



Sample Syllabus 2 Contents

Curricular Requirements.....	ii
AP Seminar: “Is Survival Enough?”.....	1
Course Materials and Requirements	1
Unit 1. Intro to Course: Struggle for Survival	2
Unit 2. Class Systems and the Struggle for Survival	3
Unit 3. Evolution and the Struggle for Survival	11
Unit 4. Struggle for Survival and Demand for Resources	15
Unit 5. Performance Task 1 – Team Project and Presentation	21
Unit 6. Performance Task 2 – Individual Research-Based Essay and Presentation	21
Assessments Summary.....	22

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, 3, 11, 15
- CR2a The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.
- See pages 2, 4, 11, 15
- CR2b Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.
- See pages 4, 5, 10, 11, 13, 14
- CR2c Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.
- See pages 4, 6, 7, 8, 10, 12, 13, 14, 18
- CR2d Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.
- See pages 8, 12, 13
- CR2e Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.
- See pages 9, 11, 13, 14, 20
- CR2f Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See pages 3, 9, 19, 20
- CR2g Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See pages 11, 14, 20, 21
- 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 3, 4, 9, 10, 11, 14, 19, 21
- 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 5, 6, 12, 19
- CR4a Students develop an understanding of ethical research practices.
- See pages 4, 10, 14



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- CR4b Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
- See page 2
- 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 22
- 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 22



AP Seminar: “Is Survival Enough?”

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Course Materials and Requirements

Textbook

Austin, Michael. *Reading the World: Ideas That Matter*. New York: W.W. Norton & Company, 2010.

Materials

- You will be assigned an iPad for your personal use this year. Your teachers will give you further instruction on specific apps to download and how to organize them.
- You will need regular access to the Internet (home, the library, computer labs, AV, etc.).
- The inquiry nature of this course requires activities and assessment from a variety of resources (e.g., library research, internet research, etc.). Information used to assess a problem may come from various print and non-print primary and secondary sources. Students will be expected to use technology to access and manage information from databases that grant access to these sources.

Requirements for Success in this Course

I. Attendance/Tardiness/Discipline: The school policies will be followed and enforced.

II. Responsibilities: You are responsible for the materials needed for this course. You will also be responsible for any and all work missed due to excused absences. Work missed due to unexcused absences will receive an automatic zero. Late work will be penalized. No late work in a unit of study is accepted after the unit assessment.

III. Preparation: Completion of homework and readings is essential. Being prepared gives you the opportunity to succeed on tests and quizzes. As an upper level student, you must understand that your studying is not finished until you have a thorough understanding of the topics covered in each unit. Not being prepared leads to poor performance and missing assignments.

IV. Organization: You will be responsible for collecting handouts, taking notes, and keeping all these materials organized.

V. Participation: You are expected to participate in discussions and group work, answer when called upon, and be attentive to material being presented.

VI. Respect: Respect the opinions and input of your classmates, their goals, and the goals of the teacher. Respect yourself by taking ownership of the things you produce, the knowledge you acquire, and the skills you learn.

VII. AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information: 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 the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

VIII. Help: Check with your teacher. He/she is often available before/after school or during the school day. You are strongly encouraged to meet with the teacher to discuss any problems you are having in this course.

IX. AP English Language: All students should be co-enrolled in an AP English Language course. Your instructors will align these two courses to support one another.

X. Commitment: It is expected that all students have made a two-year commitment to this course and will continue on to the AP Research course next year.

XI. Evaluation: You should expect one major, summative assessment for each unit. These will be in diverse formats. You will be given multiple practice formative assignments, which will help you prepare for the summative assessments.

Final Exam

The final exam(s) will mimic the AP Seminar End-of-Course Exam format.

Unit 1. Intro to Course: Struggle for Survival

August (5 Days) [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.

