High School AP Seminar Curriculum

Course Description: The AP Capstone Seminar course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. This course is designed around six essential skills and their development—critical thinking and reasoning, critical reading, inquiry and research, argumentation, communicating publicly, and collaboration. Students in this course will be working collaboratively toward the completion of a team research project and presentation, an individual research project and presentation, and an end-of-course examination administered by the AP College Board. It is essential that students come to this class self-motivated, willing to step outside the bounds of their comfort zone, and ready to work hard as they will be making several presentations in front of classes, peers, and potentially professional colleagues. This course places great emphasis on reading, writing, and presentation both in and out of class.
**Scope and Sequence:**

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<td>Topic 4: Presenting</td>
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<td>Topic 1: Researching</td>
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<td>Unit 5: College Board Performance Tasks</td>
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Unit 1: Performance Task 1A

Subject: AP Seminar
Grade: 11
Name of Unit: Performance Task 1A
Length of Unit: Weeks 1-7

Overview of Unit: This unit will focus on a question established by the instructor (i.e., “What effect does social media have on social interactions?”) Students will investigate the topic and question from a variety of lenses: political, socio-cultural, artistic, historical, environmental, economic, scientific, futuristic and ethical. The major focus of the unit will be on identification and deconstruction of other’s arguments and line of reason. Through analysis and deconstruction, students will learn and be asked to develop their own argument concerning the topic. Using a variety of sources for analysis, students will translate these skills and use them in a simulated individual research paper, group presentation, and oral defense. Students will be asked to create a reflective research journal and engage in peer review instruction and practice throughout the first research project.

Big Ideas for the unit:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

Supporting Standards:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
• TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Essential Questions for the unit:
• How does the context of a problem or issue affect how others might see it differently, it is interpreted or presented?
• What is the argument/main idea and what reasoning does the author use to develop it?
• How does the author’s view, biases may the author have, and the perspectives of others help influence whether I know something is true?
• How can I avoid committing plagiarism?
• What contributions can I offer to a team?
• What is the benefit of revision and reflecting on my own work?

Enduring Understandings:
• EU 1.1: Personal interest and intellectual curiosity inspire investigation of topics or 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.
• 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.
• EU 1.3: The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.
• 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.
• 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.
• EU 3.1: Different perspectives often lead to competing and alternative arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.
• EU 3.2: Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others’ arguments, one’s own arguments can be situated within a larger conversation.
• EU 4.1: Scholarly works convey perspectives and demonstrate effective lines of reasoning that have been selected for the intended audience, purpose, and situation.
• EU 4.2: Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.
● EU 4.3: Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.

● 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 and presented differently depending on audience, purpose, and context.

● EU 5.2: Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.

● EU 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Argument/Thesis</td>
<td>● QUEST</td>
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<td>○ Anchor statement</td>
<td>● RAVEN</td>
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<tr>
<td>● Evaluation</td>
<td>● Central route persuasion</td>
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<td>● Line of reasoning</td>
<td>● Peripheral route persuasion</td>
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<td>○ Audience</td>
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<tr>
<td>● Relevance</td>
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<td>● Credibility</td>
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<td>● Validity</td>
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<tr>
<td>● Collaboration vs. Compromise</td>
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<td>○ Peer Review</td>
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<td>○ Group Dynamics</td>
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<td>○ Roles</td>
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<td>● Critical Thinking</td>
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<td>○ Lens</td>
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<td>○ Perspective</td>
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<td>● Annotation</td>
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<td>● Reflection</td>
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</tbody>
</table>

**Resources for Vocabulary Development:**

Topic 1: Reading Arguments

Engaging Experience 1
Title: Argumentative Analysis
Suggested Length of Time: Daily skill building.

Big Ideas Addressed:
- Understand and Analyze
- Evaluate Multiple Perspectives
- Team, Transform, and Transmit

Supporting Standards:
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Detailed Description/Instructions: Daily argumentative article readings that require students to identify the argument, line of reasoning, and evidentiary support. These may be scaffolded starting with class analysis, working to groups/pairs then working toward individual analysis and comparison.

