

SAMPLE SYLLABUS A

AP[®] Seminar

Offering AP Seminar as an English 10 course

An AP course with no prerequisites, AP Seminar helps a wide range of students develop critical thinking, analytic writing, collaboration, and academic research skills on topics of the teacher's and student's choice. AP Seminar is a course with project-based assessments and is a core course of the [AP Capstone Diploma program](#).

More than half of current AP Seminar teachers are part of their school's English department, though this course can be offered through any academic department.

This syllabus was created by an AP Seminar teacher using the course for grade 10 English/Language Arts instruction. **This syllabus offers an example of how to integrate full literary texts (*Night*, *To Kill a Mockingbird*, and *Macbeth*) into the course and suggests a final unit to address narrative writing standards.**

Descriptions of the Big Ideas, Learning Objectives (LO), and Essential Knowledge statements (EK) referenced in this syllabus can be found in the [AP Seminar Course and Exam Description](#).

Educators interested in offering AP Seminar at their schools must complete an [online form](#) and then register the AP Seminar teacher(s) for required summer [professional learning](#).

AP Seminar Syllabus Sections

Course Description

Unit 1: QUEST and Activism

Unit 2: *To Kill a Mockingbird*

Unit 3: Ambition

Unit 4: Performance Task 1

Unit 5: Performance Task 2

Unit 6: End-of-Course Exam

Unit 7: Final Project Narrative Writing

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 analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; 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 research-based written essays, and design and deliver oral and visual presentations, both individually and as 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.

Course Framework

The AP Seminar course is organized around five big ideas that form the QUEST framework; students will use this framework as they explore issues and topics throughout the course. In-class activities and homework assignments will focus on developing skills and meeting the end of course objectives that are tied to each of the following elements of the QUEST framework below:

- Q-** Question and Explore
- U-** Understand and Analyze
- E-** Evaluate Multiple Perspectives
- S-** Synthesize Ideas
- T-** Team, Transform, and Transmit

Course Texts

Austin, Michael. *Reading the World: Ideas that Matter*. 3rd ed. New York: W.W. Norton & Co., 2015. Print.

Graff, Gerald, and Cathy Birkenstein. *They Say/ I Say*. 3rd ed. New York: W.W. Norton & Co., 2014. Print.

In addition, the following materials will be used:

Databases: EBSCO, Destiny, Jstor

Podcasts and broadcast programs: TED Talks, TED Radio Hour, Discovery, National Geographic, Morning Edition (NPR), CNN10, BBC Newsround.

Websites: Stanford Encyclopedia of Philosophy, New York Times, Washington Post, Los Angeles Times, Google scholar, videos, magazines and newspapers as needed.

AP Seminar: Institute materials and samples, AP Annual Conference Workshop materials and samples, AP Seminar Community materials and samples.

Student Materials

Students are expected to have: a folder or binder, post-its, headphones, writing and annotation utensils, AERIES & Google Classroom Account

In class, each student will have a school issued Chromebook loaded with all required apps including: Aeries, Turnitin.com, Google Classroom, Google Drive, Google Docs, Google Slides, and any others deemed necessary for success in this course. Students will

need regular access to the internet beyond the school day for research, collaboration, and submission of assignments. By its nature, research, argument and inquiry will expose the students to a wide range of primary and secondary sources and viewpoints.

College Board Assessments

Coursework will focus on preparing students with the necessary skills for the following major assessment tasks that will together determine the overall AP score for the course (Part 3: End of Course Exam will be on **May 10th, 2021**).

Part 1: Team Project and Presentation	20% of AP Score
Part 2: Individual Research-Based Essay and Presentation	35% of AP Score
Part 3: End-of-Course Exam	45% of AP Score

Course Context

Through the QUEST framework, students will break down topics and issues by viewing them through specific lenses. Students will then use these lenses to analyze a number of debates, projects, and presentations throughout the year.

The lenses are:

- Environment
- Political and Historical
- Futuristic
- Scientific
- Artistic and Philosophical
- Ethical
- Economic
- Cultural and Social

Course Outline

The following skills-based units will be taught throughout the course [themes]. These are subject to change as seen fit by the instructor of this course:

- Unit 1:** Introduction to Q.U.E.S.T. [Activism]
- Unit 2:** Continual Q.U.E.S.T. Implementation [*To Kill a Mockingbird*]
- Unit 3:** Introduction to Performance Tasks and Exam [Ambition]
- Unit 4:** Performance Assessment Task 1
- Unit 5:** Performance Assessment Task 2
- Unit 6:** End of Year Exam Review
- Unit 7:** AP Seminar Final Project

Homework & Assignments

Participation is an essential component of evaluation for this course. Students will be introduced to the Socratic discussion style and will be expected to contribute with questions, comments, and connections as well as note-taking/ responding and preparing for, then leading or facilitating class or small group discussions. Critical thinking and attentive listening are demonstrated both in written reflections and verbal responses.

Daily work includes reading and annotating articles and other topical works, completion of other formative assignments, and other activities to assess progress on skills.

Electronically prepared work must be submitted on the day it is due by 11:59 pm. NO EXCEPTIONS. Assignments which are handwritten will be recorded and then collected periodically. Students are expected to have all course materials with them daily.

Major assessments for each unit, including a variety of paper genres and group debates or presentations, will be completed in stages and graded at each step, as well as when the final version is submitted. All major assignments must be submitted to turnitin.com. Late assignments will be scored one letter lower for each day late. Modified rubrics based on Seminar rubric models will be used. Practice End-of-Course exams will be given during class time and must be made up. The first semester course final will resemble a modified End-of-Course exam.

