



Sample Syllabus 1 Contents

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Curricular Requirements

- CR1 Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.
- See pages 2, 12, 19
- CR2a The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.
- See pages 3, 13, 20
- CR2b Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.
- See pages 4, 5, 18, 23
- CR2c Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.
- See pages 5, 13, 16
- CR2d Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.
- See pages 10, 15
- CR2e Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.
- See pages 11, 18, 23
- CR2f Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See pages 6, 11, 18
- CR2g Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See pages 5, 14
- CR2h Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See pages 9, 11, 18, 23
- CR3 Students gain a rich appreciation and understanding of the 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.
- See pages 8, 9, 15, 16, 17



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- CR4a Students develop an understanding of ethical research practices.
- See pages 8, 24
- CR4b Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
- See pages 2, 23, 24
- CR5 Students 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.
- See page 25
- CR6 Students 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.
- See page 26



AP Seminar Course Syllabus

Instructional Resources

To meet the course objectives, current media, magazines, journals, newspapers, and other secondary and primary sources will be incorporated.

Instruction and readings will come from the following texts:

- Kirszner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. New York: Pearson, 2012. (PCW)
- Palmquist, Mike. *Joining the Conversation: Writing in College and Beyond*. Boston, MA: Bedford/St. Martin's, 2010. (JTC)

Additionally, the inquiry-based nature of the Seminar course requires activities and assessments from a variety of resources (library/internet research, audio/video equipment, etc.). Information used to address a problem may come from various print and non-print secondary sources (e.g., articles, other studies, analyses, reports) and/or primary sources (e.g., original texts and works or personally collected data such as experiments, surveys, questionnaires, and interviews). Students will be expected to use technology to access and manage information from online databases (e.g., Kentucky Virtual Library and Google Scholar) that grant access to secondary and primary sources.

As needed, the following research handbook will be referenced:

- Palmquist, Mike. *The Bedford Researcher*, 4th ed. Boston, MA: Bedford/St. Martin's, 2012.

Evaluation and Grading

Participation

Evaluation will be based on how your participation (comments, ideas, and questions) helps to enhance and/or advance our overall collective understanding through critical discussion and listening. The following criteria will be used to assign the participation component of your overall grade. A weekly participation grade will be recorded based on the teacher's observations and notes. These notes will be given to the student as documentation of score.

A - Highly Effective Participant

Near-perfect attendance; insightful questions and comments; clearly does the reading and goes beyond by introducing other relevant material.

B - Consistent Participant

Good attendance; thoughtful questions and comments; clearly does the reading.

C - Occasional Participant

Regular attendance; sporadic involvement in discussions, often based on personal opinion rather than analysis of class material.

D - Observer

Regular attendance; does not get involved in class discussions.

F - Occasional Observer

Sporadic attendance; no participation in class.



Daily Work

Grades will be based on the percentage of total points earned on in-class writings, homework assignments, and reflections.

Assessments

All assessment scores will come from essays (Definition, Problem/Solution, Argument/Persuasion) or practice Seminar assessments (Team Project and Presentation, Individual Research-Based Essay and Presentation, and End-of-Course Exam).

Plagiarism

This course adheres rigorously to the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information: “Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. 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.” [CR4b]

[CR4b] — Students develop an understanding of ethical research practices and the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

1st Quarter – Unit 1: Introducing the Seminar’s QUEST Process and Entering the Conversation – The Roles of Women [CR1]

Essential Questions

What do I want to know, learn, or understand?

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 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? [CR1]

How might others see the problem or issue differently? [CR1]

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

Learning Objectives

Learning objectives that will be addressed in this unit include the following:

BIG IDEA 1: Question and Explore

LO 1.1A: Contextualizing and identifying the complexities of a problem or issue.

LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.

LO 1.3A: Accessing and managing information using effective strategies.

LO 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.

BIG IDEA 2: Understand and Analyze

LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.

LO 2.1B: Summarizing and explaining a text’s main idea or aim while avoiding faulty generalizations and oversimplification.

LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument.

LO 2.2B: Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.

BIG IDEA 3: Evaluate Multiple Perspectives

LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.

BIG IDEA 4: Synthesize Ideas

LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.

LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.

BIG IDEA 5: Team, Transform, and Transmit

LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.

LO 5.1C: Communicating information through appropriate media using effective techniques of design.

