

**AP Capstone Research Syllabus  
Contact Information  
2021-22**

**Quote: “There is a way out of every box, a solution to every puzzle; it’s just a matter of finding it.”- Captain Jean-Luc Picard**

---

## **Overview** (p. 10, Course and Exam Description)

**AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.**

## **Course Textbooks and Supplemental Resources**

- **Practical Research: Planning and Design. (10th ed.). New York: Pearson.**
- **Research Methods: Design and Analysis. (12th ed.). New York: Pearson.**
- **The Craft of Research. (4th ed.). Chicago: The University of Chicago Press.**
- **Bedford Researcher (6th ed.). Boston, MA: Bedford/St. Martins.**
- **The Basics of Social Research (2014). Belmont, CA: Thomson/Wadsworth.**
- **AP Capstone Research Course and Exam Description (2020) New York: College Board.**
- **AP Research Workshop Handbook and Resources (2017). New York: College Board.**
- **Various articles and academic resources for specific lessons.**

## AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## Plagiarism Policy Overview **CR2b**

### College Board 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 in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

## Student Assessments and Class Grade Distribution

### The College Board Score Breakdown

AP Research Assessment Score Distribution	
Element	Percentage
Academic Paper	75% of score
Presentation and Oral Defense	25% of score
<p>Academic Paper (4,000–5,000 words) required elements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Method, Process, or Approach</li> <li><input type="checkbox"/> Results, Product, or Findings</li> <li><input type="checkbox"/> Discussion, Analysis, and/or Evaluation</li> <li><input type="checkbox"/> Conclusion and Future Directions</li> <li><input type="checkbox"/> Bibliography</li> </ul> <p>Presentation and Oral Defense requirements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation of the student's inquiry process (research question/project goal, method/process, and conclusions)</li> <li><input type="checkbox"/> Presentation may be any appropriate format as long as the presentation reflects the depth of the student's research</li> <li><input type="checkbox"/> Concise responses to three or four questions posed by a panel of three evaluators</li> <li><input type="checkbox"/> Oral defense questions focus on student's research or inquiry process, depth of understanding, and reflection through the inquiry process</li> <li><input type="checkbox"/> Presentation and oral defense should take no longer than 20 minutes total</li> <li><input type="checkbox"/> Content that extends past the 20 minute mark will not be considered for official scoring purposes</li> </ul>	

### Key Deadlines regarding AP Research Score

- Topic/Research Question Due: Week 4 Sept 1
- Source Matrix Annotated Bib: Week 6 Sept 17
- Lit Review Week 10 Oct 17
- Research Proposal w/IRB: Week 13 Nov 5
- Paperwork required by IRB: Week 15 Nov 19
- Raw Data Collected: Week 24 Jan 21
- Presentation and Oral Defense: Week 32/3 Mar 18-25
- Paper Submission: Week 34 April 26

→ AP Research Reading: 1st Week of June

→ AP Research Score Release: Est. July

## Classroom Grade Breakdown

Classroom Grade Breakdown	
Element	Percentage
Completion Grades	30%
Process and Reflection Portfolio Grades (PReP)	30%
Graded Assignments	40%
<p><b>Completion Grades</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summary and analysis of research-based articles and academic paper student mentor texts to situate inquiry within the current body of knowledge and develop composition style</li> <li><input type="checkbox"/> Analysis and critique of TED Talks and student presentations as models of effective design, delivery, and performance techniques</li> <li><input type="checkbox"/> Weekly Reflections w/Teacher conference annotations (CR4b)</li> </ul> <p><b>PReP Elements: (CR4a)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed/approved inquiry proposal form AND IRB</li> <li><input type="checkbox"/> Peer feedback given to other students</li> <li><input type="checkbox"/> <i>If applicable:</i> Documentation or log of the student's interaction with expert adviser(s)</li> <li><input type="checkbox"/> Feedback received from peer and adult reviewers both in the initial stages and at key points along the inquiry process</li> </ul> <p><b>Graded Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotated Bibliography</li> <li><input type="checkbox"/> 40 Source Matrix</li> <li><input type="checkbox"/> Inquiry/IRB Proposal Form (CR3)</li> <li><input type="checkbox"/> Class Presentations</li> <li><input type="checkbox"/> AP Research Digital Portfolio Submission*</li> <li><input type="checkbox"/> AP Research FAQ/Top Ten</li> <li><input type="checkbox"/> AP Showcase Research Poster</li> </ul> <p>Various other assessments: peer review/feedback quality, reformatting a sample table/figure to meet APA or other style requirements, quizzes about different types of methods, data analysis, style, sample paper scoring, etc.</p>	