School policy is to complete major assignments in MLA style. Given the interdisciplinary nature of this course, students will also be guided through the details of APA style and are encouraged to choose a style for formal work as long as the application of that style is consistent.

Through Course Tasks and End of Course Exam:

Timely completion of elements of the task, thoughtful peer editing, annotation activities and productive use of class time will all factor into second semester grades. Various whole class mini lessons on essential knowledge review will be graded as participation. The second semester course work final exam will be a promo video and a summer reading assignment created by the student for AP Research.

Tests/Assessments

Exams will be given and projects assigned throughout each semester in order to assess the extent to which students have mastered the skills being developed during the course. By using the same format as the End-of-Course Exam, tests will also ensure students are thoroughly prepared therefore.

Class Grading Policy

Grades will be based on tests, quizzes, homework, projects, writing assignments, annotations, and participation. The value of each of these components at the outcome of the semester is as follows:

- 40% Participation: Group and Individual
- 15% Skills: Analyze Sources and Evidence
- 15% Skills: Construct an Evidence-Based Argument
- 15% Skills: Understand Context and Perspective
- 15% Skills: Communicate

IMPORTANT NOTE: *Students will receive both course and AP grades for both the team project presentation and the individual essay and presentation. These grades will be based on different rubrics, and the course grade is not intended to reflect the predicted AP score. AP scores will not be disclosed until after the end of course exam.*

Grading Scale

Grading is based on mastery of knowledge and skills required by AP Capstone as demonstrated through assessment evidence. Every assignment and assessment will be given a level of mastery score between one and five in a given category. At the end of the semester, a letter grade will be assigned on the average of the 1-5 in each grading category. At the end of the semester, a letter grade will be assigned based on the average of the 1-5 scores of all the grading categories.

Students will have opportunities to redo selected assignments or retest to demonstrate a possible higher level of mastery. If a higher level of mastery is demonstrated, it will replace the lower score for that assignment or assessment.

5.0 = Letter grade translates to an A and reveals **ADVANCED** Mastery that exceeds assignment requirements through synthesis and connections beyond the assigned readings.

4.0 = Letter grade translates to a B and reveals **PROFICIENT** mastery of standards and meets assignment requirements with no major errors.

3.0 = Letter grade translates to a C and reveals **BASIC** understanding of content standards and meets basic assignment skills but there are errors regarding more complex ideas and processes.

2.0 = Letter grade translates to a D and reveals **BELOW BASIC** understanding of content standards through evidence of partial knowledge and some basic skills and requirements, but there are major errors that demonstrate for further practice.

1.0 = Letter grade translates to an F and demonstrates **FAR BELOW BASIC** understanding of content standards due to major errors and limited evidence of assignment requirements.

Academic Honesty Policy

This course adheres to the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information: “Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

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

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

Unit 1: QUEST and Activism

Unit 1: 5 weeks

Unit Goal: As an introduction to AP Capstone Seminar content and expectations, students will apply the Q.U.E.S.T. framework with a group to craft an annotated bibliography.

Summary: The purpose of this unit is to use the AP Seminar framework to introduce key concepts and skills while embedding the core literary text *Night*. The thematic focus on Activism ties in this anchor text as well as “Activism in the Social Media Age” (Research Journal) “We need to turn our response to crisis inside out” (Speech-TED talk), “Letter from Birmingham Jail” (U.S. seminal historical), “Gettysburg Address” (U.S. seminal historical), and “War” (song). This provides the opportunity for students to engage with a variety of text types, and gain an understanding of the thematic connection. While reading *Night*, students are expected to complete text annotations or a dialectical journal to track examples for how the memoir represents Activism, and how the use of first-person point of view enhances the reading experience. To tie in an introduction to the AP Seminar research and presentation expectations, students choose a topic connected to WWII to create and present a mini-research project. Finally, students will complete an annotated bibliography including each of the thematic texts.

Essential Questions	Enduring Understandings
What is activism?	EU 1.1
Is activism necessary?	EU 1.2
How do my background and life experiences influence my interpretation of arguments?	EU 1.3
What is the credibility and how can I tell that a source is credible and true?	EU 1.4
How does the context of a problem or issue affect how it is interpreted or presented?	EU 1.5
Why might the author view the issue this way?	EU 2.1
What biases may the author have that influence his or her perspective?	EU 2.2
Why is context critical to understanding?	EU 3.1
What are problem complexities?	EU 3.1
How should questions be approached?	EU 4.1
What is prior knowledge? How does it inform?	EU 5.1
Why must assumptions be challenged?	EU 5.2
How should information be organized and presented?	EU 5.3
What is critical reading? What strategies assist in critical reading?	
What is a perspective?	
How does Line of Reasoning support a valid argument?	

Key Skills (Students will be able to...)