LO 5.1D: Adapting an argument for context, purpose, and/or audience.

LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance.

LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.

LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes. **[CR2a]**

[CR2a] — The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

Summative Assessments

Individual Presentation Practice

Photo Essays: Students develop and present a multimedia presentation (approximately 6–8 minutes) to an audience. Finally, students defend their research process, use of evidence, and conclusion through oral answers to two questions asked by the teacher.

Team Project Practice

Collaborative Definition Essay: Define one of the roles of women using a series of extended examples drawn from films.

Activities/Assignments

Activity 1

Resource/Text

JTC “Making Connections” pages 3–25

Practice/Assessment

Find a Written Conversation
Analyze a Writing Situation
Analyze a Genre

Essential Knowledge to Be Introduced

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.

1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.

1.2A1: Understanding comes not only through a collection of information but also from a variety of other factors (e.g., experience, external sources, cultural context, assumptions).

Activity 2

Resource/Text

JTC “Getting Started” pages 27–48

Practice/Assessment

Find a Topic that Interests You
Choose a Conversation

Essential Knowledge to Be Introduced

1.2A2: A variety of strategies (e.g., brainstorming, concept mapping, prewriting, exploration of space, drafting) can be used to illustrate, organize, and connect ideas. **[CR2b]**

1.3A1: 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). **[CR2b]**

[CR2b] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

Activity 3

Resource/Text

JTC “Reading to Write” pages 49–73

Practice/Assessment

Identify Information in a Source

Evaluate a Source

Summarize a Source

Respond to a Source

Make Connections among Sources

Essential Knowledge to Be Introduced

2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.

2.1A2: Strategies active readers use to preview and prioritize a written text include skimming, scanning, rereading, and questioning.

2.1A3: Strategies active readers use to make meaning from texts include annotating, note-taking, highlighting, and reading aloud. **[CR2c]**

[CR2c] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

Activity 4

Resource/Text

JTC “Working Together” pages 75–88

Practice/Assessment

Develop Guidelines for Collaborative Work

Role-Playing

Establish Ground Rules for a Collaborative Writing Project

Create a Plan for a Collaborative Writing Project

Journal Writing: What concerns do you have about collaborating in a group? Have the ground rules established address your concerns? **[CR2g]**

[CR2g] — Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Essential Knowledge to Be Introduced

5.2B1: Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team’s performance.

5.2B3: Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation. [CR2f]

[CR2f] — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Activity 5

Resource/Text

PCW “Definition” pages 489–496

Practice/Assessment

Notes

Essential Knowledge to Be Introduced

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).

Activity 6

Resource/Text

PCW “A Student Writer: Definition” pages 496–500

Practice/Assessment

Complete “Peer Editing Worksheet: Definition” over Student Definition Essay

Essential Knowledge to Be Introduced

4.1A7: A line of reasoning is organized based on the argument’s purpose (e.g., to show causality, to evaluate, to define, to propose a solution).

Activity 7

Resource/Text

PCW “I Want a Wife” by Judy Brady pages 503–506

Practice/Assessment

Comprehension, Purpose, & Audience

Essential Knowledge to Be Introduced

2.1A4: 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.

Activity 8

Resource/Text

PCW “My Mother Never Worked” by Bonnie Smith Yackel pages 121–126

Practice/Assessment

Comprehension, Purpose, & Audience
Vocabulary Projects Writing Workshop: Interview #1

Essential Knowledge to Be Introduced

2.1B1: The main idea of an argument is often expressed in the thesis statement, claim, or conclusion, or implied throughout a work.

Activity 9

Resource/Text

JTC “Conduct an Interview” pages 186–188

Practice/Assessment

Notes
Contribution to Group Collection Instrument: Interview Questions

Essential Knowledge to Be Introduced

1.4A2: Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative).

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.

Activity 10

Resource/Text

“Teaching Background: Socratic Seminar.” *Northwest Association for Biomedical Research (NWABR)*: 106–112.

Practice/Assessment

Introduce Socratic Seminar: Discussion of the intimate roles women play in the American economy using above resource from Northwest Association for Biomedical Research (NWABR).

Essential Knowledge to Be Introduced

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).

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 concept, illustrate a process, or clarify a statement; to set a mood; to provide an example; to amplify or qualify a point.

Activity 11

Resource/Text

Roiphe, Katie. “Disappearing Mothers.” *FT Magazine*, August 31, 2012.

