

AP Capstone Seminar Course Syllabus and Grading Guidelines

Course Goals: AP Capstone Seminar “students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:

- **Question and Explore**
- **Understand and Analyze Arguments**
- **Evaluate Multiple Perspectives**
- **Synthesize Ideas**
- **Team, Transform, and Transmit”**

Student Expectations

The Capstone Seminar course is designed for the motivated student who possesses a natural curiosity about the host of real-world problems that beg solutions. This course offers students the opportunity, individually and in collaborative teams, to explore an array of issues, the many facets of each discovered through an examination of specific lenses (economic, philosophical, futuristic, historical, environmental, political, cultural, social, artistic, scientific, ethical, etc.) that reveal how specific stakeholders offer differing perspectives. Through a series of scaffolding units centered around specific themes, students will analyze the credibility of arguments and critique the specific lines of reasoning. From a variety of types of sources about the same issue, students will hone the art of divining and developing questions that lead to student-developed original, innovative solutions to specific problems that they propose in well-crafted, appropriately researched written arguments presented, in part, in multi-media format and defended in both collaborative and individual products.

The successful Capstone student fully engages in all phases of product development, individually and in team collaboration, and adheres to all deadlines.

AP Capstone Plagiarism Policy (as per the College Board):

Students must 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 Assessment Task. In AP® Seminar, a team of students that fails to properly acknowledge sources or authors on the Written Team Report 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 Assessment Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Written Team Report will receive a group score of 0 for that component of the Team Project and Presentation.

Curricular Requirements

CR1: Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

CR2:

1. CR2a The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.
2. CR2b Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.
3. CR2c Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.
4. CR2d Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.
5. CR2e Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.
6. CR2f Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
7. CR2g Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
8. CR2h Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

CR3: Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

CR4a: Students develop an understanding of ethical research practices.

CR4b: Students develop an understanding of the AP Capstone Board Policy on Plagiarism and Falsification or Fabrication of Information.

CR5: Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose

one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

CR6: Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

BFHS AP Seminar Course Grading Policy

- Due to the unique and innovative structure of this course and its policies and guidelines determined by the College Board, the grades for this course will be different than traditional courses.
- Much of the course is based on collaboration and discussion; therefore, students will receive many grades based on rubrics the teacher uses to assess student performance.
- Students will also be required to keep a reflections document in Office 365, which can be used for classwork and/or homework, quiz, and test grades.
- **The Performance Assessment Tasks that make up students' final AP score are first scored by the teacher, but then they are *verified* by the College Board. So teachers are not allowed to tell students any score information even after Performance Task I or II have been submitted.**

Test Grades-3 grades	Such as but not limited to: <ul style="list-style-type: none"> → practice written AP exam questions → a reflection journal kept throughout the year → practice research papers and presentations → Socratic discussions → Student Project Showcase (end of year)
Quiz Grades-2 grades	Such as but not limited to: <ul style="list-style-type: none"> → team work → completing drafts → revision/ editing → research deadlines → writing practice → class/ team contributions → presentation transcripts
Daily Class/Homework-1 grade	Such as but not limited to: <ul style="list-style-type: none"> → daily reflections and/or exit passes → preparedness for class/ team work → thoughtful participation in class activities → meeting deadlines and task review

AP Seminar College Board Score

***Even though students' first two performance tasks will be completed during the spring semester and given a *preliminary* score by the teacher, these grades will not be part of the report card average. The College Board awards the final score based on the tasks listed below. Unlike other courses, however, this score will be determined by three tasks and completed throughout the spring semester.**

★ Performance Assessment Task One: Team Project & Presentation

- Students work in teams or 3-4 to decide on a theme, narrow their topic, develop a research question, and research.
- Students write an individual essay (1200 words).
- Students create a 8-10 minute team multimedia presentation.
- Students answer defense questions posed by the teacher at the conclusion of the presentation.

Counts as 25% of the total AP Score

Dates: December to January

★ Performance Assessment Task Two: Individual Project & Presentation

- Students work individually, using the sources provided by the College Board, to develop a research questions and find information from a variety of sources.
- Students write an individual essay (2000 words).
- Students give a 6-8 minute multimedia presentation.
- Students answer defense questions posed by the teacher at the conclusion of the presentation.

