum Map and Pacing Guide

<table>
<thead>
<tr>
<th>SEM</th>
<th>QRTR</th>
<th>Date Range</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEM 1</td>
<td>Q1</td>
<td>(4 weeks: 12 August, 2019 to 6 September, 2019)</td>
<td>UNIT 1 – THE AMERICAN DREAM Analyzing Argument, Problem Solving, and The Collaborative Research Process (<em>Planning Ahead: students should begin reading their individual selection of literary long text for Q3.</em>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment Type</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Individual Research Report/ Team Media Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rubrics: Participation, IRR, TMP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(5 weeks: 9 September, 2019 to 11 October, 2019)</td>
<td>UNIT 2 – LIFE Constructing Argument, Synthesizing Ideas, and the Individual Research Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment Type</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IWA, IMP, Socratic Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rubrics: Participation, IWA, IMP</td>
</tr>
<tr>
<td>Q2</td>
<td></td>
<td>(4 weeks: 21 October, 2019 to 15)</td>
<td>UNIT 3 – LIBERTY Discerning Argument/Communicating Clearly/Making Connections</td>
</tr>
</tbody>
</table>
Re-examining The American Dream: Is Liberty the same thing as Freedom?

**Assessment Type**
EOC PART A, Socratic Seminar
Rubrics: EOC PART A, Participation

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Rubrics: EOC PART A, Participation</th>
</tr>
</thead>
</table>

**UNIT 4 – THE PURSUIT OF HAPPINESS**
Preparation for the EOC/ Discussion and Timed Writing
Re-examining The American Dream: Pursuing Happiness in the 21st Century

<table>
<thead>
<tr>
<th>SEM 2 Q3 – 6 January, 2020 to 13 March, 2020</th>
<th>6 January, 2020 to 28 February, 2020 (PT#1)</th>
<th>UNIT 5 – Performance Task 1</th>
</tr>
</thead>
</table>

| Q4 – 23 March, 2020 to 22 May, 2020 | 2 March, 2020 to 29 April, 2020 (PT#2) | UNIT 6 – Performance Task 2 |

<table>
<thead>
<tr>
<th>AP SEMINAR FINAL EXAM</th>
<th>30 April, 2020 to 12 May, 2020</th>
<th>UNIT 7 – EOC Part A and B</th>
</tr>
</thead>
</table>

| POST EXAM | 13 May, 2020 to 22 May, 2020 | UNIT 8 – Transitioning from Seminar to Research |

**Recurring Skills Taught in Each Unit**
The recurring nature of the QUEST strategy means that certain skills will be encountered throughout the course. These include:

- Employing appropriate reading strategies and reading critically for a specific purpose
- Summarizing the main idea and explaining the line of reasoning and supporting details of an argument, avoiding generalizations and oversimplification
- Identifying and interpreting multiple perspectives or arguments on an issue
- Identifying and contextualizing a problem or issue
- Accessing information using effective strategies
- Using technology to access and manage situation
- Evaluating the relevance and credibility of information from sources and data
- Formulating a complex and well-reasoned argument
- Working both as an individual and as a team to plan, produce, and present a cohesive argument
- Communicating an argument in an engaging oral presentation that uses effective techniques of design delivery

Students should strive to increase their proficiency using this skill set throughout the course.

**Core Requirements Covered in All Units**

The units in this course address the following core requirements:

CR1 – Students explore the complexities of one or more themes through various perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

CR2a – Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:
CR2b – Question and Explore
CR2c – Understand and Analyze Arguments
CR2d – Evaluate Multiple Perspectives
CR2e – Synthesize Ideas
CR2f, CR2g, CR2h – Team, Transform, and Transmit

CR3 – Students gain a rich appreciation and understanding of issues through the following activities:
- reading articles and research studies
- reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts;
- and experiencing artistic works and performances

CR4 – Students develop an understanding of how to ethically use others’ knowledge and ideas in their own work, avoiding plagiarism.

CR5 – Students work collaboratively with a team to identify, investigate, analyze, an evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; ad present and defend the argument for their solutions through a multimedia presentation.

CR3 – Students gain a rich appreciation and understanding of issues through the following activities:
- reading articles and research studies
- reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts;
- and experiencing artistic works and performances

CR4 – Students develop an understanding of how to ethically use others’ knowledge and ideas in their own work, avoiding plagiarism.

CR6 – Students work independently to identify a research question based on provided source material; research the issue; analyze, evaluate, and select evidence to develop and argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

SYLLABUS PACING GUIDE – SEMESTER 1

UNIT 1 – THE AMERICAN DREAM
(4 weeks: 12 August, 2019 to 6 September, 2019)
Analyzing Argument, Problem Solving, and The Collaborative Research Process
(*Note: Students should begin reading the text selections for Q3.)