Practice/Assessment

Journal Writing: “How does my mother figure define herself? What evidence do I see of the value she sees in herself?”

Essential Knowledge to Be Introduced

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.

Activity 12

Resource/Text

JTC “Photo Essays” pages 104–112

Practice/Assessment

Using the photo essay “Lost Memories” by Kazuyoshi Ehara (artistic work) as a model, compose a photo essay of your own that reflects the work history of your female family member. [CR3]

[CR3] — Students gain a rich appreciation and understanding of the 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.

Essential Knowledge to Be Introduced

2.2A1: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.

4.3A4: Quoted and paraphrased material must be properly attributed, credited, and cited following a style manual. Quoting is using the exact words of others; paraphrasing is restating an idea in one’s own words. [CR4a]

5.1C1: Effective 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.

[CR4a] — Students develop an understanding of ethical research practices.

Activity 13

Resource/Text

PCW “Using Description” pages 152–157

Practice/Assessment

Revise Photo Essay Captions for Descriptive Elements

Essential Knowledge to Be Introduced

5.1B1: A writer expresses tone or attitude about a topic through word choice, sentence structure, and imagery.

Activity 14

Resource/Text

PCW “Editing for Grammar” pages 81–83

PCW “Editing for Sentence Style and Word Choice” pages 88–90

Practice/Assessment

Revise Photo Essay Captions for Effective Sentences and Precise Word Choice

Essential Knowledge to Be Introduced

5.1B2: Effective sentences create variety, emphasis, and interest through structure, agreement of elements, placement of modifiers, and consistency of tense.

5.1B3: Precision in word choice reduces confusion, wordiness, and redundancy.

Activity 15

Resource/Text

Students’ Photo Essays

Practice/Assessment

Individual Presentation: Students develop and present a multimedia presentation (approximately 6–8 minutes) to an audience. Finally, students defend their research process, use of evidence, and conclusion through oral answers to two questions asked by the teacher. [CR2h]

[CR2h] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Essential Knowledge to Be Introduced

5.1E1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.

Activity 16

Resource/Text

PCW “Girl” by Jamaica Kincaid pages 258–260 (literary text) [CR3]

[CR3] — Students gain a rich appreciation and understanding of the 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

Practice/Assessment

Reading Literature

Journal Entry

Essential Knowledge to Be Introduced

2.2B1: An argument’s context (time and purpose) and situation (in relation to other arguments) inform its interpretation.

Activity 17

Resource/Text

PCW “Only Daughter” by Sandra Cisneros pages 111–115

Practice/Assessment

Comprehension, Purpose, & Audience

Journal Entry [CR2d]

[CR2d] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

Essential Knowledge to Be Introduced

3.1A1: 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.

Activity 18

Resource/Text

PCW “Why Chinese Mothers are Superior” by Amy Chua pages 410–416

Practice/Assessment

Comprehension, Purpose, & Audience

Essential Knowledge to Be Introduced

2.2A1: Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.

2.2B3: Authors strategically include evidence to support their claims.

Activity 19

Resource/Text

PCW “Mother Tongue” by Amy Tan pages 466–471

Practice/Assessment

Purpose & Audience

Style & Structure

Vocabulary Projects

Essential Knowledge to Be Introduced

2.2B4: Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis).

Activity 20

Resource/Text

PCW “The Wife-Beater” by Gayle Rosenwald Smith pages 516–519

Practice/Assessment

Comprehension

Essential Knowledge to Be Introduced

2.2B5: Evidence may be used to identify and explain relationships (comparative, causal, or correlational) and/or patterns and trends.

Activity 21

Resource/Text

PCW “Collaborative Activity for Definition” page 523

Practice/Assessment

Collaborative Definition Essay: Define one of the roles of women using a series of extended examples drawn from films. [CR2e] [CR2f] [CR2h]

[CR2e] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

[CR2f] — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR2h] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Essential Knowledge to Be Introduced

1.2A3: Inquiry confirms or challenges one’s existing understandings, assumptions, beliefs, and/or knowledge.

4.1A1: Effective arguments use reason and 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.

4.1A2: Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.

4.3A3: Source material should be introduced, integrated, or imbedded into the text of an argument.

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 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

5.2A1: Knowing and communicating one’s strengths and challenges to a group allows one’s contributions to be more effective.