Counts as 35% of the total AP Score

Dates: February to April

★ AP Seminar End of Course Written Exam

Counts as 40% of the total AP Score

Date: May 5, 2017

Year Overview

Fall	Spring
<p>Unit 1 Focus: Introduction to QUEST and Entering the Conversation</p> <p>Introduction, Identifying Argument, Understanding Plagiarism, Evaluating Credibility, Team Writing Introduction and Practice, Research Practice</p> <p>Unit 2 Focus: Analyzing argument, Creating Research Questions, Understanding Perspectives</p> <p>Performance Assessment Task One Practice Written Exam Section One Practice</p> <p>Unit 3 Focus: Analyzing Arguments, Discerning Multiple Perspectives, Synthesizing Ideas, Proposing an Original Solution to a Problem, Individual Performance, and Defense of Research</p> <p>Performance Assessment Two Practice</p> <p>Select Teams and begin planning for <i>authentic</i> Performance Assessment Task I</p>	<p>Performance Task One Due: January 30, 2015</p> <p>Performance Task Two</p> <ul style="list-style-type: none">● Rough Draft Due: March 23, 2017● Final Draft of Essay & Final Draft of Presentation Script Due: April 1, 2017● Presentations and Oral Defense of Task Two will be scheduled April 2 - April 24 <p>Written Exam: May 4, 2017</p>

Technology utilized in class and at home

Office 365	Used to <ul style="list-style-type: none">● Keep track of tasks and due dates● manage and share documents with teacher and small groups● collaborate with teacher and peers● submit final drafts
EBSCO and various other databases	Used to <ul style="list-style-type: none">● research academic and peer-reviewed sources

Teacher Guidelines per the College Board

The following guidelines *quoted from AP Seminar Course and Exam Description written by the College Board* are given to teachers to follow while students are working on their official Performance Task Projects that count toward the final AP score:

Role of the Teacher

Performance Task One: Team

Teachers

- may explore issues, discuss topics and perspectives, and/ or question students as necessary
- oversee the formation of groups

Teachers *may not*

- assign, provide, distribute, or generate research questions for students
- conduct or provide research/ articles/ evidence for students
- write, revise, amend, or correct student work
- reveal defense questions to students prior to the presentation

Performance Task Two: Individual

Teachers

- may lead discussion of the source material, discuss topics and perspectives, and/ or question students as necessary

Teachers *may not*

- assign, provide, distribute, or generate research questions for students
- conduct or provide research/ articles/ evidence for students
- write, revise, amend, or correct student work
- provide or identify defense questions a student will be asked prior to his or her defense

Course Outline:

Throughout the Seminar class, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Capstone program provides students with a framework that allows them to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives.

UNIT I: Introduction of the Quest Framework and Adding to the Conversation: What is Power?

Readings:

- “Invictus” by William Ernest Henley-POEM
- “The Power Trip” by Jonah Lehrer-ARTICLE
- “Odessa”: chapter one of Friday Night Lights by H.G. Bissinger-LITERARY TEXT
- “Remembering my Childhood on the Continent of Africa” from Me Talk Pretty One Day by David Sedaris-ARTICLE/PERSONAL ACCOUNT
- “The Power to Change the World: The Role of Sport in Development” by David Tannenwald-ARTICLE
- “How Latinos Power the Economy” by Henry Cisneros and Sol Trujillo-ARTICLE

[CR1]—Students explore complexities of one or more themes by making connections within, between, and/or among cross- curricular areas and exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

[CR3]—Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Essential Questions:

- What do I know, what to know, learn or understand?
- How does the context of a problem or issue affect how it is interpreted or presented?
- What keywords should I use to search for information about this topic?
- What is the argument’s main idea and what reasoning does the author use to develop it?
- Why might the author(s) view the issue this way?

- What biases may the author have that influence his or her perspective?
- How can I connect different perspectives? What other issues, questions, or topics do they relate to?
- How can I avoid committing plagiarism?
- What contributions can I offer to a team?
- How can I benefit on reflecting on my own work?

