



Sample Syllabus 4 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 page 6
- CR2a The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.
- See pages 3, 16
- CR2b Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.
- See page 20
- CR2c Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.
- See pages 5, 8, 11
- CR2d Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.
- See pages 11, 19
- CR2e Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.
- See pages 11, 22
- CR2f Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See pages 13, 15
- CR2g Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- See pages 16, 18
- 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, 14, 15, 16
- 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 6, 8, 11, 18
- CR4a Students develop an understanding of ethical research practices.
- See page 11



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- CR4b Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
- See page 1
- 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 24
- 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 24



AP Seminar Course Syllabus

Class Format

This course will require individual and group work that involves writing and/or discussion. The inquiry process is integral to this class and requires participation. Students must stay on top of reading assignments since they will be the focus of entire class periods. In this course, students are expected not only to be an active participant, but also an active listener. A student's attendance and ability to work well with peers on assignments is imperative for the team's success as well as a student's individual success in this class.

Written work: Writing is a process, and everyone has different strengths and abilities as a writer. I want to see students grow through this course. Everyone will start and end in different places. We will work together to strengthen writing skills, and we will also work together as a class and help each other. Use readings to emulate the writing of different styles that are effective in both argument and style.

Formal essays should always be typed, double spaced, in Times New Roman or Arial font (size 12), titled, and with no more than 1-inch margins. On all submitted assignments, papers should be headed with student name, date, period, and the name of the assignment, using proper MLA format. If a student does not have access to a computer, the public libraries have computers as well as the school computer lab. Excuses about last minute broken printers, flash drives, or computer CDs are highly suspect; it is the student's responsibility to come to class with the paper already printed. Students should always save a copy of their papers for future revision.

Plagiarism

We will sign the Academic Integrity Agreement within the first week of school. Students are expected to compose essays and projects of their own thoughts, ideas, and words. When referencing the words or ideas of others, students are to quote or paraphrase, giving credit to sources; otherwise, it is stealing (plagiarism), and it will result in no credit for the assignment. Bottom line: plagiarism is unacceptable.

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.

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 also come from the following text:

Johnson, June. *Global Issues, Local Arguments: Readings for Writing*. 3rd ed. Boston: Pearson, 2014. (GILA)

Additionally, the inquiry-based nature of AP Seminar requires activities and assessments that use a variety of sources and technologies (e.g., library/internet research, audio/video equipment, etc.).

Information used to address a problem may come from a variety of 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 and Google Scholar) that grant access to secondary and primary resources.

The following research handbook will be referenced as needed:

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

Student Expectations

The class rules are as follows:

1. Respect others and their belongings, including those of this school.
2. No swearing or offensive language or behavior.
3. Be here on time. Work until the bell rings.
4. Bring materials with you to class. You may not be allowed to get anything from your locker.
5. Follow directions the first time they are given.
6. Use integrity and honesty in all assignments.
7. Silence is no longer an option for some of you. For the chatterboxes, take a break sometimes and allow others a chance to speak as well.
8. Maintain a positive attitude—think of this as an adventure or journey!

Evaluation and Grading

Participation: Evaluation will be based on how a student's participation (comments, ideas, and questions) helped to enhance and/or to advance the class' overall collective understanding through critical discussion and listening.

Daily Work: Grades will be based on the 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 written essay and presentation, and written exam).

Unit 1/Quarter 1

Essential Questions

- What do I want to know or understand?
- How does the context of the problem or issue affect how it is interpreted or presented?
- What strategies help me comprehend text?
- What is the main argument 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?
- What biases may the author have that influence his or her perspective?
- How might others see the problem or issue differently?