Activity 22

Resource/Text

Katz, Jackson. “Violence against women—it’s a men’s issue.” TED video, 17:40. Filmed November 2012.

Practice/Assessment

Socratic Seminar: Discussion of men’s attitudes toward women using NWABR’s “Teaching Background: Socratic Seminar” resource.

Essential Knowledge to Be Introduced

5.1E1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.

Activity 23

Resource/Text

PCW “Peer Editing Worksheet: Definition” page 500

Practice/Assessment

Peer Edit Another Group’s Definition Essay

Essential Knowledge to Be Introduced

5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.

2nd Quarter – Unit 2: Entering the Conversation – Race Relations in America [CR1]

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

Essential Questions

From whose perspective is this information being presented, and how does that affect my evaluation?

How do I know whether something is true? [CR1]

What am I taking for granted?

How do I acknowledge and account for my own biases and assumptions?

What line of reasoning and evidence would best support my argument?

Is my reasoning logical?

What is the best medium or genre through which to reach my audience?

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

Learning Objectives

Learning objectives from Unit 1 will be addressed, along with the following:

BIG IDEA 1: Question and Explore

LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.

LO 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.

LO 1.3A: Accessing and managing information using effective strategies.

BIG IDEA 2: Understand and Analyze

LO 2.2C: Evaluating the validity of an argument.

LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

BIG IDEA 3: Evaluate Multiple Perspectives

LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.

LO 3.2A: Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

BIG IDEA 4: Synthesize Ideas

LO 4.1A: Formulating a complex and well-reasoned argument, taking the complexities of the problem or issue into consideration.

LO 4.2B: Providing insightful and cogent commentary that links evidence with claims.

BIG IDEA 5: Team, Transform, and Transmit

LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.

[CR2a]

[CR2a] — The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

Summative Assessments

End-of-Course Exam Practice

Part A: Students are asked to do the following:

- Analyze an argument using evidence.
- Identify the author’s argument, main idea, or thesis.
- Explain the author’s line of reasoning by identifying the claims used to build the argument and the connections between them.
- Evaluate the effectiveness of the evidence the author uses to support claims made in the argument. **[CR2c]**

Students are asked to evaluate the effectiveness of two arguments on a similar question, problem, or issue. Each of the sources should present alternate, divergent, or contradictory perspectives. Read the following two articles carefully. Focus on the relevance and credibility of the evidence the writers use to develop their lines of reasoning. Then, write an essay that evaluates the validity of the two arguments. **[CR2c]**

[CR2c] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

Team Project & Presentation

Individual Research Report: 1,200 words

Team Presentation: 8–10 minutes

Oral Defense (part of Team Presentation): Each student responds to one question.

Activities/Assignments

Activity 1

Resource/Text

PCW “What’s in a Name?” by Henry Louis Gates Jr. pages 2–9

Practice/Assessment

Notes

Essential Knowledge to Be Introduced

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.

Activity 2

Resource/Text

Smooth, Jay. “How I Learned to Stop Worrying and Love Discussing Race.” TEDx video, 11:56. Uploaded November 15, 2011.

Practice/Assessment

Journal Writing: What concerns do you have about discussing race in this classroom? [CR2g]

[CR2g] — Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Essential Knowledge to Be Introduced

2.1A4: 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.

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 guided contemplation.

Activity 3

Resource/Text

JTC “Writing to Solve Problems” pages 335–371

Practice/Assessment

Notes

Essential Knowledge to Be Introduced

4.5A1: When proposing a solution, the advantages and disadvantages of the options and alternatives should be weighed against the goal within its context.

Activity 4

Resource/Text

PCW excerpt of “Letter from a Birmingham Jail” by Martin Luther King Jr. pages 566–581

Practice/Assessment

Style & Structure
Vocabulary Projects

Essential Knowledge to Be Introduced

4.1A9: The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.

Activity 5

Resource/Text

PCW “Just Walk on By: A Black Man Ponders His Power to Alter Public Space” by Brent Staples pages 240–245

Practice/Assessment

Comprehension, Style, & Structure
Vocabulary

Essential Knowledge to Be Introduced

4.2B1: Commentary connects the chosen evidence to the claim through interpretation or inference, identifying patterns, describing trends, and/or explaining relationships (e.g., comparative, causal, correlational).

