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



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- CR4b Students develop an understanding of the AP Capstone™ Board Policy on Plagiarism and Falsification or Fabrication of Information.
- See page 4
- 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 pages 5, 6
- 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 pages 5, 6



## AP Seminar Syllabus

The AP Seminar course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. Students are empowered to collect and analyze information with accuracy and precision in order to craft and communicate evidence-based arguments.

### Goals

The goals of the AP Seminar course include:

- Engage students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
- Extend students' abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.
- Empower students to collect and analyze information with accuracy and precision.
- Cultivate students' abilities to craft, communicate, and defend evidence-based arguments.
- Provide opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their interest and curiosity.

### Expected Student Learning Outcomes

Throughout the program, students consider multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Seminar program provides students with a framework that allows students to develop, practice, and hone their critical and creative thinking skills as they make connections between issues and their own lives.

While helping students to develop and strengthen their critical and creative thinking skills, students learn to consider multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation.

The inquiry process exposes students to a variety of primary and secondary print and non-print sources such as articles, research studies, and foundational literary and philosophical texts; speeches, broadcasts, and personal accounts; and artistic works and performances. The wide variety of academic sources provide the opportunity to gain a rich appreciation and understanding of issues as students collaboratively or independently analyze and evaluate the evidence to consider options, alternatives, solutions, or resolutions of real-world or academic problems.

### Plagiarism Policy

Adherence to College Board AP policies is critical to producing valid AP scores. According to the College Board, "Violations of program policies and/or exam procedures may result in the cancellation of student scores and/or the school being withdrawn from the AP Capstone program by the College Board's AP Program."

### AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information [CR4b]

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

To the best of their ability, teachers will ensure that students understand ethical use and acknowledgment of the ideas and work of others, as well as the consequences of plagiarism. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

## Big Ideas

Big Idea 1: Question and Explore

Big Idea 2: Understand and Analyze

Big Idea 3: Evaluate Multiple Perspectives

Big Idea 4: Synthesize Ideas

Big Idea 5: Team, Transform, and Transmit

## Skills Development through Inquiry Units

Introduction to Critical Thinking

Unit 1: Privacy and the Information Age

Unit 2: Rules and Regulations

Unit 3: Suburban Poverty

Unit 4: American Dream Revisited

## Performance Tasks

During the AP Seminar course, students complete the following assessments: two through-course performance tasks and an end-of-course exam, while adhering to AP College Board policies to ensure the validation of their scores. Performance tasks will be completed after Unit 4. **[CR5]** **[CR6]**

**[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.

**[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.

The following assessments are summative and are used to calculate a final AP Score (using the 1–5 scale) for AP Seminar.

## Performance Task #1: Team Project and Presentation [CR5]

[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 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.

### Scoring:

- Individual Research Report (1,200 words): Internally scored, externally validated
- Team Multimedia Presentation and Defense (8–10 minutes, plus defense questions): Internally scored

**Weight:** 20 percent of score

## Performance Task #2: Individual Research-Based Essay and Presentation [CR6]

[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 Overview:

The College Board’s AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic. Students 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.

### Scoring:

- Individual Written Argument (1,200 words): Internally scored, externally validated
- Individual Multimedia Presentation (6–8 minutes): Internally scored
- Oral Defense (two questions from the teacher): Internally scored

**Weight:** 35 percent of score

## Performance Task #3: AP Seminar End-of-Course Exam (2 Hours)

### Task Overview:

During the AP Exam administration window, students take the AP Seminar End-of-Course Exam. The exam consists of four items: three short-answer questions and one essay question.

### Scoring:

- Three Short-Answer Questions (analysis of argument in a single source or document): Externally scored

- One Essay Question (synthesizing and creating an evidence-based argument): Externally scored

**Weight:** 45 percent of score

### Published Materials\*

To meet the course objectives, additional current media, magazines, journals, newspapers, and other secondary and primary sources may be included, as the instructor deems appropriate.

Enrichment supplements include material from the following:

Barnet, Sylvan. *Current Issues and Enduring Questions*. 9th edition. Boston, MA: Bedford/St. Martin's, 2011.

Johnson, June. *Global Issues, Local Arguments*. New York: Longman, 2014.