Example Resources:
http://www.newyorker.com/magazine/2015/07/20/the-really-big-one

Bloom’s Levels: 4, 5
Webb’s DOK: 2, 3
**Engaging Experience 1**

**Title:** Argumentative Writing  
**Suggested Length of Time:** Daily Skill Building  
**Big Ideas Addressed:**
- Understand and Analyze  
- Evaluate Multiple Perspectives  
- Synthesize Ideas  
- Team, Transform, and Transmit

**Detailed Description/Instructions:** Students work on building their writing of an argument/thesis starting with the anchor statement and work on developing the complexity of their own lines of reasoning and supportive evidence. Students work to build outlines, rough drafts, and ultimately final drafts of argumentative papers.  

**Examples:**  
Practice EOC writings, in-class debate preparations, team papers  

**Bloom’s Levels:** 4, 5, 6  
**Webb’s DOK:** 2, 3, 4
Engaging Experience 1

Title: How to do REAL research

Suggested Length of Time: 2-3 weeks towards the end of unit 1

Big Ideas Addressed:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

Supporting Standards:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students begin researching on a research question (RQ may be dictated by the instructor, guided by a certain topic, or free for students to create on their own). Using research search engines (i.e., EBSCOHost, Google Scholar, etc.) students work on gathering, analyzing, and evaluating research (articles, books, paintings, etc.) for understanding and the creation of their own argument concerning the research question.

Bloom’s Levels: 2, 3, 4, 5, 6
Webb’s DOK: 2, 3, 4
**Engaging Experience 1**  
**Title:** Effective presentations  
**Suggested Length of Time:** Last 2 weeks of unit  
**Big Ideas Addressed:**  
- Question and Explore  
- Understand and Analyze  
- Evaluate Multiple Perspectives  
- Synthesize Ideas  
- Team, Transform, and Transmit  
**Supporting Standards:**  
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.  
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.  
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.  
**Detailed Description/Instructions:** Students participate in the development of and giving of presentations through various forms. Students will be asked for impromptu presentations (i.e., debates, minute-presentations), group presentations (i.e., debates), and multimedia presentations (i.e., PowerPoint, Prezi, etc.) in articulating the student or group’s argument, line of reasoning, and evidence.  
**Bloom’s Levels:** 4, 5, 6  
**Webb’s DOK:** 3, 4
Engaging Scenario

Engaging Scenario - Team Project and Presentation

Task Overview

Students **work in teams of three to six** 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 multimedia presentation based upon the fusing of each individual’s research concerning the RQ** to communicate the team’s conclusion, solution, or recommendation; and provides a defense to questions posed by the teacher.

**Components**

- 1,200 word individual research paper evaluating RQ through a particular lense.
- Team Multimedia Presentation and Defense (8-10 minutes, plus oral defense questions)

Rubric for Engaging Scenario:

See College Board AP Seminar Rubric for Performance Assessment 1
## Summary of Engaging Learning Experiences for Topics

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<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Argument</td>
<td>Argumentative Analysis</td>
<td>Daily argumentative article readings that require students to identify the argument, line of reasoning, and evidentiary support. These may be scaffolded starting with class analysis, working to groups/pairs then working toward individual analysis and comparison.</td>
<td>Daily Skill Building</td>
</tr>
<tr>
<td>Writing Arguments</td>
<td>Argumentative Writing</td>
<td>Students work on building their writing of an argument/thesis starting with the anchor statement and work on developing the complexity of their own lines of reasoning and supportive evidence. Students work to build outlines, rough drafts, and ultimately final drafts of argumentative papers.</td>
<td>Daily Skill Building</td>
</tr>
<tr>
<td>Researching</td>
<td>How to do REAL Research</td>
<td>Students begin researching on a research question (RQ may be dictated by the instructor, guided by a certain topic, or free for students to create on their own). Using research search engines (i.e., EBSCOHost, Google Scholar, etc.) students work on gathering, analyzing, and evaluating research (articles, books, paintings, etc.) for understanding and the creation of their own argument concerning the research question.</td>
<td>2-3 weeks toward the end of Unit 1</td>
</tr>
<tr>
<td>Presenting</td>
<td>Effective Presentations</td>
<td>Students participate in the development of and giving of presentations through various forms. Students will be asked for impromptu presentations (i.e., debates, minute-presentations), group presentations (i.e., debates), and multimedia presentations (i.e., PowerPoint, Prezi, etc.) in articulating the student or group’s argument, line of reasoning, and evidence.</td>
<td>Last 2 weeks of unit</td>
</tr>
</tbody>
</table>
Unit 2: Performance Task 1B