Big Idea 1: Question and Explore

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

Big Idea 5: Team, Transform, and Transmit

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. **[CR2a]**

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

Assessment: Group Analysis and Presentation

In groups, students will identify a problem with surviving junior year. Team members will select a lens to focus their support to the defined problem. Students will then individually submit their unique perspective and create a combined team presentation that summarizes their beliefs and findings. (LO 1.1A, LO 5.2A, and LO 5.2B)

Week 1: Surviving Junior Year

- QUEST
- Team building
- Lens

Day 1: Introduction to the Course/Team Building

- Syllabus: Expectations; QUEST introduction
- Team building activities: PUZZLE Pieces. C. “A Long Way Gone.”

Homework:

Read “Chapter 10: Education” in textbook and answer four questions about survival.

Day 2: Survival

- Define what it means to survive (with Puzzle Partner #1); brainstorm small group then combine.
- Discuss: Is surviving enough? What are lenses?
- Groups: What is the problem/challenge for junior year? Students assign each person a lens through which to write.

Homework:

Write a one-page personal lens perspective (need two copies).

Day 3: Building Consensus [CR2f]

- Share individual perspectives within group; each student speaks for 1 minute followed by a 30-second response.
- Determine overall findings to share with class; how to present to a group; share rubric for grading presentations.

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

Day 4: Team Presentations [CR2f] [CR2h]

- All members must speak
- Two-minute talk
- Teacher follow-up question (model questions from end-of-year presentation)

[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.

Day 5: Skill Pretest

- Identification of main idea, reasons, evidence (modeled after end-of-year exam)
- Fact versus opinion

Unit 2. Class Systems and the Struggle for Survival**September – October [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.

All prior learning objectives as well as the following:

Big Idea 1: Question and Explore

LO 1.1B – Posing complex 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.

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.

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 4.2A – 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.

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.

Assessment: Document Analysis Essay and Group Presentation

The summative assessment will be divided into four parts. Each part will reflect a portion of the unit and the AP Seminar End-of-Course Exam.

Individual:

- Part 1 – In class writing evaluation: Students will be given a document and asked to identify the main idea, line of reasoning, and evaluate the evidence. **[CR2c]**
- Part 2– Document validation: Students will be provided a document and asked to identify and critique the author’s work. Students will be given the RAVEN technique and a list of fallacies to help in the validation process.

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

Partner:

- Part 3 – Research: You will submit your research question based on survival in your assigned country and bibliography that supports your final presentation. MLA format is recommended for your bibliography. Please organize your research according to your argument. **[CR2b] [CR4a]**
- Part 4 – Argument: You and your partner will prepare a 5-minute verbal argument that supports your position about survival in your country. While you will each take a different position based on your argument, you need to be aware of your partner’s position and evidence in order to make a valid counter argument. Together you will craft an oral introduction and conclusion/concession. **[CR2h]**

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

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

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

Week 2: Questions and Reading Skills (Notability and Identification) – Economic

- Questioning
- Lens
- Reflection
- Annotating reading

Day 6: Discuss Questions: Is Surviving Enough? Is Money/Wealth Enough to Survive in the World?

- What does that mean?
 - ◊ Theme
 - ◊ Lenses (e.g., education, religion, wealth, politics)
- Questioning skills
 - ◊ Formulating questions using Question Focus Technique (QFT) [CR2b]

Homework:

Book: “Economic and Moral Progress” by Mohandas Gandhi in *Reading the World: Ideas That Matter*. (philosophical text) Read page 332 and answer questions 1 and 3. [CR3]

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

[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.

Day 7: Discuss Questions: Is Surviving Enough? Is Money/Wealth Enough to Survive in the World?

- Discuss Gandhi
- Look at the level of detail the book uses to answer the questions
- Provide a reflection comparing your answers to the book answers
- Discuss class questions – evaluate [CR2b]
- Students receive an assigned country with CIA World Factbook Data
- QFT: What does it mean to survive in [assigned country]? [CR2b]

Homework:

Prioritize questions.

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

Day 8: How is Poverty Defined?

- Share, prioritize, and rationalize questions
- How would you define poverty?
 - ◊ Definitions: Personal, Gandhi, census, World Bank, UN

Day 9: Causes of Poverty/Aspects of Poverty

- Class Reading: Doyle, Mark. “Why is the African Continent Poor?” *BBC News*, August 24, 2009. (article) [CR3]
 - ◊ Identify theme/lens
 - ◊ Identify main idea, reasoning, evidence

[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.