Activity 6

Resource/Text

Obama, Barack. “The Full Obama Speech on Trayvon Martin and Race in America.” *The Washington Post*, July 21, 2013. Article includes video of speech by President Obama and links to articles by David Maraniss, Dan Balz, and Chris Cillizza. [CR3]

[CR3] — Students gain a rich appreciation and understanding of the 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.

Practice/Assessment

Students are asked to evaluate the effectiveness of two arguments on a similar question, problem, or issue.

[CR2d] Each of the sources should present alternate, divergent, or contradictory perspectives. Read the two assigned articles carefully. Focus on the relevance and credibility of the evidence the writers use to develop their lines of reasoning. Then, write an essay that evaluates the validity of the two arguments.

[CR2d] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

Essential Knowledge to Be Introduced

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).

3.1A2: Perspectives are not always oppositional; they may be concurring, alternating, or competing.

Activity 7

Resource/Text

PCW “The ‘Black Table’ Is Still There” pages 349–352

Practice/Assessment

Style & Structure, Vocabulary

End-of-Course Exam – Part A: Students are asked to analyze an argument using evidence [CR2c]

Identify the author’s argument, main idea, or thesis

Explain the author’s line of reasoning by identifying the claims used to build the argument and the connections between them.

Evaluate the effectiveness of the evidence the author uses to support claims made in the argument.

[CR2c] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

Essential Knowledge to Be Introduced

3.2A1: Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic.

4.1A5: The line of reasoning is a clear, logical path leading the audience through the reasons to a conclusion.

Activity 8

Resource/Text

PCW “A Supreme Sotomayor: How My Country Has Caught Up to Me” by Maria Hinojosa pages 21–23

Practice/Assessment

Questions for Critical Reading

Essential Knowledge to Be Introduced

4.1A6: The logic and reasoning of an argument may be deductive (claim followed by evidence) or inductive (evidence leads to a conclusion).

Activity 9

Resource/Text

Fiske, Susan T. “Look Twice.” *Greater Good: The Science of a Meaningful Life*, June 1, 2009. (article) [CR3]

[CR3] — Students gain a rich appreciation and understanding of the 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.

Practice/Assessment

Understanding Quantitative Data Lesson

Essential Knowledge to Be Introduced

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.

Activity 10

Resource/Text

Silver, Nate. “Does Racism Affect How You Vote?” TED video, 9:16. Filmed February 2009. (speech) [CR3]

[CR3] — Students gain a rich appreciation and understanding of the 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.

Practice/Assessment

Understanding Quantitative Data Lesson

Essential Knowledge to Be Introduced

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.

Activity 11

Resource/Text

PCW “Two Ways to Belong in America” pages 404–409

Practice/Assessment

Reading Literature

Essential Knowledge to Be Introduced

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.

Activity 12

Resource/Text

PCW “Indian Education” by Sherman Alexie pages 142–147

Practice/Assessment

Reading Literature

Essential Knowledge to Be Introduced

2.3A1: The implications and consequences of arguments may be intended or unintended.

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).

Activity 13

Resource/Text

Peer-reviewed journal articles from journal, *Critical Philosophy of Race*. [CR3]

[CR3] — Students gain a rich appreciation and understanding of the 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.

Practice/Assessment

Socratic Seminar: Discussion of the philosophical dimensions of race, racism, and other race-related phenomena using NWABR’s “Teaching Background: Socratic Seminar” resource.

Essential Knowledge to Be Introduced

4.1A7: A line of reasoning is organized based on the argument’s purpose (e.g., to show causality, to evaluate, to define, to propose a solution).

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).

Activity 14

Resource/Text

JTC “Writing to Solve Problems” pages 376–390

Practice/Assessment

After processing the Socratic Seminar, students write an outline of an argument and an outline of reasoning.

[CR2e]

[CR2e] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

Essential Knowledge to Be Introduced

4.1A7: A line of reasoning is organized based on the argument’s purpose (e.g., to show causality, to evaluate, to define, to propose a solution).

Activity 15

Resource/Text

“Room for Debate: In Adoption, Does Race Matter?” *New York Times*, February 2, 2014.

“Room for Debate: Beyond Race in Affirmative Action.” *New York Times*, February 22, 2012.