Subject: AP Seminar
Grade: 11
Name of Unit: Performance Task 1B
Length of Unit: Weeks 7-11

Overview of Unit: This unit will focus on a question established by the class (i.e., “How should the education system be reformed?”) Students will investigate the topic with a group and develop their own group research questions from a variety of lenses: political, socio-cultural, artistic, historical, environmental, economic, scientific, futuristic and ethical. The major focus of the unit will be on the development of individual argumentation, line of reasoning, and problem solving. Students will be asked to develop their own argument concerning the topic. Using a variety of sources for analysis, students will translate these skills and use them in a simulated individual research paper, group presentation, and oral defense. Students will be asked to create a reflective research journal and engage in peer review instruction and practice throughout the research project.

Big Ideas for the unit:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

Supporting Standards:
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
Essential Questions:

- What questions, voices, or perspectives have yet to be asked and how does that question shape how I go about trying to answer it?
- How does this conclusion impact me and my community? Or my research?
- What am I taking for granted (my own biases and assumptions), other conclusions?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How do I create a presentation that demonstrates my credibility, appeals to and engages my audience, and can be adapted to different audiences/situations?

Enduring Understanding:

- EU 1.1: Personal interest and intellectual curiosity inspire investigation of topics or 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.
- EU 1.4: There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.
- EU 2.3: Arguments have implications and consequences.
- EU 4.4: Forming one’s own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.
- EU 4.5: Arguments, choices, and solutions present intended and unintended opportunities, consequences, and implications.
- 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 and presented differently depending on audience, purpose, and context.
- EU 5.2: Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.

Unit Vocabulary:

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<tr>
<td>Anchor statement</td>
<td>RAVEN</td>
</tr>
<tr>
<td>Research Question</td>
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<tr>
<td>Inquiry vs. Curiosity</td>
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<td>Evaluation</td>
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- Validity
- Relevance
- Credibility
- Collaboration vs. Compromise
  - Peer Review
  - Group Dynamics
  - Roles
- Critical Thinking
  - Lens
  - Perspective
- Annotation
- Reflection
- Primary resource
- Secondary resource
- Oral Defense

**Resources for Vocabulary Development:**
Engaging Experience 1
Title: Annotated Bibliography
Suggested Length of Time: Weeks 1-2 of unit

Big Ideas Addressed:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives

Supporting Standards:
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
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- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Detailed Description/Instruction: Students practice the skills of gathering research for their group research question per their designated lens. This results in the production of an annotated bibliography.

Bloom’s Levels: 2, 3, 4, 5
Webb’s DOK: 1, 2
Engaging Experience 1

Title: Analysis and evaluation individual research paper.

Suggested Length of Time: Weeks 1-3 of unit

Big Ideas Addressed:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas

Supporting Standards:
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Detailed Description/Instructions: Students annotate their gathered research, evaluate credibility and validity of gathered evidence for the formulation of their own argument concerning the research question resulting in a revised annotated bibliography or rough draft of individual paper.

Bloom’s Levels: 4,5
Webb’s DOK: 3
Engaging Experience 1
Title: Collaborative Argumentation
Suggested Length of Time: Weeks 2-3
Big Ideas Addressed:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

Supporting Standards:
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Detailed Description/Instructions: Students write an individual argumentative research paper answering their team chosen research question. The teams then must synthesize each member’s paper into a team paper outline that would address the team’s answer for the research question utilizing each individual’s paper as a different lens.