Contextualize and identify the complexity of an issue
 Pose questions
 Seek answers from multiple, divergent and contradictory perspectives
 Organize prior knowledge (mapping, outlining, illustrating)
 Access and manage information and evaluate search tools
 Identify information needed for context of inquiry
 Read critically
 Analyze Perspective
 Summarize the main idea Identify and explain claim
 Analyze artistic texts
 Explain and analyze Line of Reasoning
 Use transitions (signpost words) for Line of Reasoning
 Structure an argument
 Use proper conventions
 Reflect as part of the process of research and writing

Assessments

Formative Assessments: QUEST poster, line of reasoning tree, bias reflection, text annotations, tracing the line of reasoning, terms quiz, infographic, EOC Exam A practice, current events, fake news evaluation, mini-research presentation, sources in conversation

Summative Assessments: Annotated Bibliography, End-of-Course Exam Sample #1

Readings for Unit 1: Activism

Night, Elie Wiesel (literary)

Toulmin ERWC module (foundational)

“Activism in the Social Media Age” *Pew Research* (Research Journal)

“Still I Rise,” Maya Angelou (Poem)

“Sympathy,” Paul Laurence Dunbar (Poem)

“Fake or Real? How to Self-Check the News and Get the Facts” (article)

“Open Your Eyes” Thank You for Arguing (philosophical)

“The ‘Other Side’ is Not Dumb” Sean Blanda (foundational)

“We need to turn our response to crisis inside out” Shalini Unnikrishnan (Speech)

“Letter from Birmingham Jail” MLK, Jr. (letter) (U.S. seminal historical)

“Gettysburg Address” Abraham Lincoln (speech) (U.S. seminal historical)

“War” Edwin Starr (song)

Activities and Tasks

Summer Activities:

1. Students will read *Night* and choose a topic connected to WWII to create and present a mini-research project. This will serve as the anchor text for the theme of Activism. Students will complete text annotations or a dialectical journal to track examples for how the memoir represents Activism and how the use of first-person point of view enhances the reading experience.
2. Students will construct a 500-word reflection that examines their biases and how they might influence their ability to conduct research and construct logical arguments. Consider issues such as: which voices or stories they value and respect and which ones you tend to ignore, their experiences with being labeled, and how elements of identity including race/ethnicity, gender/sexual orientation, nationality, socioeconomic status, language background, religion, neighborhood, and access to education influence their perspectives and biases.

Students will watch the TED talk “We need to turn our response to crisis inside out” and complete the non-fiction reflection.

Students will read and annotate the poems “Still I Rise” by Maya Angelou and “Sympathy” by Paul Laurence Dunbar and prepare for a Socratic seminar. Through classroom discussion they will examine the role of speaker, structure, and theme in both poems within the context of the unit’s larger theme.

After reviewing Q.U.E.S.T. through the video clip (<https://vimeo.com/204938786>) and handout, students will work in groups to create posters that explain the purpose of the framework. Students will then present their poster to the class in groups.

Students will complete a whole class ice breaker activity using the book Zoom to practice perspectives.

After watching CNN10, and discussing the template, students will complete the current events activity identifying an event, evaluating credibility, identifying perspectives, and summarizing the key issues. As they progress through these activities weekly, the students will begin to practice synthesizing by putting the various current event sources into conversation by identifying common themes or conflicting ideas in the articles.

The teacher will introduce the concepts of arguments, lenses, perspectives, line of reasoning, reasoning (deductive and inductive), sign-posting, non-traditional texts, bias, logical fallacies, reading charts and graphs, quality questioning, and annotated bibliography in focused lessons. Students will complete a quiz identifying the definition of each of these terms.

Students will read, annotate, and analyze “Activism in the Social Media Age” and “The ‘Other Side is Not Dumb” by completing the guiding questions and discuss the differences between the argument presented in a research report versus a persuasive article.

Activities and Tasks *(Continued)*

The teacher will introduce the Toulmin structure of argumentation using the mini module. Students will then apply the model to a sample article using annotations highlighting how the author utilizes the model to establish the line of reasoning.

Students will read and annotate the text “Open Your Eyes” and answer the End-of-Course Exam Part A questions. Complete a quick analysis, which will provide students with sentence frames as scaffolds to help them write summarizing statements that identify arguments. Students will share their summarizing statements through a class discussion about an expanded definition of an argument.

Students will work in groups to collaborate on a Question Everything Activity. They will identify a statement they have heard as a matter of fact in the past (i.e. teachers aren’t compensated fairly, four-year universities are better than community colleges, or immigrants are stealing American jobs). The groups will then complete entry level research on the topic and create an infographic to communicate the results of that research.

Students will create a line of reasoning tree to practice developing an argument based on a topic of their choice.

Students will read, annotate, and listen to the song “War” in order to practice analyzing non-traditional texts and make connections to the theme of Activism.

Students will read and analyze the “Gettysburg Address” and make connections to the theme of Activism. Students will then practice synthesizing texts by putting “War” into conversation with “Gettysburg Address” using the template provided.

The teacher will introduce the text “Fake or Real?” and discuss bias and fake news in the media. Students will then use the infographic provided to evaluate a news article of their choice. Students will review the bias reflection they completed over the summer, and revise after understanding the concept of perspectives and limitations.

Students will practice their analysis of Line of Reasoning by reading “Letter from Birmingham Jail” and writing responses to End-of-Course Exam Part A questions 1 and 2.

The teacher will introduce the AP Capstone Policy on Plagiarism and Falsification of Information and will use it as a way to introduce elements and organization of the reference page in APA format. Students will then be grouped, given the bibliography information for the Activism texts, and use the information to write the references in APA format as a group. The students will then craft an annotated bibliography using the modified Rhetorical Précis Framework.

Students will complete a released AP Seminar End-of-Course Exam. The exam consists of two components: (1) Part A – Students are asked to analyze an argument using evidence and 2) Part B – Students are asked to build their own arguments using at least two of the four sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach the topic.