****Please note that all Learning Objectives (LO) and Essential Knowledge (EK) will be introduced and consistently practiced throughout the unit. Each continuing LO or EK may not be explicitly stated in each practice or assessment listed in the unit even though it is being retaught and practiced.*

Learning Objectives Addressed in this Unit

- Question and Explore: 1.1A, 1.1B, 1.2A, 1.3A, 1.4A, 1.5A
- Understand and Analyze: 2.1A, 2.1B, 2.2A, 2.2B, 2.2C
- Evaluate Multiple Perspectives: 3.1A, 3.2A
- Synthesize Ideas: 4.1A, 4.2A, 4.2B, 4.3A
- Team, Transform, and Transmit: 5.1A, 5.1B, 5.1C, 5.1D, 5.1E, 5.2B, 5.3A, 5.3B [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. Students then defend their research process, use of evidence, and conclusion through oral answers to two questions asked by the teacher.

Collaborative Problem/Solution Essay: Students will write a report of approximately 2,000 words that demonstrates how water is a valued resource, the issues surrounding water, and a solution to one of the issues.

Reflection: Each team member will reflect on the team process, as well as their research process, use of evidence, and their conclusions (600–900 words).

(C-SPAN’s Student Cam documentary competition will be completed in conjunction with this research).

Unit 1a: Introducing the Seminar’s QUEST

Activities/Assignments

Activity 1

Resource/Text

Resource: QUEST poster

Resource: Lens poster

Text: *GILA* pages 2–5

Article: Prigg, Mark. “Is a mini ice age on the way? Scientists warn the Sun has ‘gone to sleep’ and say it could cause temperatures to plunge.” *Daily Mail*, January 17, 2014.

Practice/Assessment

Introduce QUEST/What do we need on this journey? Introduce eight lenses.

Lens activity with article

Create question

Homework: *GILA* pages 14–25

Essential Knowledge to Be Introduced

EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation.

Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.

Activity 2

Resource/Text

Article: Prigg, Mark. “Is a mini ice age on the way? Scientists warn the Sun has ‘gone to sleep’ and say it could cause temperatures to plunge.” *Daily Mail*, January 17, 2014.

Video: *The Complete Monty Python’s Flying Circus*, Argument Clinic and Birds Dead skits. Directed by Ian MacNoughton. 1969. A&E, 2005. DVD.

Practice/Assessment

Define argument

Define line of reasoning

Groups: Find main ideas and support

Find evidence and line of reasoning

Essential Knowledge to Be Introduced

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

Activity 3

Resource/Text

Text: *GILA* pages 25–31, “The Development of an Argument.”

Text: Finn, Ed. “Harnessing Our Power as Consumers: Cost of Boycotting Sweatshop Goods Offset by the Benefits.” In *Global Issues, Local Arguments: Readings for Writing*, by June Johnson. 3rd ed. Boston: Pearson, 2014.

Practice/Assessment

Groups: Find main idea and argument; find evidence and line of reasoning of one perspective.

Introduce acronyms: ARE (argument, reason, evidence) and STAR (sufficiency, typicality, accuracy, relevance).

Revisit previous article using ARE/STAR. [CR2c]

[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

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

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

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

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

Activity 4

Resource/Text

Article: Sutherland, Paige. “Massachusetts mayor: Stop sending my city refugees.” *Daily Mail*, June 23, 2014.

Article: Stakelbeck, Erick. “Somali Muslims Changing Small Town.” *CBN News*, May 19, 2009.

Practice/Assessment

Find main idea and argument; find evidence and line of reasoning of one perspective (ARE/STAR).

Introduce analysis sheet.

Essential Knowledge to Be Introduced

EK 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.

Unit 1b: Entering the Conversation - The Value of Water [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/Assignments

Activity 1

Resource/Text

Artwork: Frus, Adam. *How much is left?* 2007. Fused and slump glass, sculpted glass.

Text excerpt: Coleridge, Samuel Taylor. *The Rime of the Ancient Mariner*. New York: Dover, 2015. (literary text)
[CR3]

Focus quote: “Water, water, everywhere, nor any drop to drink.” Samuel Taylor Coleridge

[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

Introduce OPTIC (overview, parts, title/text, interrelationship, conclusion) for visual argument to analyze art.

Read and discuss text/quote.

Discuss how text is related to art piece.

Argument/claim: Brainstorm water issues and complete lens activity with perspectives.

Compare to teacher made lens chart.

Reflection journal: What is your perspective on water? Has it changed? If so, why?

