

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		AP Seminar AB				Course Code		S0388-S0389	
Transcript Title:	AP Seminar AB			Grades Levels:	10	Board Adoption Date:		5/09/2017	
Content Area:	Social Science			GPA Scale:	5.0	Date Course Submitted:		4/3/17	
Credential Req:	Social Science		Graduation Subject Areas:		Elective				
UC/CSU "A-G" Area Approvals:		G		School Site that wrote and submitted the course:			Corona del Mar High School		
Recommend Skills:	Ability to work both collaboratively and independently								
Next course(s):	AP Research AB								

COURSE DESCRIPTION *(catalog summary):*

AP Seminar is the first of two (2) year-long cross-curricular courses, comprised with the College Board's AP Capstone curriculum, and serves as the prerequisite for the second of the two courses, AP Research. In this course, students explore real-world issues through the cross curricular study of articles, research studies, academic texts, speeches, broadcasts, art, and literature. In the process, students will develop their abilities to think critically, construct arguments, conduct research, and communicate through various media. The course will be used in a cross-curricular connection with other AP courses as part of the Academy of Global Studies, a NMUSD Signature Academy at CdM.

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 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.

GOALS *(expected performance outcomes for students):*

Students explore the 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. □

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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 □
- Evaluate Multiple Perspectives □
- Synthesize Ideas
- Team, Transform, and Transmit □
- Students gain a rich appreciation and understanding of 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.

Students develop an understanding of ethical research practices and the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

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. □

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.

The AP Capstone reasoning processes are also embedded in the AP Seminar course transferable skills and proficiencies. The transferable skills and proficiencies are high- level descriptions of the understanding, knowledge, and skills that students should be able to apply in novel situations long after completing the AP Seminar course. □ Please see chart below.

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Transferable Skills	Analyze Sources and Evidence	Construct an Evidence-Based Argument	Understand Context and Perspective	Communicate (interpersonal and intrapersonal)
Reasoning Processes	<i>Situate</i> <i>Choose</i>	<i>Choose</i> <i>Connect</i> <i>Defend</i>	<i>Situate</i> <i>Connect</i>	<i>Situate</i> <i>Choose</i> <i>Defend</i>
Proficiencies	Understand and Analyze Argument Identifying the main idea in arguments, analyzing the reasoning, and evaluating the validity of the conclusions Evaluate Sources and Evidence Evaluating the credibility and relevance of sources and the evidence they present	Establish Argument Developing a well-reasoned argument clearly connecting the thesis, claims and evidence Select and Use Evidence Strategically choosing evidence to effectively support claims	Understand and Analyze Context Understanding the complexity of a problem or issue and connecting arguments to the broader context in which they are situated Understand and Analyze Perspective Comparing and interpreting multiple diverse perspectives on an issue to understand its complexity	Engage Audience Choosing and employing effective written and oral communication techniques, considering audience, context, and purpose Apply Conventions Choosing and consistently applying an appropriate citation style and effective conventions of writing Collaborate Working constructively with others to accomplish a team goal or task Reflect Articulating challenges, successes, and moments of insight that occur throughout the inquiry process

CALIFORNIA CONTENT STANDARDS (*how the course aligns with California and/or national curriculum standards*):

AP Seminar aligns with multiple CTE Pathways (ex: Bus/Fin, Education, Public Services). California State Standards Literacy in History/Social Studies, Science, & Technical Subjects, CCSS ELA RH 10.1-10.1, CCSS ELA WHST 10.1-12.2, Written arguments focused on discipline-specific content.

College Board has also created the Quest framework below. In the AP Capstone program, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. AP Capstone gives students the

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following pedagogical framework (“QUEST”) to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives:

Question and Explore

Questioning begins with an initial exploration of complex topics or issues. Perspectives and questions emerge that spark one’s curiosity, leading to an investigation that challenges and expands the boundaries of one’s current knowledge.

- How does the context of a problem or issue affect how it is interpreted or presented?
- How might others see the problem or issue differently?
- Q** ○ What questions have yet to be asked?
- What voices or perspectives are missing from my research?
- What do I want to know, learn, or understand?
- How does my research question shape how I go about trying to answer it?
- What keywords should I use to search for information about this topic?

