

Syllabus Development Guide: AP[®] Seminar

The guide contains the following sections and information:

Curricular Requirements

The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.

Scoring Components

Some curricular requirements consist of complex, multipart statements. These particular requirements are broken down into their component parts and restated as “scoring components.” Reviewers will look for evidence that each scoring component is included in your course.

Evaluation Guideline(s)

These are the evaluation criteria that describe the level and type of evidence required to satisfy each scoring component.

Key Term(s)

These ensure that certain terms or expressions, within the curricular requirement or scoring component that may have multiple meanings, are clearly defined.

Samples of Evidence

For each scoring component, three separate samples of evidence are provided. These statements provide clear descriptions of what acceptable evidence should look like.



Syllabus Development Guide Contents

Curricular Requirements	i
Scoring Components	i
Curricular Requirement 1	1
Curricular Requirement 2	2
Scoring Component 2a	2
Scoring Component 2b	4
Scoring Component 2c	5
Scoring Component 2d	6
Scoring Component 2e	8
Scoring Component 2f	9
Scoring Component 2g	11
Scoring Component 2h	13
Curricular Requirement 3	15
Curricular Requirement 4	17
Scoring Component 4a	17
Scoring Component 4b	18
Curricular Requirement 5	21
Curricular Requirement 6	22



Curricular Requirement 1

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.

Evaluation Guideline(s)

The syllabus must list one or more cross-curricular topics or themes. The syllabus must demonstrate that students examine different perspectives or lenses on the topic(s) or theme(s).

Key Term(s)

None at this time.

Samples of Evidence

1. The syllabus includes thematic units such as “Privacy in the Information Age,” “Suburban Poverty,” and “The American Dream Revisited.” Each unit is explored from a variety of perspectives, those from authors and other experts related to topics studied within and across thematic units.
2. The syllabus’ overarching theme is “The Struggle for Survival.” Unit one introduces and defines this idea, unit two explores “Class Systems and the Struggle for Survival,” unit three evaluates “Evolution and the Struggle for Survival,” and unit four reviews “Struggle for Survival and Demand for Resources.” Students employ social, historical, political, economic, and scientific lenses.
3. The overarching topic of the course is “Global H₂O,” with units on hydraulic fracturing, surface water issues, and water chemistry and sanitation. Students examine these issues through political, social, environmental, and economic lenses.



Curricular Requirement 2

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

Scoring Component 2a

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

Evaluation Guideline(s)

The syllabus must demonstrate that QUEST is applied as a holistic process of inquiry. This must be prior to the Performance Tasks.

Key Term(s)

None at this time.

Samples of Evidence

1. The syllabus clearly indicates (for example through its schedule of activities and assignments) that students are guided, with progressively less input from the instructor, through the QUEST process as applied to various topics.
2. This example shows how the formation of meaningful questions evolves throughout the course – other aspects of the QUEST process would show similar evolution within each unit or topic of focus.
Unit 1 – Climate Change
Students are presented with questions to research, analyze, and summarize.
How is climate change defined?
What is the scientific evidence for climate change?
What is the evidence for anthropogenic climate change?
What are non-scientific bases for using climate change to argue for policy changes and restrictions?
Unit 2 – The Evolution of Modern Liberalism and Conservatism
Students are guided through the process of meaningful question formation using activities such as:
* Small student groups generate short lists of what they identify as important aspects of the topic.
* Groups share these lists and identify commonalities and refine them.
* In small groups, meaningful questions are generated addressing the commonly identified themes.
* Groups share these questions, formulate and identify commonalities, and refine them.

Samples of Evidence

(continued)

Unit 3 – *Urbanization and the Future Economy*

Student groups independently brainstorm, identify important topics, and select and refine questions that their group proposes to examine and address.

3. In each unit, the QUEST process is used. For example, Unit 1 - Introducing the Seminar's QUEST and Entering the Conversation: The Value of Water.

Please note that all Learning Objectives (LO) and Essential Knowledge (EK) will be introduced and then consistently practiced throughout as the 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.

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

Question and Explore: 1.1A, 1.1B, 1.2A, 1.3A, 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

Team, Transform, and Transmit: 5.1A, 5.1B, 5.1C, 5.2B, 5.3A, 5.3B, 5.1D, 5.1E

Curricular Requirement 2

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

Scoring Component 2b

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

Evaluation Guideline(s)

The syllabus must demonstrate that students have opportunities to identify a problem or question, access and manage information, or evaluate the credibility of a source. These must be prior to the Performance Tasks.

Key Term(s)

None at this time.

Samples of Evidence

1. In Unit 1, the teacher provides a peer-reviewed article that the class reads. Students are required to develop a complex question about the article. The class discusses each student's question to determine whether it would make a good research question. Students make posters to show the results of their inquiry.