Homework: Five photo images that create an argument about water.

Essential Knowledge to Be Introduced

EK 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.

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

EK 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.

EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation.

Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.

Activity 2

Resource/Text

Documentary: *Last Call At The Oasis*. Directed by Jessica Yu. Docudrama, 2012. DVD.

Resource: *Last Call At The Oasis* classroom guide

Practice/Assessment

While viewing students are to:

Find lenses

Find argument/claim(s)

Find line of reasoning

Find evidence

Identify biases

Reflection writing: What questions have this documentary created? Has it changed your position on water? Has it solidified it? How and why?

Essential Knowledge to Be Introduced

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

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

EK 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 3

Resource/Text

Text: *GILA* pages 212–215, “Changing Lives with Water”

Resource: Lens map

Practice/Assessment

Identify lenses present; are there other possible lenses?

Identify argument and claim.

Photo images due: Present to class and defend both process and argument.

Essential Knowledge to Be Introduced

EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.

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

Activity 4

Resource/Text

Text: *GILA* pages 215–218, “Address to the UN General Assembly on the Need to Conserve Water”

Resource: Article analysis template

Practice/Assessment [CR2c]

Read article as a class and discuss in groups.

Introduce RAVEN (credibility).

Complete analysis sheet. Focus on argument and evidence. “Was anything oversimplified? Is there something that could be misinterpreted? What are the implications? Is there a solution proposed?”

[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

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

EK 2.2A2: 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) to lead to a conclusion.

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

Activity 5

Resource/Text

Songs: Handel, George Frederic. *Water Music*. 2002. MP3. (artistic work) [CR3]

Poem: Frost, Robert. “Going for Water.” In *A Boy’s Will*. Fairfield, IA: 1st World, 2004.

Resource: Map of U.S. and Florida

Resource: Research question template

Resource: C-SPAN Student Cam website

Practice/Assessment

Listen to water music/read poem. Identify connecting ideas. Connect to water issues identified prior in class.

Color maps pinpoint water sources.

Create one water research question per group via template process/compare to teacher.

Introduce C-SPAN projects and discuss how they relate to water unit and how to proceed.

Outline roles, topics, and calendar.

Create Google document to share/work on collaboratively.

[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

EK 4.2A1: Evidence can be collected from print and non-print sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).

EK 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.

EK 2.1B2: Artistic works (e.g., painting, film, music, dance) convey a perspective. Analysis of a work’s context, subject, structure, style, and aesthetic is critical to understanding its aims.

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

Activity 6

Resource/Text

Blog: Fine Maron, Dina. “Global Water Shortages Grow Worse but Nations Have Few Answers.” *Scientific American*, August 1, 2013.

Article: Deen, Thalif. “U.N. Decries Water as Weapon of War in Military Conflicts.” *Inter Press Service News Agency*, May 19, 2014.

Practice/Assessment

Read as a class and discuss in groups and as whole class.

Article analysis via RAVEN (credibility), ARE (argument), and STAR (evidence).

Complete analysis sheet. Focus on argument and evidence.

Was anything oversimplified? Is there something that could be misinterpreted? What are the implications? Is there a solution proposed or ones that are missing? Compare issues noted in the article.

End-of-Course Exam practice:

Identify author’s arguments. Identify claims the author uses to develop line of reasoning. Evaluate the effectiveness of the author’s use of evidence to support his/her argument.

Use leads to help structure essay. [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

EK 5.2B4: Effective teams consider the use of online collaborative tools.

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

EK 2.2A5: Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., concession, refutation, rebuttal).

EK 2.2C1: An argument is valid when there is logical alignment between the line of reasoning and the conclusion.

EK 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.

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

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

EK 5.1B4: Spelling and grammar errors detract from credibility.

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

Activity 7

Resource/Text

Article: Marshall, Christa, and ClimateWire. “Will Water Become the Chief Commodity of the 21st Century?” *Scientific American*, September 19, 2012.

Practice/Assessment

Introduce inductive and deductive reasoning.

Article analysis: RAVEN, STAR, ARE.