Understand and Analyze Arguments

Understanding various perspectives requires contextualizing arguments and evaluating the authors’ claims and lines of reasoning.

- What strategies will help me comprehend a text?
- What is the argument’s main idea and what reasoning does the author use to develop it?
- U** ○ Why might the author view the issue this way?
- What biases may the author have that influence his or her perspective?
- Does this argument acknowledge other perspectives?
- How do I know whether something is true?
- What are the implications of these arguments?
- How does this conclusion impact me and my community? Or my research?

Evaluate Multiple Perspectives

Evaluating an issue involves considering and evaluating multiple perspectives both individually and in comparison to one another.

- 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?
- E** ○ How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?

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Synthesize Ideas

Synthesizing others' ideas with one's own may lead to new understandings and is the foundation of a well-reasoned argument that conveys one's perspective.

- S**
- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
 - What line of reasoning and evidence would best support my argument? Is my reasoning logical?
 - Are there other conclusions I should consider?
 - What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
 - What is the best way to acknowledge and attribute the work of others that was used to support my argument?
 - How can I avoid committing plagiarism?

Team, Transform, and Transmit

Teaming allows one to combine personal strengths and talents with those of others to reach a common goal. Transformation and growth occur upon thoughtful reflection. Transmitting requires the adaptation of one's message based on audience and context.

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

This process is recursive, not linear. This recursive process allows researchers to go back and forth between the processes as they encounter new information.

EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

Assignments and exams will be graded on the following scale.

Performance Standards				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A

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Unlike many other AP courses, the College Board overall exam grade is not entirely based on an end of the year College Board exam. The AP grade for AP Seminar is assessed through three components: Team Project and Presentation, an individual research based essay and presentation and then the end-of-course exam in May. The first two portions are teacher graded and will be factored into the overall course grade. The last portion, is College Board Assessed.

AP Seminar Assessment Overview

Students are assessed with two through-course performance tasks and one end-of- course exam. All three assessments are summative and will be used to calculate the final AP score (using the 1–5 scale) for AP Seminar through College Board.

- ▶ **Team Project and Presentation — 20%** •
- ▶ **Individual Research-Based Essay and Presentation — 35%** •
- ▶ **End-of-Course Exam (2 Hours) — 45% (College Board Scored)** •

AP Seminar Performance Task 1: Team Project and Presentation

Weight: 20% of the AP Seminar score • **Goal Completion Date:** February 28 **Submission Deadline:** April 30 •

• Teacher will upload and submit the following for this task by April 30: •

- ▶ Individual Research Report for each student •
- ▶ Internal Score Report for the following components
 - › Individual Research Report (IRR) •
 - › Team Multimedia Presentation and Defense (TMP) •

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. •

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Components: The following components are formally assessed:

Component	Scoring Method	Weight
Individual Research Report (1200 words)	Teacher scored, College Board validated (individual score)	50% of 20%
Team Multimedia Presentation and Defense (8–10 minutes, plus defense questions)	Teacher scored (group score)	50% of 20%

In this project, three to five students collaborate as a team to identify a problem or issue (e.g., local, national, global, academic/theoretical/philosophical). Each team develops a team research question and conducts preliminary research. They identify approaches, perspectives, or lenses and divide responsibilities among themselves for individual research that will address the team's research question.

Individually, students investigate their assigned approach, perspectives, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the group in a well-written individual report that:

- ▶ identifies the area of investigation and its relationship to the overall problem or issue; •
- ▶ summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the •chosen sources; •
- ▶ identifies, compares, and interprets a range of perspectives about the problem or issue; and •
- ▶ cites all sources used and includes a list of works cited or bibliography. •Working collaboratively, the team considers all of the research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions. The team: •

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- ▶ collaboratively synthesizes and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue; •
- ▶ considers potential solutions or resolutions and conducts additional research in order to evaluate different solutions within the context of the problem; and •
- ▶ proposes one or more solutions or resolutions and prepares an argument to support their proposal. •

The team develops an 8–10 minute presentation that presents a convincing argument for the proposed solutions or recommendations. The team should •ensure the claims made are supported by evidence and that they have considered different perspectives and the limitations and implications of their proposed solutions or recommendations. The presentation and the media used to enhance the presentation should consider audience, context, and purpose. Following the presentation, the team will defend its argument, with each student responding to a question posed by the teacher. Each team member should be prepared to answer questions about any part of the presentation.