Unit 1 Learning Objectives and Essential Knowledge

BIG IDEA 1 – Question and Explore

L.O. 1.1A [EK 1.1A1]

L.O. 1.1B [EK 1.1B1, EK 1.1B2]

L.O. 1.2A [EK 1.2A1, EK 1.2A2, EK 1.2A3] L.O. 1.3A [EK 1.3A1]

L.O. 1.4A [EK 1.4A3]

L.O. 1.5A [EK 1.5A1]

BIG IDEA 2 – Evaluate and Analyze Arguments

L.O. 2.1A [EK 2.1A1, EK 2.1A3, EK 2.1A4]

L.O. 2.1B [EK 2.1B1, EK 2.1B2]

L.O. 2.2A [EK 2.2A1, EK 2.2A2, EK 2.2A3, EK 2.2A4, EK 2.2A5] L.O. 2.2B [EK 2.2B1]

L.O. 2.2C [EK 2.2C1]

BIG IDEA 3 – Evaluate Multiple Perspectives

L.O. 3.1A [EK 3.1A1, EK 3.1A2]

BIG IDEA 4 – Synthesize Ideas

L.O. 4.1A [EK 4.1A1, EK 4.1A2]

BIG IDEA 5 – Team, Transform, and Transmit

L.O. 5.1A [EK 5.1A2]

L.O. 5.1B [EK 5.1B1, EK 5.1B4] L.O. 5.2B [EK 5.2B2]

L.O. 5.3A [EK 5.3A1]

ELA CCSS 9-10

RL2, RL3, RL4, RL5, RL6, RL7, RL10

RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI10

SL1, SL4a

W1, W2, W3, W8, W10

L1, L2a&c, L3, L6

Unit 2: *To Kill a Mockingbird*

Unit 2: 5 weeks
(Student choice of themes from the text for MOCK Performance Task 1)

Unit Goal: master quest, understand limitations, credibility, relevance, logical fallacies, and implications, practice IRR and TMP, and evaluate sources to support RQ

Summary: The purpose of this unit is to introduce Performance Task One while embedding the core literary text *To Kill a Mockingbird*. As the students read TKMB, they are tasked with reflecting on the implications for our society today. In order to engage meaningfully with the text, students choose one of the major theme topics (race, injustice, gender, and innocence) to track throughout the reading of the novel in their dialectical journal or annotations. Weekly, students complete a current event activity identifying an event, evaluating credibility, identifying perspectives, and summarizing the key issues. For this unit, students focus their various current event sources on the theme they identified in TKMB. In addition, throughout the reading, they participate in group discussions on the philosophical implications of race, injustice, gender, and innocence in our modern society based on their reading and current event connections. After the reading, students use the theme they chose to identify a research question in groups (divided by the topic choice). They then complete a full practice for the first performance task (IRR and TMP).

Essential Questions	Enduring Understandings
From whose perspective is this information being presented, and how does it affect my evaluation?	EU 1.4
How do I connect and analyze the evidence in order to develop an argument and support a conclusion?	EU 2.2
How do authors strategically include evidence?	EU 2.3
Why are reliable sources current and authoritative?	EU 3.2
How might my communication choices affect my credibility with my audience?	EU 4.3
What is the argument's main idea and what reasoning does the author use to develop it?	EU 5.1
How do authors use language, authority, qualifiers, fallacies, or emphasis to appeal to readers?	
How are patterns and trends important in understanding relationships with evidence?	
How do limitations, opposing viewpoints, and bias compromise a writer's credibility?	
How can arguments appeal to emotions, core values, personal biases, assumptions, and logic?	
What is plagiarism?	

Key Skills (Students will be able to...)

- Evaluate the relevance and credibility of sources related to inquiry
- Understand the importance of scope and use
- Evaluate the relevance and credibility of evidence supporting an argument
- Identify patterns and trends in evidence presented in texts
- Evaluate how credibility is compromised
- Connect an argument to broader issues
- Evaluate objections, limitations, opposition, and competing perspectives
- Evaluate the influence of their own biases and assumptions when making judgments
- Attribute knowledge and ideas accurately and ethically using citation

Assessments

Formative Assessments: text annotations, credibility statements, End-of-Course Part A practice, philosophical chairs, TKMB theme tracker, current events, identifying perspectives, sources in conversation, MOCK IRR outline, MOCK TMP affinity map, reflection

Summative Assessments: annotated bibliography, MOCK IRR, MOCK TMP, End-of-Course Exam sample #2

Readings Unit 2

APA Guide (Purdue Online Writing Lab) (foundational)

To Kill a Mockingbird Harper Lee (literary)

“Skeptics May Object” in *They Say I Say* (skills)

“Sonnet,” James Weldon Johnson (poem)

“Hope is the Thing with Feathers,” Emily Dickinson (poem)

APA Guide (Purdue Online Writing Lab) (foundational)

“Synthesizing Ideas” Michael Austin (foundational)

Students will find their own texts relating to a theme they choose from *TKMB*.

Activities and Tasks

Students will read *TKMB* and reflect on the implications for our society today. They will participate in a group discussion on the philosophical implications of race, injustice, gender, and innocence in society. Students will choose one of the themes to track throughout the reading of the novel in their dialectical journal or annotations.

Students will read and annotate “Sonnet” by James Weldon Johnson. After a class discussion about the poem’s word choice and structure, students will complete a hexagonal thinking exercise about how the poem’s sonnet structure contributes to the poem’s meaning.

Students will read and annotate “Hope is the Thing with Feathers” by Emily Dickinson. In partners, they will identify two important textual moments that are key to the poem’s meaning. Then, the small groups will complete a commentary exercise that has them focus on honing literary analysis.