Bloom’s Levels: 4, 5, 6
Webb’s DOK: 3, 4
Engaging Experience 1

Title: Group Presentation and Defense

Suggested Length of Time: Weeks 3-4 of unit

Big Ideas Addressed:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

Supporting Standards:
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- TT.AB.J.12: Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Detailed Description/Instructions: Teams put together a cohesive multimedia presentation of their conclusions, recommendations, and/or solutions for their research question. The group then stands and defends their work from questioning by the teacher and peers.

Bloom’s Levels: 5, 6
Webb’s DOK: 4
Engaging Scenario

Engaging Scenario - Team Project and Presentation

Task Overview

Students **work in teams of three to six** 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 multimedia presentation based upon the fusing of each individual’s research concerning the RQ** to communicate the team’s conclusion, solution, or recommendation; and provides a defense to questions posed by the teacher.

Components

- 1,200 word individual research paper evaluating RQ through a particular lense.
- Team Multimedia Presentation and Defense (8-10 minutes, plus oral defense questions)

Rubric for Engaging Scenario:
See College Board AP Seminar Rubric for Performance Assessment 1
### Summary of Engaging Learning Experiences for Topics

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<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Researching</td>
<td>Annotated Bibliography</td>
<td>Students practice the skills of gathering research for their group research question per their designated lens. This results in the production of an annotated bibliography.</td>
<td>Weeks 1, 2 of the unit</td>
</tr>
<tr>
<td>Analytical Reading</td>
<td>Analysis and evaluation individual research paper</td>
<td>Students annotate their gathered research, evaluate credibility and validity of gathered evidence for the formulation of their own argument concerning the research question resulting in a revised annotated bibliography or rough draft of individual paper.</td>
<td>Weeks 1-3 of the unit</td>
</tr>
<tr>
<td>Argumentative Writing</td>
<td>Collaborative Argumentation</td>
<td>Students write an individual argumentative research paper answering their team chosen research question. The teams then must synthesize each member’s paper into a team paper outline that would address the team’s answer for the research question utilizing each individual’s paper as a different lens.</td>
<td>Weeks 2, 3 of the unit</td>
</tr>
<tr>
<td>Presenting</td>
<td>Group Presentation and Defense</td>
<td>Teams put together a cohesive multimedia presentation of their conclusions, recommendations, and/or solutions for their research question. The group then stands and defends their work from questioning by the teacher and peers.</td>
<td>Weeks 3, 4 of the unit</td>
</tr>
</tbody>
</table>
Unit 3: Performance Task 2A

Subject: AP Seminar
Grade: 11
Name of Unit: Performance Task 2A
Length of Unit: Weeks 11-16

Overview of Unit: This unit will focus on a question established by the individual student, related to a class chosen topic. Students will investigate the topic and come up with their own research question utilizing multiple lenses: political, socio-cultural, artistic, historical, environmental, economic, scientific, futuristic and ethical. The major focus of the unit will be on students practicing inquiry, analysis, critical thinking, and synthesis skills. Using a variety of sources for analysis, students will translate these skills and use them in a simulated individual research paper, individual presentation, and oral defense. Students will be asked to create a reflective research journal and engage in peer review instruction and practice throughout the research project.

Big Ideas for the unit:
● Question and Explore
● Understand and Analyze
● Evaluate Multiple Perspectives
● Synthesize Ideas
● Team, Transform, and Transmit

Supporting Standards:
● ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
● ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
● ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
● ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
**Essential Questions:**
- What are the implications of my argument and how does this conclusion impact me and my community? Or my research?
- 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 and is my reasoning logical?
- Are there other conclusions I should consider?
- What is the benefit of revision and reflection on my own work?

