



CHAPIN HIGH SCHOOL

<https://www.lexrich5.org/chs>



Course: Advanced Placement Seminar	Length of Course: year	South Carolina Uniform Grading Scale A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= 59 and Below
Instructor: Dawn Weathersbee	Number of Credits: 1	
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AP Seminar Course Description

“AP Seminar is a foundational course that engages students in cross curricular conversations that explore the complexities of academic and real world topics and issues by analysing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical text; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentation, both individually and as a part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence based arguments” (p. 9).

Expected Student Learning Outcomes (Q.U.E.S.T.)

Expected Student Learning Outcomes The AP Seminar program provides students with a framework that allows them to develop, practice, and refine critical thinking skills; and to develop, practice, and refine their abilities to communicate the results of their critical thinking in written, oral, and multimedia formats. Students will “**question and explore** the boundaries of their current knowledge in various subjects,” (**Big Idea 1**); “**understand and analyze** arguments” (**Big Idea 2**); “**evaluate** multiple perspectives” (**Big Idea 3**); “**synthesize research**” to consider implications and new solutions (**Big Idea 4**); and work with **teams** to **transform** their research into a variety of communicable forms which will be **transmitted** to an audience (**Big Idea 5**). Students will work with a variety of primary and secondary print and non-print sources, such as articles, research studies, and foundational literary and philosophical texts; as well as speeches, broadcasts, and personal accounts, and artistic works and performances. The wide variety of academic sources provides opportunity to gain a rich appreciation and understanding of issues, and students’ collaborative and independent analysis of these texts will enable them to consider options, alternatives, solutions, or resolutions to real-world and/or academic problems.

- (Q) Big Idea #1: Question and Explore
- (U) Big Idea #2: Understand and Analyze
- (E) Big Idea #3: Evaluate Multiple Perspectives
- (S) Big Idea #4: Synthesize Ideas
- (T) Big Idea #5: Team, Transform, and Transmit

Plagiarism Policy

Classroom Plagiarism Policy

As this is an AP course, plagiarism will be treated under a zero tolerance policy. A grade of 0 will be given for any assignment found in violation of the AP Capstone Plagiarism Policy and will warrant a visitation to administration. In addition to the aforementioned consequences, the AP Capstone Plagiarism Policy will also be applied...

AP Capstone Plagiarism Policy

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 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 incorporate 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.

Student Evaluation

AP Seminar Score Overview

Students are assessed with two thorough-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP Score using the 1-5 scale for AP Seminar.

Performance Task #1: Team project and Presentation---- 20%

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. (Individual Research Report- 50%, Team Multimedia Presentation- 50%)

Performance Task #2: Individual Research-Based Essay and Presentation --- 35%

The College Board's AP Program will annually release cross-curricular source material (texts) representing a range of perspectives focused on a single theme. Students will use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least one of the provided sources. (Individual Written Argument- 70%, Individual Multimedia Presentation- 20%, Oral Defense- 10%)

End of Course Exam (2 hours) –45% (College Board Scored)

The exam consists of five items (three short-answer answer and two essay questions). The three short-answer questions assess analysis of an argument in a single source or document. The first essay question requires the students to perform a close reading of two documents and perform a comparative analysis and evaluation of the author's arguments. The second essay question assesses students' skills in synthesizing and creating an evidence-based argument. (Part A- 30%, Part B- 70%)

AP Seminar Evaluation and Grading Overview

Your AP Seminar Course Grade will be based on a weighted average in PowerSchool and the South Carolina Uniform Grading Policy:

Quarterly grades will be computed using:
 Major/Summative Assessments: 60%
 Minor and Daily work: 40%.
 1st Semester grades will be computed using
 Q1 40%, Q2 40% and Semester Exam 20%.

- A= 90-100
- B= 80-89
- C= 70-79
- D= 60-69
- F= Below 60

1st and 2nd quarter grades will be based on teacher feedback of student work in preparation of AP Seminar Performance Tasks; however, due to College Board restrictions in regard to teacher feedback during AP Seminar Performance Tasks, 3rd quarter grades will be based on completion and submission of Performance Tasks with no teacher feedback. These same tasks that were scored based on completion and submission during the 3rd quarter will be assigned a quality grade that will be entered into PowerSchool during the 4th quarter. 4th quarter grades will be based on teacher feedback of student work in preparation for the End of Course AP Seminar exam. After the AP Seminar exam, students will work on an individualized curriculum based on their research goals for the following school year.