Direct Instruction

Focus:
Students will consider the concept of the American Dream from different perspectives and through different lenses. Students will evaluate, analyze, and synthesize arguments and consider their own personal relationship with the American Dream. Students will read and collaborate to determine a problem and a team solution to the problem, and they will present their solution in a team presentation that represents the work of all members of the team. Students will create an individual research report that sets out their investigation of the problem through a particular lens and from a variety of perspectives. Students will defend their research and solution in a team oral presentation.

Skills
Students will learn how to:
• accurately identify an author’s argument, main idea, or thesis.
• thoroughly explain an author’s line of reasoning by identifying claims made by the author and the connection between the claims used to support the argument.
• evaluate the relevance and credibility of evidence used to support the argument and to make a judgment about how well the evidence supports the author’s argument.
• write an Individual Research Report
• situate an argument in a larger body of research, using a variety of appropriate sources to illustrate the complexity of a problem.
• select an area of research/ develop an area of inquiry/ identify a problem.
• craft a research question.
• find sources to support an argument by navigating Google scholar, EBSCO, and the internet.
• find and select credible and relevant sources.
• demonstrate an understanding of the reasoning and validity of a source’s argument (direct explanation versus purposeful use of reasoning and conclusions).
• understand the terms perspective and lens. (Note: perspective is demonstrated through an argument.)
• connect a range of relevant perspectives through discussion in the IRR (put perspectives in conversation with each other).
• accurately attribute and cite sources used.
• refine the academic voice of the paper to reflect the quality and depth of the work completed.
• build a reference or bibliography page.
• revise and edit the IRR.
• give and receive peer feedback.

• set team norms and hold each other accountable.
• construct and articulate a team solution
• strategically select evidence to support the team solution
• explain and articulate the potential of proposed options/solutions and the relationship of the team’s solution with respect to them
• evaluate and articulate the limitations and implications of the team solution
• Effectively engage the audience with performance techniques
• design a presentation that effectively communicates the argument for the team solution
• prepare for an oral defense (prepare to give detailed answers with relevant evidence specific to collaborative effort on the project)

**Unit Assessment**
(a) Individual Research Report, (b) Team Media Presentation, (c) EOC Part A
Rubrics for Grading and Feedback:
Participation, EOC Part A, IRR, TMP

Assessment Question:
In this project, three to five students collaborate as a team to identify a problem or issue (e.g., local, national, global, academic/theoretical/philosophical). Each team develops a team research question and conducts preliminary research. They identify approaches, perspectives, or lenses and divide responsibilities among themselves for individual research that will address the team’s research question.
Individually, students investigate their assigned approach, perspectives, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the group in a well-written individual report that:
• identifies the area of investigation and its relationship to the overall problem or issue;
• summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the chosen sources;
• identifies, compares, and interprets a range of perspectives about the problem or issue; and
• cites all sources used and includes a list of works cited or bibliography. Working collaboratively, the team considers all of the research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions. The team:
• collaboratively synthesizes and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue;
• considers potential solutions or resolutions and conducts additional research in order to evaluate different solutions within the context of the problem; and
• proposes one or more solutions or resolutions and prepares an argument to support their proposal.

Required Reading (as assigned):
1. NEWS ARTICLE:
(a) “A Quilt of a Country” (Newsweek, 27 September 2001) by Anna Quindlen
(c) “The Case for Reparations” (The Atlantic, June 2014) by Ta-Nahesi Coates

5. NON-FICTION ESSAY: “I Used to be a Human Being” (*New York Magazine*, ----) by Andrew Sullivan

5. NON-FICTION ESSAY (Select (a), (b), and three more from the list):
(a) “My Family’s Slave” – Alex Tizon
(b) “Narrative of the Life of Frederick Douglas” – Frederick Douglas
(c) “Fieldwork” – Manuel Muñoz
(d) “American Work” – Richard Russo
(e) “Notes of a Native Daughter” – Sandra Cisneros
(f) “Mobility” – Julia Alvarez
(g) “Trash Food” – Chris Offutt
(h) “Invisible Wounds” – Jeff Ruliffson

6. SOCIAL MEDIA: “Selected Tweets of @WernerTwetzog” (*Twitter.com*), William Pannapacker

7. SHORT FICTION:
(a) *Seedfolks* by Paul Fleischman
(b) *The Tiger Who Came to Tea* by Judith Kerr
(c) *The Bear that Wasn’t* by Frank Tashlin

8. LITERARY LONG TEXT: *The Great Gatsby* by F. Scott Fitzgerald

9. ACADEMIC PAPER:
(a) “A Dark Side of the American Dream: Correlates of Financial Success as a Central Life Aspiration” (1993), Tim Kasser and Richard M. Ryan [Source: EBSCO/Google Scholar]

10. MUSIC VIDEO:
(a) “This is America” by Childish Gambino
(b) “Summer Camp” by Mensa

11. BOOK EXCERPT:
(a) *Chasing the American Dream: Understanding What Shapes our Fortunes* (2014), Mark Robert Rank, Thomas A. Hirschl, Kirk A. Foster – Chapter 1 (“Introduction”), Chapter 2 (“Freedom to Pursue”)
(b) *The New Geography of Jobs* (2013), Enrico Moretti – Chapter 3 (“The Great Divergence”)
(c) *The Broken Ladder: How Inequality Affects the Way We Think, Live, and Die* (2017), Keith Payne – Introduction and Chapter 1 (“Lunch Lady Economics”)