The syllabus provides several assignments wherein students further practice exploring topics and refining their research questions.

2. Unit 1 contains a lesson on brainstorming, free-writing, mapping, and other ideas for generating topics. Students work in teams to generate research questions that they will defend in front of the class. This work culminates in a team presentation.

In Unit 2, students use online databases to find sources that are valid and reliable. They then create an annotated bibliography of sources related to the topics of their research questions.

3. The syllabus contains three units that precede Performance Tasks 1 and 2. Each unit culminates with a presentation or a research paper addressing a question that is generated by the students.

Curricular Requirement 2

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

Scoring Component 2c

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

Evaluation Guideline(s)

The syllabus must describe activities or assignments in which students analyze and evaluate arguments. These must be prior to the Performance Tasks.

Key Term(s)

Argument: a claim or thesis that conveys a perspective developed through a line of reasoning and supported by evidence.

Samples of Evidence

1. Students read a newspaper editorial and summarize the main idea, then evaluate the claims in the argument.

They then go on to read a scholarly article, outline the argument and line of reasoning, and evaluate the strength of the argument.
2. Students evaluate a blog by identifying and evaluating how the author deals with opposing viewpoints.

Students also discuss, analyze, and evaluate how research findings on social media use impact their own behavior.
3. Students map out the line of reasoning used to support a speaker's argument and evaluate it based on the purpose of the speech.

Students then use EBSCO to find an article with a counter argument to the speech and go on to identify the line of reasoning and comparative strengths.

Curricular Requirement 2

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

Scoring Component 2d

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

Evaluation Guideline(s)

The syllabus must describe activities or assignments in which students identify and evaluate multiple perspectives on an issue or topic. These must be prior to the Performance Tasks.

Key Term(s)

Perspective: a point of view.

Samples of Evidence

1. After engaging with a set of diverse texts (print and/or other) within each unit, students are asked to write briefly on their observations of the following for each text:
 - * What is the author's perspective and how does it relate to his/her inquiry process?
 - * What are some of the fundamental ideas that influence the author's perspective?
 - * How do the various academic lenses help to understand the author's perspective?
 - * What are some examples of values, emotion, biases, and logical flaws found in these texts?
 - * What does the source of the text reveal, if anything, about the perspective of the author?
2. Small groups of students will each present a brief synopsis of a particular perspective on the question of U.S. immigration policy reform. After each presentation, each of the other groups will ask a question chosen to attempt to clarify/reveal some important aspect or underlying motivation of the presenting group's perspective.

After consideration of three political cartoons, each student writes a brief analysis of the perspective of each cartoonist and the elements of his/her cartoon that evidence that perspective.
3. After reading a variety of assigned texts, students consider the techniques/tools that each of the authors/writers use to convey their perspective(s). Students write a brief synopsis comparing these techniques.



Samples of Evidence
(continued)

Students gather, read, and analyze survey questions on a topic(s) of current interest or contention. Each student chooses at least two such questions and writes a brief analysis of the questioner's perspective and how the nature of the question might elicit different responses based on the perspective of the person being surveyed.

Curricular Requirement 2

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

Scoring Component 2e

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

Evaluation Guideline(s)

The syllabus must describe activities or assignments in which students formulate arguments based on synthesis. These must be prior to the Performance Tasks.

Key Term(s)

Synthesis: the combination of accumulated knowledge and emerging ideas, perspectives, and conclusions.

Samples of Evidence

1. Students work with information sources that reflect three different perspectives on global warming and write a commentary that strategically draws on these sources to support their argument.

At the end of a unit on government surveillance, students write a position paper that requires them to respond to an editorial on the subject by providing counterarguments based on their previous readings.

2. Students identify a specific target audience and synthesize evidence from print and nonprint sources for a presentation designed to appeal to this particular audience.

In a unit on immigration, students discuss a current policy statement, read an autobiographical short story by a child of immigrants, and read a scholarly article on the topic. Students then draw on these resources to write a blog post that expresses their own opinion on the topic.

3. Students prepare to support their own position in a debate on standardized testing by evaluating evidence and identifying arguments and counterarguments.

In another unit, students follow the same structure for a debate over patriotism.