Progression of Skills and Activities

Units 1-4 will be the introduction of and the practice of Q.U.E.S.T. skills through the theme of ‘identity.’ Potential lenses for the theme of identity may include but are not limited to: scientific, cultural, technological, historical, futuristic, environmental, ethical, political, economic, artistic, and philosophical. Multiple perspectives will also be included during these units.

Unit 5 will be the completion of Performance Task #1 and Performance Task #2.

Unit 6 will be a review of End of Course skills needed for the AP Exam and post-exam individual student activities.

UNIT #1 - Academic Integrity, Research, Understanding Main Idea Begins August 24th - Ends September 6th (5 blocks)		
ENDURING UNDERSTANDING • LEARNING OBJECTIVES • ESSENTIAL KNOWLEDGE	ESSENTIAL QUESTIONS	ACTIVITIES & RESOURCES
Q EU 1.3: The investigation process is aided by the effective organization, management, and selection of sources and information. Using appropriate technologies and tools helps the researcher become more efficient, productive, and credible.	Q ➤ What keywords should I use to search for information about this topic? ➤ What information do I need to answer my question?	Center for Creative Leadership lesson during first two days of homeroom (jr./sr.) on team work. Early Leadership Toolkit: Teamwork Module Day 1 <ul style="list-style-type: none"> • CCL Lesson on Growth mindset/GAG Early Leadership Toolkit:

<ul style="list-style-type: none"> ● LO 1.3A Accessing information using effective strategies. ● EK 1.3A1: Information used to address a problem may come from various secondary sources (e.g., articles, other studies, analyses, reports) and/or primary sources (e.g., original texts and works or personally collected data such as from experiments, surveys, questionnaires, interviews). ● 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 keywords 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). <p>EU 1.4: The relevance and credibility of the source of information is determined by the context of its use.</p> <ul style="list-style-type: none"> ● LO 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry. ● EK 1.4A1: The SScope and purpose of one’s research and the credibility of sources affects the generalizability and the reliability of the conclusions. ● EK 1.4A2: Credibility of evidence depends on use of sources and data the are relevant and reliable (current, authoritative). 		<p>Transformation Challenge module</p> <ul style="list-style-type: none"> ● Introduction to AP Seminar (syllabus/sign up for Remind/Google Classroom/Turnitin.com/teacher specific rules and procedures) ● AP Seminar acronyms used throughout <p>2 Days Margaret Adams - CHS Media Specialist</p> <ul style="list-style-type: none"> ● Library (researching skills and credibility of sources) ● Website testing informational skills ● Necessity of citing/acknowledging sources ● Purdue Owl, EBSCO, Jstore <p>Colbert vs. Wikipedia https://www.youtube.com/watch?v=20PIHx_JjEo</p> <p>You tube instructional video about evaluating sources for credibility from NC State University library (libncsu) https://www.youtube.com/watch?v=PLTOVoHbH5c</p> <p>From Smashing Magazine (checking credibility of resource) https://www.smashingmagazine.com/2014/07/incorporating-social-identity-theory/</p> <p>2 Days Teacher</p> <ul style="list-style-type: none"> ● Reading others’ work and reflecting on proper conventions (College board samples) ● Reading others’ work for main idea/thesis/conclusion (College Board samples)
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- **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 their research has been reviewed and accepted by disciplinary experts.

U

EU 2.1: Authors express their ideas, perspective, and/or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.

- **LO 2.1A:** Employing appropriate reading strategies and reading critically for a specific purpose.
- **EK 2.1A1:** Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.
- **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,

U

- What strategies will help me comprehend a text?
- What is the argument's main idea and what reasoning does the author use to develop it?
- Why might the author view the issue this way?
- What biases may the author have that influence his or her perspective?
- How do I know if a source is trustworthy?