Students will use themes from the texts to identify a research question in groups (divided by the topic choice); conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. This is a full practice for the first performance task (IRR and TMP).

Teacher will introduce the concepts of credibility, relevance, limitations, implications, IRR basics, quality research questions, presentation skills, APA formatting, subheadings, solutions/resolutions/conclusions, and rhetoric in focused lessons.

Students will practice writing credibility statements using appositives.

Students will read and annotate “Skeptics May Object” in order to understand the use of the counter argument. Students will also complete the T3 chart for the text to practice and reinforce the three- question format in Part A of the End-of-Course Exam.

After watching CNN10, and discussing the template, students will complete the current events activity identifying an event, evaluating credibility, identifying perspectives, and summarizing the key issues. For this unit students will focus their various current event sources on the theme they identified in *TKMB*.

The teacher will provide focused instruction on the use of digital databases and allow time for students to get acquainted with the use of EBSCO.

Students will be teamed to develop a MOCK PT1. Before beginning the project, students will develop group norms. The teacher will give students possible problem scenarios that they will have to discuss and solve as a group to prepare to be effective collaborators.

After the teacher provides a lesson on developing Quality Questions and Levels of Questioning, students will develop a working research question for their group by completing the QFT process.

Students will brainstorm in their groups about the possible lenses and perspectives they will explore for the IRRs.

The teacher will provide students with exemplars of PT1. They will analyze structure and rubric requirements to begin planning and outlining a 1200-word research report.

Activities and Tasks *(Continued)*

Students will create an annotated bibliography for *TKMB* and the additional texts they compiled for their MOCK IRR research. Students will also practice putting their research articles into conversation by completing the Sources in Conversation assignment and the annotation of “Synthesizing Ideas” as well as the practice activity.

Students will peer review and provide feedback on Individual Research Report in teams. Essays must be revised after the team conference with the teacher.

Students will complete the affinity mapping activity as a team to evaluate their sources and discuss possible solutions for their team presentation.

After seeing examples of Team Presentations, students will prepare group presentations. Presentations will be filmed and self-critiqued using AP Seminar Team Presentation Rubric. Students will also review the video of their presentations and complete the self-reflection activity provided.

Students will also be given the chance to practice the oral defense. Students should finish this assignment with a clear grasp of the expectations, and their current command of the skills needed for Performance Task One.

Students will be given an opportunity to reflect on the entire MOCK PT1 process in order to prepare for the real experience and critically analyzing their strengths and weaknesses.

Students will complete a released AP Seminar End-of-Course Exam. The exam consists of two components: (1) Part A – Students are asked to analyze an argument using evidence and 2) Part B – Students are asked to build their own arguments using at least two of the four sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach the topic.

Unit 2 Learning Objectives and Essential Knowledge

Those included in unit one as well as,

BIG IDEA 1 – Question and Explore

L.O. 1.4A [EK 1.4A1, EK 1.4A2]

BIG IDEA 2 – Evaluate and Analyze Arguments

L.O. 2.2B [EK 2.2B3, EK 2.2B4, EK 2.2B5, EK 2.2B6]

L.O. 2.3A [EK 2.3A1]

BIG IDEA 3 – Evaluate Multiple Perspectives

L.O.3.2A [EK 3.2A1, EK 3.2A2]

BIG IDEA 4 – Synthesize Ideas

L.O. 4.3A [EK 4.3A2]

BIG IDEA 5 – Team, Transform, and Transmit

L.O. 5.1A [EK 5.1A1]

L.O. 5.2A [EK 5.2A1]

L.O. 5.2B [EK 5.2B1, EK 5.2B3, EK 5.2B4]

L.O. 5.3B [EK 5.3B1]

ELA CCSS 9-10

RL1, RL2, RL3, RL4, RL5, RL6, RL10

RI1, RI3, RI4, RI8,

W1, W2, W4, W5, W6, W7, W8, W9, W10

SL1, SL2, SL3, SL4a, SL5, SL6

L1, L2, L3, L4, L5, L6

Unit 3: Ambition

Unit 3: 4 weeks [MOCK Performance Task 2]

Unit Goal: demonstrate ability to implement QUEST principles, analyze stimulus materials, practice IWA and IMP, evaluate sources to support RQ

Summary: The purpose of this unit is to introduce Performance Task Two while embedding the core literary text *Macbeth*. The class is guided through a reading of *Macbeth* using language and vocabulary supports (if students are struggling, it is highly recommended to show a film adaptation before reading each act for context). A close reading or dramatization of key scenes is also recommended. While reading, students use the unit focus of Ambition to guide their annotations and reflections. After each act, the class participates in brief summary reenactments of the key events, and then students discuss *Macbeth*'s character progression. After they have completed the reading, students complete a character analysis of *Macbeth* as an example of negative ambition. Once the class has finished reading and analyzing *Macbeth*, students are guided through a close reading of the MOCK stimulus materials ("The Ambitious Guest" (literary short story), "Beyond a certain level of financial comfort, does more money make you happier?" (illustration), "America's Imperial Ambition" (political analysis), "Balancing Ambition and Gender Among Decision Makers" (research), "Is Ambition Good or Bad?" (article), and "Understanding *Macbeth*'s Ambition" (literary analysis)). When they have finished reading and annotating the stimulus materials, they choose two that they will synthesize to narrow their topic focus. Individually, students use these stimulus texts to identify a research question of their own and complete the practice for the second performance task (IWA and IMP).