Analyze articles for inductive/deductive reasoning. Which is more effective and why?

Essential Knowledge to Be Introduced

EK 2.2A3: Inductive reasoning uses specific observations and/or data points to identify trends, make generalizations, and draw conclusions. Deductive reasoning uses broad facts or generalizations to generate additional, more specific conclusions about a phenomenon.

Activity 8

Resource/Text

Resource: Research databases

Practice/Assessment

Reflection (written): “What recurring questions do you have that are not being answered?”

Homework: Research four articles with four different perspectives on water (include one on fracking).

Essential Knowledge to Be Introduced

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

EK 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).

EK 1.4A1: The scope and purpose of one’s research and the credibility of sources affects the generalizability and the reliability of the conclusions.

Activity 9

Resource/Text

Website: Survey Monkey (survey development)

Practice/Assessment

Develop a water survey based on research question created. Analyze results. How do they support or fail to support the research and research question?

Essential Knowledge to Be Introduced

EK 2.2B2: Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity.

Activity 10

Resource/Text

Video: WPTV. “Toxic Water.” YouTube video, 3:55. Posted February 10, 2014. (broadcast) [CR3]

Article: Nelson, Bill. “Congress Approves Funding to Battle Toxic Algae in Florida Waterways.” *Bill Nelson Florida*, July 17, 2014.

Article: “Florida Waters Alive with Toxic Algae.” *Environmental News Service*, August 21, 2013.

Article: “Best Management Practices enrollment encouraged by FDACS.” *Florida Farm Bureau*, June 8, 2010.

Student-selected research articles

[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

Homework: Assignment related to four articles due.

ARE analysis (RAVEN, STAR). Find common themes/claims/evidence. [CR2c]

Evaluate perspectives and indicate what is missing. [CR2d]

Review/explicitly teach MLA format for works cited and in text citations. [CR4a]

Introduce argumentative synthesis essay. [CR2e]

Introduce use of frames in writing (introduction and topic sentences).

Writing argument using inductive and deductive reasoning.

Look at student examples.

[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.

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

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

Essential Knowledge to Be Introduced

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

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

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

EK 4.2A2: Evidence is used to support the claims and reasoning of an argument. Compelling evidence is sufficient, accurate, relevant, current, and credible to support the conclusion.

EK 4.2A3: Evidence is strategically chosen based on context, purpose, and audience. Evidence may be used to align an argument with authority; to define a concept, illustrate a process, or clarify a statement; to set a mood; to provide an example; to amplify or qualify a point.

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

EK 4.1A4: Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., concession, refutation, rebuttal).

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

Activity 11

Resource/Text

Article: Pittman, Craig. “Florida’s water woes are seen as urgent - except in the House.” *Tampa Bay Times*, February 28, 2014.

Article: “Farmers A Sweet Success For The Everglades.” *American Sugar Alliance*, March 2007.

Article: “Farm Practices.” *Florida Dairy Farmers*.

Article: “Florida Faces Vanishing Water Supply.” *NPR*, June 15, 2007.

Article: Borisova, Tatiana, and Roy R. Carriker. “Public Policy and Water in Florida.” *EDIS/ University of Florida IFAS Extension*, December 2013.

Blog: Mullin, Thomas. “Water Managers Team Up to Develop Solution to Central Florida’s Water Supply Issue.” *Florida Environmental & Water Law* (blog), November 13, 2013.

Article: “A Three-State Competition for Water and Growth: The escalating water conflict between Alabama, Florida, and Georgia.” *Growing Blue*, April 4, 2011.

Article: McCoy, Kevin. “Nation’s water costs rushing higher.” *USA Today*, September 27, 2012.

Article: Interlandi, Jeneen. “The New Oil.” *Newsweek*, October 8, 2010.

Article: Clayton, Mark. “Forget OPEC. The next cartel may export drinking water.” *The Christian Science Monitor*, December 30, 2014.

Practice/Assessment

In student groups, each will be given a set of articles.

- Analysis for credibility, perspective
- Types of reasoning
- Line of argument
- Claim and evidence (ARE)

Each group will present findings on articles to the other groups.