[A Social Identity Theory of Leadership](#)

- Understanding a variety of media to convey an idea (works of art, music lyrics) [got a name- Jim Croce](#)
- Frida Kahlo painting <https://www.fridakahlo.org/self-portrait-along-the-boarder-line.jsp>
- Students will be required to choose one song and one piece of art to represent identity and will share in groups

Evidence of Student Learning:

- Teamwork module reflection
- Transformation module reflection
- AP Seminar terminology assessment
- Research skills and credibility assessment
- Main idea/thesis/conclusion assessment
- EOC Part A diagnostic

highlighting, and reading aloud.

- **LO 2.1B:** Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.
- **EK 2.1B1:** The main idea of an argument is often expressed in the thesis statement claim, or conclusion, or implied throughout a work.
- **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.

E
N/A

S
EU 4.3: Responsible participation in scholarly community requires acknowledging and respecting the prior finding and contributions of others.

- **LO 4.3A:** Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
- **EK 4.3A1:** Accurate and ethical attribution enhances one's credibility.
- **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.

T
EU 5.1: How a perspective or

E
N/A

- S**
- What is the best way to acknowledge and attribute the work to others that was used to support my argument?
 - How can I avoid committing plagiarism?

- T**
- What contributions can I offer to a team?

argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context.

- **LO 5.1B:** Adhering to established conventions of grammar, usage, style, and mechanics.
- **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 a variety, emphasis, and interest through structure, agreement of elements, placement of modifiers, and consistency of tense.
- **EK 5.1B3:** Precision in word choice reduces confusion, wordiness, and redundancy.
- **EK 5.1B4:** Spelling and grammar errors detract from credibility.

EU5.2: Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problem.

- **LO 5.2A:** Providing individual contributions to overall collaborative effort to accomplish a task or goal.
- **EK 5.2A1:** Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective.
- **LO 5.2B:** Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex,

<p>open-ended problems.</p> <ul style="list-style-type: none"> ● 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 5.2B3: Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation. ● EK 5.2B4: Effective teams consider the use on online collaborative tools. ● LO 5.3B: Reflecting on experience of collaborative effort. ● EK 5.3B1: Reflection acknowledges the impact of actions on both the group and individual contribution, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group's and individual's tasks. 		

UNIT #2 - Theme, Lens, Perspective, Questions, Line of Reasoning Begins September 6th - Ends September 22nd (7 blocks)		
ENDURING UNDERSTANDING <ul style="list-style-type: none"> ● LEARNING OBJECTIVES ● ESSENTIAL KNOWLEDGE 	ESSENTIAL QUESTIONS	ACTIVITIES & RESOURCES
Q	Q	

EU 1.1: Personal interest and intellectual curiosity inspire investigation of topics of issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.

- **LO 1.1A:** Contextualizing and identifying the complexities of a problem or issues.
- **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.
- **LO 1.1B:** Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
- **EK 1.1B1:** Effective research questions lead to an examination, taking into account the complexity of problem or issue.
- **EK 1.1B2:** The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.

EU 1.2 Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.

- **EK 1.2A:** Retrieving,

- How does the context of a problem or issue affect how it is interpreted or presented?
- How might others see the problem or issue differently?
- What questions have yet to be asked?
- What voices or perspectives are missing from my research?

2 Days

ZOOM Activity

Theme, Lens, Perspective (Show 'n Tell, Perspective (homogeneous vs comparative), Op Ed examination activity)

<https://www.nytimes.com/2017/03/04/opinion/sunday/what-biracial-people-know.html>

The Three Little Pigs vs. The True Story of the Three Little Pigs

<https://www.youtube.com/watch?v=m75aEhm-BYw>

TED Talk: Who is the real you?

https://ted.com/talks/julian_baggini_is_there_a_real_you?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedspread

1 Day

Line of Reasoning/understanding the arguments of others

Monty Python Argument clip
[Monty python argument](#)

[Washington Post - Identity Crisis for Identity Politics](#)

<https://www.nytimes.com/2016/11/18/opinion/the-danger-of-a-dominant-identity.html>

https://www.ted.com/talks/chimam_anda_adichie_the_danger_of_a_single_story

1 Day - Dawn Weathersbee all classes together presentation room

Rhetorical Strategies and Fallacies

[Article "Rockwell's Favorite Model, Part III" by Dianna Denny](#)

1 Day

Activity - Pull together Unit 1 and Unit 2 thus far (quiz)