Homework:

Book: “Africans Are Not Poor” by Lucy Lameck in *Reading the World: Ideas That Matter*. Read page 352 and answer questions 2, 3, and 4 from book.

Week 3: Summaries and Periodicals – Education

- Writing quality claim
- Writing quality summaries

Day 10: Craft an Argument about Poverty in Africa

- Discuss strengths and weakness about two African arguments [CR2c]
- Argument qualities:
 - ◊ UNC handout
 - ◊ Book: *Reading the World: Ideas That Matter*, page 579
 - ◊ English Teacher: R (reasoned) A (arguable) P (purposeful)

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

Day 11: Arguments Can Also Be Found in Images

- Book: “Migrant Mother” by Dorothea Lange in *Reading the World: Ideas That Matter*
- Book “Gin Lane” by William Hogarth in *Reading the World: Ideas That Matter*
- Craft arguments together

Homework:

Book: Kotlowitz, Alex. *There Are No Children Here*. New York: Doubleday, 1992. Read excerpt from book.

- Find image to support reading
- Post argument on Schoology
- Students must provide feedback to one another online
- Reflection: Is money/wealth enough to survive in the world/nation/city?

Day 12: What Role Does Education Play in Survival?

- Provide country and U.S. education data: CIA World Factbook
 - ◊ Discuss as large group type of statistics
 - ◊ What do the numbers tell us?
- Country partner
 - ◊ Discuss implications within their country
 - ◊ QFT: Education/survival questions specific to their country

Homework:

Locate an article that connects education to survival in your assigned country.

Book: “The Stool Makers of Jobra Village” by Muhammad Yunus in *Reading the World: Ideas That Matter*.
Read page 369.

- Making connection: Questions 1, 2, or 3 and all answer #1 from Writing about the Text

Day 13: Survival – A tale of Two in One City

- Read article together: Summers, Juana. “Rich Kid, Poor Kid.” *NPR*, August 7, 2014.
 - ◇ Main idea
 - ◇ Evidence
 - ◇ Reasoning
- Summary skill
 - ◇ Use pages 561–562 in *Reading the World: Ideas That Matter* to summarize

Homework:

Select an article and summarize for homework.

Day 14: Comparison

- Share summaries (same article, individual summaries)
 - ◇ Similarities/differences
 - ◇ Evidence: Use pages 561–562 in *Reading the World: Ideas That Matter* as a guide
- Read Harvard Review of *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*
 - ◇ Discuss summary skill
 - ◇ Discuss argument

Homework:

Book: Kristof, Nicholas D. and Sheryl WuDunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Vintage, 2010. Read “Chapter 10: Education.”

Week 4: Argument and Perspectives Government and/or NGO Support

- RAVEN
- Evidence
- Multiple perspectives
- Argument qualities

Day 15: Argument Analysis – Education

- Complete Argument Analysis concerning reading from *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* [CR2c]
 - ◇ Introduction, claim, reasons, concession, refutation, rebuttal, conclusion, references
 - ◇ Identify and discuss

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

Day 16: Discuss Flaws in Reasoning

- Deductive

- Inductive
- Discuss types of evidence utilized

Day 17: RAVEN and Notability

- Download periodicals onto iPads (CNN, Fox News, NPR, BBC, and one choice)
- Download Notability
- Introduce RAVEN
- Select class article and RAVEN in Notability together

Day 18: Who is Responsible to Help Those Who Cannot Help Themselves?

- Using the periodicals, find an article about a nation that is struggling [CR2d]
 - ◊ Read from multiple publications
 - ◊ Main idea
 - ◊ Evidence
 - ◊ Bias
- Multiple perspectives [CR2d]
 - ◊ Same content different publications
 - ◊ Compare and contrast

Homework:

Book: “Supporting Claims with Evidence” in *Reading the World: Ideas That Matter*. Read pages 594–604 and complete worksheet.