**Learning Objectives/Essential Knowledge to be addressed in this Unit**

**Learning Objectives:**
1.1A, 1.2A, 1.5A, 1.1B, 2.1A, 2.1B, 2.2B, 3.1A, 3.2A, 4.1A, 5.1A, 5.1B, 5.1C
**Essential Knowledge:**
Question and Explore: 1.2A1, 1.2A2, 1.1A1, 1.5A1, 1.2A3, 1.1B2, 1.1B1
Understand and Analyze: 2.1A1, 2.1A2, 2.1A3, 2.1B1, 2.2B3, 2.2B2, 2.2B5, 2.2B4, 2.2B1, 2.1A4, 2.1B2
Evaluate Multiple Perspectives: 3.2A1, 3.1A2, 3.2A2
Synthesize Ideas: 4.1A1, 4.1A2, 4.1A3
Team, Transform, Transmit: 5.1A1, 5.1A2, 5.1B1, 5.1B2, 5.1B3, 5.1B4, 5.1C1, 5.1C2, 5.1C3

**Essential Questions/Guided Questions for Reading:**
- What is the American Dream?
- Is the American Dream at risk? What factors threaten the American Dream?
- Has the concept or ideal of the American Dream evolved over time?
- What do I want to know, learn, or understand about the American Dream?
- Is there one American Dream? How do I know if I am living The American Dream?
- What questions still need to be asked about the American Dream?
- How does the context of a problem or issue affect how it is interpreted or presented?
- What strategies help me comprehend a text?
- What is the argument’s main idea/thesis and what reasoning does the author use to develop it?
- Why does the author view the issue this way?
- What patterns or trends can be identified among the arguments about this issue?
- What biases may the author have that influence his or her perspective?
- How might others see the problem or issue differently?
- What makes a good research question?
- What information do I need to answer my question?
- How does my research question shape how I go about trying to answer it?
- What voices or perspectives are missing from my research?
- What keywords should I use to search for information about this topic?

**UNIT 2 – LIFE**
(5 weeks: 9 September, 2019 to 11 October, 2019)
Constructing Argument, Synthesizing Ideas, and the Individual Research Process

**Direct Instruction:**
Socratic Seminar: “The American Dream is alive and well and worth pursuing.”

**Focus:**
In this unit, students will explore the practical application of American Dream. Students will engage with a variety of texts and participate in a Socratic Seminar to share ideas and approaches about the American Dream. Students will continue their inquiry into the American Dream by engaging with a variety of texts and viewing a selection of visual/aesthetic arguments. Students will develop a written argument and prepare a presentation to share and defend their argument.

**Skills:**
All previous skills as well as how to:
- Employ appropriate reading strategies and read critically for a specific purpose
- Summarize the main idea and explain the line of reasoning and supporting details of an argument, avoiding generalizations and oversimplification
- Identify and synthesize multiple perspectives or arguments on an issue, considering the objections, limitations, and implications of each perspective
- Demonstrate the relevance of an argument by situating it within the stimulus materials
- Access information using effective strategies
- Explain the significance or importance of the research question by situating it within a larger context
- Develop a clear and convincing, logically organized and well-reasoned argument leading to a plausible, well-aligned conclusion.
- Use technology to access and manage resources
- Evaluate the relevance and credibility of information from sources and data
- Formulating a complex and well-reasoned argument
- Working both as an individual and as a team to plan, produce, and present a cohesive argument
- Communicating an argument in an engaging oral presentation that uses effective techniques of design delivery

**Unit Assessment:**
(a) Individual Written Argument, (b) Individual Media Presentation

**Assessment Question:**
Students read and analyze the provided stimulus materials to identify thematic connections among the sources and possible areas for inquiry. They compose a research question prompted by their analysis of the stimulus materials. They then gather additional information through research; analyze, evaluate, and select evidence; and develop a
logical, well-reasoned argument of 2,000 words. The final paper must refer to and incorporate at least one of the sources provided.

Students must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper and including a bibliography (see the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information).

Students each develop a 6–8 minute presentation using appropriate media and present it to an audience of their peers. This presentation is an opportunity for students to present their conclusions by building arguments that convey their perspectives. The presentations should use the evidence to support students’ own arguments and situate their perspectives in their larger contexts rather than merely summarizing student research. Finally, students defend their research process, use of evidence, and conclusion through oral responses to two questions asked by the teacher.