Essential Questions	Enduring Understandings
What questions have yet to be asked?	EU 1.3
How does my research question shape how I go about trying to answer it?	EU 2.1
What contributions can I offer a team?	EU 2.2
Why should research be limited in scope?	EU 2.3
When should you skim read? When should you read critically?	EU 4.1
When is qualitative research most valid? When is quantitative research most valid?	EU 4.2
Why are argument solutions necessary?	EU 4.3
What are oversimplifications and overgeneralizations?	EU 4.4
What are the different types of counterarguments?	EU 4.5
Why is line of reasoning essential to an effective argument?	EU 5.1
What is inductive reasoning? What is deductive reasoning?	EU 5.2
How should evidence be organized to support an argument claim?	EU 5.3
How does audience influence an argument?	
What constitutes valid and compelling evidence?	
What is the role of commentary in an argument?	
What is a paraphrase? How is it different than a summary?	
What is a style guide? What are the different types?	
What is reflective skepticism?	
How can design elements aid a presentation?	
How can they hinder understanding?	
How can graphics be used to aid audience understanding?	
How can effective speaking techniques be used to engage an audience?	
What is collaborative group work?	
What is your individual responsibility in a group?	
How can you resolve conflict within a group?	

Key Skills (Students will be able to...)

Use advanced search tools to refine and limit results
Read critically for a specific purpose
Preview a text by skimming and scanning
Evaluate the use of quantitative and qualitative research to support a claim
Identify varying degrees of the validity of evidence
Propose logical next steps or call to action as part of an argument
Formulate a well-reasoned argument avoiding overgeneralizations or oversimplifications
Acknowledge other arguments and respond with counter arguments
Create a clear and logical line of reasoning leading to a conclusion
Evaluate when to use deductive or inductive reasoning
Organize the line of reasoning based on the argument purpose
Arrange claims and supporting evidence to convey reasoning and relationship
Organize argument based on evidence
Collect evidence from a wide variety of print and nonprint sources
Compellingly use sufficient, accurate, relevant, current, and credible evidence to support a conclusion
Strategically choose and attribute evidence to establish the credibility of the argument
Use commentary to connect chosen evidence to the claim
Accurately and ethically attribute using appropriate citation style
Effectively integrate, introduce, and embed source material in a written argument
Paraphrase and quote from texts using proper citation
Understand the different style guides and differences in attribution
Extend understanding by questioning, innovating, and creating new understandings
Offer resolutions, conclusions, or solutions based on evidence
Use design elements to aid presentation effectiveness
Communicate information graphically to aid audience understanding
Choose the best media to communicate information to an audience
Adapt an argument based on context, purpose, and audience
Employ effective speaking techniques
Collaborate effectively providing individual contributions to the group task
Communicate effectively in a group setting, and utilize conflict resolution
Master online resource tools for group communication
Reflect on collaborative experiences

Assessments

Formative Assessments: weekly check-ins, reflection, annotations, peer review, MOCK IWA outline, MOCK IWA sources in conversation

Summative Assessments: annotated bibliography, MOCK IWA, MOCK IMP

Readings Unit 3: Ambition

Students will choose from the following sources, as well as select sources on their own.

Macbeth (literary play)

“The Ambitious Guest” Nathaniel Hawthorne (literary short story)

“No Man is an Island,” John Donne (poem)

“The Ambition Bird,” Cory Wade (poem)

“Beyond a certain level of financial comfort, does more money make you happier?”

Andrea De Santis (Illustration)

“America’s Imperial Ambition” G. John Inkenberry (political analysis)

“Balancing Ambition and Gender Among Decision Makers” Larimer and Hannagan (research)

“Is Ambition Good or Bad?” Neel Burton (article)

“Understanding *Macbeth*’s Ambition” Lee Jamieson (literary analysis)

Activities and Tasks

The teacher will guide the students through a reading of *Macbeth* using language and vocabulary supports. Students will use the unit focus of Ambition to guide their annotations and reflections while reading. Students will complete a character analysis of Macbeth as an example of negative ambition. After each act, participate in brief summary reenactments of the key events, and then students will discuss Macbeth's character progression.

Students will read and annotate the poem "The Ambition Bird" by Corey Wade. They will discuss in small groups the thematic connection to *Macbeth* and the role of ambition within current events/popular culture.

Students will read and annotate the poem "No Man is An Island" by John Donne. After a class discussion focused on structure and style, they will construct a thesis that makes a literary argument about poetic techniques.

Students will complete a close reading of the remaining MOCK stimulus materials. Students will identify purpose, main argument, evidence, call to action, and write a summary statement with response to the various texts. The teacher will provide guiding questions for the text annotations.

Students will use these stimulus 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 incorporate two of the provided sources. This is a practice for Performance Task 2.

Students will choose two MOCK stimulus texts that they will put into conversation given the template provided in order to prepare for the synthesis required in the MOCK IWA.

The teacher will lead students through the QUEST Process and review with students how to research with a special focus on identifying credibility and bias using RAVEN. Students will use the QFT process to develop a Research Question using the topic of Ambition applied in a contemporary context.

Individually, students will research peer-reviewed articles to support their individual RQ. They will use digital databases to find a minimum of five peer-reviewed sources that inspire a research focus. They will also turn in an annotated bibliography that must include their two stimulus texts.

The teacher will provide students with exemplars of PT2. The students will analyze structure and rubric requirements to begin planning and outlining a 2000 research argument.

Students will peer review and provide feedback on the MOCK Individual Written Argument. Essays must be revised after a conference with the teacher.