<p>questioning, organizing, and using prior knowledge about a topic.</p> <ul style="list-style-type: none"> ● EK 1.2A1: Understanding comes not only through collection of information but also from a variety of other factors (e.g., experience, external sources, cultural context, assumptions). ● EK 1.2A3: Inquiry confirms or challenges one’s existing understandings, assumptions, beliefs, and/or knowledge. <p>U</p> <p>EU 2.1: Authors express their ideas, perspectives, and/or arguments through their works. The first step in evaluating an author’s perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.</p> <ul style="list-style-type: none"> ● LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose. ● EK2.1A4: 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 <p>EU 2.2: Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.</p> <ul style="list-style-type: none"> ● LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument. ● EK 2.2A1: Authors use 	<p>U</p> <ul style="list-style-type: none"> ➤ Does this argument acknowledge other perspectives? ➤ What are the implications of these arguments? 	<ul style="list-style-type: none"> ● Topic, main idea, credible sources, theme, lens, perspective, line of reasoning, rhetoric, and fallacies <p>1 Day Review Student Activity Forming Research Questions (argumentative form) (AP Workbook page 45-46 Diagram)</p> <p>1 Day Choosing teams and team norms Finish Forming Research Questions (by themes in teams) Consider for team norms</p> <p>Graded EOC Part A</p> <p>Evidence of Student Learning:</p> <ul style="list-style-type: none"> ● Zoom activity reflection ● Line of Reasoning/understanding the arguments of others assessment ● Theme/Lens/Perspective assessment ● Forming research questions assessment ● Team norms reflection
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reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.

- **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).
- **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.
- **EK 2.2A4:** A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplifications and/or generalization.
- **EK 2.2A5:** Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., concession, refutation, rebuttal).
- **LO 2.2B:** Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.
- **EK 2.2B1:** An argument's context (time and purpose) and situation (in relation to other arguments) inform its interpretation.
- **EK 2.2B2:** Writers use qualitative and/or quantitative evidence (e.g.,

facts, data, observations, predictions, analogies, explanation, opinions) to support their claims. Evidence has varying degrees of validity.

- **EK 2.2B3:** Authors strategically include evidence to support their claims.
- **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 2.2B5:** Evidence may be used to identify and explain relationships (comparative, causal, or correlational) and/or patterns and trends.
- **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.
- **LO 2.2C:** Evaluating the validity of an argument.
- **EK 2.2C1:** An argument is valid when there is logical alignment between the line of reasoning and the conclusion.

E

EU 3.1: Different perspectives often lead to competing and alternate arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.

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

E

- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I connect the multiple perspectives?

- **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.
- **EK 3.1A2:** Perspectives are not always oppositional; they may be concurring, complementary, or competing.
- **LO 3.2A:** Evaluating objectives, implications, and limitations of alternate, opposing, or competing perspectives or arguments.
- **EK 3.2A1:** Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic.

S

EU 4.1: Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.

- **LO 4.1A:** Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.
- **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, reasons, and evidence.
- **EK 4.1A4:** Effective arguments may

What other issues, questions, or topics to relate to?

- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, how does that affect my evaluation?

S

- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical?

<p>acknowledge other arguments and/or respond to them with counterarguments (e.g., concession, refutation, rebuttal).</p> <ul style="list-style-type: none"> ● EK 4.1A5: The line of reasoning is a clear, logical path leading the audience through the reasons to a conclusion. ● EK 4.1A6: The logic and reasoning of an argument may be deductive (claim followed by evidence) or inductive (evidence leads to a conclusion). ● 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). <p>T N/A</p>	<p>T N/A</p>	
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UNIT #3 - Practice for Individual Research Report (IRR) Begins September 26th - Ends October 17th (8 blocks)		
ENDURING UNDERSTANDING <ul style="list-style-type: none"> ● LEARNING OBJECTIVES ● ESSENTIAL KNOWLEDGE 	ESSENTIAL QUESTIONS	ACTIVITIES & RESOURCES
<p>Q EU 1.2: Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.</p> <ul style="list-style-type: none"> ● LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic. 	<p>Q</p> <ul style="list-style-type: none"> ➤ What do I want to know, learn, or understand? ➤ How does my research question shape how I go about trying to answer it? 	<p>1 Day - Margaret Adams APA formatting with media specialist Online Bibliography resource</p> <p>1 Day Introduction to IRR Brainstorming, Organizing, Drafting Using Lens and Perspective to Research</p>