LEARNING OBJECTIVES ADDRESSED IN THIS UNIT:

BIG IDEA 1: Question & Explore

LO 1.1A: Identifying and contextualizing a problem or issue.

LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge.

LO 1.3A: Accessing and managing information using effective strategies.

LO 1.1B: Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.

BIG IDEA 2: Understand & Analyze

LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.

LO 2.1B: Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.

BIG IDEA 3: Evaluate Multiple Perspectives

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

LO 3.2A: Evaluating objections, implications, and limitations of alternate, opposing or competing perspectives or arguments.

BIG IDEA 4: Synthesize Ideas

LO 4.1A: Formulating a complex and well-reasoned argument

LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style guide

BIG IDEA 5: Team, Transform, and Transmit

LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g., essay, poster, oral presentation, documentary, research report/thesis).

LO 5.1C: Communicating Information using effective techniques of design.

LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended questions.

LO 5.3A: Reflecting on and revising their own writing, thinking and creative processes.

LO 5.3B: Reflecting on personal contributions to overall collaborative effort. [CR2A] [CR2A]—The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

SUMMATIVE ASSESSMENTS:

Collaborative Definition Essay and Presentation: Students will define one of the roles of power using a series of examples from readings, class discussions, and outside readings. [CR2f] [CR2h]

UNIT I: What is power?

Day 1: Introduction of class/program and expectations; introduction to unit and QUEST

- Go over syllabus, class expectations
- Brainstorm the topic of power using theme/lens web [CR2b]
- Review of annotation techniques
- Admit Slip: Complete a 3-2-1 (Top 3 things you noticed; 2 biggest concerns; and 1 thing you're excited about) on the syllabus read for homework
- Share reflections with groups (1 minute a piece)
- Define and discuss what makes a good question (take notes)
- Using reflections and individual questions, as a group (with teacher feedback)

HW: Read "Evaluating Ideas"

Day 2: What is annotating?

- Define and model annotating (take notes) by chunking the text
- Participate in class/group annotation task: "Stop the Summer Slide" (editorial in U.S. News)

HW: Complete annotation for "Invictus" (both) readings

CR2c—Students develop and apply discrete skills identified in the learning objectives within in the Big Idea 2: Understand and Analyze.

Day 3: Citing Sources & Library Research Review

- Review and practice annotation
- Discuss Citations (take notes) [CR4]

- Library Research Review & Advanced research techniques

HW: Complete the annotations for “Odessa” and “Remembering My Childhood on the Continent of Africa”

Day 4: What is a perspective?

- Define perspective (“Identifying Perspectives” in AP Seminar Workshop Handbook, 74) (take notes)
- Perspective activity: examine three political cartoons involving power, conduct a quick write on each analyzing what perspective is represented, and finally, discuss in groups and as a class the evidence used to determine each perspective [CR2d]
- With your group question in the center and using large chart paper, brainstorm perspectives with group members using “Finding Perspectives” web (AP Seminar Workshop Handbook, 76)
- Assign perspectives in groups

HW: Research perspectives in relation to question; annotate ““The Power to Change the World: The Role of Sport in Development”

CR2d—Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

Day 5: Finding perspectives in reading

- Groups informally share with the class their perspective findings (take notes)
- Read & Raven “LeConomics: Is the economic impact of LeBron James’ return to Cleveland more than a feeling?”
- Introduce RAVEN
- Have students RAVEN all readings
- Groups sift through annotations of readings searching for discussed and new perspectives
- Review Socratic Seminar expectations

HW: Read “Synthesizing Ideas” (World of Ideas chapter); Find one article on “Power” to bring to Socratic Seminar & prepare for Socratic Seminar

Day 6: Socratic Seminar

- Emphasize the synthesis of ideas through discussion [CR2e]

HW: One page typed reflection: What role did different perspectives play in discussion? How did your knowledge of them affect your thinking on the topic/questions; journal entry: having discussed readings through Socratic Seminar, re-examine your definition of power. Using your original definition from last class, use the discussion and readings to support your definition of

power. In other words, enhance your original definition with proper citations from summer reading texts. Turn in definition into Office 365.