**Enduring Understanding:**
- EU 2.3: Arguments have implications and consequences.
- EU 4.3: Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.
- EU 4.4: Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.
- 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 and presented differently depending on audience, purpose, and context.
- EU 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications

**Unit Vocabulary:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<td>● Annotation</td>
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<td>● Reflection</td>
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<td>● Primary resource</td>
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<td>● Secondary resource</td>
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<td>● Oral Defense</td>
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<tr>
<td>● Field Research/Interviews/Surveys as evidence</td>
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<tr>
<td>● Organizing arguments</td>
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<td>Audience and Purpose</td>
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<tr>
<td>Organizational Patterns</td>
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<td>Embedding Sources as evidence</td>
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</tbody>
</table>

**Resources for Vocabulary Development:**
Engaging Experience 1
Title: The Right Research Question
Suggested Length of Time: First 2 Weeks of Unit

Big Ideas Addressed:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives

Supporting Standards:
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students practice question writing and revising, research gathering, and analytical reading skills in order to develop a working research question and adequate research to base an argument upon.

Bloom’s Levels: 4, 5
Webb’s DOK: 3
Engaging Experience 1

Title: Evaluate the Findings

Suggested Length of Time: Up to 3 weeks of Unit

Big Ideas Addressed:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives

Supporting Standards:
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students need to practice evaluation of gathered research for credibility, reliability, and validity toward answering their research question. This should include an annotated bibliography and should be focused on evaluation of evidence for quality in building their own argument.

Bloom’s Levels: 4, 5, 6
Webb’s DOK: 3, 4
Topic 3: Writing

Engaging Experience 1
Title: Individual Research Paper
Suggested Length of Time: Weeks 3-5 of Unit

Big Ideas Addressed:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

Supporting Standards:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students create a detailed outline of their argument and line of reasoning. After extensive peer review, students begin to turn the outline into a rough draft of a paper.

Bloom’s Levels: 5, 6
Webb’s DOK: 3, 4
Engaging Experience 1

Title: Minute Pitch/Elevator Pitch Presentation

Suggested Length of Time: Week 5 of Unit

Big Ideas Addressed:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

Supporting Standards:
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students put together and present a 1-2 minute presentation of their research for peer review and feedback. Students will then utilize that feedback to begin to transform the minute pitch into a full on presentation.

Bloom’s Levels: 6
Webb’s DOK: 4
Engaging Scenario - Individual Research-Based Essay and Presentation

Task Overview
The class will identify a topic for research and individual students will create their own research questions within that topic. Students will use the topic and self-generated question to conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions.

Components
- Individual Written Assignment (approximately 2,000 words)
- Individual Multimedia Presentation (6-8 minutes)
- Oral Defense (two questions from the teacher)

Rubric for Engaging Scenario:
See College Board AP Seminar Rubric for Performance Assessment 2
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Researching</td>
<td>The Right Research Question</td>
<td>Students practice question writing and revising, research gathering, and analytical reading skills in order to develop a working research question and adequate research to base an argument upon.</td>
<td>First 2 weeks of unit</td>
</tr>
<tr>
<td>Reading</td>
<td>Evaluate the Findings</td>
<td>Students need to practice evaluation of gathered research for credibility, reliability, and validity toward answering their research question. This should include an annotated bibliography and should be focused on evaluation of evidence for quality in building their own argument.</td>
<td>Up to 3 weeks of unit</td>
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<tr>
<td>Writing</td>
<td>Individual Research Paper</td>
<td>Students create a detailed outline of their argument and line of reasoning. After extensive peer review, students begin to turn the outline into a rough draft of a paper.</td>
<td>Weeks 3-5 of unit</td>
</tr>
<tr>
<td>Presentation</td>
<td>Minute Pitch/Elevator Pitch</td>
<td>Students put together and present a 1-2 minute presentation of their research for peer review and feedback. Students will then utilize that feedback to begin to transform the minute pitch into a full on presentation.</td>
<td>Week 5 of unit</td>
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</tbody>
</table>
Unit 4: Performance Task 2B