After seeing examples of MOCK Individual Presentations, students will prepare presentations. Presentations will be filmed and self-critique using AP Seminar Individual Presentation Rubric. Students will also review the video of their presentations and complete the self-reflection activity provided.

Students will also be given the chance to practice the oral defense. Students should finish this assignment with a clear grasp of the expectations, and their current command of the skills needed for Performance Task Two.

Students will be given an opportunity to reflect on the entire MOCK PT2 process in order to prepare for the real experience and critically analyzing their strengths and weaknesses.

Unit 3: Learning Objectives & Essential Knowledge

Those included in unit one and two as well as,

BIG IDEA 1 – Question and explore

L.O. 1.3A [EK 1.3A3]

BIG IDEA 2 – Evaluate and Analyze Arguments

L.O. 2.1A [EK 2.1A2]

L.O. 2.2B [EK 2.2B2]

L.O. 2.3B [EK 2.3B1]

BIG IDEA 4 – Synthesize Ideas

L.O. 4.1A [EK 4.1A3, EK 4.1A4, EK 4.1A5, EK 4.1A6, EK 4.1A7, EK 4.1A8, EK 4.1A9]

L.O. 4.2A [EK 4.2A1, EK 4.2A2, EK 4.2A3, EK 4.2A4]

L.O. 4.2B [EK 4.2B1]

L.O. 4.3A [EK 4.3A1, EK 4.3A3, EK 4.3A4, EK 4.3A5]

L.O. 4.4A [EK 4.4A1]

L.O. 4.5A [EK 4.5A1]

BIG IDEA 5 – Team, Transform, and Transmit

L.O. 5.1C [EK 5.1C1, EK 5.1C2, EK 5.1C3]

L.O. 5.1D [EK 5.1D1]

L.O. 5.1E [EK 5.1E1]

L.O. 5.3B [EK 5.3B1]

ELA CCSS 9-10

RL1, RL2, RL3, RL4, RL5, RL6, RL9, RL10

RI1, RI2, RI3, RI4, RI5, RI9, RI10

W1, W2, W4, W5, W6, W7, W8, W9, W10

SL1, SL2, SL4a, SL5, SL6

L1, L2, L3, L4, L5, L6

Unit 4: Performance Task 1

Unit 4: 9 weeks	
Unit Goal: Complete Part one of the AP Exam (IRR and TMP)	
Essential Questions	Enduring Understandings
What is my role as a team member?	EU 1.3
How does perspective influence a viewpoint?	EU 5.1
What are the best practices for a group project and presentation?	
Key Skills (Students will be able to...)	
Create cohesive presentations as a group.	
Work efficiently and constructively in a group.	
Select meaningful sources from a variety of perspectives to support an argument.	
Assessments	
AP Submissions (not graded for class)	
Annotated Bibliography	
Weekly Progress Checks and Reflections	
Readings	
Articles and Research provided by the students	
Activities and Tasks	
<p>Task Overview and Goals: 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. This task consists of two components:</p> <ol style="list-style-type: none"> 1. Individual research report (1200 words): After working with team to decide and clarify individual approach to team's question, students will investigate assigned approach, range of perspectives or lens on the problem or issue identified in team research question. Students will synthesize credible sources and evidence which will be shared with team in an individual report that follows AP Seminar Rubric Requirements. 2. Team Multimedia Presentation and Oral Defense: Team will develop an 8-10 minute presentation that promotes convincing arguments for proposed solution or resolution. Claims will be supported by evidence and should show consideration of different perspectives and limitations and implications of proposed solution or resolution. 	
Unit 4: Learning Objectives & Essential Knowledge	
Those included in unit one, two, and three as well as,	
BIG IDEA 1 – Question and explore	
L.O. 1.3A [EK 1.3A2]	
BIG IDEA 5 – Team, Transform, and Transmit	
L.O. 5.1B [EK 5.1B2, EK 5.1B3]	
ELA CCSS 9-10	
RL1, RL2, RL3, RL4, RL5, RL6, RL10	
RI1, RI3, RI4, RI8,	
W1, W2, W4, W5, W6, W7, W8, W9, W10	
SL1, SL2, SL3, SL4a, SL5, SL6	
L1, L2, L3, L4, L5, L6	

Unit 5: Performance Task 2

Unit 5: 9 weeks

Unit Goal: Complete Part two of the AP Exam [IMP and IWA]

Essential Questions

Enduring Understandings

What is the best method to construct and organize an argument?
What are the best practices for an individual presentation?

EU 5.3

Key Skills (Students will be able to...)

Select meaningful sources from a variety of perspectives to support an argument.
Employ QUEST independently.
Conduct research, draft, and revise an argument and presentation.
Present individually using best practices learned throughout the group process.
Orally defend the process and product.

Assessments

AP Submissions (not graded for class)
Annotated Bibliography
Weekly Progress Checks and Reflections

Readings

Stimulus Materials supplied by College Board on a theme (new every year)
Articles and Research provided by the students

Activities and Tasks

Task Overview & Goals: The College Board will release cross-curricular source material representing a range of perspectives focused on a single theme or topic. Students will use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least one of the provided sources. This task consists of three components:

- 1. Individual written argument (2000 words):** After composing a research question prompted by stimulus materials, students will gather information from a range of additional sources representing a variety of perspectives, including scholarly work, that will be used in a coherent, convincing, and well-written argument which identifies opposing or alternate views and considers their implications and/or limitations while also developing resolutions, conclusions, and solutions to original research questions.
- 2. Individual multimedia presentation (6-8 minutes):** Students will develop and prepare an oral presentation that will convey argument with the support of appropriate technology and visual media as well as appropriate use of audience engagement strategies.
- 3. Individual oral defense (two questions):** Students will defend research process, use of evidence, and conclusion(s), solution(s), or recommendations(s) through oral responses to two questions asked by teacher.