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

\* The inquiry-based nature of the AP Seminar course requires activities and assessments from a variety of resources (e.g., 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., SIRS, GALE, Google Scholar) that grant access to secondary and primary sources.

## Evaluation and Grading

### Assessment

Skill-based assessments include, but are not limited to:

1. Inquiry-based assessments
2. In-class timed writings: Analysis, argument, synthesis
3. Reflections
4. Team projects: Team building, cooperative learning, group presentations
5. Writing activities and assignments
6. AP preparation: Skill-based activities, practice essays
7. Online portfolios

### Grading Scale

A: 90 and above

B: 80 – 89

C: 74 – 79

D: 70 – 73

F: 69 or below

## Course Work

This course requires students to complete a number of tasks in preparation for the AP Seminar formal assessments. It is expected that students thoroughly and thoughtfully complete all work assigned in this course, regardless of whether the assignment receives a grade.

Class participation is extremely important. This includes attendance, reading comprehension activities, reflections, taking research notes, rewriting drafts, peer review (in class), and team meeting sessions (in class and at home).

## Participation in Class Discussion

Students must come prepared to participate actively in discussions, both online and in class. Based on each week's tasks, students write a brief commentary (one to two paragraphs) that addresses the key questions: *How should we frame this issue? How can global civic action solve this issue?* Evaluation will be based on how student participation (comments, ideas, and questions) helped 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 the student's overall grade:

**A: Highly Effective Participant:** Near perfect attendance; insightful questions and comments; clearly completes the reading and goes beyond by introducing other relevant material.

**B: Consistent Participant:** Good attendance; thoughtful questions and comments; clearly completes the reading.

**C: Occasional Participant:** Regular attendance; sporadic involvement in discussions that is often based on personal opinion, rather than analysis of class material.

**D: Observer:** Regular attendance, but does not get involved in class discussions.

**F: Occasional Observer:** Sporadic attendance; no participation in class.

## Expectations for Academic Success

This course is designed to have students work in groups/teams frequently. As such, some of the graded work will require students to function effectively as a member of a team. Issues regarding interpersonal communication and responsibilities to the group should be brought to the instructor's attention immediately; do not wait for grades to suffer before informing the instructor of any issues.

A student's grade for this course is based on several assignments for each quarter of the school year. Given the nature of these assignments, each takes on increased importance. Each assignment is given a due date and no credit will be given for late work.

It is the student's responsibility to make arrangements for any missed work outside of class time. If a student has an excused absence, he/she will be allowed to turn in the missed assignment and will be given another day for any work assigned and due while absent. If a student has an excused absence the day of the test, he/she will have one week from the return date to make it up, but coursework is due upon return.

This course requires students' active participation in all activities and discussions. Lessons have been designed to create an open forum for the exchange of thoughts and opinions. Students are expected to be on task at all times, and respect the thoughts and opinions of classmates.



Cooperative groups, discussions, debates, and projects involve daily participation. Absences will affect grade. Please be here and be on time.

## AP Seminar Curriculum Content Map

### Unit 1: Privacy in the Information Age [CR2a]

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

#### Skills:

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

#### Focus:

The concept of privacy has changed over time. In this unit, students focus on information technology and privacy, and what that means for people in today’s world. [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.

#### Activities:

- Discuss the definition of privacy and research its legal basis
- Social contract philosophy; Fourth Amendment
- Discuss growth of surveillance society
- Analyze excerpts from George Orwell’s *1984* to make comparisons
- Analyze Helen Day Art Center’s “Surveillance Society” art installation
- Research the impact of technology using Zotero.org to create an annotated bibliography [CR4a]
- Graphic organizers
- Collaborate to construct a research question [CR2b]
- Debate the benefits and advantages of emerging technology from different points of views
- Group inquiry-based research
- Surveillance Nation: Privacy vs. national security [CR2f]
- Record an audio reflection on how personal thoughts about privacy have changed [CR2g]

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

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

[CR2f] — Students develop and apply collaboration 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.

**Culminating Performance-Based Assessment:** Students present their arguments to their peers after using the Capstone QUEST Framework (pose questions, collect and analyze data to make and support conclusions with evidence, and report findings/conclusions to a larger audience). [CR2b] [CR2h]

[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.