- Facts/statistics/authorities/examples/textual citation

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

Day 19: Discuss Flaws in Reasoning

- Discuss flaws in periodicals [CR2c]
 - ◊ Fallacies
 - ◊ Read textbook
 - ◊ Online examples
 - ◊ Group skits

Homework:

Article: “Foreign Funding of NGOs: Donors: keep out.” *The Economist*, September 13, 2014.

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

Week 5: Solutions to Poverty

Day 20: Government vs. NGOs

- Use NGO map posted on Schoology
- Discuss NGO article and comments
- Post comments on Schoology

Homework:

Book: “Lifeboat Ethics: The Case Against Helping the Poor” by Garrett Hardin in *Reading the World: Ideas That Matter*. Read page 357.

Day 21: In-class writing: Formative Assessment [CR2h]

- Use AP Seminar rubric
 - ◊ Argument/claim
 - ◊ Line of reasoning
 - ◊ Evidence
- Complete with a partner
 - ◊ Teacher will grade/evaluate prior to final writing assignment

Homework:

Find an article to counter Hardin’s argument.

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

Day 22–24: Debate/Assessment Prep

- Look at sources to counter article “Lifeboat Ethics: The Case Against Helping the Poor” by Garrett Hardin
- With country partner, practice argument strategy
 - ◊ Claim/argument
 - ◊ Reason 1
 - ◊ Counter reason 1
 - ◊ Reason 2
 - ◊ Counter reason 2
 - ◊ Conclusion/solution
- Assign final assessment
 - ◊ With country partner, craft an oral argument surrounding survival in your assigned country. **[CR2e]**
[CR2f]

[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.

Week 6: Assessment: Document Analysis

(LO 1.1B, LO 1.4AB, LO 2.1A, LO 2.1B, LO 2.2A) (5 Days)

See assessment rubric and assignment below.

Day 25: Provide Assessment Prep

- Focus question
- Research/bibliography
- Claim

Day 26: Assessment Prep

- Reasons
- Counter reasons
- Evidence
- Conclusion

Day 27: Partner Argument Presentation**Day 28: Partner Argument Presentation****Day 29: In-Class Writing**

- Day of the Dead reading (Use AP Seminar rubric: Claim/reason/evidence)
- RAVEN a periodical

Unit 2 Assessments

Your summative assessment will be divided into four parts. Each part will reflect a portion of the unit and the AP Seminar performance tasks.

Individual

- Part 1 – In-class writing evaluation: You will be given a document and asked to identify the main idea and line of reasoning, and to evaluate the evidence. The rubric from the pretest will be used to evaluate your work. **[CR2c]**
- Part 2 – Document validation: You will be provided a document and asked to identify and critique the author’s work. You will be given the RAVEN technique and a list of fallacies to help in your validation process.
- Part 3 – Research: You will submit your research question based on survival in your assigned country and bibliography that supports your final presentation. MLA format is recommended for your bibliography. Please organize your research according to your argument. **[CR2b] [CR4a]**

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

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

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

Partner

- Part 4 – Argument: You and your partner will prepare a five-minute verbal argument that supports your position about survival in your country. While you will each take a different position based on your argument, you need to be aware of your partner’s position and evidence in order to make a valid counter-argument. Together you will craft an oral introduction and conclusion/concession. **[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.

The verbal argument is as follows:

Person A: Introduction/claim and/or argument

Person B: Reason 1

Person A: Counter reason 1

Person B: Reason 2

Person A: Counter reason 2

Person B: Conclusion/concession/main idea

Unit 3. Evolution and the Struggle for Survival

October (18 Days) [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.

All prior learning objectives as well as the following:

Big Idea 1: Question and Explore

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

Big Idea 3: Evaluate Multiple Perspectives

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

Big Idea 4: Synthesize Ideas

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

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

Big Idea 5: Team, Transform, and Transmit

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

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.

Assessment: Invasive Species Essay, Reflection, and Personal Presentation

1. 500- to 750-Word Essay: Students will ask a research question, research both sides of the issue, and defend a claim about invasive species. Students will cite sources using MLA format and provide a bibliography.