Curricular Requirement 2	Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.
Scoring Component 2f	Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
Evaluation Guideline(s)	The syllabus must describe activities or assignments where students work as part of a team. This must be prior to Performance Task 1: Team Project and Presentation.
Key Term(s)	None at this time.
Samples of Evidence	<ol style="list-style-type: none">1. Students are divided into small groups/teams. Each group constructs a list of desirable and undesirable characteristics/features of an effective team. These groups each report back to the full class with each team member presenting some of the team’s listed items and the reasoning behind their inclusion on the list. Following class discussion of the merits of the various items presented by all the teams, a consensus list is developed. Group Presentation – Each table will have 20 minutes to create a 4-minute presentation.2. Team project assignment (for Units 2 and 3) Each student group will be assigned to research and construct (1) a position paper, and (2) a visual presentation addressing the question. Teams will produce the following benchmark items:<ul style="list-style-type: none">* Project schedule* Team member task assignments* Team-produced position paper* Team-produced and presented visual presentation* Post-mortem reflection on how the team functioned during the project with constructive suggestions for improvement (to be completed by each team member individually)3. Team-building: Conflict resolution and achieving consensus (in multiple units) For this exercise, the class is divided into small groups of four or eight. In response to a prompt (in



Samples of Evidence

(continued)

the form of a word, idea, concept, or question to be explored) provided by the instructor, each team member will, without collaboration, write down four words or short phrases that he/she considers to be of primary importance in investigating the provided prompt. Students within each team pair up, and after discussion, come to agreement on four words to keep from their original eight. Each pair will join with another pair from the team and repeat the process. This is continued until each team has arrived at their consensus four words that are then reported out to the entire class. Students are then asked to reflect, either in a whole-class discussion or in individual written responses or journal entries, on the experience of reaching consensus. Groups select from articles used in class and do research to find additional articles/sources. Groups begin organizing and writing a collaborative problem-solution essay.

Curricular Requirement 2

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

Scoring Component 2g

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

Evaluation Guideline(s)

The syllabus must include activities or assignments that engage students in the process of reflection. This must be prior to the Performance Tasks.

Key Term(s)

None at this time.

Samples of Evidence

1. Reflection following the team projects in Units 3-5: Students write individual post-mortem reflections following a team presentation with constructive suggestions for improvement.
2. Reflection Exercise: Read Garrett Hardin's "The Tragedy of the Commons." *Science*, December 1968; republished in *The Social Contract*, Fall 2001. Write a one-page response to the statement - *Banning spam/junk email is an infringement on the current "freedom" of the internet.* Using the Forum on our class Moodle page, post a reflection of how your thinking about the issue of spam/junk email changed as a result of reading Hardin's article. Note particularly, both aspects of your thinking that changed and those which remained the same, and why.

Reflection Exercise: Considering the recent worldwide health concerns associated with the Ebola virus and other contagious diseases, how have your considerations of U.S. immigration policies changed?
3. You have now completed your individual and team presentations on the Future Funding of Space Exploration. Please reflect on the process of carrying out these tasks in a 3-4 page paper. Among the things you may wish to consider are (1) how well the teaming process worked, (2) the differences between doing individual research and research as a member of a team, (3) the use of evidence and example (how much is enough and how much is too much), (4) how style of presentation may have



Samples of Evidence

(continued)

affected the reception of your argument, (5) the strength of the argument supporting your conclusion(s), and (6) what issues affected either individual or team perspective.

Journal Reflection: What questions did this reading and our subsequent discussion of it raise for you? Has your originally held position on this issue been changed as a result? If so, how? If not, why not?

Curricular Requirement 2

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

Scoring Component 2h

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

Evaluation Guideline(s)

The syllabus must include activities and assignments that allow students to develop oral presentation skills prior to the Performance Tasks.

The syllabus must include activities and assignments that allow students to develop written presentation skills prior to the Performance Tasks.

Key Term(s)

None at this time.

Samples of Evidence

1. Before Performance Tasks 1 and 2, students receive instruction in how to arrange and present information orally to an audience. Working in teams of three, students then give a 24-30 minute presentation (8-10 minutes each).

In a scaffolded sequence, students write three different evidence-based argumentative essays over the course of the first term. Receiving feedback throughout, students write a two page essay as a position paper for their first debate, a three page essay analyzing the comparative strengths of a variety of perspectives on a topic, and a five page essay making an argument on a controversial local topic.

2. The syllabus contains two units that precede Performance Tasks 1 and 2. In each unit, students give a presentation and write a source-based paper about a topic that they have generated.

The syllabus contains a grading rubric that shows that oral presentations are graded on argument/evidence, delivery, and quality of visual aid, and another rubric that shows that essays are graded on thesis and argument, evidence, quality and use of sources, structure, style, and grammar/mechanics.



Samples of Evidence

(continued)

3. In Units 1-3, students give an individual multimedia presentation (6-8 minutes) and two team presentations (6-8 minutes per speaker). Unit 1 culminates with a 4-5 page research essay, Unit 2 with a 6-7 page research paper, and Unit 3 with an 8-10 page research paper. Students receive extensive feedback concerning the quality of their written or oral presentation skills after each presentation or paper.