## AP Research Curriculum Framework

The following sections contain the foci, learning objectives, and essential knowledge of each unit within the academic school year. Students will be paced through these units with the hopes that they will be prepared to submit their research for publication at the end of the year. (CR3)

### QUEST Framework (p. 6, Course and Exam Description)

In the classroom, students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas.

- **Question and Explore:** Reading critically; pose questions and identify issues that compel you to want to explore further.
- **Understand and Analyze:** Using specific tools to break down an idea of argument into parts that make sense to you. These tools include re-reading, questioning in the text, considering multiple perspectives.
- **Evaluate Multiple Perspectives:** Identify the variety of perspectives/viewpoints/arguments of an issue. Consider any bias to determine the validity of that point of view.
- **Synthesize Ideas:** Creating new perspectives after evaluating other varying perspectives. Establishing a unique position or claim using a variety of resources designed for a specific audience.
- **Team, Transform, and Transmit:** Communicating the message clearly and effectively so as to transform both participants and audience.

### Reasoning Processes (p. 7, Course and Exam Description)

The AP Capstone program allows students to develop and practice reasoning processes that help them to make intentional, strategic decisions. It is important for teachers to understand these reasoning processes, which are embedded within the learning objectives.

- **Situating:** being aware of the context of one's own as well as others' perspectives, realizing that individual bias can lead to assumptions;
- **Choosing:** making intentional and purposeful choices, realizing that choices have both intended and unintended consequences;
- **Defending:** being able to explain and justify personal choices, logic, line of reasoning, and conclusions; and
- **Connecting:** seeing intersections within and/or across concepts, disciplines, and cultures.

### Employing Research and Inquiry Methods (p.9, Course and Exam Description)

In the classroom and independently (while possibly consulting any expert advisers), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000-5,000 words that includes the following elements:

- Introduction
- Method, Process, or Approach
- Results, Product, or Findings
- Discussion, Analysis, and/or Evaluation
- Conclusion and Future Directions
- Sources Cited