Following the presentation, teachers will ask one question of each individual student. The questions are designed to assess the students' reflection on their experiences of collaborating as a group. The questions allow the student to provide specific evidence of their collaboration (for example, asking one student about another team member's research). •The students may also be asked follow-up clarifying questions to allow students the opportunity to fully explain their answers.

AP Seminar Performance Task 2: Individual Research-Based Essay and Presentation

Weight: 35% of the AP Seminar score

Goal Completion Date: April 15

Submission Deadline: April 30

Teachers must upload and submit the following for this task by April 30:

- ▶ Individual Written Argument for each student •

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▶ Internal Score Report for the following components:

- › Individual Written Argument (IWA) •
- › Individual Multimedia Presentation (IMP) •
- › Oral Defense (OD) •

Task Overview •

The College Board’s AP Program will annually release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme. Students will read and analyze the texts to identify thematic connections among them and possible areas for inquiry; compose 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 at least one of the provided sources.

Criteria for Stimulus Material •

On or about January 2 of each year, the College Board will release academic, cross- curricular stimulus material (texts) focused on a theme representing a range of perspectives from each of the following domains: •

- ▶ Natural Sciences, Technology, Mathematics, Environment •
- ▶ Social Sciences, Politics, Economics, Psychology •
- ▶ Arts (Visual Arts, Music, Dance, Theater) •
- ▶ Culture, Languages, Linguistics •
- ▶ History •
- ▶ Literature, Philosophy, Critical Theory/Criticism •

The following will be represented in the texts:

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- ▶ Visual text and/or multimedia •
- ▶ Quantitative data •

Components

The following components are formally assessed:

Component	Scoring Method	Weight
Individual Written Argument (2,000 words)	Teacher scored, College Board validated	70% of 35%
Individual Multimedia Presentation (6–8 minutes)	Teacher scored	20% of 35%
Oral Defense (two questions from the teacher)	Teacher scored	10% of 35%

Task Guidelines

Teachers engage students in discussions of emerging issues from the cross- curricular stimulus material supplied by the College Board. Materials are released on or about January 2 of each year, and students must address the current year's stimulus material in their written responses.

Students read and analyze the provided stimulus materials to identify thematic connections among the sources and possible areas for inquiry. They compose a research question prompted by their analysis of the stimulus materials. They then gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of 2,000 words. The final paper must refer to and incorporate at least one of the sources provided.

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Students must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper and including a bibliography.

Students each develop a 6–8 minute presentation using appropriate media and present it to an audience of their peers. This presentation is an opportunity for students to present their conclusions by building arguments that convey their perspectives. □ The presentations should use the evidence to support students' own arguments and situate their perspectives in their larger contexts rather than merely summarizing student research. Finally, students defend their research process, use of evidence, and conclusion through oral responses to two questions asked by the teacher.

Following the presentation, teachers will ask two questions of the student. This component is designed to assess the student's response to and understanding □ of the two criteria below, and a question must be asked to address each of them. Teachers may also ask follow-up clarifying questions to allow students the opportunity to fully explain their answers. □

1. Reflection on the Research Process

- What information did you need before you began your research, and how did that information shape your research?
- What evidence did you gather that you didn't use? Why did you choose not to use it? □
- How valid and reliable are the sources you've used? How do you know? Which sources didn't work? □
- How did you select the strategies you used to gather information or conduct research? Were they effective?
- How did your research question evolve as you moved through the research process? Did your research go in a different direction than you originally planned/hypothesized?
- What information did you need that you weren't able to find or locate? How did you go about trying to find that information?
- How did you handle the differing perspectives in order to reach a conclusion? □