Unit 5: Learning Objective & Essential Knowledge

Those included in unit one, two, three, and four as well as,
BIG IDEA 5 – Team, Transform, and Transmit
L.O. 5.3A [EK 5.3A2]

ELA CCSS 9-10

RL1, RL2, RL3, RL4, RL5, RL6, RL9, RL10
RI1, RI2, RI3, RI4, RI5, RI9, RI10
W1, W2, W4, W5, W6, W7, W8, W9, W10
SL1, SL2, SL4a, SL5, SL6
L1, L2, L3, L4, L5, L6

Unit 6: End-of-Course Exam

Unit 6: 2 weeks	
Unit Goal: demonstrate skills for EOC Exam [Final Review]	
Essential Questions	Enduring Understandings
How are the author’s viewpoint and purpose evaluated? How is an effective argument constructed?	Those included in all previous units
Key Skills (Students will be able to...)	
Evaluate and select sources that best support their argument. Construct an effective argument using provided sources. Integrate sources into an argument effectively. Analyze provided texts using the skills acquired in class.	
Assessments	
EOC [AP-College Board] EOC Practice Self-Reflection	
Readings	
Released EOC’s	
Activities and Tasks	
Task Overview & Goals: During the AP® Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of two components: (1) Part A – Students are asked to analyze an argument using evidence and 2) Part B – Students are asked to build their own arguments using at least two of the four sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach the topic.	
Learning Objective & Essential Knowledge	
Those included in all previous units	
ELA CCSS 9-10	
RL1, RL2, RL4, RL5 RI1, RI2, RI3, RI4, RI5, RI6, RI8, RI10 W1, W2, W4, W5, W6, W9, W10 L1, L2, L3, L4, L5, L6	

This final unit is the place to incorporate the narrative writing standards if requested. If it is not required by the school or district, this time could be used to complete an introductory unit to AP Research.

Unit 7: Final Project Narrative Writing

Unit 7: 5 weeks

Unit Goal: Narrative Writing. Students would develop a written narrative describing a moment of curiosity from their past experiences, a time in which they were genuinely inquisitive about how something worked or why something occurred.

Summary: The purpose of this unit is to supplement the ELA narrative writing standards not addressed by the AP Seminar course. As an introduction, students read the New York Times article “How to Tell a Story” by Daniel McDermon. Then, students are given time to plan, draft, and revise a written narrative in response to the prompt (Think about a moment of curiosity from your past experiences, a time in which you were genuinely inquisitive about how something worked or why something occurred. Tell the story of how you either developed or ignored that curiosity.). After they have finished writing their narratives, students are given time to plan a dramatic reading presentation of their story to deliver to the class. When students have completed these components, they take time to reflect on a topic they might like to explore in AP Research.

Essential Questions

What is curiosity?
How does curiosity drive learning?
What is a life-long learner? What are their key attributes?
What is a narrative? What are the key components of a quality narrative?

Enduring Understandings

Those included in all previous units

Key Skills (Students will be able to...)

Develop a captivating written narrative using imagery and diction.
Present an engrossing retelling of a written narrative using effective presentation techniques.

Assessments

Formative Assessments: brainstorming, presentation practice
Summative Assessments: written narrative, narrative presentation

Readings

“How to Tell a Story” Daniel McDermon (article)

Activities and Tasks

Students will create a written narrative and present it to the class using engaging presentation techniques.

The teacher will explain how to “write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Including the following:

- A. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.” (CCSS)

Students will respond to the narrative writing prompt: “Think about a moment of curiosity from your past experiences, a time in which you were genuinely inquisitive about how something worked or why something occurred. Tell the story of how you either developed or ignored that curiosity.” Students will develop a written narrative describing the setting for this moment, how they fostered or developed it or how they ignored it. This could then be tied into the discussion of possible research topics that peak their interest and could be pursued in AP Research.

Learning Objectives & Essential Knowledge

Those included in all previous units

ELA CCSS 9-10

W3

SL1, SL3, SL5, SL6

L1, L2, L3, L4, L5, L6

Summative Assessments Summary

SUMMER: Introduction to AP Seminar	Unit 4: Performance Task 1 (AP Grade)
End-of-Course Exam Practice #1	Individual Research Report Team
Bias Reflection	Multimedia Presentation
<i>Night</i> (Unit 1)	Oral Defense (part of Team Presentation)
Unit 1: Activism	Unit 5: Performance Task 2 (AP Grade)
Annotated Bibliography	Individual Written Argument
End-of-Course Exam Practice #1 Revise	Individual Multimedia Presentation
	Oral Defense
Unit 2: <i>To Kill a Mockingbird</i>	Unit 6: End-of-Course Exam (AP Grade)
Annotated Bibliography	End-of-Course Exam
Socratic Seminar	
End-of-Course Exam Practice #2	
Mock IRR	
Mock TMP	
Unit 3: Ambition	Unit 7: Narrative Writing
Annotated Bibliography	Written Narrative
<i>Macbeth</i>	Oral Narrative Presentation
Mock IWA	
Mock IMP & OD	
End-of-Course Exam Practice #3	