## AP Research Year-Long Framework

Unit Title	Weeks of Academic Calendar	Details for Parents and Students
<b>Unit 1: Developing Research Essentials</b>	<b>Weeks 1-4</b> (08.09.21-09.03.21)	This is the introduction to the research process. We will discuss the difference between Seminar and Research. Students will delve deep into a very specific topic to determine a gap and develop an initial research question. Students will review the paper rubric and practice scoring a variety of sample papers. Students will be frustrated. As in Seminar, I can only provide support. While you can also provide support, it's not acceptable for you or any adult to give them specific help with their project. Encourage students to look for an expert advisor so they can gain support from them.
<b>Unit 2: Introduction Element in the Academic Paper</b>	<b>Weeks 5-8</b> (09.08.21-9-29.21) Introduction/Lit Review due <b>10.7.21</b>	In this unit, students will be performing their literature review to gain much more knowledge about their narrowed topic. They should recognize how their research can influence their discipline. By the end of week 8, they should have a good rough draft of their literature review, approximately 1,000 words in length.
<b>Unit 3: Methods and Research Designs</b>	<b>Weeks 9-15</b> (9.30.21-12.17.21)  Research Proposal and IRB due <b>11.28.21</b> 1 week for IRB approval Data collection ok after RP and IRB are approved w/no rev.	The difference between Seminar and Research is that students need to develop a research design and methods of collecting data that align with their discipline conventions, are practical to complete in approximately 4 months, and can be completed ethically. It is your student's responsibility to gain access to any equipment/materials and funding required, but I ask that you notify me prior to purchasing any items. During this time they will also complete their research proposal which will require my approval. Along with the research proposal, all students will undergo an Institutional Review Board (IRB) process to ensure that all research is completed in an ethical manner. Should the student want to publish their paper, this IRB process is required.
<b>Unit 4: Introduction to Final Paper Academic Element</b>	<b>Weeks 16-22</b> (1.07.2020-01.31.2020)	By the start of this unit, students should have their data/information collected. The skills learned in this unit will be new to many of the students. They will learn how to analyze the data/information and begin to organize it into their academic paper.
<b>Unit 5: Composition of Academic Paper Final Elements</b>	<b>Weeks 23-26</b> (2.03.2020-02.28.2020)	Students will need to be very disciplined through Units 5 and 6. They will be completing their analysis, conclusions, and future directions for the discipline.
<b>Unit 6: Revision and Presentation Preparation</b> <b>(CR5)</b>	<b>Weeks 27-33</b> (3.02.2020-04.24.2020)	Students will be revising their paper for submission on March 30. After paper submission, students will be preparing their Presentation and Oral Defense (POD) section of the College Board assessment. While there will be opportunities to practice presenting at school, students with performance anxiety should practice routinely at home and with their peers.
<b>Unit 7: Post-Submission Exploratory Work</b>	<b>Weeks 34-36</b> (4.27.2020-Finals Week)	These are the final weeks of the year. Students will take this time to polish their work for publication or presentation to future AP Research peers. Please encourage your student if they want to publish. Since all will have completed the IRB process, all students will be eligible for publication if accepted by a professional journal.

## Unit 1: Developing Research Essentials

### Foci and Summary of Unit

The foci of this unit: 1) establish the awareness of research and how students will be participating in research during this course 2) guide students to a precise focus for their own research. After reviewing the rubric, students will analyze different papers. Students will define their discipline, topic, and potentially gain their specific research focus, referred to as their research question, during this unit. Students will begin presenting elevator pitches.

It is highly encouraged that students find their own expert adviser ASAP who can offer guidance through the academic research process. Students will be prompted to connect to Expert Adviser within their discipline but the student must make the contact, not the teacher or parent.

Students will be assigned to their Discipline Cadre : discipline/subject organized group that can provide further insight for students during times of remediation or revision.

Note: The Discipline Cadre will not be the only peer group that the student has access to, as this cadre will begin to lose potency when grouped together routinely.

### Weeks 1-4

- Week 1: Introduction to AP Research
- Week 2: Developing the Research Question
- Week 3: Collecting Sources to Situate Students in BOK
- Week 4: Collecting Sources (continued)

**Summer Work:** Students should return to school with some understanding of research basics and a workable research question. If students are not prepared, a conference will be held to discuss their true interest in taking AP Research course.