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

Day 7: Group Norms and Plagiarism & Group Definition Paper: What is Power?

- Provide guidelines for group norms
- Complete plagiarism quiz/worksheet (discuss and take notes: “Avoiding Plagiarism” (BR, 126- 140)
- Discuss College Board and school’s plagiarism policy [CR4]
- Finalize group norms via Office 365; read “Definition” (PCW 487-499)
- Share definitions in groups and as a whole class noting similar themes or patterns
- Group students based on common themes (determined through Office 365 submissions)
- In groups, consider evidence collected through readings, evaluate original opinion/perspective, and finally, identify the need for further research
- Compose a question and begin to search for data contributing to the answer of that question Discuss and model how to write an annotated bibliography [CR2f]

HW: Continue to research, read, and complete annotated bibliographies for argument; minimum of three articles researched, read, and annotated [CR2c]

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

Day 8: Argument of Definition: Take Two

- Discuss definition paper guidelines/rubric (take notes)
- “Collaborative Activity for Definition” (PCW, 521)
- Introduce The Toulmin Model (<https://web.cn.edu/kwheeler/documents/Toulmin.pdf>)
- Review rubric and expectations of group definition essay
- Using questions, work on developing arguments from multiple perspectives [CR2d]
- Assign tasks among group members [CR2f]

HW: Group definition paper via Office 365

Day 9: Group Definition Paper: Rough Draft; Peer/Group edit [CR2f]

- Peer Edit another group’s essay
- Use Peer edit worksheet: definition (PCW, 197—instructor’s resources)

HW: Revise group definition paper; complete individual reflection paper [CR2g]

UNIT II: Identifying and Evaluating Arguments Readings and Viewings: The Effects of War

Readings

- Sun Tzu: from *The Art of War* (400-320 BCE)-PHILOSOPHICAL TEXT
- Mo Tzu: “Against Offensive Warfare” (circa 425 BCE)-PHILOSOPHICAL TEXT
- St. Thomas Aquinas: from *Summa Theologica* (1265-74)-PHILOSOPHICAL TEXT
- Margaret Mead: “Warfare: An Invention—Not a Biological Necessity” (1940)-ARTICLE
- George Orwell: “Pacifism and the War” (1942)-ARTICLE
- Kenzaburo Oe: “The Unsundered People” (1965)-ARTICLE
- Jean Bethke Elshtain: “What Is a Just War?” (2003)-ARTICLE
- Eugène Delacroix: *Liberty Leading the People* (1830)-ARTISITC WORK
- Pablo Picasso: *Guernica* (1937)-ARTISITIC WORK
- Glenna Goodacre: *Vietnam Women’s Memorial* (1993)-ARTISITC WORK
- “From Flanders Field” by John McCrae -POEM
- “Facing It” By Yusef Komunyakaa-POEM
- “MCMXIV” by Philip Larkin-POEM

CR3: Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Essential Questions:

- What questions have yet to be asked?
- How might others see the problem or issue differently?
- What strategies will help me comprehend a text?
- How do I know whether something is true?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical?
- How can I benefit from reflecting on my own work?

[CR1]—Students explore complexities of one or more themes by making connections within, between, and/or among cross- curricular areas and exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

LEARNING OBJECTIVES ADDRESSED IN THIS UNIT:

- **BIG IDEA 1: Question & Explore**
 - LO 1.1B: Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
 - LO 1.3B1: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.

- **BIG IDEA 2: Understand & Analyze**
 - LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.
 - LO 2.1C: Summarizing and explaining the reasoning of an argument.
 - LO 2.2A: Identifying, explaining, and analyzing the logic and line of reasoning of an argument.
 - LO 2.2B: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
 - LO 2.2C: Evaluating the validity of an argument.

- **BIG IDEA 4: Synthesize Ideas**
 - LO 4.1A: Formulating a complex and well-reasoned argument

- **BIG IDEA 5: Team, Transform, and Transmit**
 - LO 5.3A: Reflecting on and revising their own writing, thinking and creative processes.