“Room for Debate: Does the US need another War on Poverty?” *New York Times*, January 5, 2014

Practice/Assessment

Team Project & Presentation [CR2f]

Submit Your Research Question [CR2b]

Individual Research Report: 1,200 words [CR2h]

Team Presentation: 8–10 minutes [CR2h]

Oral Defense (part of Team Presentation): Each student responds to one question.

[CR2f] — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR2b] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

[CR2h] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Essential Knowledge to Be Introduced

- 1.1B1: Effective research questions lead to an examination taking into account the complexity of a problem or issue.
- 1.4A1: The scope and purpose of one’s research and the credibility of sources affects the generalizability and the reliability of the conclusions.
- 1.4A2: Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative).
- 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.
- 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.
- 5.2B4: Effective teams consider the use of online collaborative tools.
- 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 individual’s tasks.

2nd Quarter – Unit 3: Entering the Conversation – The Consequences of Conflict [CR1]

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

Essential Questions

- How does my research question shape how I go about trying to answer it?
- What keywords should I use to search for information about this topic?
- Does this argument acknowledge other perspectives? [CR1]
- How can I connect these perspectives? [CR1]
- What other issues, questions, or topics do they relate to?
- How can I explain contradictions within or between arguments?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How does this conclusion impact me and my community? Or my research?
- How can I best appeal to and engage my audience?
- What common misconceptions might my audience have?
- How do I adapt my argument for different audiences and situations?
- How do 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?

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

Learning Objectives

Learning objectives from Units 1 and 2 will be addressed, along with the following:

BIG IDEA 1: Question and Explore

LO 1.3A: Accessing and managing information using effective strategies.

BIG IDEA 2: Understand and Analyze

LO 2.3A: Connecting an argument to broader issues by examining the implications of the author’s claim.

BIG IDEA 3: Evaluate Multiple Perspectives

LO 3.2A: Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

BIG IDEA 4: Synthesize Ideas

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.

LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.

LO 4.4A: Extending an idea, question, process, or product to innovate or create new understandings.

LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence as well as considering consequences and implications.

BIG IDEA 5: Team, Transform, and Transmit

LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.

LO 5.1B: Adhering to established conventions of grammar usage, style, and mechanics.

LO 5.1C: Communicating information through appropriate media using effective techniques of design.

LO 5.1D: Adapting an argument for context, purpose, and/or audience.

LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance

LO 5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal.

LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.

LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes.

LO 5.3B: Reflecting on experiences of collaborative effort. **[CR2a]**

[CR2a] — The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

Activities/Assignments

Activity 1

Resource/Text

Class Discussion/Brainstorming Session: What are the consequences (intended and unintended) of conflict?

Practice/Assessment

Contribution of a Text

Participation in Discussion and Notes

Essential Knowledge to Be Introduced

5.2B2: Teams function at their best when they understand the diversity of their social–cultural perspectives, talents, and skills.

Activity 2

Resource/Text

PCW “Argumentation” pages 525–542

Practice/Assessment

Notes

Essential Knowledge to Be Introduced

2.1B1: The main idea of an argument is often expressed in the thesis statement, claim, or conclusion, or implied throughout a work.

2.2A1: Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.

2.2B3: Authors strategically include evidence to support their claims.

4.1A2: Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.

Activity 3

Resource/Text

PCW “A Student Writer: Argumentation” pages 545–549

Practice/Assessment

Comprehension, Purpose, & Audience

Essential Knowledge to Be Introduced

3.1A1: 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.

Activity 4

Resource/Text

“War Stories.” TED video playlist, 13 talks

Practice/Assessment

Each student will select 2 minutes of his/her assigned video that conveys a “consequence of conflict” and explain why they chose that section and the consequence.

Socratic Seminar: Discussion of consequences of conflict as represented by the perspectives in the TED video playlist, “War Stories,” using NWABR’s “Teaching Background: Socratic Seminar” resource and other relevant information at NWABR’s website.

Essential Knowledge to Be Introduced

2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.

Activity 5

Resource/Text

Thompson, Mark. “The Wounded Come Home.” *Time Magazine*, November 3, 2003.

Practice/Assessment

Students will research post-traumatic stress disorder (PTSD) to understand the various experiences that can cause PTSD and its symptoms/treatments, and offer solutions to meet needs of veterans.

Essential Knowledge to Be Introduced

4.1A1: Effective arguments use reason and 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.