QUEST Framework	Assignment Details
<b>Big Idea 1</b> <b>Question and Explore</b> <b>CR1a</b> <b>Week 2</b>	<ul style="list-style-type: none"> <li>● <b>Developing and Revising Research Questions;</b>            Transform a topic or Issue into a problem statement,  <b>LO1.1E</b>            Students will revisit their research question *Lesson/Activity from the AP Research Workshop Handbook (pp. 56-61)</li> </ul>
<b>Big Idea 2</b> <b>Understand and Analyze</b> <b>CR1b</b> <b>Week 4</b>	<ul style="list-style-type: none"> <li>● <b>CRAAP and Other Analysis Methods Lesson,</b>  <b>LO 2.2C</b>            Students are provided multiple analysis methods that allow them to distinguish what should be used for their research and what sources lack the efficacy of the subject. Students may wish to use RAVEN as a segway into this method. *Lesson/Activity adapted from the AP Research Workshop Handbook and Resources (2015), p. 41</li> </ul>
<b>Big Idea 3</b> <b>Evaluate Multiple Perspectives</b> <b>Entire Unit</b>	<ul style="list-style-type: none"> <li>● <b>Body of Knowledge Literature Explorations,</b>  <b>LO 1.1C, 1.2A, 1.3A</b>            Students create concept maps to link inquiry topic to different perspectives</li> </ul>
<b>Big Idea 4</b> <b>Synthesize Ideas</b>  <b>Week 4</b>	<ul style="list-style-type: none"> <li>● <b>Body of Knowledge Literature Explorations,</b>  <b>LO 4.1B</b>            Student cadres will be using their lit reviews to create a poster to show their discipline's conventions on knowing, questioning, and communicating their research. Students will use presentation skills to present their posters.</li> </ul>
<b>Big Idea 5</b> <b>Team, Transform, and Transmit</b>  <b>Weeks 1 and 2</b>	<ul style="list-style-type: none"> <li>● <b>Discipline Conventions</b>  <b>LO 5.1D--</b>Student cadres will create discipline specific discussion boards related to type of: tense used in each discipline; Type of questions being asked; Type of methods used to answer question  <b>LO 5.4A, 5.4B</b>            Students provide peer feedback to each research question from the cohort. They will do this same pattern of revision multiple times over the course of the year.</li> </ul>

## Unit 2: Collecting Sources and Literature Review

### Foci and Summary of Unit

**The foci of this unit:** 1) collating sources to understand the larger body of knowledge 2) understanding the purpose and learning to compose a literature review.

Students must complete an annotated bibliography within this unit and compose an initial draft of their literature review that may be revised during other points in the year. During this unit, students will review sources that help them determine the methods that could be used to collect information.

\* **Discipline Cadre:** Students will still be organized within their discipline cadre. However, isolating students solely in this grouping may cause issues with critical thinking (aka students get tired of talking to the same people about the same topics). Cross-discipline pairings will be used to reduce monotony, particularly during revision processes.

### Weeks 5-8

- **Week 5: Annotated Bibliography Assignment**
- **Week 6: Introduction Element of the Academic Paper**
- **Week 7: Composition of Literature Review**
- **Week 8: Literature Review Composition and RQ Presentation**

Major Activity and Grade: Students will build a comprehensive annotated bibliography during this unit. It is crucial that they are given time to work on this at home. This activity sets the student's entire mindset for their scholarly research. Also, due to the large efforts required during this assignment, this will be a Summative Grade.