SUMMATIVE ASSESSMENTS:

- Partner debate: Students will prepare a written and verbal partner argument which will include organizing with clarity an argument, providing reasons as support, identifying counterarguments, and presenting with style. [CR2e] [CR2h]
- Individual casual argument: Students will compose an effective casual argument by making a claim, thinking of possible causes, and analyzing their audience. [CR2h]
- Section I, Part A of Practice Exam: Practice those skills embedded in this unit which are reflected in section I, part A of AP Exam [CR2A]

UNIT II: The Effects of War

Day 1: Finding Arguments

- **Argument Activity:** Each student will brainstorm at least five claims (arguable statements) to share with a partner—students have three-five minutes to complete this task.

- Start with five statements about myself: 1) I love my husband and children; 2) faith is important to me; 3) my favorite meal is homemade macaroni and cheese; 4) teaching is the best profession in the world; and 5) I'm addicted to working hard as I think it will beat laziness every time.
- Re-write the statements as claims: 1) The most beautiful people in the world are my husband, Bob, and my daughter Emerson; 2) The most impactful historical figure is Jesus; 3) It's really no contest: homemade macaroni and cheese is the best food in the world; 4) The most rewarding job in the world is teaching people like you; 5) Hard work over the long haul trumps lazy intelligence, every time.
 - Share claims with partner; share with class
 - Review and introduce new argument terms (refer to handout on argument terms) as they are presented in students' claims and conversations (i.e. evidence, reasoning, counterclaim, etc.)

Discuss reading: "Finding Arguments" (take notes)

- Identify basics of an argument
- Journal entry: Where does learning beginning and end?

HW: Finish entry; read and annotate "The Art of War" and "Against Offensive Warfare"; complete argument analysis worksheet and RAVEN; prepare for Socratic Seminar

Day 2: What are Tzu and Tzu's arguments?

- Discuss readings through Socratic Seminar
- Compare and contrast argument worksheet
- Read and annotate Thomas Aquinas; complete argument analysis worksheet with an emphasis on claims and evidence; RAVEN
- Review rules and format of debates

HW: Prepare for debate (Tzu, Tzu and Aquinas)

Day 3: Mock debate: (Who holds the correct view on warfare?)

- Use debate framework/guidelines/rubric [CR2e]
- Split class into two teams
 - 10 minutes: establish roles
 - 20 minutes prepare
 - 20 minutes debate

HW: Reflection on individual and group contributions [CR2g]

Day 4: Finding a Topic to Argue & Line of Reasoning

- Read and annotate Orwell; complete argument analysis worksheet with an emphasis on claims and evidence; RAVEN
- Discuss why Orwell chose this issue to argue (take notes)
- Create a list of possible topics/questions on war
- Explore the topic by creating a map [CR2b] HW: Complete questionnaire, "Can you argue from consequence?" on your topic; read "Supporting Ideas" (RTW 594-612)
- Discuss supporting ideas of arguments (take notes) [CR2c]

HW: Read and annotate Margaret Meade; complete argument analysis worksheet with an emphasis on claims and evidence; RAVEN”; Review evidence terms

Day 5: Name that evidence

- Discuss Margaret Meade (take notes) [CR2c]
- Play the game “Name that Evidence” to review different types of evidence

HW: Read and annotate “the Surrendered People”; complete argument analysis worksheet with an emphasis on claims and evidence; RAVEN”; Review evidence terms

Day 6: What makes evidence effective?

- Emphasize relevance and credibility (take notes)
- Review RAVEN and PACE
- Read and annotate “What is a Just War?” with an emphasis on relevance and credibility; complete RAVEN
- Discuss reading (take notes) [CR2c]

HW: Read “Analyzing Visual and Multimedia Arguments” (GRCA, 81-94)

Day 7: Visual Media as Arguments

- Discuss what makes visual media an argument (take notes)
- “Liberty leading the People”
- “Guernica”
- “Vietnam War Women’s Memorial”