**Rubrics for Assessment and Feedback:**
(a) IWA, (b) IMP, (c) Participation

**Required Reading (as assigned):**
1. INFORMATIONAL LONG TEXT:
   *What the Eyes Don’t See*, Mona Hanna Attisha
2. ARTICLES:
   (a) “Coralbots” – iscience - [http://isciencemag.co.uk/blog/coralbots-swarming-to-save-reefs/](http://isciencemag.co.uk/blog/coralbots-swarming-to-save-reefs/)
3. CONGRESSIONAL PROPOSAL:
4. INFORMATIONAL LONG TEXT (EXCERPT):
   (a) *Silent Spring* – Rachel Carson (temporarily available as a pdf on the class website)
   (b) Silent Spring (revisited) – (temporarily available as a pdf on the class website) – The American Society for Environmental History [https://aseh.net/](https://aseh.net/)
5. POLICY/RESEARCH DOCUMENT:
https://www.ipcc.ch/sr15/
(b) US Global Change Research Program: The Impacts of Climate Change on Human Health in the United States – A Scientific Assessment (April 2016) Executive Summary, Climate Impacts on Water Related Illness, Mental Health and Well-Being, Populations of Concern
7. MEDIA (PODCAST):
(a) *Why is This Happening? with Chris Hayes:* “The Uninhabitable Earth” with David Wallace Wells. 5 March, 2019. (1hr, 3 min)
(b) “The Wicked Problem of Climate Change” with Andrew Revkin. 14 August, 2018 (59 min)
8. MEDIA (FILM): [Viewed in Tutoring for extra credit or grade substitute/applied in Q4]): *An Inconvenient Truth* (Documentary) – Al Gore
9. A selection of College Board Exam Resources
10. BOOK EXCERPT:
(a) *The New Geography of Jobs* (2013), Enrico Moretti – Chapter 1 (“American Rust”)
(b) *Chasing the American Dream: Understanding What Shapes our Fortunes* (2014), Mark Robert Rank, Thomas A. Hirschl, Kirk A. Foster – Chapter 9 (“The Significance of the American Dream”) and Chapter 10 (“Reshaping the Future”)

**Learning Objectives/Essential Knowledge to be addressed in this Unit:**

**Learning Objectives**
All prior objectives as well as:
1.1A, 1.2A, 1.5A, 1.1B, 2.1A, 2.1B, 2.2B, 3.1A, 3.2A, 4.1A, 5.1A, 5.1B, 5.1C, 1.3A, 1.4A, 2.2A, 4.2A, 4.3A, 4.2B, 5.1D, 5.1E

**Essential Knowledge**
All prior essential knowledge as well as:
Question and Explore: 1.2A1, 1.2A2, 1.1A1, 1.5A1, 1.2A3, 1.1B2, 1.1B1, 1.4A3, 1.4A2, 1.3A1, 1.3A2, 1.3A3, 1.4A1
Understand and Analyze: 2.1A1, 2.1A2, 2.1A3, 2.1B1, 2.2B3, 2.2B2, 2.2B5, 2.2B4, 2.2B1, 2.1A4, 2.1B2, 2.2A1, 2.2A2, 2.2A3, 2.2A5, 2.2C1, 2.2B6, 2.2A4
Evaluate Multiple Perspectives: 3.2A1, 3.1A2, 3.2A2
Synthesize Ideas: 4.1A1, 4.1A2, 4.1A3, 4.2A1, 4.1A6, 4.1A4, 4.1A5, 4.1A7, 4.1A8, 4.1A9, 4.2A4, 4.3A1, 4.3A2, 4.3A3, 4.3A4, 4.3A5, 4.2B1
Team, Transform, Transmit: 5.1A1, 5.1A2, 5.1B1, 5.1B2, 5.1B3, 5.1B4, 5.1C1, 5.1C2, 5.1C3, 5.1D1, 5.1E1, 5.2A1,

**Essential Questions/Guided Questions for Reading:**
All prior questions as well as:
• From whose perspective is this information presented, and how does that affect my
evaluation of the argument?
• How do I know whether something is true?
• Are truth and reality the same?
• How does reality affect truth?
• What patterns or trends can be identified among the arguments about this issue?
• What are my blind spots? How can I decipher and discern my own biases and assumptions?
• Does this argument acknowledge other perspectives?
• What line of reasoning and evidence would best support my argument?
• Is my reasoning logical?
• Does my line of reasoning stand up to scrutiny?
• Am I over-relying on emotion (pathos) to make my argument?
• Have I clearly connected the dots in my argument? Have I over-reached in making my argument?
• Why should my audience agree with me?
• What do I want my audience to believe or do?
• Have I clearly stated the problem and the solution or alternatives?
• Have I comprehensively addressed the counter-arguments?
• What are the implications and/or consequences of accepting or rejecting a particular argument?
• How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
• How can I explain contradictions within or between arguments?

UNIT 3 – LIBERTY
4 weeks: 21 October, 2019 to 15 November, 2019
Discerning Argument/Communicating Clearly/Making Connections
Re-examining The American Dream: Is Liberty the same thing as Freedom?

Direct Instruction:

Focus:
The Constitution of the United States affords We the People certain rights and freedoms. In this unit, students will examine some of the rights protected by the Constitution as well
as some of the historical and current challenges to those rights. Students will consider the role of Liberty in the American Dream. They will look at Liberty through different lenses and from different perspectives (psychological and physical), and will read a variety of texts that challenge the traditional or accepted views of Liberty.