QUEST Framework	Assignment Details
<b>Big Idea 1 Question and Explore Week 8</b>	<b>Research Question Presentation</b> <b>LO 1.1D, 1.1E</b> Students present their research question for the second time. For this version of the presentation, they must use a line of reasoning, based upon their exploration of the BOK (Body of Knowledge), to arrive at their research question.
<b>Big Idea 2 Understand and Analyze CR1c Week 5</b>	<b>Annotated Bibliography</b> <b>LO 2.1B</b> <b>Summative:</b> Students will cull through their BOK to complete a comprehensive annotated bibliography in which they acknowledge the use of at least 2 sources that have developed their awareness in their discipline's Body of Knowledge.
<b>Big Idea 3 Evaluate Multiple Perspectives Week 6</b>	<b>Evaluation of a piece of BOK and evaluate it for internal coherence and alignment.</b> <b>LO 3.1 PREP assignment:</b> Describe an instance in which you considered an idea, spent some time exploring that idea, and later determined that it wasn't useful for your line of inquiry. Include what the idea was, what activities you did in exploring it, and why you determined that that would not be useful for your line of inquiry.
<b>Big Idea 4 Synthesize Ideas CR2b Week 7</b>	<b>Literature Review Composition</b> <b>LO 4.1A, 4.1B, 4.2A, 4.2B</b> Students take the opportunity to draft their literature review for their academic paper. This will be revised once their Method is underway, but students will begin to consider how to communicate the value and benefits of their research. It is critical this week that students learn how to apply their own discussion to the context of their discipline. <b>LO4.3A Common Knowledge, Copyright, and Plagiarism Activity:</b> Students will read a series of 10 scenarios/statements and work with the teacher to indicate whether the scenarios/situations represent common knowledge, violation of copyright or intellectual property, and/or plagiarism. Students will provide rationale for their decisions.
<b>Big Idea 5 Team, Transform, and Transmit CR1e Week 8</b>	<b>Literature Review Presentation</b> <b>LO 5.1A[R], 5.3A, 5.4A, 5.4B</b> Students will provide feedback to their peers regarding the development of their Lit Review. After conducting one-on-one peer review sessions, students will reflect on the feedback they found most useful and answer the guiding question of how this feedback will influence the revision of their work.

## Unit 3: Methods and Research Design

### Foci and Summary of Unit

**The foci of this unit:** 1) develop student knowledge of research designs and methods 2) assist students in developing their own methods based on previously revised research questions. All students must complete their methods prior to developing an IRB (Institutional Review Board) and Inquiry Proposal Form (CED, p.57), which will be submitted to a faculty IRB. This IRB will provide feedback to increase ethical methods in student research. Ethical research will be a consistent topic of discussion in this unit.

- **Week 13 requires all students to complete an IRB submission that will be reviewed by the faculty and administration.**
- **Week 16: ALL documentation required for ethical research must be submitted at this time.**

### Weeks 9-18

- **Week 9: Design and Method Types**
- **Week 10: Ethics and Validity in Research Methods**
- **Week 11: Method Element in the Academic Paper**
- **Week 12: Composition of Method Procedure and Instruments**
- **Week 13: Research Inquiry Proposal/IRB Submission**
- **Week 14: POD Modeling and Creation**
  - ◆ **Students awaiting IRB Committee Verdicts**
- **Week 15: Composition of Research Method Element**
- **Week 16: POD Preliminary Composition**
- **Week 17: Presentation Practice with Cohort**
- **Week 18: Revision and Housekeeping Week Winter Break**

QUEST Framework	Assignment Details
<b>Big Idea 1 Question and Explore</b> <b>CR1d</b> <b>a-Week 9</b> <b>b-Week 13</b> <b>c-Week 13</b> <b>CR1g</b> <b>CR2a</b>	<b>Design and Method Type</b> a-Types of Inquiry Activity <b>LO 1.5B</b> Students use the Approach, Design, and Method of Inquiry activity to clearly delineate how they can explore their research question. *Lesson/Activity adapted from the AP Research Workshop Handbook and Resources (2017), p. 140-143 c-Ethical or Not?: A Formative Game to Discuss Ethics in Academic Research , <b>LO 1.5D</b> Students, after discussing ethical practice in research over multiple days, will participate in a game that provides formative regarding their knowledge of ethical practice. Students will then complete an IRB for their inquiry proposal.
<b>Big Idea 2 Understand and Analyze</b>  <b>Week 11</b>	<b>Choosing and Defending an Inquiry Method.</b> <b>LO 2.2B</b> Students will be research participants in a quantitative study and a qualitative study to help them understand how method must be aligned to purpose and variables. They must also be able to articulate their reasons for using a method, describing their assumptions, and acknowledging the limitations. *Lesson/Activity adapted from the AP Research Workshop Handbook and Resources (2017), p.148-159.
<b>Big Idea 3 Evaluate Multiple Perspectives</b>  <b>Week 14</b>	<b>Oral Presentation Modeling,</b> <b>LO 3.1A</b> Students will analyze how other presenters (collegiate research presenters) are able to incorporate multiple perspectives into work. This modeling will directly alter the ways in which students revise their own presentation in regards to the incorporation of multiple perspectives.
<b>Big Idea 4 Synthesize Ideas</b>  <b>Entire Unit</b>	<b>Unit 3 Reflections and Peer Consultations,</b> <b>LO 4.5A</b> As part of their PREP, students are asked to respond to pointed questions requiring the acknowledgement of their own biases and assumptions regarding the application of their method. They will then consult others for verification of that plan.
<b>Big Idea 5 Team, Transform, and Transmit</b> <b>Week 13</b>	<b>Proposal/IRB Composition and Revision</b> <b>LO 5.1F</b> Students will compose their proposal and IRB form for submission to our school IRB committee. *Lesson/Activity adapted from the AP Research Course and Exam Description (2017), p. 55