<ul style="list-style-type: none"> ● 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. <p>EU 1.5: There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.</p> <ul style="list-style-type: none"> ● LO 1.5A1: Identifying the information needed for the context of the inquiry. ● 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. <p>U N/A</p> <p>E EU 3.2: Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, one's own argument can be situated within a larger conversation.</p> <ul style="list-style-type: none"> ● LO 3.2A: Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments. ● 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 judgement. 	<p>U N/A</p> <p>E</p> <ul style="list-style-type: none"> ➤ What patterns or trends can be identified among the arguments about this issue? ➤ What are the implications and/or consequences of accepting or rejecting a particular argument? ➤ How can I connect the multiple perspectives? What other issues, questions, or topics to relate to? ➤ How can I explain contradictions within or between arguments? ➤ From whose perspective is this information being presented, how does that affect my evaluation? <p>S</p>	<p>1 Day Center for Creative Leadership Lesson - Feedback Loop Peer Editing</p> <p>1 Day IRR - Research in teams your lens through multiple perspectives Annotate 5 sources and be ready to use 3 of them</p> <p>1 Day Exchange annotated sources (articles, etc) with team members to evaluate</p> <ul style="list-style-type: none"> ● Credibility ● Validity ● Line of reasoning ● Lens and perspective ● Argument <p>1 Day Choose three best sources and begin outlining and drafting the IRR Minimum outline due at the beginning of next class</p> <p>1 Day IRR outline due IRR work day Complete draft and due at the beginning of next class</p> <p>1 Day Peer feedback day Revise draft accordingly Final draft due at the beginning of next class</p> <p>Evidence of Student Learning:</p> <ul style="list-style-type: none"> ● Feedback loop reflection ● Annotation assessment ● APA formatting assessment ● Outlining assessment ● Peer review assessment ● IRR
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EU 4.2: Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.

- **LO 4.2A:** Interpreting, using, and synthesizing qualitatives and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.
- **EK 4.2A1:** Evidence can be collected from print and nonprint sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).
- **LO 4.2B:** Providing insightful and cogent commentary that links evidence with claims.
- **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).

EU 4.3: Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.

- **LO 4.3A:** Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
- **EK 4.3A3:** Source material should be introduced, integrated, or embedded into the text of an argument.

- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical? Are there other conclusions I should consider?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?

<ul style="list-style-type: none"> ● 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 i restating an idea in one’s own words. ● EK 4.3A5: Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA). <p>T EU 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.</p> <ul style="list-style-type: none"> ● LO 5.3A: Reflecting on and revising their own writing, thinking, and creative process. ● 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. ● EK 5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting. 	<p>T</p> <ul style="list-style-type: none"> ➤ What is the benefit of revision? ➤ How can I benefit from reflecting on my own work? 	
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<p align="center">UNIT #4 - Arguments: Practice for Team Multimedia Presentation (TMP), Individual Written Argument (IWA), Individual Multimedia Presentation (IMP), End of Course (EOC) Part B Begins October 19th - Ends December 6th (16 blocks)</p>		
<p>ENDURING UNDERSTANDING</p> <ul style="list-style-type: none"> ● LEARNING OBJECTIVES 	<p>ESSENTIAL QUESTIONS</p>	<p>ACTIVITIES & RESOURCES</p>