2. Extending argumentation through effective questioning and inquiry

- What additional questions emerged from your research? Why are these questions important? □

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- What advice would you have for other researchers who consider this topic? ☐
- What might be the real-world implications or consequences (influence on others' behaviors or decision-making processes) of your findings? What are the implications to your community? ☐
- If you had more time, what additional research would you conduct related to this issue? ☐
- Explain the level of certainty you have about your conclusion, solution, or recommendation. ☐
- How does your conclusion respond to any of the other research or sources you examined? ☐
- How did you use the conclusions and questions of others to advance your own research? ☐

AP Seminar End-of-Course Exam

Weight: 45% of the AP Seminar score (College Board scored)

Date: May (in the AP Exam administration window)

Task Overview

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of four items (three short-answer and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students' skills in synthesizing and creating an evidence-based argument.

Description of End-of-Course Exam

Five sources will be included with each end-of-course exam. Sources and readings on the end-of-course exam will represent a range of disciplines and perspectives. The four questions listed in the table below will remain the same on the end-of-course exam from year to year.

Components

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The following components are formally assessed:

Component	Scoring Method	Weight
Part A Suggested time: 30 minutes One source provided Students are asked to analyze an argument using evidence. 1. Identify the author's argument, main idea, or thesis. 2. Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them. 3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument.	College Board scored	30% of 45%

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Component	Scoring Method	Weight
Part B Suggested time: 90 minutes Four sources provided Students are asked to build their own arguments using at least two of the four provided 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. Directions: Read the <u>four</u> sources carefully, focusing on a theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on the theme or issue you identified. You must incorporate at least <u>two</u> of the sources provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge. In your response, refer to the provided sources as Source A, Source B, Source C, or Source D, or by the authors' names.	College Board scored	70% of 45%

Course Outline

Overview of the Curriculum Framework

Based on the Understanding by Design (Wiggins and McTighe) model, this curriculum framework is intended to provide a clear and detailed description of the course requirements necessary for student success. This conceptualization will guide the development and organization of learning outcomes from general to specific, resulting in focused statements about content knowledge and skills needed for success in the course. The curriculum framework contains the following structural components:

- ▶ The course is organized around five **big ideas**. Tied to each big idea are several **essential questions**. These are open-ended questions that encourage students to think deeply about a topic, ask additional questions and investigate solutions, and develop the deeper conceptual understanding that the course seeks to foster. •

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- ▶ Within each big idea are several **enduring understandings**. These are the long-term takeaways related to the big ideas that a student should have after exploring the content and skills. These understandings are expressed as generalizations that specify what students will come to understand about the key concepts in the course. Enduring understandings are numbered to correspond to each big idea. •
- ▶ Linked to each enduring understanding are the corresponding **learning objectives**. The learning objectives articulate what students need to be able to do in order to develop the enduring understandings. The learning objectives will become targets of assessment for the course. Learning objectives are numbered to correspond with the appropriate big ideas and enduring understandings. •
- ▶ For each of the learning objectives, **essential knowledge** statements describe the facts and basic concepts that a student should know and be able to recall in order to demonstrate mastery of the learning objective. Essential knowledge components are numbered to correspond with the appropriate big ideas, enduring understandings, and learning objectives. •

Big Idea 1: Question and Explore

Inquiry and investigation begin when students encounter information about complex issues and problems that stimulates their intellectual curiosity. They then continue the research process by developing a critical question about one or more of those complex issues or ideas. Seeking answers to such questions requires exploration of numerous, often competing perspectives; the context surrounding those perspectives; and the reliability and credibility of the perspectives. Through this exploration, students begin to develop their own perspectives, rather than simply accept those of others. They consider the purpose of their research — what is supposed to be achieved and why. Ideally, they also develop additional questions that lead to further inquiry. The intrinsic value of asking and answering questions cannot be overstated. Giving students the opportunity to dig deeper and feed their curiosity makes for meaningful discoveries and discussions.