HW: Reflection on Visual Media as Arguments

Day 8: Poems as Arguments

- Use “Viewing a Poem as Argument: Helping Students Understand Contemporary Poetry” by Sara Bauer from the National Writing Project as a guide
<http://www.nwp.org/cs/public/print/resource/2689>
- Read and practice poems as arguments:
 - “From Flanders Field” by John McCrae
 - “FACING IT” By Yusef Komunyakaa
 - “MCMXIV” by Philip Larkin

HW: Write a poem as an argument; label argument terms used; write a brief analysis of own poem

Day 9: Finding, Evaluating, and Recording Sources

- Share poems in groups [CR2f]

- Discuss the finding, evaluating, and recording of sources (takes notes)
- Practice Assessment (Exam Section I, Part A)—end of first quarter [CR2a]

UNIT III: Analyzing Multiple Perspectives and Arguments Readings and Viewings:

Readings

- The Mis-Education of the Negro by Carter Goddwin-FOUNDATIONAL TEXT
- NPR Debate on Common Core-BROADCAST
- Common Core Standards cartoon-ARTISTIC WORK
- “Hijacked” by Diane Ravitch-ARTICLE
- “Would you Hire Your Own Kids?” by Tony Wagner-ARTICLE
- “Play, Passion, Purpose” (Ted Talk) by Tony Wagner-SPEECH/BROADCAST
- “They Key to Success? Grit” by Angela Lee Duckworth-ARTICLE/PERSONAL ACCOUNT
- “Did You Know?/Shift Happens” video presentation-BROADCAST

CR3: Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Essential Questions:

- How does my research shape how I go about trying to answer it?
- Does this argument acknowledge other perspectives?
- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?
- Are there other conclusions I should consider?
- How can I best appeal to and engage my audience?
- What common misconceptions might my audience have?
- How might my communication choices affect my credibility with my audience?

[CR1]—Students explore complexities of one or more themes by making connections within, between, and/or among cross-curricular areas and exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

LEARNING OBJECTIVES ADDRESSED IN THIS UNIT:

BIG IDEA 1: Question & Explore

LO 1.3A: Accessing and managing information using effective strategies.

BIG IDEA 2: Understand & Analyze

LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.

LO 2.1B: Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.

LO 2.2A: Identifying, explaining, and analyzing the logic and line of reasoning of an argument.

LO 2.2B: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.

LO 2.3A: Connecting an argument to broader issues by examining the implications of the author's claim.

BIG IDEA 3: Evaluate Multiple Perspectives

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

LO 3.2A: Evaluating objections, implications, and limitations of alternate, opposing or competing perspective or arguments.

BIG IDEA 4: Synthesize Ideas

LO 4.1A: Formulating a complex and well-reasoned argument

BIG IDEA 5: Team, Transform, and Transmit

LO 5.1D: Adapting an argument for context, purpose, and/or audience.

SUMMATIVE ASSESSMENTS:

- Comparison/Contrast Essay: Students will write an essay comparing and contrasting two arguments in education by evaluating their effectiveness. Students will pay close attention to perspectives, implications, and limitations. [CR2h]

- Group Debate: With more formal training and time, students will refine their debate skills in a group on a current topic in education (i.e. standardized testing, privatization of schools, etc.). [CR2e] [CR2f]
- Section I, Part B of Practice Exam: Practice those skills embedded in this unit which are reflected in section I, part B of AP Exam

UNIT III: What is the purpose/goal of education?

Day 1: Socratic Seminar: The Mis-Education of the Negro by Carter Goddwin

- Discuss where education has been and where it is going: has the goal of education changed over the course of time?

HW: Reflection: the goal of education; does the America education system achieve this goal? [CR2g]

Day 2: “Shift Happens”

- Watch video (<https://www.youtube.com/watch?v=FdTOFkhaplo>) and study (take notes)
- Discuss video’s arguments, claims, evidence, etc. in a discussion format (take notes for homework) [CR2c]

HW: Research evidence to support one of the claims from the discussion; read and annotate one article supporting the claim chosen and complete a RAVEN.