[CR2b] [CR2e] [CR2h]

2. Students will record a 2-minute presentation of their essay and post it to Schoology. [CR2h]

3. Students will use Schoology to post questions about each other's presentations.

4. Students (authors) will then respond to or answer at least two questions of their choice.

5. Students will then write a reflection on their process. [CR2g]

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

[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.

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

Week 7: Evolution of Evolution

- Prior knowledge
- Alternate, opposing, or competing perspectives

Day 30: What are Your Prior Knowledge/Preconceived Notions about Evolution?

- Students will write down their prior knowledge about evolution. They will then share with each other and have a class discussion. Students will consider how their personal biases may affect their conclusions.

Homework:

Book: “An Experiment on a Bird in the Air Pump” by Joseph Wright of Derby in *Reading the World: Ideas That Matter*. Read and answer questions 1, 4, 5, and 6.

Day 31: What Did Scientists Think about Evolution Before Darwin?

- Students will share ideas about J. Wright’s artwork. Discussion will focus on comparing “An Experiment on a Bird in the Air Pump” and “Gin Lane” (artistic work). Students will evaluate competing perspectives in artwork, and consider the way that the artists appeal to emotions, core values, or personal biases. [CR3]
- Teacher will present some of the scientists that worked prior to Darwin: Lamarck, Wallace, and others. Students will consider alternate, opposing, and competing perspectives. [CR2d]

Homework:

Article: Rectenwald, Michael. “Darwin’s ancestors: the Evolution of Evolution.”

[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.

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

Day 32: How Did Darwin Change Things?

- Students will retrieve the context in which Darwin was alive.
- Students will consider how Darwin provides commentary that links evidence with his claims.

Homework:

Book: “Natural Selection” by Charles Darwin in *Reading the World: Ideas That Matter*. (foundational 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.

Day 33: RAVEN Darwin – How Sound was His Argument?

- Students will describe and analyze the relevance and credibility of the evidence used to support Darwin’s claim. [CR2c]
- Students will suggest where more evidence is needed to strengthen Darwin’s claim; discussion will help to break this evidence into categories. [CR2c]

Homework:

Students will research articles/studies that have provided the data needed to support Darwin.

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

Day 34: Alternative and Competing Perspectives about Evolution

- Students will evaluate objections, implications, and limitations of alternate arguments. [CR2d]

Homework:

Book: Maimonides, Moses. *The Guide for the Perplexed*. Huntington, WV: Empire, 2013.

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

Week 8: Evolution of Genes and Culture

Relevance of articles to an argument and accessing information online.

Day 35: “Got Lactose? The Coevolution of Genes and Culture” Video and “Fact or Fiction” Activity

- Students will identify and contextualize a problem or issue.

Homework:

Use EBSCO to research lactose and lactose intolerance.

Day 36: “Milk: How Sweet Is It?” Activity

- Students will collect data and analyze its relevance in supporting an argument. [CR2c]

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

Homework:

Answer lab questions: Students will research lactose intolerance in a particular country to determine how its culture might affect the gene pool.

Day 37: “Got Lactose? Blood Glucose Data Analysis” Activity

- Students will provide insightful and cogent commentary that links evidence with claims. [CR2e]

Homework:

Students will make a claim about lactose intolerance and culture in a particular country, and find three pieces of evidence that would support their claim.

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

Week 9: Zebra Fish – How Do Pieces of Evidence Link with the Claim?

Day 38: EBSCO vs. Google Scholar: Which Do We Prefer?

- Students will access information using effective strategies; students will use technology to access and manage information. [CR2b]

Homework:

Students will complete their essay about lactose intolerance and culture in their particular country.

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

Day 39: Teacher Presents Information about Invasive Species and Students Work in Pairs to Develop Questions about Invasive Species (QFT)

- Students will develop questions that reflect multiple perspectives about invasive species. **[CR2b]**

Homework:

Students find articles for background information. Students will access information from a variety of secondary and primary sources.

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

Day 40: Students Work to Link Pieces of Evidence to Their Reasons

- Students will evaluate the relevance and credibility of information from sources and data.

Homework:

Students will continue to work on their individual essays.