Essential Questions

- ▶ How does the context of a problem or issue affect how it is interpreted or presented? •
- ▶ How might others see the problem or issue differently? •
- ▶ What questions have yet to be asked? •

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- ▶ What voices or perspectives are missing from my research? •
- ▶ What do I want to know, learn, or understand? •
- ▶ How does my research question shape how I go about trying to answer it? •
- ▶ What information do I need to answer my question? •
- ▶ What keywords should I use to search for information about this topic? •

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
EU 1.1: Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions , resolutions , innovations, or solutions .	LO 1.1A: Contextualizing and identifying the complexities of a problem or issue. LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.	EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context . EK 1.1B1: Effective research questions lead to an examination taking into account the complexity of a problem or issue. EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues .

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Enduring Understandings

(Students will understand that . . .)

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

Learning Objectives

(Students will be skilled at . . .)

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

Essential Knowledge

(Students will know that . . .)

EK 1.2A1: Understanding comes not only through collection of information but also from a variety of other factors (e.g., experience, external sources, cultural context, **assumptions**).

EK 1.2A2: A variety of strategies (e.g., brainstorming, concept mapping, prewriting, exploration of space, drafting) can be used to illustrate, organize, and connect ideas.

EK 1.2A3: Inquiry confirms or challenges one's existing understandings, assumptions, beliefs, and/or knowledge.

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EU 1.3: The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.

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

EK 1.3A1: Information used to address a problem may come from various **secondary sources** (e.g., articles, other studies, analyses, reports) and/or **primary sources** (e.g., original **texts** and works, material culture, or personally collected data such as from experiments, surveys, questionnaires, interviews, observations, personal narratives).

EK 1.3A2: Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources.

EK 1.3A3: Advanced search tools, Boolean logic, and key words allow scholars to refine, focus, and/or limit their searches based on a variety of factors (e.g., date, peer-review status, type of publication).

EU 1.4: The relevance and credibility of the source of information is determined by the context of its use.

LO 1.4A: Evaluating the relevance and **credibility** of the source of information and data in relation to the inquiry.

EK 1.4A1: The scope and purpose of one's research and the credibility of sources affects the generalizability and the **reliability** of the conclusions.

EK 1.4A2: Credibility of **evidence** depends on use of sources and data that are relevant and reliable (current, authoritative).

EK 1.4A3: Determining the credibility of a source requires considering and evaluating the reputation and credentials of the **author**, publisher, site owner, and/or sponsor; understanding and evaluating the author's perspective and research methods; and considering how others respond to their work. Scholarly articles are often peer reviewed.

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Enduring Understandings
(Students will understand that . . .)

Learning Objectives
(Students will be skilled at . . .)

Essential Knowledge
(Students will know that . . .)

EU 1.5: There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.

LO 1.5A: Identifying the information needed for the context of the inquiry.

EK 1.5A1: The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the type of information needed and the appropriate method of gathering it.

Big Idea 2: Understand and Analyze

Developing understanding starts with comprehension of the concepts and perspectives under examination. Being able to summarize by identifying and explaining the salient ideas in a text is foundational. When students summarize and explain an author's perspective to others, they are building understanding. Students must comprehend a perspective or argument in order to be able to analyze it. That analysis — including consideration of the author's point of view and purpose, the reasoning and details the author selects, develops, and conveys, and the way the author chooses to situate those details — in turn leads to greater understanding of the topic or concept being explored. Students evaluate the strength of an argument by examining the line of reasoning and the quality of the evidence the author uses. This level of understanding allows students to recognize the implications and predict the consequences of an argument.

Essential Questions

- ▶ What strategies will help me comprehend a text? •
- ▶ What is the argument's main idea and what reasoning does the author use to develop it? •
- ▶ Why might the author view the issue this way? •

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- ▶ What biases may the author have that influence his or her perspective? •
- ▶ Does this argument acknowledge other perspectives? •
- ▶ How do I know if a source is trustworthy? •
- ▶ What are the implications of these arguments? •
- ▶ How does this conclusion impact me and my community? Or my research? •

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Enduring Understandings

(Students will understand that . . .)