**Skills:**
All previous skills as well as how to:
• Employ appropriate reading strategies and reading critically for a specific purpose
• Summarize the main idea and explain the line of reasoning and supporting details of an argument, avoiding generalizations and oversimplification
• Identify and interpret multiple perspectives or arguments on an issue
• Identify and contextualize a problem or issue
• Access information using effective strategies
• Use technology to access and manage situation
• Evaluate the relevance and credibility of information from sources and data
• Formulate a complex and well-reasoned argument
• Work both as an individual and as a team to plan, produce, and present a cohesive argument
• Communicate an argument in an engaging oral presentation that uses effective techniques of design delivery

**Unit Assessment:**
(a) PART A: Read the passage below and then respond to the following three questions.
Identify the author’s argument, main idea, or thesis. (3 points)
Explain the author’s line of reasoning by identifying the claims used to build the argument and the connections between them. (6 points)
Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument. (6 points)
(b) SOCRATIC SEMINAR (multiple)

**Assessment Type**
(a) EOC Part A, (b) Socratic Seminar

**Rubric for Assessment and Feedback:**
EOC Part A and Socratic Seminar

**Required Reading (as assigned):**
1. OPINION ARTICLE:
   “Rethinking the American Dream” (*Vanity Fair*, April 2009), David Kamp
2. LONG TEXT (EXCERPT):
(a) *Chasing the American Dream: Understanding What Shapes our Fortunes* (2014), Mark Robert Rank, Thomas A. Hirschl, Kirk A. Foster – Chapter 3 (“Economic Security”) Chapter 6 (“Upward Mobility”), and Chapter 7 (“Cumulative Inequality”) 
(b) *This Fight is Our Fight* (2017), Elizabeth Warren – Chapter 4 (“The Rich and Powerful Tighten Their Grip”) 
(c) *The Myth of Equality* (2017), Ken Wystma – Chapter 1 (“America’s White Standard”), Chapter 2 (“When the World Became Racist”), Chapter 3 (“Stolen Labor”), and Chapter 4 (“How Our Cities Got Their Shape”) 
(d) *Evicted* (2017), Matthew Desmond – Chapter 3 (“Hot Water”) and Chapter 6 (“Rat Hole”) 

3. LITERARY LONG TEXT: (Select one): 
*Just Mercy* – Bryan Stevenson 
*Educated* – Tara Westover 
*The Glass Castle* – Jeanette Walls 
*I Know Why the Caged Bird Sings* – Maya Angelou 
*The Color of Water* – James McBride 
*Black Boy* – Richard Wright 
*Born a Crime* – Trevor Noah 
*Negroland* – Margot Jefferson 
*A Room of One’s Own* – Virginia Woolf 

4. SHORT STORIES: (Select three) 
“The Bet” – Anton Chekov 
“Desire’s Baby” – Kate Chopin 
“The Story of an Hour” – Kate Chopin 
“My Mother Never Worked” – Bonnie Smith Yackel 
“Eleven” – Sandra Cisneros 
“Fish Cheeks” – Amy Tan 
“Salvation” – Langston Hughes 
“The Old Man at the Bridge” – Ernest Hemingway 

5. NON-FICTION ESSAY (Select (a), (b), and three more from the list): 
(a) “My Family’s Slave” – Alex Tizon 
(b) “Narrative of the Life of Frederick Douglas” – Frederick Douglas 
(c) “Fieldwork” – Manuel Muñoz 
(d) “American Work” – Richard Russo 
(e) “Notes of a Native Daughter” – Sandra Cisneros 
(f) “Mobility” – Julia Alvarez 
(g) “Trash Food” – Chris Offutt 
(h) “Invisible Wounds” – Jeff Ruliffson 

(https://depts.drew.edu/lib/archives/online_exhibits/king/speech/theamericandream.pdf)
7. MEDIA (PODCAST):
*Why is This Happening? with Chris Hayes*: “Abolishing Prisons” with Mariame Kaba. 9 April, 2019. (1hr, 5 min)
8. MEDIA (Viewed in Tutoring for extra credit or grade substitute applied in Q4):
*He Named Me Malala* (Documentary) – Malala Youfsafzai

**Learning Objectives/Essential Knowledge to be addressed in this Unit:**

**Learning Objectives**
All prior objectives as well as:
1.1A, 1.2A, 1.5A, 1.1B, 2.1A, 2.1B, 2.2B, 2.3A, 2.3B3.1A, 3.2A, 4.1A, 5.1A, 5.1B, 5.1C, 1.3A, 1.4A, 2.2A, 4.2A, 4.3A, 4.4A, 4.5A, 4.2B, 5.1D, 5.1E, 5.2B, 5.3A, 5.3B