Day 41: Students Work to Develop Their Lines of Reasoning

- Students will provide insightful and cogent commentary that links their researched evidence with their claims. **[CR2e]**

Homework:

Students will continue to work on their individual essays.

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

Day 42: Students Peer Edit Claim, Line of Reasoning, and Evidence

- Students will attribute their knowledge and ideas accurately and ethically, using MLA style B. **[CR4a]**

Homework:

Students will develop their bibliographies for their essays.

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

Assessment: Individual Essay on Invasive Species

(LO 2.2B, LO 3.2A, LO 4.2B, LO 4.3A, LO 5.3A) (5 Days)

1. 500- to 750-Word Essay: Students will ask a research question, research both sides of the issue, and defend a claim about invasive species. Students will cite sources using MLA format and provide a bibliography. **[CR2b]**
2. Students will communicate their argument clearly and effectively by recording a two-minute presentation of their essay and post it to Schoology. **[CR2h]**
3. Students will use Schoology to post questions about each other's presentations. **[CR2c]**
4. Students (authors) will then respond to or answer at least two questions of their choice.
5. Students will then write a reflection on their process and how it has changed their understanding of evolution. **[CR2g]**

[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.

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

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

Unit 4. Struggle for Survival and Demand for Resources

November–December (20 Days) [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.

All prior learning objectives as well as 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 2.2C – Evaluating the validity of an argument.

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.

Big Idea 4: Synthesize Ideas

LO 4.1A – Formulating a well-reasoned argument, taking the complexities of the program or issues into consideration.

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 5.1C – 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 5.3B – 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.

Assessment: Debate and Reflection

1. Argument: Create an argument surrounding the role of natural resources in our world.
2. Lens: Identify lens and reasons within groups.
3. Position Paper: Students will be assigned a specific lens or role to support, counter, and defend within the debate. The position paper should outline the individual perspective in the overall argument.
4. Debate: Students will conduct a class debate.
5. Reflection: Students will submit a one-page reflection about their overall position, role, and findings.

Activities:

- What are the alternatives to the problem? Brainstorming activity
- Validity of the argument: Connection between reasons and conclusions. Students/teams share and try to poke holes in their connections. What are the implications/consequences to broader issues?
- Take a resource issue and discuss potential solutions to real-world problems
- Counterarguments—acknowledge the other side
- Multiple Perspectives—immigrant assignment tweak to use with resources as preparation for debate; include potential solutions
- Debate rubric analysis
- Team reflection—contribution and reflection process

Week 10: Roles of Resources in Survival – Unequal Distribution

- Examine the implications: Intended and unintended consequences
- Using images, media, data, and visuals to enhance an argument

Day 43: Resource Allocations

- QFT: What is needed for survival?
- Brainstorm necessary resources to survive from a variety of lenses.
- Locate maps in class using iPads to compare and contrast specific resource locations.
- Assign each student a specific resource based on class discussion
 - ◇ Where is it located in the world?
 - ◇ What is the demand?
 - ◇ What is the cost? Financial and environmental?
 - ◇ Import/export locations?
 - ◇ Other implications of the product

Day 44: What Role Does Man Play in the Future?

- Share findings from homework
 - ◇ Look for trends
 - ◇ Make predictions
- Use inductive and deductive reasoning: Do the predictions change?
- Read selections from *Reading the World: Ideas That Matter*
 - ◇ Half of the class: “Man’s Nature is Good” by Mencius in *Reading the World: Ideas That Matter*. Read page 94.
 - ◇ Other half of class: “Man’s Nature is Evil” by Hsün Tzu in *Reading the World: Ideas That Matter*. Read page 100.

Homework:

Explain in your own words the underlying argument about human nature.

Day 45: What Role Does Man Play in the Future?

- Mini-debate
 - ◇ Group consensus about argument
 - ◇ Reasons/evidence
 - ◇ How can these literary works connect to the role that man plays in the environment?

- Intended consequences
- Unintended consequences
- Discuss debate techniques

Homework:

What visual could support your argument? Post in Schoology.

Day 46: What Role Do Images Play in Creating Arguments?