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

Learning Objectives

(Students will be skilled at . . .)

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

Essential Knowledge

(Students will know that . . .)

EK 2.1A1: Reading critically means reading closely to identify the main idea, **tone**, assumptions, context, perspective, **line of reasoning**, and evidence used.

EK 2.1A2: Strategies active readers use to preview and prioritize a written text include skimming, scanning, rereading, and questioning.

EK 2.1A3: Strategies active readers use to make meaning from texts include annotating, note-taking, highlighting, and reading aloud.

EK 2.1A4: Perspectives are shared through written, spoken, visual, or performance texts. A perspective includes the writer's attitude/tone regarding the subject and is expressed through an argument.

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Enduring Understandings

(Students will understand that . . .)

Learning Objectives

(Students will be skilled at . . .)

Essential Knowledge

(Students will know that . . .)

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

EK 2.1B1: The main idea of an argument is often expressed in the thesis statement, **claim**, or conclusion, or implied throughout a work.

EK 2.1B2: Artistic works (e.g., painting, film, music, dance) convey a perspective. Analysis of a work's context, subject, structure, style, and aesthetic is critical to understanding its aims.

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EU 2.2: Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.

LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument.

EK 2.2A1: Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.

EK 2.2A2: An argument's line of reasoning is organized based on the argument's purpose (e.g., to show causality, to define, to propose a solution).

EK 2.2A3: **Inductive** reasoning uses specific observations and/or data points to identify trends, make generalizations, and draw conclusions. **Deductive** reasoning uses broad facts or generalizations to generate additional, more specific conclusions about a phenomenon.

EK 2.2A4: A lack of understanding of the complexities of an argument (tone, **implications**, **limitations**, nuance, context) can lead to oversimplification and/or generalization.

EK 2.2A5: Effective arguments acknowledge other arguments and/or respond to them with **counterarguments** (e.g., **concession**, **refutation**, **rebuttal**).

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Enduring Understandings
 (Students will understand that . . .)

Learning Objectives
 (Students will be skilled at . . .)

Essential Knowledge
 (Students will know that . . .)

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

EK 2.2B1: An argument's context (time and purpose) and situation (in relation to other arguments) inform its interpretation.

EK 2.2B2: Writers use **qualitative** and/or **quantitative** evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of **validity**.

EK 2.2B3: Authors strategically include evidence to support their claims.

EK 2.2B4: Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis).

EK 2.2B5: Evidence may be used to identify and explain relationships (comparative, causal, or correlational) and/or patterns and trends.

EK 2.2B6: Credibility is compromised when authors fail to acknowledge and/or consider the limitations of their conclusions, opposing views or perspectives, and/or their own **biases**.

LO 2.2C: Evaluating the validity of an argument.

EK 2.2C1: An argument is valid when there is logical **alignment** between the line of reasoning and the conclusion.

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EU 2.3: Arguments have implications and consequences.

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

LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

EK 2.3A1: The implications and consequences of arguments may be intended or unintended.

EK 2.3B1: Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps).

Big Idea 3: Evaluate Multiple Perspectives

Understanding the complexity of an issue, idea, or problem requires students to compare and contrast different perspectives. These multiple perspectives, which may support, oppose, compete with, or otherwise vary from one another, come together to create the conversation on the issue. Students must consider the biases and assumptions behind those perspectives in order to evaluate their relevance and importance in the conversation. Evaluating multiple perspectives and arguments allows students to better understand the complexities of an issue or topic.

Essential Questions

- ▶ What patterns or trends can be identified among the arguments about this issue? •
- ▶ What are the implications and/or consequences of accepting or rejecting a particular •argument? •
- ▶ How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to? •
- ▶ How can I explain contradictions within or between arguments? •
- ▶ From whose perspective is this information being presented, and how does that affect my evaluation?

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Enduring Understandings

(Students will understand that . . .)

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

EU 3.2: Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, one's own arguments can be situated within a larger conversation.

Learning Objectives

(Students will be skilled at . . .)

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.

Essential Knowledge

(Students will know that . . .)