Day 3: Claim and Evidence Review

- In groups, discuss homework by completing argument diagrams on large chart paper [CR2b]
- As a class, complete a gallery walk posting comments and questions on argument diagrams
- Discuss overall process and point of activity HW: Read and research the Common Core: <http://www.corestandards.org/what-parents-should-know/> (read and watch attached video) <http://www.corestandards.org/about-the-standards/myths-vs-facts/> o <http://www.corestandards.org/read-the-standards/> (read either math or English Language Arts/Literacy Standards) o <http://www.corestandards.org/about-the-standards/development-process/> [CR3]

Day 4: NPR Debate on Common Core

- Listen to debate and take notes: <http://www.npr.org/2014/09/19/347145921/debate-should-schools-embrace-the-common-core>

HW: Re-listen to debate and add additional notes in a different color pen/pencil; read, annotate and complete “SOAP STone the RAVEN” for “Hijacked! How the Standards Movement Turned Into the Testing Movement” by Diane Ravitch (weekend)

Day 5: Socratic Seminar on NPR Debate and “Hijacked”

- Discuss both content of debate as well as debate tactics
- Take notes on debate
- Outline class debate procedures, rubrics and rolls of members

HW: Self-reflection on seminar [CR2g]

Day 6: Debate Preparation [CR2e]

- Highlight the importance of multiple lens and perspectives investigation
- Provide the topics (i.e. SAT/ACT adequate measure of academic success, classical literature should not be eliminated from English curriculum, summer break should be eliminated to ensure constant learning and growth)

- Prepare for debate
- Assign tasks to group members prior to leaving for class

HW: Final preparations for debate

Day 7: Debate

HW: Self and group reflection; Journal entry: would your parents or family members hire you? Ask your parents to write response to the same question and place in an enclosed envelope to be read in class.

Day 8: Would your parents hire you?

- Discuss journal entries (both students and parents—compare and contrast different perspectives) [CR2d]
- Read and analyze “Would You Hire Your Own Kids?” by Tony Wagner [CR3]
- Complete argument analysis worksheet
- Watch Ted Talk, “Play, Passion, Purpose”:
<https://www.youtube.com/watch?v=hvDjh4l-VHo> • Complete analysis of Ted Talk [Cr2c]; [CR3]

HW: Complete any work not completed in class; watch, analyze and compare “The Key to Success? Grit” by Angela Lee Duckworth to Wagner’s “Play, Passion, Purpose” [CR2d]; [Cr2e]

Day 9: Compare and Contrast Discussion

- Compare and Contrast Duckworth’s “The Key to Success? Grit” to Wagner’s “Play, Passion, Purpose”
- Discuss possible ways of organizing this comparison if it were to be written out

HW: Read “Comparing Perspectives on an Issue or Event” (CTTW 330-341) (weekend)

Day 10: Compare and Contrast Assignment

- Explain assignment, discuss rubric, and provide examples
- Complete activity to use as guidance for issue/event comparison [CR2e]

HW: Finalize topic decision; research and study topic (both sides); bring detailed notes and annotated bibliographies to class; begin outline (no school) [CR2c]

Day 11: Compare and Contrast Notes

- Work on rough draft with peer and teacher

HW: Rough draft of compare/contrast essay; make appointment to the writing center

Day 12: Peer editing

HW: Final draft compare/contrast essay due Friday

Day 13: Written Practice Exam Section I, Part B

HW: Final draft compare/contrast essay due Friday (weekend) [CR2a]

UNITS 4 & 5

Team Project and Presentation

Unit Goals:

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 and develops a written report and multimedia presentation to communicate its conclusion, solution, or recommendation.

Team Project Submission Deadline: February 6th

Team Presentation: February 13th

Individual Written Essay and Presentation

Unit Goals:

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

Students have 30 school days to complete their research, compose their essays, and develop their presentations.

Individual Written Essay Submission Deadline: April 3rd

Individual Presentations: Begin April 10th

AP Exam

During the AP Exam administration window, students will take the AP Seminar written exam. The exam consists of five items (three short-answer and two essay questions). The three short-answer questions assess analysis of an argument in a single source or document. The first essay question requires the students to perform a close reading of two documents and perform a comparative analysis and evaluation of the authors' arguments. The second essay question assesses students' skills in synthesizing and creating an evidence-based argument.

The written exam will take place the afternoon of May 4th