Written Reflection: Journal about discussion in class today. How does this help? Where are your frustrations?

Homework - Video: *Hidden Rivers of Southern Appalachia*. Directed by Jeremy Monroe. Freshwaters Illustrated, 2014. Video from link on Edline. Note all of the above.

Homework - Article: Deutsch, Claudia H. “Business; Companies Hope Profits Run From Clean Water.” *New York Times*, February 15, 2004.

Homework - Article: Godrej, Dinyar. “Precious Fluid.” *New Internationalist* 354 (March 2003).

Homework - Article: Swomley, John M. “When Blue Becomes Gold.” *Humanist* 60, no. 5 (Sept/Oct 2000): 5–7.

Essential Knowledge to Be Introduced

EK 2.2A2: An argument’s line of reasoning is organized based on the argument’s purpose (e.g., to show causality, to define, to propose a solution) to lead to a conclusion.

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

EK 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 12

Resource/Text

Articles: Articles from the last two classes

Resource: Example essays

Resource: Google Docs (shared writing)

Practice/Assessment

Introduce what a problem/solution essay looks like and how it is structured.

Groups cull articles used in class and do research for additional articles.

Begin organizing and writing collaborative problem/solution essay (1,800 words). **[CR2f]**

Rough draft due in one week.

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

Essential Knowledge to Be Introduced

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

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

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

EK 5.1A2: 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.

EK 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).

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

Activity 13

Resource/Text

Resource: Sinkhole map

Website: United States Department of Agriculture; Natural Resources Conservation Service Florida

Website: South Florida Water Management District

Website: Patrick Murphy’s webpage, Florida’s 18th District Representative

Website: U.S. Geological Survey (USGS); USGS Groundwater Information Pages; Groundwater Watch: Groundwater-Level Data Statistics

Article: Ritter, Ken. “Lake Mead Water Levels Drop to All Time Low In Nevada.” *The Huffington Post*, September 8, 2014.

Article: Snyder, Shannyn. “Water Scarcity, the U.S. connection.” *The Water Project*.

Article: Macheel, Tanaya. “A ‘Footprint’ of Water Use.” *International Herald Tribune*, November 29, 2010.

Article: Grant, Steve. “America’s Rivers at Risk: The Water Wars.” *Hartford Courant*, October 23, 2005.

Resource: Logical fallacy handout

Practice/Assessment

Students will evaluate text for use of logical fallacies, effectiveness, and purpose in text. Student will examine how maps can be used in logical fallacies.

Essential Knowledge to Be Introduced

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

Activity 14

Resource/Text

Video: McMillan, Don. “Life After Death by Power Point.” YouTube video, 9:28. Filmed 2008.

Handouts: Presentation Tips and Strategies for Student Presentations, page 92; Tips for Effective Multimedia Presentations, page 93; Presentation Planning Template, page 94.

Practice/Assessment

Show PowerPoint and discuss appropriate ways to present information to a group.

Practice defense and discuss purpose/structure. **[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

EK 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 15

Resource/Text

Resource: Previous articles and student research

Website: Turnitin.com

Practice/Assessment

Teams utilize class time to collaborate on writing, peer edit work for plagiarism, coherence of ideas, argument and evidence, solutions proposed. [CR2f]

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

Essential Knowledge to Be Introduced

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

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

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

EK 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.

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

EK 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.

EK 5.1A1: An argument may include the following elements:

- Introduction: engages the audience by providing background and/or context
- Thesis: conveys the main idea of an argument
- Reasons, evidence, and commentary: provide support for the argument
- Counterargument, concession, refutation, and 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

Activity 16

Resource/Text

Resource: Written team report

Resource: Individual photo essay

Practice/Assessment

Written team project due [CR2h]

Individual oral presentations of water photo essay with oral defense [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

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

EK 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 17

Resource/Text

Resource: Reflection on group project

Practice/Assessment

Write a reflection (800 words) on the experience of the team project [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

EK 5.3A1: Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, drawing, exploration of space, and/or guided contemplation.