EK 3.1A1: An individual's perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and worldview, as well as by external sources.

EK 3.1A2: Perspectives are not always oppositional; they may be concurring, complementary, or competing.

EK 3.2A1: Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic.

EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how one's own personal biases and assumptions can influence one's judgment.

Big Idea 4: Synthesize Ideas

Once enough information is gathered and evaluated, students synthesize their accumulated knowledge, emerging ideas, and perspectives to form conclusions of their own. In order to situate their perspectives within the larger conversation, students must consider other perspectives and points of view. Strong arguments have a clear purpose and are grounded in a logical line of reasoning supported by carefully chosen and relevant evidence. Effective arguments analyze the material and develop a perspective on it.

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Information from other sources should not stand in for students' own thinking. The goal is for students to think critically about the information and then add to, not simply repeat, the ideas of others. Building arguments on the ideas of others recognizes and acknowledges their perspectives while also establishing one's unique voice in the conversation.

Essential Questions

- ▶ How do I connect and analyze the evidence in order to develop an argument and support a conclusion? •
- ▶ What line of reasoning and evidence would best support my argument? Is my reasoning logical? •
- ▶ Are there other conclusions I should consider? •
- ▶ What am I taking for granted? How do I acknowledge and account for my own biases •and assumptions? •
- ▶ What is the best way to acknowledge and attribute the work of others that was used to support my argument? •
- ▶ How can I avoid committing plagiarism?

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Enduring Understandings
 (Students will understand that . . .)

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

Learning Objectives
 (Students will be skilled at . . .)

LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.

Essential Knowledge
 (Students will know that . . .)

EK 4.1A1: Effective arguments use reason and evidence to convey a perspective, **point of view**, or some version of the truth that is stated or implied in the **thesis** and/or conclusion.

EK 4.1A2: Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.

EK 4.1A3: Qualifiers place limits on how far a claim may be carried. Effective arguments acknowledge these limits, increasing credibility by reducing overgeneralization or oversimplification.

EK 4.1A4: Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., concession, refutation, rebuttal).

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

LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.

EK 4.2A1: Evidence can be collected from print and non-print sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).

EK 4.2A2: Evidence is used to support the claims and reasoning of an argument. Compelling evidence is sufficient, accurate, relevant, current, and credible to support the conclusion.

EK 4.2A3: Evidence is strategically chosen based on context, purpose, and audience. Evidence may be used to align an argument with authority; to define a concept, illustrate a process, or clarify a statement; to set a mood; to provide an example; to amplify or qualify a point.

EK 4.2A4: The evidence selected and attributed contributes to establishing the credibility of one's own argument.

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Enduring Understandings
 (Students will understand that . . .)

Learning Objectives
 (Students will be skilled at . . .)

Essential Knowledge
 (Students will know that . . .)

- EK 4.1A5:** The line of reasoning is a clear, logical path leading the audience through the reasons to a conclusion.
- EK 4.1A6:** The logic and reasoning of an argument may be deductive (claim followed by evidence) or inductive (evidence leads to a conclusion).
- EK 4.1A7:** A line of reasoning is organized based on the argument's purpose (e.g., to show causality, to evaluate, to define, to propose a solution).
- EK 4.1A8:** Claims and supporting evidence are arranged (e.g., spatially, chronologically, order of importance) to convey reasoning and relationship (e.g., comparative, causal, correlational).
- EK 4.1A9:** The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.

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Enduring Understandings
 (Students will understand that . . .)

Learning Objectives
 (Students will be skilled at . . .)

Essential Knowledge
 (Students will know that . . .)

	LO 4.2B: Providing insightful and cogent commentary that links evidence with claims.	EK 4.2B1: Commentary connects the chosen evidence to the claim through interpretation or inference, identifying patterns, describing trends, and/or explaining relationships (e.g., comparative, causal, correlational).
EU 4.3: Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.	LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.	EK 4.3A1: Accurate and ethical attribution enhances one's credibility. EK 4.3A2: Plagiarism is a serious offense that occurs when a person presents another's ideas or words as his or her own. Plagiarism may be avoided by acknowledging sources thoroughly and accurately. EK 4.3A3: Source material should be introduced, integrated, or embedded into the text of an argument. EK 4.3A4: Quoted and paraphrased material must be properly attributed, credited, and cited following a style manual. Quoting is using the exact words of others; paraphrasing is restating an idea in one's own words. EK 4.3A5: Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA).