**Essential Knowledge**
All prior essential knowledge as well as:
Question and Explore: 1.2A1, 1.2A2, 1.1A1, 1.5A1, 1.2A3, 1.1B2, 1.1B1, 1.4A3, 1.4A2, 1.3A1, 1.3A2, 1.3A3, 1.4A1
Understand and Analyze: 2.1A1, 2.1A2, 2.1A3, 2.1B1, 2.2B3, 2.2B2, 2.2B5, 2.2B4, 2.2B1, 2.1A4, 2.1B2, 2.2A1, 2.2A2, 2.2A3, 2.2A5, 2.2C1, 2.2B6, 2.2A4, 2.3A1, 2.3B1
Evaluate Multiple Perspectives: 3.2A1, 3.1A2, 3.2A2
Synthesize Ideas: 4.1A1, 4.1A2, 4.1A3, 4.2A1, 4.1A6, 4.1A4, 4.1A5, 4.1A7, 4.1A8, 4.1A9, 4.2A4, 4.3A1, 4.3A2, 4.3A3, 4.3A4, 4.3A5, 4.2B1, 4.4A1, 4.5A1
Team, Transform, Transmit: 5.1A1, 5.1A2, 5.1B1, 5.1B2, 5.1B3, 5.1B4, 5.1C1, 5.1C2, 5.1C3, 5.1D1, 5.1E1, 5.2A1, 5.2B1, 5.2B2, 5.2B3, 5.2B4, 5.3A1, 5.3A2, 5.3B1

**Essential Questions:**
All prior questions as well as:
• What is the meaning of liberty?
• Who controls my liberty?
• Are there any restrictions on the liberty granted by the Constitution?
• Is Liberty essential to the American Dream?
• Is Liberty the same thing as freedom?
• Are there other conclusions I should consider?
• What questions still remain to be asked?
• What are the implications and/or consequences of accepting or rejecting a particular argument?
• What are the implications of these arguments?
• How does this conclusion impact my community and me?
• How does this conclusion align with or deviate from prior research?
• What contributions can I offer to my team?
• Is Liberty a perception or a reality?
• Do my resolve the problem or highlight the issue for further discussion?
• How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
• What line of reasoning and evidence would best support my argument? Is my reasoning logical?
• Are there other conclusions I should consider?
• What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
• What is the best way to acknowledge and attribute the work of others that was used to support my argument?
• How can I avoid committing plagiarism?

UNIT 4 – THE PURSUIT OF HAPPINESS
4 weeks: 18 November, 2019 to 20 December 2019
Preparing for the EOC/ Discussion and Timed Writing
Re-examining The American Dream: Pursuing Happiness in the 21st Century

Direct Instruction:

Focus:
Students will consider the meaning of happiness. The Constitution refers to three inalienable rights: Life, Liberty and the Pursuit of Happiness. Students will consider what it means to pursue happiness and will research how the concept of happiness operates as an inalienable right. Students will analyze how the idea of the pursuit of happiness has evolved over time in American culture and how diversity within American culture sustains the American Dream. Students will use the resources provided to construct an argument essay that identifies that theme amongst the documents and establishes an argument that builds on that theme.

Skills:
All previous skills as well as how to:
• Employ appropriate reading strategies and reading critically for a specific purpose
• Identify a theme across multiple resources and convey a connecting theme or issue while delineating a new perspective not represented in the sources
• Expand or extend a perspective with a new, insightful approach
Make a strong thematic connection between the sources
Delineate a logically organized and well-developed line of reasoning for an original argument using clear commentary to explain evidence and connect it to claims that support the argument
Synthesize relevant information from the sources to develop and support a compelling argument
Accurately attribute sources in a timed writing event

Unit Assessment:
EOC PART A: Read the passage below and then respond to the following three questions.
Identify the author’s argument, main idea, or thesis. (3 points)
Explain the author’s line of reasoning by identifying the claims used to build the argument and the connections between them. (6 points)
Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument. (6 points)

EOC PART B
Read the four sources carefully, focusing on a theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on the theme or issue you identified. You must incorporate at least two of the sources provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge. In your response, refer to the provided sources as Source A, Source B, Source C, or Source D, or by the author’s name.

Rubric for Assessment and Feedback:
(a) EOC Part A (b) EOC Part B

Learning Objectives/Essential Knowledge to be addressed in this Unit:
Learning Objectives
All learning objectives

Essential Knowledge
All essential knowledge requirements

Essential Questions:
All prior questions as well as:
• What is the meaning of happiness?
• What’s the difference between a right and an inalienable right?
• Is there any other right that should be inalienable?
• What did Thomas Jefferson and the founding fathers mean by “the pursuit of happiness”?
• Is the pursuit of happiness essential to the American Dream?
• Is happiness the same thing as success?
• Is happiness a one-size-fits-all deal?
• Why might the author view the issue this way?
• What biases may the author have that influence his or her perspective?
• Does this argument acknowledge other perspectives?
• How do I know if a source is trustworthy?
• How can I best appeal to and engage my audience?
• What is the best medium or genre through which to engage my audience?
• What evidence best supports an abstract concept such as happiness?
• What common misconceptions might my audience have?
• How might I adapt my argument for different audiences and situations?
• How might my communication choices affect my credibility with my audience?
• What is the benefit of revision?
• How can I benefit from reflecting on my own work?
• How can I best appeal to and engage my audience?
• What is the best medium or genre through which to engage my audience?
• What common misconceptions might my audience have?
• How might I adapt my argument for different audiences and situations?
• How might my communication choices affect my credibility with my audience?
• What contributions can I offer to a team?
• What is the benefit of revision?
• How can I benefit from reflecting on my own work?