## Unit 4: Introduction to the Academic Paper Final Elements

### Foci and Summary of Unit

The foci of this unit: 1) allowing students time to collect data 2) begin composing their findings within their research paper 3) understanding the functionality of data analysis and statistics. Students should be familiar with their specific methods selected from Unit 3 and should take this time to revise their method within their research plan. Data analysis methods will also be taught during this unit to smoothly transition into the independent work during Unit 5.

### Weeks 19-22

- Week 19: Establishing Final Elements of Academic Paper
- Week 20: Quantitative Data, Descriptive and Inferential Statistics
- Week 21: Qualitative Data, Thematic Grouping and using Visuals
- Week 22: Raw Data Work and Cohort Conferencing

Note regarding revision: At this point in the year, students will begin to search for revision assistance. It is unethical for any individual to meticulously revise a student's own writing. To do so may invalidate their work from scoring and they will not receive a score from College Board. Techniques have been put in place to support students in this process. Please ask students for revision guides if you have been selected to help with the revision of their paper.

QUEST Framework	Assignment Details
Big Idea 1 Question and Explore  Week 22	Raw Data Work and Cohort Conferencing LO 1.2A, 1.3A Students work in collective groups to discuss how best to organize their work.
Big Idea 2 Understand and Analyze  Weeks 20-21	Quantitative Data Types LO 2.2A, 2.2C Students discuss how they plan to approach the formation of their data analysis. They must ensure that this analysis is free possible bias through statistical relevance.  Qualitative Data Types LO 2.2A, 2.2C Students discuss how they plan to approach the formation of their data analysis. They must ensure that this analysis is free of possible bias through careful grouping of qualitative data.
Big Idea 3 Evaluate Multiple Perspectives  Week 19	LO 3.2A Students meet individually with the teacher to explain the limitations and assumptions of the data.
Big Idea 4 Synthesize Ideas	Students have moved out of this framework section and are focused on the elements of communication/production at this point.
Big Idea 5 Team, Transform, and Transmit  Week 19-22	Modeling the Composition of Data Collection, LO 5.3A3 Students will use current patterns, found in their body of knowledge, to create their own representations of their data. Students will be required to assess if particular data representation models clearly represent the intentions of the researcher.

## Unit 4: Composition of the Academic Paper Final Elements

### Foci and Summary of Unit

The foci of this unit: 1) provide time for data analysis 2) provide time for data interpretation and conclusions 3) provide time for students to finalize the academic research papers. Students will already have the tools from Unit 4 data analysis and interpretation; however, remediation may need to be provided to those groups struggling with data analysis and statistics. Student Discipline Cadres peer revision will be paramount for the success of students.