Activity 6

Resource/Text

Warner, Gregory. “Troops Escort Muslims Out Of Central African Republic.” *NPR*, February 17, 2014.

Practice/Assessment

Students will research the conflict in Central Africa to understand context and relate it to what they understand about the ongoing conflict between Muslim extremists and non-Muslims.

Essential Knowledge to Be Introduced

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.

Activity 7

Resource/Text

Harris, Emily. “Abbas Tells Students ‘Peace Has To Happen’.” *NPR*, February 17, 2014.

Practice/Assessment

Students will research the conflict between Israel and Palestine to understand context, recognize multiple issues, and discuss possible solutions.

Essential Knowledge to Be Introduced

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.

Activity 8

Resource/Text

Photo: “Tibetan Monk Self-Immolation”

Practice/Assessment

Journal Writing: What is your initial reaction to the photo? What issue would cause a person to choose to do this to themselves?

Essential Knowledge to Be Introduced

3.1A1: 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.

Activity 9

Resource/Text

Cartwright, General James, Farea Al-Muslimi, Peter Bergen, Rosa Brooks, Colonel Martha McSally, and Ilya Somin. “Drone Wars: The Constitutional and Counterterrorism Implications of Targeted Killing.” Testimonies to the Senate Judiciary Subcommittee on the Constitution, Civil Rights, and Human Rights, April 23, 2013.

Practice/Assessment

Role-Play Activity with Students Assuming the Roles of the Witnesses and the Committee Members

Essential Knowledge to Be Introduced

2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.

Activity 10

Resource/Text

JTC “Writing to Convince or Persuade: How can I write an argumentative essay?” pages 424–447

Practice/Assessment

Individual Written Essay [CR2e] [CR2h]

Students identify a research question of their own based on the source material and class discussion. They then gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of approximately 1,000 words. The final paper must refer to and incorporate at least one of the provided sources. [CR2b]

Students must avoid plagiarism by citing and attributing sources throughout the paper and including a bibliography. [CR4b]

[CR2e] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

[CR2h] — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR2b] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

[CR4b] — Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

Essential Knowledge to Be Introduced

1.3A2: Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources.

1.3A3: Advanced search tools, Boolean logic, and key words allow scholars to refine, focus, and/or limit their searches based on a variety of factors (e.g., date, peer-review status, type of publication).

4.3A2: 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. **[CR4b]**

4.3A5: Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA). **[CR4a]**

4.4A1: Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.

5.1C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation.

5.1B4: Spelling and grammar errors detract from credibility.

[CR4b] — Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

[CR4a] — Students develop an understanding of ethical research practices.

Activity 11

Resource/Text

PCW “Revising an Argumentative Essay” and “Editing an Argumentative Essay”

Practice/Assessment

Revise and Edit Argument Essay

Essential Knowledge to Be Introduced

5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.

Activity 12

Resource/Text

PCW “Peer Editing Worksheet” page 550

Practice/Assessment

Edit a Peer’s Argument Essay Using the Peer Editing Worksheet

Essential Knowledge to Be Introduced

5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.

Activity 13**Resource/Text**

Individual Presentations

Practice/Assessment

Students develop and present a multimedia presentation (approximately 4–5 minutes) to an audience. Finally, students defend their research process, use of evidence, and conclusion through oral answers to two questions asked by the teacher.

Essential Knowledge to Be Introduced

5.1C1: Effective 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.

5.1E1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.

Activity 14**Resource/Text**

Released End-of-Course Exam, Rubric, Student Samples

Practice/Assessment

Students complete the exam and use released student samples to understand the expectations of the exam before scoring their own exam and a peer's exam.

Essential Knowledge to Be Introduced

Refer to End-of-Course Exam Description for Essential Knowledge to be assessed.

3rd and 4th Quarters – Seminar Assessments

Team Project and Presentation [CR5]**Task Overview**

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.

[CR5] — Students 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.



Individual Research-Based Essay and Presentation [CR6]

Task Overview

The College Board’s AP Program will annually release cross-curricular source material (texts) representing a range of perspectives focused on a single theme or topic. Students will use these texts to identify 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 refer to and incorporate at least one of the provided sources.

Students have 30 school days to complete their research, compose their essays, and develop their presentations.

[CR6] — Students 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.

End-of-Course Exam

Task Overview

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The 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 End-of-Course exam will take place in May, during the AP Exam administration window.