- Potential images to start discussion
 - ◇ Shrinking of the ice caps
 - ◇ Polar bears
 - ◇ Rising water levels
 - ◇ Starvation in Africa
- Look at class examples of images
 - ◇ Write an argument using images
 - ◇ Evaluate strength of the arguments

Week 11: Roles of Resources in Survival – Population

- Drawing conclusions
- Evaluating the validity of an argument
- Potential solutions to the problem

Day 47: Revisit “Life Boat Ethics: The Case Against Helping the Poor” by Garrett Hardin (page 357)

- Review argument
 - ◇ Role of unequal distribution of resources
 - ◇ His real problem ... population
- Brainstorm alternatives
 - ◇ Look for real-world examples

Day 48: Population Explosion

- World population theory
 - ◇ Video clips
 - ◇ Data
 - ◇ Projections
- Implications
 - ◇ What conclusions can be made based on the data?

Homework:

Book: “An Essay on Principle of Population” by Thomas Malthus in *Reading the World: Ideas That Matter*. Read page 324.

- Discuss natural consequences for human population to grow unchecked.
- What are the natural consequences for animals? Plants?
- What is the root of the problem?

Day 49: Malthus vs. Boserup

- Read a counter-argument: Ester Boserup
 - ◇ Article: Turner, B. L. and Marina Fischer-Kowalski. “Ester Boserup: An interdisciplinary visionary relevant for sustainability.” *Proceedings of the National Academy of Sciences*, 107, no. 51 (December 2010): 21693–21695.
 - ◇ Validity of arguments
 - ◇ Characteristics
 - ◇ Dispute Malthus’ claim that poverty is an unsolvable problem
- Assignment: Analyze the validity of Malthus or Boserup [CR2c]

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

Day 50: NeoMalthusians – Compromise?

- Article: “Malthus, the false prophet.” *The Economist*, May 15, 2008.
- Define NeoMalthusians
- Data to support

Homework:

Examine criticism of NeoMalthusians

- Provide evidence to support your findings
- Document in a one-page paper

Week 12: Roles of Resources in Survival – Water and Food

- Innovations: strengths and weaknesses

Day 51: Population Policies/Eugenics – Solutions

- Historical Solutions:
 - ◇ Ad for population policy in China
 - ◇ Ad for population policy in India
 - ◇ Article on population policy Russia/Europe (FIND)
- Potential Solutions:
 - ◇ Students brainstorm
 - ◇ Students evaluate strengths and weakness of other students’ solutions

Day 52: What Are Our Greatest Threats to Survival Besides Population?

- Water article
 - ◇ Data: Highs/low
 - ◇ Consequences
- Food article
 - ◇ Data: Highs/low
 - ◇ Consequences

Homework

Possible solutions (choose water/food)

Day 53: Group Research Solutions

- Watch ad campaigns (broadcast) [CR3]
 - ◊ Water Support - Matt Damon
 - ◊ Food: UNICEF
- Create advertisement supporting position
 - ◊ What is needed for a successful ad campaign?

Homework:

Research based on group needs.

[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.

Day 54: Group Work

- Ad pitch
 - ◊ Why support your cause?
 - ◊ Class: Evaluation of strength and weakness of the proposal

Day 55: Group Presentations [CR2f]

- Effectiveness of the advertisement
- Videotape presentations or play [CR2h]

Homework:

Article: Gore, Al. “The Climate Emergency.” Lecture presented at Battell Chapel, Yale University, New Haven, CT, April 13, 2004.

[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.

Week 13: Roles of Resources in Survival - Solutions

- New understandings
- Argument analysis

Day 56: The Great Debate

- Climate Change: Why so controversial?
 - ◊ Flaws with Gore’s article
 - ◊ Read criticisms to Gore
 - ◊ Formulate your own opinion
 - ◊ What evidence is needed?

Homework:

Formulate your own opinion; what did you base your opinion on?

Day 57: Bias

- Use political cartoons to find flaws in reasoning
 - ◊ Strengths and weakness of arguments surrounding climate change
- Clips from video
 - ◊ So what is the problem? Is there a problem?