Subject: AP Seminar
Grade: 11
Name of Unit: Performance Task 2B
Length of Unit: Weeks 16-20
Overview of Unit: This unit will focus on a question established by the individual student, related to source materials provided by the instructor. Students will investigate the topic and come up with their own research question utilizing multiple lenses: political, socio-cultural, artistic, historical, environmental, economic, scientific, futuristic and ethical. The major focus of the unit will be on students practicing inquiry, analysis, critical thinking, and synthesis skills. Using a variety of sources for analysis, students will translate these skills and use them in a simulated individual research paper, individual presentation, and oral defense. Students will be asked to create a reflective research journal and engage in peer review instruction and practice throughout the research project.

Big Ideas for the unit:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

Supporting Standards:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Essential Questions:

- What do I want to know, learn, or understand and whose voices will I need to hear in order to understand and know whether something is true?
- How does the context of a question, problem or issue affect how I shape my own question and how I go about trying to answer it, it is interpreted, or presented?
- What is the argument’s main idea and what reasoning and/or biases does an author use to develop it?
- What are the implications of these arguments and how does this conclusion impact me and my community?
- How can I connect multiple perspectives, issues, questions, or topics and how can I explain contradictions within or between arguments?
- 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?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How can I best appeal to and engage my audience through different mediums or genres?
- How might my communication choices affect my credibility with my audience?
- What is the benefit of revision and reflection on my own work?

Enduring Understanding:

- EU 1.1: Personal interest and intellectual curiosity inspire investigation of topics or 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.
- 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.
- EU 1.3: The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.
- EU 1.4: There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.
- 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.
- 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.
● EU 2.3: Arguments have implications and consequences.
● EU 3.1: Different perspectives often lead to competing and alternative arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.
● EU 3.2: Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others’ arguments, one’s own arguments can be situated within a larger conversation.
● EU 4.1: Scholarly works convey perspectives and demonstrate effective lines of reasoning that have been selected for the intended audience, purpose, and situation.
● EU 4.2: Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.
● EU 4.3: Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.
● EU 4.4: Forming one’s own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.
● EU 4.5: Arguments, choices, and solutions present intended and unintended opportunities, consequences, and implications.
● 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 and presented differently depending on audience, purpose, and context.
● EU 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.

Unit Vocabulary:

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- Central route persuasion
- Peripheral route persuasion
- Audience

- Validity
- Relevance
- Credibility
- Critical Thinking
  - Lens
  - Perspective

- Annotation
- Reflection
- Primary resource
- Secondary resource
- Oral Defense
- Field Research/Interviews/Surveys as evidence
- Organizing arguments
  - Audience and Purpose
  - Organizational Patterns
  - Embedding Sources as evidence

**Resources for Vocabulary Development:**
Engaging Experience 1
Title: Critical Analysis
Suggested Length of Time: First 2 weeks of Unit
Big Ideas Addressed:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

Detailed Description/Instructions: Critically analyze source materials from instructor looking to identify themes and connections between various sources with which students can springboard their own questions and research from.

Bloom’s Levels: 2, 3, 4, 5, 6
Webb’s DOK: 2, 3
Topic 2: Researching

**Engaging Experience 1**

**Title:** Finding a Theme and a Research Question  
**Suggested Length of Time:** First 2 weeks of Unit  
**Big Ideas Addressed:**  
- Question and Explore  
- Understand and Analyze  
- Evaluate Multiple Perspectives  
**Supporting Standards:**  
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.  
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.  
**Detailed Description/Instructions:** Students read the 5-8 instructor provided sources trying to identify a theme or connection between at least 2 of the sources. From there students are to glean their own research question and begin gathering research and source material for their own argument.  
**Bloom’s Levels:** 2, 3, 4, 5  
**Webb’s DOK:** 2, 3
**Engaging Experience 1**

**Title:** Individual Research Paper

**Suggested Length of Time:** Weeks 2-4 of Unit

**Big Ideas Addressed:**
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

**Supporting Standards:**
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Students outline their argument, line of reasoning, and supporting evidence. This will be used to create a rough draft and final draft of paper.