Curricular Requirement 3

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.

Evaluation Guideline(s)

The syllabus must specify the points at which students will engage with texts, labeling at least one from each of the following categories:

- Articles or research studies
- Foundational, literary, or philosophical texts
- Speeches, broadcasts, or personal accounts
- Artistic works or performances

Key Term(s)

Text: something composed (e.g., articles, research studies, foundational texts, literary texts, philosophical texts, speeches, broadcasts or personal accounts, and artistic works or performances) that conveys a perspective and can be examined.

Samples of Evidence

1. As part of Unit IV, students read Thoreau's *Civil Disobedience*, Mill's *On Liberty*, Huxley's *Brave New World*, Orwell's *1984*, and the Fourth Amendment as required readings [foundational, literary, and philosophical texts]. Students view and analyze the art exhibit "Surveillance Society" [artistic work], and they respond to a *60 Minutes* broadcast about Edward Snowden [broadcast]. Finally, students read the Pew Research Center's article entitled "American's Attitudes about Privacy, Security, and Surveillance" [article].
2. Students read articles from the *New York Times*, *USA Today*, *Christian Science Monitor*, and *Scientific American*. They listen to broadcasts of NPR's "Science Friday" and watch speeches in the form of TED Talks. Students will view an Alvin Ailey dance performance. Students will read chapters from the Bible, a foundational text. All texts are integrated into thematic units.
3. Required readings include book excerpts, journal articles, poetry, and short fiction.
In Unit 1, students will use Voice of the Shuttle at <http://vos.ucsb.edu> to identify a foundational literary text that they will analyze and evaluate.
In Unit 2, students will seek out a blog post to analyze a personal account of a current issue.



Samples of Evidence

In Unit 5, students go onto ArtStor to identify a work of art that will provide context for a historical argument.

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In Unit 7, students will use EBSCO to identify an article for use in a research paper.



Curricular Requirement 4	Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
Scoring Component 4a	Students develop an understanding of ethical research practices.
Evaluation Guideline(s)	The syllabus must include instruction in acknowledgement, attribution, or citation.
Key Term(s)	Ethical research practices: laws, rules, and guidelines that govern the conduct of researchers (e.g., IRB approval process, consent forms, etc.).
Samples of Evidence	<ol style="list-style-type: none">1. The syllabus specifies that students will learn appropriate citation based on the MLA style guide.2. The syllabus includes a unit in which students learn about citation practices in various disciplines.3. Students read and discuss a book chapter on “Citing Sources.” Students then apply these principles in a research paper.

Curricular Requirement 4	Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
Scoring Component 4b	Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.
Evaluation Guideline(s)	The syllabus must include the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information statement verbatim and in full.
Key Term(s)	None at this time.
Samples of Evidence	<ol style="list-style-type: none">1. AP Seminar students will be instructed in the high standards of academic honesty and research ethics. As an additional safeguard against plagiarism, AP Seminar work will be submitted to the TurnItIn program. AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information: Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited. A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation. A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or

Samples of Evidence

(continued)

fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

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

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

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

Common Knowledge, Copyright, and Plagiarism Activity: Students will read a series of 10 scenarios/statements and work with the teacher to indicate whether the scenarios/situations represent common knowledge, violation of copyright or intellectual property, and/or plagiarism. Students will provide rationale for their decisions.

3. Students read and discuss the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information:

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

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



Samples of Evidence

fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

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Curricular Requirement 5

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.

Evaluation Guideline(s)

The syllabus must identify the time and opportunity for students to complete Performance Task 1.

Key Term(s)

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.

Samples of Evidence

1. In the second semester, the syllabus references Performance Tasks 1 and 2.
2. The syllabus includes the two required performance tasks and gives a time frame for their completion.
3. The syllabus acknowledges the College Board's submission deadlines for Performance Tasks 1 and 2 and specifies a timeline for completing these tasks.

Curricular Requirement 6

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.

Evaluation Guideline(s)

The syllabus must identify the time and opportunity for students to complete Performance Task 2.

Key Term(s)

Performance Task 2 - Individual Research-Based Essay and Presentation: the College Board's AP Program will annually release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme. Students will read and analyze the texts to identify thematic connections among them and possible areas for inquiry; compose a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must incorporate at least one of the provided sources.

Samples of Evidence

1. In the second semester, the syllabus references Performance Tasks 1 and 2.
2. The syllabus includes the two required performance tasks and gives a time frame for their completion.
3. The syllabus acknowledges the College Board's submission deadlines for Performance Tasks 1 and 2 and specifies a timeline for completing these tasks.