Homework:

Find political cartoons concerning climate change and evaluate effectiveness.

Week 14: Roles of Resources in Survival - Solutions

Day 58: Solutions to Climate Change

- Historical approach
- MDC approach
- LDC approach
- Potential resources: UN

Homework:

Student solutions: Write a one-page description that proposes a possible solution (human role in climate change, unequal distribution of resources, decline of water and food). [CR2e]

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

Day 59: Student Solutions to the Problem

- Jigsaw solutions
 - ◊ One-minute share
 - ◊ Thirty-second feedback

Day 60: Reflection

- Evaluate your opinion on climate change [CR2g]
 - ◊ Has it changed? Why or why not?
 - ◊ Validity of evidence?
- Create teams for assessment
 - ◊ Decide on focus for debate
 - ◊ QFT: Resources and survival

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

Day 61–63: Debate Preparation

Assessment: Debate and Reflection (December)

Presentations/debate [CR2f]

In-class reflection

1. Argument: Create an argument surrounding the role of natural resources in our world. [CR2e]

2. Lens: Identify lens and reasons within groups.
3. Position Paper: Students will be assigned a specific lens or role to support, counter, and defend within the debate. The position paper should outline the individual perspective in the overall argument. **[CR2h]**
4. Debate: Students will conduct a class debate. **[CR2h]**
5. Reflection: Students will submit a one-page reflection about their overall position, role, and findings. **[CR2g]**
 - [CR2f]** — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
 - [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.
 - [CR2g]** — Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Unit 5. Performance Task 1 – Team Project and Presentation

December – February

Individual Work on Team Project

- Questioning
- Research
- Arguments
- Lens
- Refining research
- Connecting evidence to reason
- Developing line of reasoning
- Finalizing format: Spelling, bibliography, etc.

Individual Research Report Due

Team Work on Team Project

- Development of team report
- Developing a group line of reasoning
- Connecting arguments to each other

Group Paper and Presentation Due

Team Presentations

Unit 6. Performance Task 2 – Individual Research-Based Essay and Presentation

February – April

Individual Work on Individual Research-Based Essay

- Questioning
- Research
- Arguments
- Lens

- Refining research
- Connecting evidence to reason
- Developing line of reasoning
- Finalizing format: Spelling, bibliography, etc.

Semester 2: Assessment

Task 1: Team Project and Presentation (Weeks 16–23) [CR5]

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. This task consists of two components: (1) Individual research report and (2) Team multimedia presentation and defense.

[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.

Task 2: Individual Research-Based Essay and Presentation (Weeks 24–34) [CR6]

The College Board will release cross-curricular source material 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. This task consists of three components: (1) Individual written argument, (2) Individual multimedia presentation, and (3) Individual oral defense.

The release date for the source material is January 2. Students are allowed 30 school days to prepare the written report and multimedia presentation. 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.

Task 3: End-of-Course Exam

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of two components: (1) Part A – Students are asked to analyze an argument using evidence and (2) Part B – Students are asked to build their own arguments using at least two of the four 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.

Assessments Summary

1. Unit 1: Surviving Junior Year
 - a. Summative: Group Perspectives Presentation
2. Unit 2: Class Systems and the Struggle for Survival
 - a. Summative: Document Analysis Essay
 - b. Summative: Group Presentation



AP® Seminar: Sample Syllabus 2

3. Unit 3: Evolution of Evolution
 - a. Summative: Invasive Species Essay with Reflection
 - b. Summative: Presentation
4. Unit 4: Struggle for Survival and the Demand for Resources
 - a. Summative: Team Debate
 - b. Summative: In-class Reflection
5. Performance Task 1
 - a. Summative: Individual Research Report
 - b. Summative: Team Multimedia Presentation
 - c. Summative: Oral Defense (part of Team Presentation)
6. Performance Task 2
 - a. Summative: Individual Written Argument
 - b. Summative: Individual Multimedia Presentation
 - c. Summative: Oral Defense
7. After AP Seminar End-of-Course Exam
 - a. Summative/Final Exam: Multimedia Pitch Video for AP Research