<ul style="list-style-type: none"> ESSENTIAL KNOWLEDGE 		
<p>Q N/A</p> <p>U EU 2.3: Arguments have implications and consequences.</p> <ul style="list-style-type: none"> LO 2.3A: Connecting an argument to broader issues by examining the implications of the authors claim. EK 2.3A1: The implications and consequences of arguments may be intended or unintended. LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument. 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). <p>E</p>	<p>Q</p> <ul style="list-style-type: none"> ➤ How does the context of a problem or issue affect how it is interpreted or presented? ➤ How might others see the problem or issue differently? ➤ What questions have yet to be asked? ➤ What voices or perspectives are missing from my research? ➤ What do I want to know, learn, or understand? ➤ How does my research question shape how I go about trying to answer it? ➤ What information do I need to answer my question? <p>U</p> <ul style="list-style-type: none"> ➤ What strategies will help me comprehend a text? ➤ Why might the author view the issue this way? ➤ What biases may the author have that influence his or her perspective? ➤ Does this argument acknowledge other perspectives? ➤ What are the implications of these arguments? ➤ How does this conclusion impact me and my community? Or my research? <p>E</p>	<p>1 Day - Presentation Room Stephanie Huckabee - Speech and presentation skills (45 minutes) Teachers - Life after death by power point video, design, layout, citing sources (text and images) Introduction to TMP rubric and formatting (Value of an argument, solutions, limitations conclusions)</p> <p>1 Day TMP planning time and construction</p> <p>1 Day TMP construction (Upload TMP PPT by end of day)</p> <p>1 Day Rehearsal and feedback (teacher and students) with individual class</p> <p>1.5 Days - Presentation room Graded formal presentations with ALL classes (Teachers Grade but no feedback at the time)</p> <p>.5 Day Introduction to IWA (format, rubric, requirements) Provide stimulus materials to read and annotate for homework</p> <p>1 Day Review stimulus materials; choose theme, lens, perspectives; begin research of additional sources to support argument</p> <p>1 Day Finish research and begin outline for IWA Annotations (5 plus 2 from stimulus) and outline due by next class</p> <p>2 Days</p>

<p>N/A</p> <p>S EU 4.1: Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.</p> <ul style="list-style-type: none"> ● LO 4.1A: Formulating a well-reasoned arguments, taking the complexities of the problem or issue into consideration. ● 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. ● LO 4.1A: Formulating a well- reasoned argument, taking the complexities of the problem or issue into consideration. ● EK 4.1A7: A line of reasoning s organized based on the arguments purpose (e.g., to show causality, to evaluate, to 	<ul style="list-style-type: none"> ➤ What patterns or trends can be identified among the arguments about this issue? ➤ What are the implications and/or consequences of accepting or rejecting a particular argument? ➤ How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to? ➤ How can I explain contradictions within or between arguments? ➤ From whose perspective is this information being presented, and how does that affect my evaluation? <p>S</p> <ul style="list-style-type: none"> ➤ How do I connect and analyze the evidence in order to develop an argument and support a conclusion? ➤ What line of reasoning and evidence would best support my argument? Is my reasoning logical? ➤ Are there other conclusions I should consider? ➤ What am I taking for granted? How do I acknowledge and account for my own biases and assumptions? ➤ What is the best way to acknowledge and attribute the work of others that was used to support my argument? ➤ How can I avoid committing plagiarism? 	<p>Outline and sources due for IWA Begin Drafting (complete draft due 11/17)</p> <p>1 Day Peer Review Day Make edits as necessary Final draft due next class (11/21 Day before Thanksgiving)</p> <p>1 Day Introduce IMP Work on IMP</p> <p>1 Day Completion of IMP</p> <p>2 Days Presentations and feedback of IMP</p> <p>1 Day - Presentation Room Skills Review and Feedback (LAST CHANCE TO GET FEEDBACK FROM ME BEFORE SETTING OUT ON YOUR OWN)</p> <p>Evidence of Student Learning:</p> <ul style="list-style-type: none"> ● TMP ● TMP feedback peer assessment ● IWA ● IWA feedback peer assessment ● Stimulus annotation assessment ● IMP ● IMP feedback peer assessment
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define, to propose a solution).

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

EU 4.2 Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.

- **LO 4.2A:** Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.
- **EK 4.2A2:** Evidence 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 4.2A4:** The evidence selected and attributed contributes to establishing the credibility of one's own argument.
- **LO 4.4A:** Extending an idea, question, process, or product to innovate or create new understandings.

- **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.
- **LO 4.5A:** Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.
- **EK 4.5A1:** When making choices and proposing solutions, the advantages and disadvantages of options should be weighed against the goal within its context.

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EU 5.1: How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context.

- **LO 5.1A:** Planning and producing a cohesive academic paper, considering audience, context, and purpose.
- **EK 5.1A1:** An argument may include the following elements:
 - Introduction: engages the audience by providing background and/or context;
 - 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

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- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to engage my audience?
- What common misconceptions might my audience have?
- How might I adapt my argument for different audiences and situations?
- How might my communication choices affect my credibility with my audience?
- What contributions can I offer to a team?
- What is the benefit of revision?
- How can I benefit from reflecting on my own work?

the future, and ties back to the introduction;

- Bibliography: identifies works cited.
- **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.
- **LO 5.1C:** Communicating information through appropriate media using effective techniques of design.
- **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.
- **EK 5.1C3:** Effective communication requires choosing appropriate media (e.g., essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience.