Academic Paper Due: 05.30

### Weeks 23-30

- Week 23: Findings Element Composition
- Week 24: Analysis Element Composition
- Week 25: Analysis Element Composition
- Week 26: Conclusion and Future Directions Element Composition
- Week 27: Peer Revision of Academic Paper
- Week 28: Academic Paper Revision and Edits
- Week 29: Slide Deck Composition
- Week 30: Academic Paper Revision and Edits

Note regarding revision: At this point in the year, students will begin to search for revision assistance. It is unethical for any individual to meticulously revise a student's own writing- to do so may invalidate their work from scoring and they will not receive a score from College Board. Techniques have been put in place to support students in this process. Please ask students for revision guides if you have been selected to help with the revision of their paper.

QUEST Framework	Assignment Details
Big Idea 1 Question and Explore  Week 23-24	Outline of Research Findings/Analysis LO 1.2A Students decide how to continue to explore their question now that data and/or results are starting to emerge from their research. They create an outline that is critical in ensuring that students will successfully complete their academic papers.
Big Idea 2 Understand and Analyze  Weeks 25-26	Data Analysis Composition → LO 2.2B Students will use this week to establish the connections of their own data with information already found within the body of knowledge. Conclusions and Future Directions Component Composition, LO 2.3B Students will link their own conclusions to real world implications of those conclusions.
Big Idea 3 Evaluate Multiple Perspectives Weeks 24-25	Analysis Element Composition, LO 3.2A Students are encouraged to use external scholarly sources connected to their topic to further solidify the influence of their own findings.
Big Idea 4 Synthesize Ideas  Week 26	Conclusions and Future Directions Component Composition LO 4.4A Students are reminded to refer back to their Lit Review to consider the various researchers and articles that inspired the research. These should be included in the conclusion portion of the student's academic paper.
Big Idea 5 Team, Transform, and Transmit Week 29	Building of Visual Presentation, Week 29- LO 5.1C Students will be given time to complete their visual presentations. These presentations must progress according to their aca paper findings and analysis.

## Unit 6: Revision and Presentation Preparation

### Foci and Summary of Unit

The foci of this unit: 1) prepare students for their oral presentation defense 2) provide practice and revision time for oral presentations Students will be guided through best practices regarding the composition and delivery of a presentation, as well as fielding point questioning from a panel. Students will be given time to create their presentations and use peer review to refine the visual and oral elements of their work.

### Weeks 31-33

- Week 31: Oral Defense Practice
- Week 32: Presentation and Oral Defense Practice
- Week 33: Official Presentation and Oral Defense

\*Academic Paper Due: March 30 during class

\*Presentations: Week ending April 24

QUEST Framework	Assignment Details
Big Idea 1 Question and Explore	Students have moved out of this framework section and are focused on the elements of communication/production at this point.
Big Idea 2 Understand and Analyze	Students have moved out of this framework section and are focused on the elements of communication/production at this point.
Big Idea 3 Evaluate Multiple Perspectives	Students have moved out of this framework section and are focused on the elements of communication/production at this point.
Big Idea 4 Synthesize Ideas  Week 31	Mock Presentations in Discipline Cadre LO 4.1A, 4.1B, 4.2B Students will present their Oral/Visual Presentations to their discipline cadres. This will allow for peer feedback and practice. It is highly encouraged that the presenters organize a way to record their mock presentation for personal reflection purposes.
Big Idea 5 Team, Transform, and Transmit  All Unit	Guided/Unguided Peer Revision of Visual Presentation LO 5.4A Students will be given multiple opportunities to engage in peer revision inside and outside their Discipline Cadre. Some of these opportunities will use a more direct, guided revision process and others will be open ended. When creating guided revisions the rubric language is essential.  Presenting POD Week 33

## Unit 7: Post Submission Exploratory Work

### Foci and Summary of Unit

The focus of this unit is rewarding students for their efforts in the course. Students will complete a choice board that allows each individual to autonomously work on a series of assignments that are all for publication or creation surrounding the course and their academic research from this year. At the end of the unit students will complete a debrief week in which they will communicate with the next cohort of Research students.

Note: While students will be conducting their Presentation and Oral Defense during week 33, the remainder of the class will start the choice board submissions.