### Resources:

- ACLU video clip, “Future Pizza Delivery.”
- *60 Minutes* clips on emerging surveillance technology
- “Surveillance Society” exhibit curated by Nathan Suter (artistic work) featuring the work of six artists: Hasan Elahi, Adam Harvey, Charles Krafft, Eva and Franco Mattes, and David Wallace [CR3]
- Philosophical views:
  - ◊ Lever, Annabelle. “Privacy, Democracy and Surveillance.” *The Philosophers’ Magazine* 63 (2013): 99–110.
  - ◊ Richards, Neil. “The Dangers of Surveillance.” *Harvard Law Review*, May 20, 2013.
- John Locke’s essays on the social contract
- Baase, Sara. *A Gift of Fire: Social, Legal, and Ethical Issues for Computing Technology*. Upper Saddle River, NJ: Pearson, 2013. Read pages 52–54.

[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.

### Readings:

- Ardito, Stephanie C. “MySpace and YouTube Meet the Copyright Cops.” *Searcher* 15, no. 5 (May 2007).
- Bowers, Stacey L. “Privacy and Library Records.” *Journal of Academic Librarianship* 32, no. 4 (2006): 377–383.
- Etzioni, Amitai. “Are New Technologies the Enemy of Privacy?” *Knowledge, Technology & Policy* 20 (2007): 115–119.
- Kravets, D. “Senate Approves Warrantless Electronic Spy Powers,” *Wired*, December 28, 2012.
- *Cybersecurity: Next Steps to Protect Critical Infrastructure: Hearings before the Senate Committee on Commerce, Science, and Transportation* (February 23, 2010) (statement of James A. Lewis, Director of the Technology and Public Policy Program).
- Lloyd, Ian. “Privacy, Anonymity and the Internet.” *Electronic Journal of Comparative Law* 13, no. 1 (2009). (article) [CR3]

- Miller, Greg, and Ellen Nakashima. “FBI investigation of Broadwell reveals bureau’s comprehensive access to electronic communications.” *Washington Post*, November 17, 2012.
- Swidey, Neil. “Inside the Mind of the Anonymous Online Poster.” *Boston.com*, June 20, 2010.
- Vaidhyanathan, Siva. “Copyright Jungle.” *Columbia Journalism Review* (September/October 2006).
- Waldo, J., H. S. Lin, and L. I. Millett. “Chapter 5: The Politics of Privacy in the United States: Engaging privacy and information technology in a digital age.” In *Engaging Privacy and Information Technology in a Digital Age*, 155–174. Washington, D.C.: The National Academies Press, 2007

[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.

## Unit 2: Rules & Regulations [CR2a]

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

### Skills:

- Identifying alternatives for approaching a problem
- Accessing information using effective strategies
- Using technology to access and manage information
- Evaluating the relevance and credibility of information from sources and data
- Employing appropriate reading strategies and reading critically for a specific purpose
- Summarizing the main idea and explaining the line of reasoning and supporting details of an argument, avoiding generalizations and oversimplification
- Describing and analyzing the evidence used to support an argument
- Evaluating the validity of the argument
- Evaluating potential resolutions or solutions to problems or issues
- Identifying and interpreting multiple perspectives or arguments on an issue
- Evaluating objections, implications, and limitations of an alternate, opposing, or competing perspective or argument
- Formulating a complex and well-reasoned argument
- Interpreting, using, and/or synthesizing data/information from various perspectives and sources to develop and support an argument
- Proposing resolutions and/or solutions based on evidence, considering consequences and implications
- Working both as an individual and with a team to plan, produce, and present a cohesive argument
- Communicating an argument in a research-based written essay
- Communicating an argument in an engaging oral presentation that uses effective techniques of design delivery

### Focus:

Students demonstrate an understanding and appreciation of how economic decision-making in the United States impacts the quality of people’s lives.