**Required Reading (as assigned):**

PERSONAL ESSAY:
(a) “Uncanny Valley” – Anna Wiener from n + 1
(b) “An Excerpt From Hunger” – Roxane Gay
(c) “Artist’s Statement” – Kara Walker
(d) “A Fair Accusation of Sexual Harassment or a Witch Hunt?” – Lucy Huber
(e) “I Used to be a Human Being” (New York Magazine, ----) by Andrew Sullivan

ARTICLES:
(c) “The Real Truth about Money” – Greg Easterbrook (2005)(saved)
http://content.time.com/time/printout/0,8816,1015883,00.html
(d) “Attitude” – Margaret Atwood (1983)
https://www.theatlantic.com/magazine/archive/2012/05/is-facebook-making-us-lonely/308930/
(g) “This is the Life” – Annie Dillard
http://www.billemory.com/dillard/dillard.html
(h) “Happiness is a Glass Half Empty” – Oliver Burkeman (2012)
https://www.theguardian.com/lifeandstyle/2012/jun/15/happiness-is-being-a-loser-burkeman

CLASS TEXTS
A Workbook for Arguments: A Complete Course in Critical Thinking (Morrow & Weston), 2nd Edition
Socrates Café (Christopher Phillips)
A World of Ideas (Jacobus), 9th Edition
Selected Articles, Images, Poetry, and Prose
https://tetw.org/

DISCUSSION STRATEGIES
Discussion is an essential instructional method in the AP Seminar course because it helps students identify and understand multiple perspectives and deepen their own understanding of the topics being studied. Effective discussion goes beyond summary and comprehension in that it requires students to actively grapple with others’ ideas as they formulate their own perspectives on an issue. Some discussion strategies are listed in the following table.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>PURPOSE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socratic Seminar</td>
<td>To help students arrive at a new understanding by asking questions that clarify; challenge assumptions; probe</td>
<td>A focused discussion in which students engage with open-ended questions tied to a specific topic or text. The discussion</td>
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<td>Perspective and Point of View</td>
<td>Debate</td>
<td>Jigsaw</td>
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<td>Question facts, reasons, and evidence; or examine implications and outcomes.</td>
<td>To provide students with an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or issue.</td>
<td>To have students summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts.</td>
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<td>continues with student responses and, when needed, additional open-ended questions that allow students to express their ideas and engage in complex thinking.</td>
<td>The presentation of an informal or formal argumentation that defends a claim with reasons, while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking the people who defend those ideas.</td>
<td>Each student in a group reads a different text or different passage from a single text, taking on the role of “expert” on what was read. Students share the information from that reading with students from other groups and then return to their original groups to share their new knowledge.</td>
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and encourage a diversity of ideas to emerge as students think deeply and share interpretations.

| Discussion Group | To allow students to gain new understanding of or insight into a text or issue by listening to multiple perspectives. | Students engage in an interactive, small-group discussion, often with an assigned role (e.g., questioner, summarizer, facilitator, evidence keeper) to consider a topic, text, question, etc. |
| Debriefing | To solidify and deepen student understanding. | A facilitating discussion that leads to consensus understanding or helps students identify the key conclusions or takeaways. |

**CORE SKILLS DEVELOPED ON THIS COURSE**

<table>
<thead>
<tr>
<th>CORE SKILL</th>
<th>DESCRIPTION OF CORE SKILL</th>
<th>STRATEGIES FOR IMPLEMENTATION</th>
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<tr>
<td>Critical Reading</td>
<td>The strategic process of discovering ideas and information in a text. Critical reading strategies include: contextualizing questioning assumptions identifying bias and implications making inferences making connections</td>
<td><strong>Close reading:</strong> Carefully reading, rereading, marking, and annotating a passage — word by word, line by line, and sentence by sentence. <strong>Marking the text:</strong> Selecting text by highlighting, underlining, and/or annotating for specific components, such as main idea, assumptions, evidence, etc. <strong>Summarizing, paraphrasing, retelling:</strong></td>
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<td>Critical Thinking</td>
<td>The thinking process of [comprehending], analyzing, interpreting, synthesizing, and evaluating perspectives.</td>
<td>Using a graphic organizer: Using a visual system for organizing multiple ideas, relationships, perspectives,</td>
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<td>Thinking strategies used in critical thinking include: comparing and/or contrasting identifying patterns and trends explaining relationships (comparative, causal, correlational)</td>
<td>and/or arguments and their supporting evidence. Examples include Venn diagrams, flowcharts, mind maps, etc. <strong>Note-taking:</strong> Recording, in a concise format, important or relevant information from a text.</td>
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<td><strong>Inquiry and Research</strong></td>
<td><strong>I-Search paper:</strong> A personal research paper about a topic that is important to the student. Usually less formal than a traditional research paper, an I-Search paper tells the story of the writer’s personal search for information, as well as what the writer learned about the topic. <strong>Service learning:</strong> Linking classroom- based contexts with field-based “experiential learning” within the community. Students gain direct experience of issues they are studying in the curriculum and ongoing efforts to analyze and address problems in the community. Students are given an opportunity to apply what they are learning in real-world settings and to reflect in a classroom setting on their service experiences. <strong>WebQuest:</strong> An inquiry-</td>
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<td>The process of discovering new understandings or ideas. Inquiry and research strategies include: identifying a problem or issue determining the best strategy to address the problem or issue gathering evidence drawing and supporting a conclusion</td>
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oriented lesson format in which most or all of the information that learners work with comes from the Web.