<ul style="list-style-type: none"> ● LO 5.1D: Adapting an argument for context, purpose, and/or audience. ● EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium, and purpose. ● LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance. ● EK 5.1E1: Speakers vary elements of delivery (e.g., Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) emphasize information, convey tone, and engage their audience. 		
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UNIT #5 - Creation and Submission of Individual Research Report (IRR), Team Multimedia Presentation (TMP), Individual Written Argument (IWA), Individual Multimedia Presentation (IMP)
Begins December 8th - Ends April 25th (40 blocks)

***Reminder that no teacher feedback can be given during this time.**

Performance Task #1

- Individual Research Report (IRR)
- Team Multimedia Presentation (TMP)

Students work in teams to identify, investigate, analyze, and evaluate an academic or real-world problem, question, or issue. Each team designs and/or considers options, alternatives, and approaches; develops a written report and multimedia presentation to communicate its conclusion, solution, or recommendation; and provides a defense to questions posed by the teacher.

PT1 is assessed through the following three components:
 Individual Research and Reflection (single document, approx. 2,000 words: 1,200 research/800 reflection). Worth 50% of PT1 grade.
 Team Multimedia Presentation and Defense (8-10 minutes, plus defense questions). Worth 50% of PT1 grade.

You will be given details of the Task Guidelines when we are ready to begin Performance Task 1.

- PT #1 BEGINS - December 8th**
- **IRR Due January 22nd**
 - **TMP Due February 7th**
- PT #1 ENDS - February 15th**

***Reminder that no teacher feedback can be given during this time.**

Performance Task #2

- Individual Written Argument (IWA)
- Individual Multimedia Presentation (IMP)

The College Board will annually release cross-curricular source material (texts) representing a range of perspectives focused on a single theme. Students will use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least one of the provided sources.

PT2 is assessed through the following three components:

Individual Written Argument (approx. 2,000 words). Worth 60% of PT2 grade.

Individual Multimedia Presentation (6-8 minutes). Worth 30% of PT2 grade.

Oral Defense (two questions from the teacher). Worth 10% of PT2 grade.

You will be given details of the Task Guidelines when we are ready to begin Performance Task 2.

PT #2 BEGINS - March 2nd

- **IWA Due March 22nd**
- **IMP Due April 8th**

PT #2 ENDS - April 25th

Evidence of Student Learning:

- IRR
- IRR feedback peer assessment
- TMP
- TMP feedback peer assessment
- IWA
- IWA feedback peer assessment
- Stimulus annotation assessment
- IMP
- IMP feedback peer assessment

**UNIT #6 - Review of End of Course Skills and Post-Exam Individual Growth Plans
Begins April 27th - Ends June 8th (15 blocks)**

The AP End of Course Exam for AP Seminar will take place on Tuesday May 8th at 8:00 a.m. Your specific location will be given to you in April. We will be reviewing for this between April 27th and May 8th. This exam will comprise 45% of your total AP Seminar score.

EOC Part A - 30 minutes (suggested time); 30% (of 45%)

One source is provided.

Students will be asked to:

- 1) Identify the author's argument and claims;
- 2) Explain the author's line of reasoning by identifying claims used to build the argument and the connections among them; and
- 3) Evaluate the effectiveness of the evidence used to support the claims

EOC Part B - 90 minutes (suggested time); 70% (or 45%)

Four sources are provided.

Students will be asked to build their own arguments using two of the four provided sources. Each of the four sources will explore a common theme through a different lens, which will allow students the opportunity to have access to multiple approaches to the topic.

After the EOC, students will work with the teacher to develop a post-exam series of tasks to help them prepare for the next school year.

Evidence of Student Learning:

- EOC Part A practice assessment
- EOC Part B diagnostic
- EOC Part B practice assessment

References

AP Seminar: Part of the AP Capstone Program (3rd. ed.). (2016). New York, SC: College Board.

AP Seminar: Workshop Handbook and Resources. (2017). New York, SC: College Board.

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