### Activities:

- Discuss government’s socio/economic goals (philosophy)
- Brainstorm research questions [CR2b]

- Source analysis: Students read articles, summarize them, and evaluate the strength of the argument [CR2c]
  - Analyze multiple perspectives on these goals [CR2d]
  - Compare influential economic views on government roles
  - Develop graphic organizers
  - Analyze and synthesize data using the Capstone QUEST framework and report conclusion on the group's Web Quest
  - Minimum wage rhetoric: Current satires/comedy; current poetry and/or political cartoons analysis
- [CR2b] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.
- [CR2c] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.
- [CR2d] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

Culminating Performance-Based Assessment: Students write a 5–7 page paper and present their argument to their peers after using the Capstone QUEST Framework (pose questions, collect and analyze data to make and support conclusions with evidence, and report findings/conclusions to a larger audience). [CR2e] [CR2h]

[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.

### Resources:

- Excerpts from Keynes and Hayek economic views (economic philosophy)
  - Excerpts from: Adam Smith (author of *Wealth of Nations*) on laissez-faire and the invisible hand; Milton Friedman; John Maynard Keynes (Keynesian economics); current politicians' views (speeches from FDR, John F. Kennedy, Ronald Reagan, and President Barak Obama) [CR3]
  - School improvement in Maryland's state government lesson plans
- [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.

Students examine socio-economic goals and examples of government actions. They also consider the importance of competing goals.

- Foundation for Teaching Economics (FTE)'s "Right Start in Teaching Economics" lesson plan
- Current Views:
  - ◊ Stephen Colbert's satirical report on the rhetoric surrounding the labor debate, "Minimum Wage and McDonald's Spending Journal"
  - ◊ Minimum wage political cartoons
  - ◊ Michael Silverstein's "The Minimum Wage Poem"

Public choices, like private choices, are driven by goals. Through government, we establish economic goals and design policies to achieve them.

- iCivics.org online game, "People's Pie"

- Video: PBS. “PBS Commanding Heights Ep1 the Battle of Ideas DivX1.” YouTube video, 5:39. Uploaded September 5, 2009.

### Unit 3: Suburban Poverty

#### Skills:

- Identifying alternatives for approaching a problem
- Accessing information using effective strategies
- Using technology to access and manage information
- Evaluating the relevance and credibility of information from sources and data
- Employing appropriate reading strategies and reading critically for a specific purpose
- Summarizing the main idea and explaining the line of reasoning and supporting details of an argument, avoiding generalizations and oversimplification
- Describing and analyzing the evidence used to support an argument
- Evaluating the validity of the argument
- Evaluating potential resolutions or solutions to problems or issues
- Identifying and interpreting multiple perspectives or arguments on an issue
- Evaluating objections, implications, and limitations of an alternate, opposing, or competing perspective or argument
- Formulating a complex and well-reasoned argument
- Interpreting, using, and/or synthesizing data/information from various perspectives and sources to develop and support an argument
- Proposing resolutions and/or solutions based on evidence, considering consequences and implications
- Working both as an individual and with a team to plan, produce, and present a cohesive argument
- Communicating an argument in a research-based written essay
- Communicating an argument in an engaging oral presentation that uses effective techniques of design delivery

#### Focus:

Students address the following question: *What must be done to address the needs of the growing suburban population?*

#### Activities:

- Discuss *60 Minutes* video clips
- Develop an infographic of the current suburban poverty status
- Analyze current data to redefine poverty
- Source analysis: Students read articles, summarize them, and evaluate the strength of the argument [CR2c]
- Discuss and analyze the Museum of Modern Art’s “Foreclosed: Re-housing the American Dream” art exhibit
- Compare and evaluate definitions of poverty from a variety of perspectives [CR2d]
- Group presentation in simulation: Use QUEST framework to report group’s argument. Participate in a Suburban Poverty Conference and make recommendations to address the needs of the suburban poor. [CR2f]
- Reflection Essay

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

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

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

Culminating Performance-Based Assessments: Students write and present their arguments to their peers after using the Capstone QUEST Framework (pose questions, collect and analyze data to make and support conclusions with evidence, and report findings/conclusions to a larger audience). [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.