**Source mining:** Reviewing the bibliographies of research studies or articles on a topic to see which names or works are referenced repeatedly to get an overview of key scholars or sources in the field.

**Annotated bibliography:** A bibliography that includes a brief summary of each source and a commentary about its usefulness to the inquiry along with the source’s citation.

**Question formulation technique:** The teacher provides a stimulus from which students openly brainstorm questions; students then categorize the questions as either open-ended or closed-ended, work on improving them, prioritize them, use them, and reflect on their use.

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<tr>
<th>Argumentation</th>
<th>The process of making a claim and developing a line of reasoning supported by evidence. Critical components of argumentation include: thesis or question</th>
<th><strong>Socratic seminar:</strong> A focused discussion in which students engage with open-ended questions tied to a specific topic or text. The discussion continues with student responses and, when</th>
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“Arguespeak is the language of power, not just in school, but in the world at large.”
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<th>development</th>
<th>needed, additional open-ended questions that allow students to express their ideas and engage in complex thinking.</th>
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<td>developing a line of reasoning</td>
<td><strong>Debate:</strong> The presentation of an informal or formal argumentation that defends a claim with reasons, while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking the people who defend those ideas.</td>
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<td>making claims</td>
<td><strong>Outlining/Reverse outlining:</strong> Using a system of numerals and letters to identify relationships between key points and supporting evidence and to ensure an appropriate balance of ideas and a coherent line of reasoning. This process can be done prior to the writing process and/or at the end (in reverse) when students are revising and editing their work.</td>
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<td>selecting evidence and attributing its use</td>
<td><strong>Peer review:</strong> Students provide structured review of each other’s presentations according to a set of established criteria or guidelines (e.g., comments must not be personal; comments must be constructive with</td>
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<td>providing commentary</td>
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<td>considering other perspectives</td>
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<td>drawing a conclusion</td>
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<td>attention to grammar, usage, and mechanics</td>
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<th>Communication</th>
<th>The process of conveying a clear message in a way that engages and appeals to a specific audience. Techniques that may be used to emphasize ideas and engage an audience include: eye contact, vocal variety (tempo,</th>
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<td>Peer review</td>
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<td>Collaboration</td>
<td>The process of working with others to accomplish a shared task or goal or solve a problem. Strategies for collaboration include: individual role and contribution consensus building conflict resolution</td>
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Videotaping for self-evaluation and reflection: Individual students review recordings of their own presentations with guided reflection questions focusing on specific techniques. Practice modeling: The teacher models for the class presentation techniques for emphasizing ideas and engaging an audience (eye contact, gestures, use of voice, etc.). Students then practice using those techniques and gain feedback from their peers.
rules proposed and come to a consensus as to the final set of rules to be implemented for all groups. This process allows students to have an active role in designing course policies, which may help to increase buy-in.

**Assigning roles:** Assigning roles (e.g., facilitator, timekeeper, recorder, presenter) to individual group members for a particular topic or investigation and then switching the roles so that students get to experience as many as possible.
WHITE STATION HIGH SCHOOL
AP SEMINAR 2019-20
MS. LAWRENCE (E207)
lawrencej@scsk12.org

***KEEP YOUR SYLLABUS IN YOUR AP SEMINAR BINDER – HAND IN THIS PAGE ONLY!***

STUDENT:
I have read the AP SEMINAR – SYLLABUS OUTLINE for Ms. Lawrence’s class and I understand that the course is intended to mirror a rigorous college level course. I further understand that my success in the class will require a consistent commitment from me throughout the year.

_______________________________
Student Name (Print)
Date:

PARENT/GUARDIAN:
I have read the AP SEMINAR – SYLLABUS OUTLINE for Ms. Lawrence’s class, and I will encourage and support my son/daughter throughout the school year to achieve his/her goals under the syllabus

_______________________________
Parent/Guardian Name (Print)
Date :

(Please check preferred correspondence – email or phone)
Email Address ____________________________________
Phone Number ____________________________________
Questions, comments or concerns:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________