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EU 4.4: Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.

LO 4.4A: Extending an idea, question, process, or product to innovate or create new understandings.

EK 4.4A1: Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.

EU 4.5: Arguments, choices, and solutions present intended and unintended opportunities, and consequences.

LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.

EK 4.5A1: When proposing a solution, the advantages and disadvantages of the options and alternatives should be weighed against the goal within its context.

Big Idea 5: Team, Transform, and Transmit

Collaboration, communication, and reflection are skills that provide opportunities for students to develop their learning. When collaborating, students draw upon their own strengths and the strengths of teammates to achieve a common goal.

An argument is effectively communicated when its purpose is clear, it is tailored to a specific audience and context, and it is conveyed through a medium appropriate and appealing to the intended audience. Adhering to standard language conventions and engaging delivery techniques establishes a writer's or speaker's credibility with his or her audience.

Whether working alone or in a group, students reflect on their work and learning processes, which can lead to personal growth as well as even more effective inquiry, learning, and collaboration.

Essential Questions

- How can I best appeal to and engage my audience? •

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

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Enduring Understandings
 (Students will understand that . . .)

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

Learning Objectives
 (Students will be skilled at . . .)

LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.

Essential Knowledge
 (Students will know that . . .)

EK 5.1A1: An argument may include the following elements:

- ▶ Introduction: engages the audience by providing background and/or context
- ▶ Thesis: conveys the main idea of an argument
- ▶ Reasons, evidence, and commentary: provide support for the argument
- ▶ Counterargument, concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments
- ▶ Conclusion: synthesizes reasoning, considers possible implications for the future, and ties back to the introduction
- ▶ Bibliography: identifies works cited

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Enduring Understandings

(Students will understand that . . .)

Learning Objectives

(Students will be skilled at . . .)

Essential Knowledge

(Students will know that . . .)

LO 5.1B: Adhering to established **conventions** of grammar, usage, style, and mechanics.

LO 5.1C: Communicating information through appropriate media using effective techniques of design.

EK 5.1A2: Coherence is achieved when the elements and ideas in an argument flow logically and smoothly. Transitions are used to move the audience from one element or idea to another by illustrating the relationship between the elements or ideas.

EK 5.1B1: A writer expresses tone or attitude about a topic through word choice, sentence structure, and imagery.

EK 5.1B2: Effective sentences create variety, emphasis, and interest through structure, agreement of elements, placement of modifiers, and consistency of tense.

EK 5.1B3: Precision in word choice reduces confusion, wordiness, and redundancy.

EK 5.1B4: Spelling and grammar errors detract from credibility.

EK 5.1C1: Effective organizational and design elements (e.g., headings, layout, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use or overuse

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EK 5.1C3: Effective communication requires choosing appropriate media (e.g., essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience.

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

EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium, and purpose.

LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance.

EK 5.1E1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, **vocal variety**, energy) to emphasize information, convey tone, and engage their audience.

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Enduring Understandings

(Students will understand that . . .)

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

Learning Objectives

(Students will be skilled at . . .)

LO 5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal.

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

Essential Knowledge

(Students will know that . . .)

EK 5.2A1: Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective.

EK 5.2B1: Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team's performance.

EK 5.2B2: Teams function at their best when they understand the diversity of their social-cultural perspectives, talents, and skills.

EK 5.2B3: Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation.

EK 5.2B4: Effective teams consider the use of online collaborative tools.

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

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

EK 5.3A1: Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, drawing, exploration of space, and/or guided contemplation.

EK 5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.

LO 5.3B: Reflecting on experiences of collaborative effort.

EK 5.3B1: Reflection acknowledges the impact of actions on both the group and individual contributions, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group's and individuals' tasks.