**Bloom’s Levels:** 5, 6

**Webb’s DOK:** 3, 4
Topic 4: Presentation

Engaging Experience 1
Title: The Gauntlet

Suggested Length of Time: Weeks 3 & 4 of the Unit

Big Ideas Addressed:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

Supporting Standards:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
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- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students present their argument, line of reasoning, evidence, and conclusions through a poster presentation where students provide feedback, peer review, and questions for the researcher. These then are used to edit and create a final multimedia presentation.

Bloom’s Levels: 5, 6
Webb’s DOK: 4
Engaging Scenario

Engaging Scenario - Individual Research-Based Essay and Presentation

Task Overview

The course instructor will release cross-curricular source materials 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 identify and explain the relationship of your inquiry to a theme or connection among at least two of the stimulus materials and incorporate at least one of the provided sources.

Components

- Individual Written Assignment (approximately 2,000 words)
- Individual Multimedia Presentation (6-8 minutes)- Projected Completion Date: April 20th, 2016
- Oral Defense (two questions from the teacher)

Rubric for Engaging Scenario:
See College Board AP Seminar Rubric for Performance Assessment 2

Summary of Engaging Learning Experiences for Topics
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<td>Reading</td>
<td>Critical Analysis</td>
<td>Critically analyze source materials from instructor looking to identify themes and connections between various sources with which students can springboard their own questions and research from.</td>
<td>First 2 weeks of unit</td>
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<td>Researching</td>
<td>Finding a Theme and a Research Question</td>
<td>Students read the 5-8 instructor provided sources trying to identify a theme or connection between at least 2 of the sources. From there students are to glean their own research question and begin gathering research and source material for their own argument.</td>
<td>First 2 weeks of unit</td>
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<td>Writing</td>
<td>Individual Research Paper</td>
<td>Students outline their argument, line of reasoning, and supporting evidence. This will be used to create a rough draft and final draft of paper.</td>
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<td>Presentation</td>
<td>The Gauntlet</td>
<td>Students present their argument, line of reasoning, evidence, and conclusions through a poster presentation where students provide feedback, peer review, and questions for the researcher. These then are used to edit and create a final multimedia presentation.</td>
<td>Weeks 3 and 4 of unit</td>
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Grade: 11
Name of Unit: CB Performance Tasks 1 & 2
Length of Unit: 4 months
Overview of Unit:
Students will complete 2 course performance tasks for College Board submission.

Big ideas for the Unit:
- Question and Explore
- Understand and Analyze
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

Supporting Standards:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression
  - Use models and simulations to explore complex systems and issues.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
  - Contribute to project teams to produce original works or solve problems.
- Identify trends and forecast possibilities. Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
○ Plan and manage activities to develop a solution or complete a project.
○ Collect and analyze data to identify solutions and/or make informed decisions.
○ Use multiple processes and diverse perspectives to explore alternative solutions.

- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  ○ Demonstrate personal responsibility for lifelong learning.
  ○ Exhibit leadership for digital citizenship.

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Engaging Scenario

1. **Team Project and Presentation** *(Weight: 25% of College Board Score):*
Components
● Individual Research Report (1,200 words)
● Team Multimedia Presentation (8-10 minutes)
● Team Oral Defense (each student responds to 1 question)

Task Overview
Students work in teams of three to six 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 multimedia presentation to communicate its conclusion, solution, or recommendation; and provides a defense to questions posed by the teacher.

2. Individual Research-Based Essay and Presentation (Weight: 35% of College Board Score)

Components
● Individual Written Assignment (approximately 2,000 words)
● Individual Multimedia Presentation (6-8 minutes)
● Oral Defense (two questions from the teacher)

Task Overview
The College Board’s AP Program will annually release cross-curricular source material 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 College Board sources.

Rubrics:
See College Board Performance Task 1 Rubric
See College Board Performance Task 2 Rubric

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.
**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- ![Symbol](image.png)
  This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- ![Symbol](image.png)
  This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.