### Weeks 33-36

- Week 33: AP Research Choice Board, Submission #1
- Week 34: AP Research Choice Board, Submission #2
- Week 35: AP Research Choice Board, Submission #3
- Week 36: AP Research Debrief Week

QUEST Framework	Assignment Details
Big Idea 1 Question and Explore  All Unit	AP Research Choice Board: Manual Contribution LO 1.4B Students decide what information should be provided for students entering the course in following years. They then create a piece for the manual that supports these future AP Research cohorts.  Example: Top Ten List, Journal Entry, Survey, etc.
Big Idea 2 Understand and Analyze	No activities directly connect to Big Idea 2 during this unit.
Big Idea 3 Evaluate Multiple Perspectives	No activities directly connect to Big Idea 2 during this unit.
Big Idea 4 Synthesize Ideas	No activities directly connect to Big Idea 2 during this unit.
Big Idea 5 Team, Transform, and Transmit <b>CR1f</b> All Unit	AP Research Choice Board: Submission of Academic Paper to Scholarly Journal LO 5.3C Students submit their paper to either a student journal or professional journal.  AP Research Choice Board: Submission of Future Student Support LO 5.3A See Big Idea 1  AP Research Choice Board: Submission of Academic Research Poster for Competition LO 5.1C Students submit a professional poster that represents their research project. Posters will be reviewed by the school's AP courses and the top posters will be printed and hung in the school.

## Grading Schedule: Semester 1

Please Note: The teacher of this course reserves the right to adjust this schedule at any point in the year.

Week #	PREP	Homework	Formative
1	Reflection Question	What makes a good research question?	Summer Work Fri.
2	Reflection Question	Using rubric	Intro Vocab Quiz
3	Reflection Question	Source List	RQ Speed Date
4	Reflection Question, POD 1.4	Source List	Source List/CRAAP Quiz
5	Reflection Question, POD 1.3	Annot. Bib.	Annot. Bib.
6	Reflection Question		Intro. Outline
7	Reflection Question, POD 2.2	Intro. 500 wds	
8	Reflection Question, POD 1.6	Intro. 1000 wds	RQ Elevator Pitch
9	Reflection Question	RQ Cadre Peer Rev	Methods Voc Quiz
10	Reflection Question	Method Brainstorm	Ethical or not?
11	Reflection Question, POD 1.1		Outline Method
12	Reflection Question, POD 1.2	Method 500 wds	Method 500 wds
13	Reflection Question	Expert FB Forms	IRB Documentation
14	Reflection Question		Scoring Modeling
15	Reflection Question		Method 1000 wds
16	Reflection Question	All IRB Docs	Method 1000 wds
17	Reflection Question		Slide Deck Comp.
18	Reflection Question		Presentation Participation

## Grading Schedule: Semester 2

Please Note: The teacher of this course reserves the right to adjust this schedule at any point in the year.

Week #	PREP	Homework	Formative
19	Reflection Paper	Analysis BOK paper	
20	Reflection Paper		
21	Reflection Paper		
22	Reflection Paper	Outline of Findings	Peer Conferencing
23	Reflection Paper		
24	Reflection Paper	Analysis 500 wds	500 wds Findings
25	Reflection Paper	Analysis 1000 wds	
26	Reflection Paper	Conclusion 500 wds	Abstract Assignment
27	Reflection Paper		
28	Reflection Paper		Cadre Peer Revision Feedback
29	Reflection Paper		
30	Reflection Paper		Slide Deck Completion
31	Reflection Paper		POD Questions Compl.
32	Reflection Paper		Participation peer FB
33	Reflection Paper	Choice Board Submission 1	
34	Reflection Paper	Choice Board Submission 2	
35	Reflection Paper	Choice Board Submission 3	

36	Reflection Paper		Total Choice Board Score
----	------------------	--	--------------------------