Unit 2/Quarter 2: Entering the Conversation - Global High Stakes Testing

Essential Questions

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

How do I know whether something is true?

What am I taking for granted?

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

Do I have balanced research?

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

Is my line of reasoning logical?

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

Learning Objectives Addressed in this Unit

Question and Explore: 1.4A

Understand and Analyze: 2.2B, 2.3A, 2.3B

Evaluate Multiple Perspectives: 3.2A

Synthesize Ideas: 4.1A, 4.4A, 4.5A

Team, Transform, and Transmit: 5.1A, 5.3B [CR2a]

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

****Please note that all Learning Objectives (LO) and Essential Knowledge (EK) that were previously introduced will be consistently practiced throughout as the second unit progresses. Each continuing LO or EK may not be explicitly stated in each practice or assessment listed in the unit even though it is being retaught and practiced.*

Summative Assessments

Individual Research-Based Essay Practice

Students identify a research question of their own based on the source material and class discussion. They then gather further information through research. They analyze, evaluate, and select evidence to develop a logical well-reasoned argument of approximately 1,000 words (800 research/200 reflection). The final paper must refer to and incorporate at least one of the provided sources.

Individual Presentation Practice

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

Activities/Assignments

Activity 1

Resource/Text

Video: “Babies Discuss High Stakes Testing.” YouTube video.

Resource: Lens Map

Practice/Assessment

Brainstorm topic of high stakes testing.

Define high stakes testing.

Lens activity: Create lens map for topic and compare to teacher.

Reflection journal: Questions about high stakes testing.

Essential Knowledge to Be Introduced

EK 1.1B1: Effective research questions lead to an examination taking into account the complexity of a problem or issue.

Activity 2

Resource/Text

Article: Amrein, Audrey L., and David C. Berliner. “A Research Report: The Effect of High Stakes Testing on Student Motivation and Learning.” *Educational Leadership* 60, no. 5 (February 2003): 32–38.

Article: Layton, Lyndsey. “As High Stakes Tests Spread Some Students Drop the Pencil.” *Washington Post*, April 15, 2013.

Article: Meador, Derrick. “High Stakes Testing: Over Testing in American Schools.” *About Education*.

Article: Gordon, Larry, and Jason Song. “Errors Could Hurt College Bound.” *LA Times*, February 10, 2014.

Practice/Assessment

Introduce summative assessments for unit.

Article Analysis Sheet: RAVEN/STAR/ARE.

Essential Knowledge to Be Introduced

EK 2.2B6: Credibility is compromised when authors fail to acknowledge and/or consider the limitations of their conclusions, opposing views or perspectives, and/or their own biases.

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

Activity 3

Resource/Text

TED Talk: Sternberg, Bob. “None of the Above - Why Standardized Testing Fails.” Ted Talk video, 11:33.

Article: Munoz, Roberta. “High Stakes Testing Pros and Cons.” *Education.com*, December 4, 2014.

Article: Ferguson, Andrew. “SAT and Its Enemies.” *The Weekly Standard*, 14, no. 31 (May 4, 2009).

Article: Banchemo, Stephanie. “School-Test Backlash Grows: Some Parents, Teachers, and Boards Rebel, Saying Education is Being Stifled.” *Wall Street Journal*, May 16, 2012.

Article: Jackson, Judy. “The Role of Money, Race, and Politics in the Accountability Challenge.” *Journal of Urban Learning, Teaching, and Research* 2 (May 2006): 46–55. (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

Article Analysis Sheet: RAVEN/STAR/ARE perspectives

Reflection: Has your perspective changed or do you need more research? How does the research process help guide our questions? **[CR2g]**

Homework: Research articles that relate to high stakes testing. Prepare for debate.

[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

EK 1.4A3: Determining the credibility of a source requires considering and evaluating the reputation and credentials of the author, publisher, site owner, and/or sponsor; understanding and evaluating the author’s perspective and research methods; and considering how others respond to their work. Scholarly articles are often peer reviewed, meaning the research has been reviewed and accepted by disciplinary experts.