### Resources:

- Davidson, Justin. “Can This Suburb Be Saved?” *New York Magazine*, February 12, 2012.
- The Museum of Modern Art’s small but interesting exhibit: “Foreclosed: Rehousing the American Dream”
  - ◊ Material adapted from the Detroit Historical Society, “Detroit and the Suburbs.”
  - ◊ “Detroit and the Suburbs;” case study: “Detroit Water and Sewerage Department;” oral history questionnaire: “Suggested Questions for Interview;” and reading: “Suburbanization.”
  - ◊ Detroit aerial photographs analysis and excerpt from *The Reader’s Companion to American History*, edited by Eric Foner and John A. Garraty.
- Suburban Poverty: New Face of Poverty (Data)
  - ◊ Searle, Robert, Nidhi Sahni, and Erin Sweeney. “Poverty’s New Home.” *Stanford Social Innovation Review*, August 8, 2013.
- Current articles describing growth of suburban poverty and the need to address the issue:
  - ◊ McGhee, Kara. “The Rise of the Suburban Poor.” *Pacific Standard*, August 8, 2013.
  - ◊ Von Hoffman, Constantine. “Poverty in the suburbs: Hidden and growing.” *CBS News*, July 23, 2013.
  - ◊ Ross, Tracy. “Addressing Urban Poverty in America Must Remain a Priority.” *Center for American Progress*, June 5, 2013.

## Unit 4: American Dream Revisited

### Skills:

- Identifying alternatives for approaching a problem
- Accessing information using effective strategies
- Using technology to access and manage information
- Evaluating the relevance and credibility of information from sources and data
- Describing and analyzing the evidence used to support an argument
- Evaluating the validity of the argument
- Evaluating potential resolutions or solutions to problems or issues
- Identifying and interpreting multiple perspectives or arguments on an issue
- Evaluating objections, implications, and limitations of an alternate, opposing, or competing perspective or argument
- Formulating a complex and well-reasoned argument

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- Interpreting, using, and/or synthesizing data/information from various perspectives and sources (primary, secondary, print, and non-print) to develop and support an argument
- Proposing resolutions and/or solutions based on evidence, considering consequences and implications
- Working both as an individual and with a team to plan, produce, and present a cohesive argument
- Communicating an argument in a research-based written essay
- Communicating an argument in an engaging oral presentation that uses effective techniques of design delivery

### Focus:

Students will research how the American dream has been experienced throughout history and then create a comprehensive mind map illustrating their findings.

### Activities:

- Think-Pair: *What is the American dream?* Document analysis
- Analyze different points of views from different time periods about the American dream [CR2d]
- Compare past views with contemporary views about the American dream
- Create a Mind Map about the present American dream
- Analyze youth job outlook
- Discuss student debt and its escalation
- Reflection essay [CR2g]

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

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

Group Inquiry Research-Based Assessment: Students apply the Capstone QUEST framework to determine what needs to be done to help the younger generation achieve the American dream.

Culminating Performance-Based Assessment: Students present their arguments to their peers after using the Capstone QUEST Framework (pose questions, collect and analyze data to make and support conclusions with evidence, and report findings/conclusions to a larger audience). [CR2e]

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

### Resources:

- Use resources from The Library of Congress' American Memory website:
  - ◊ Analyze: The *Declaration of Independence*
- Analyzing Documents: [CR3]
  - ◊ Each team will analyze the following documents through a teacher assigned lens:
    - Photographer: Unknown photographer, "Mr. and Mrs. David Vincent and daughter, Martha, by their sod house near White River, South Dakota"
    - Poet: Robert Frost's presidential inaugural poem, "Dedication," written on January 20, 1961
    - Politician: Recording of Warren G. Harding's "Americanism," recorded in 1920
    - Producer: Arrival of immigrants, Ellis Island

- Comedian: “Policy and Pie from ‘Original Katzenjammer Kids’ Series. Part 1 of 2.” YouTube video, 1:46. Uploaded on September 29, 2011. “Policy and Pie from ‘Original Katzenjammer Kids’ Series. Part 2 of 2.” YouTube video, 1:36. Uploaded on September 29, 2011.
- Lawyer: Petition for change of venue: Evidence from the Haymarket Affair, 1886–1887
- Musician: H. De Marsan’s song, “The old cabin home”
- Reporter: Eleazer Oswald’s “*The Independent Gazetteer; or, The Chronicle of Freedom*” written in 1788

[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.

**Additional Sources:**

- Hersch, Warren. “Millennials see American dream fading.” *Life Health Pro*, January 22, 2014.
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- Czekalinski, Stephanie. “Rubio: Here’s How to Make College Affordable.” *National Journal*, February 10, 2014.
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