Activity 4

Resource/Text

Resource: Cartoons

Video: “The Perfect Score.” YouTube video film excerpt. Directed by Brian Robbins. MTV Films, 2004.

Article: Stewart, Alison. “The Perfect Score: Cheating on the SAT.” *CBS News*, January 1, 2012.

Video: “The Perfect Score: Cheating on the SAT.” *CBS News* video, 11:04. January 1, 2012.

Article: Amrein-Beardsley, Audrey, David C. Berliner, and Sharon Rideau. “Cheating in the first, second, and third degree: Educators’ responses to high stakes testing.” *Education Policy Analysis Archives*, 18, no. 14 (June 30, 2010): 1–36.

Article: Schaffer, Bob. “Overuse of tests feeds cheating: Opposing Views.” *USA Today*, April 22, 2013.

Article: “In School Scandals, Blame the Cheaters, Not the Tests.” *USA Today*, April 23, 2013.

Practice/Assessment

Group discussion

Group analysis of articles (analysis sheet)

Share discoveries

Identify perspective and possible biases. How do they affect the presentation and audience? [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

EK 1.1A4: 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.

EK 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.

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

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

Activity 5

Resource/Text

Article: Goodwyn, Andrew. “One size fits all: The increasing standardization of English teacher’s work in England.” *English Teaching: Practice and Critique* 11, no. 4 (December 2012): 36–53.

Article: Leistyna, Pepi. “Corporate Testing: Standards, Profits, and the Demise of the Public Sphere.” *Teacher Education Quarterly* (Spring 2007).

Article: “The Testing Industry’s Big Four.” *PBS/Frontline*.

Article: Singer, Alan. “Why Pearson Tests Our Kids.” *The Huffington Post*, August 11, 2014.

Practice/Assessment

Group discussion

Group analysis of articles (analysis sheet)

Share discoveries

Identify perspective and possible biases. How do they affect the presentation and audience?

Essential Knowledge to Be Introduced

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

Activity 6**Resource/Text**

Website: Survey Monkey (survey development)

Practice/Assessment

Students create a survey on high stakes questions and analyze the data.

Essential Knowledge to Be Introduced

EK 4.2A1: Evidence can be collected from print and non-print sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).

Activity 7**Resource/Text**

Article: Jacobs, Brian A. “Accountability, Incentives, and Behavior: The Impact of High Stakes Testing in the Chicago Public Schools.” *National Bureau of Economic Research*, working paper 8968.

Article: Mellon, Ericka. “Students Need Less High Stakes Testing Business Groups Say.” *Chron*, December 12, 2012.

Article: Nichols, Sharon, Gene V. Glass, and David C. Berliner “High-stakes Testing and Student Achievement: Updated Analysis with NAEP Data.” *Education Policy Analysis Archives* 20, no. 20 (July 20, 2012): 1–35.

Article: Heubert, Jay PAGE “High Stakes Testing: Opportunity and Risks for Students of Color, English-Language Learners, Students with Disabilities.” *National Center on Accessible Instructors Materials* (2002).

Article: Klein, Rebecca. “School’s Letter Reminds Students That They Are More Than Just Test Scores.” *The Huffington Post*, July 15, 2014.

Practice/Assessment

Analysis of articles

Discuss rebuttals if present. How are opposing viewpoints handled? Are their perspectives addressed?

Formulate a research question that has not been answered. [CR2b]

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

Essential Knowledge to Be Introduced

EK 1.1B1: Effective research questions lead to an examination taking into account the complexity of a problem or issue.

EK 2.2B6: Credibility is compromised when authors fail to acknowledge and/or consider the limitations of their conclusions, opposing views or perspectives, and/or their own biases.

Activity 8

Resource/Text

Article: “The Trouble with High-stakes Testing.” *National Center for Learning Disabilities*.

Article: Turner, Cory. “U.S. Tests Teens A Lot, But Worldwide, Exam Stakes Are Higher.” *NPR*, April 30, 2014.

Article: Sanchez, Claudio. “As Testing Season Opens in Schools, Some Ask: How Much is Too Much?” *NPR*, April 30, 2014.

Practice/Assessment

Analysis of articles

Discuss rebuttals if present. How are opposing viewpoints handled? Are their perspectives addressed?

Do you have additional questions that have not been answered?

Essential Knowledge to Be Introduced

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

EK 2.3B1: Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps).

EK 4.1A3: Qualifiers place limits on how far a claim may be carried. Effective arguments acknowledge these limits, increasing credibility by reducing overgeneralization or oversimplification.

Activity 9

Resource/Text

Article: Olson, Lynn. “Special Report: Testing Takes Off: State Test Programs Mushroom as NCLB Mandate Kicks In.” *Education Week*, November 30, 2005.

Article: Bobkoff, Dan. “New York Parents Opt Out of High Stakes Test.” *Marketplace*, April 30, 2014.

Article: “High Stakes Tests Makes Kids Sick.” *New Action – UFT* (blog), October 12, 2013.

Article: Christian, Sonya Colman. “High-Stakes Testing and its Relationship to Stress Levels of Secondary Teachers.” *Proquest* (2010).

Article: Karatas, Hakan, Bulent Alcim, and Hasan Aydin. “Correlation among high school senior students’ test anxiety, academic performance and points of university entrance exam.” *Academic Journals* 8, no. 13 (July 10, 2013): 919–926.

Article: Manning, Carrie, Jasna Aliefendic, MaryAnne Chiarelli, Leslie Haas, and Susan Williams. “Inspirational Impetuous: Lifelong Learning.” *SRATE Journal* 21, no. 1 (Winter 2011–2012): 11–17.

Article: Hurwitz, Nina, and Sol Hurwitz. “Tests that Count.” *American School Board Journal* 187, no. 1 (January 2000): 20–25.

Article: “Educational Tests and Measurements Timeline.” *Proquest, Leading Issues Timeline* (2015).

Article: Shepard, Lorrie, and Katherine Cutts Dougherty. “Effects of High-Stakes Testing on Instruction.” *University of Colorado at Boulder*.

PowerPoint: Popham, W. James. “Don’t Use a Tablespoon to Measure Temperature: The Importance of Using Instructionally Supportive, Standards-based Accountability Tests.” PowerPoint, 47 slides.

Article: “Appropriate Use of High-Stakes Testing in Our Nation’s Schools.” *American Psychological Association*.

Article: Coggins, Celine. “Debate over standardized testing is focusing on the wrong questions.” *Christian Science Monitor*, April 3, 2014.

Resource: Class articles and group research

Practice/Assessment

In groups divide text. Analyze (RAVEN, STAR, ARE); present to class.

Look to see if solutions were developed

Group report and discussion

Essential Knowledge to Be Introduced

EK 2.3B1: Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps).

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

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

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

Activity 10

Resource/Text

Resource: Class articles and group research

Resource: Notes while debate goes on

Practice/Assessment

Prepare an opening statement in which students lay out their argument.

In-class debate on high stakes testing, synthesizing articles and research. [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

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

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

Activity 11

Resource/Text

Resource: Class articles and group/individual research

Practice/Assessment

In-class work on individual and team performance task.

Essential Knowledge to Be Introduced

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

EK 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.

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

Activity 12

Resource/Text

Resource: Multimedia presentation

Practice/Assessment

Individual presentation and oral defense

Essential Knowledge to Be Introduced

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

EK 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 13

Resource/Text

Resource: Group research

Practice/Assessment

Reflection of the group process

Essential Knowledge to Be Introduced

EK 5.3B1: Reflective contributors acknowledge the impact of their actions on the outcome of the group's efforts, 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 goals.

Quarter 3/Quarter 4

Seminar Performance Tasks

Performance Task 1: Team Project and Presentation

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]

[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.

Performance Task 2: Individual Research-Based Essay and Presentation

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 conclusion. The final paper must refer to and incorporate at least one of the provided sources. [CR6] 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.

AP Seminar End-of-Course Exam

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.

Introduction to AP Research

Students will utilize the remainder of Quarter 4 to research and discuss options for their upcoming research project in AP Research.