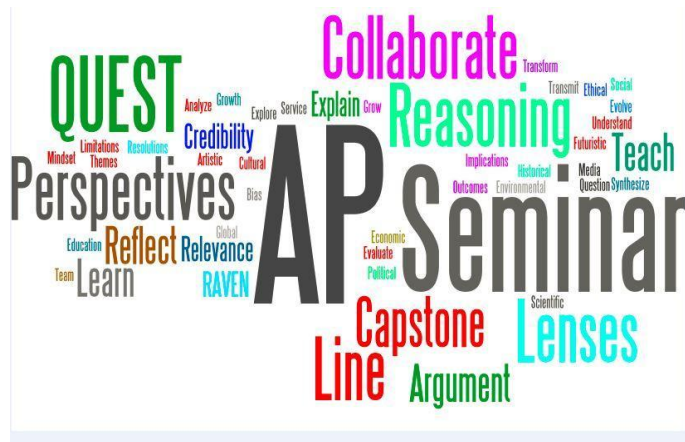


# AP SEMINAR CURRICULUM



**Grade Level(s):** 10-12

**Curriculum Author(s):** Jessica McKay

**Course Description:** AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in 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.

AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.

The AP Capstone program aims to empower students by:

- engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion;
- extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- enabling them to collect and analyze information with accuracy and precision;
- cultivating their abilities to craft, communicate, and defend evidence-based arguments; and
- providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

## Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	<a href="#">Vision of A Learner “I Can” Statements</a>
<a href="#">Unit 1   Foundations in Argument</a> 5-6 Weeks (September-October)	How does my research question shape how I go about trying to answer it?	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.	TCC2 (9-12), TI3 (9-12), P1 (9-12)
<a href="#">Unit 2   Practice Team Project</a> 5-6 Weeks (October-Mid-November)	What contributions can I offer to a team?	Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open ended problems.	TCC3 (9-12), CCE1 (9-12), CCE2 (9-12), CCE3 (9-12), DE1 (9-12), TI3 (9-12), TI4 (9-12), P1 (9-12), AA1 (9-12), AA2 (9-12)
<a href="#">Unit 3   Performance Task #1</a> 10 weeks (December-February)	What are the implications of these arguments?	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.	TCC1 (9-12), TCC2 (9-12), TCC3 (9-12), CCE1 (9-12), CCE2 (9-12), CCE3 (9-12), TI1 (9-12), TI2 (9-12), TI3 (9-12), TI4 (9-12), P1 (9-12), P3 (9-12), AA1 (9-12), AA2 (9-12)
<a href="#">Unit 4   Performance Task #2</a> 10 weeks (February-May)	How can I best appeal to and engage my audience?	Forming one’s own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.	TCC1 (9-12), TCC2 (9-12), TCC3 (9-12), CCE1 (9-12), CCE2 (9-12), TI1 (9-12), TI2 (9-12), TI3 (9-12), TI4 (9-12)
<a href="#">Unit 5   Authentic Applications</a> 4 weeks (May-June)	How can I benefit from reflecting on my own work?	Being able to effectively research a topic beyond the “academic” sense of the term can lead to the ability to spark social change.	TCC4 (9-12), TI3 (9-12), AA4 (9-12)



## Unit 1 - Foundations in Argument

### Desired Results - Goals, Transfer, Meaning, Acquisition

**Established Goals:** \*Standards based on the [AP Seminar Course Exam and Description](#) For more information visit: [www.CollegeBoard.org](http://www.CollegeBoard.org)  
Question and Explore:

- EK 1.2A2
- EK 1.4A3

Understand and Analyze:

- EK 2.1A1-EK 2.1A3, EK 2.1B1
- EK 2.2A5, EK 2.2B3, EK 2.2C1

Evaluate Multiple Perspectives:

- EK 3.1A1-EK 3.1A2
- EK 3.2A1

Synthesize Ideas:

- EK 4.1A1-EK 4.1A2, EK 4.1A4-EK 4.1A5, EK 4.1A7
- EK 4.2A4, EK 4.2B1

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

**THINK CRITICALLY AND CREATIVELY**

- TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

**COLLABORATE AND COMMUNICATE EFFECTIVELY**

(Currently Being Developed)

- CCE1 (9-12): *Engage others in meaningful conversations while respecting multiple perspectives.*
- CCE4 (9-12): *Express ideas in a variety of ways, according to context, purpose, and audience.*

**DEMONSTRATE EMPATHY**

(Currently Being Developed)

- *DE1 (9-12): Seek, listen to, and understand multiple perspectives.*

#### TAKE INITIATIVE

- TI1 (9-12): I can formulate and investigate probing questions to further my learning.

#### PERSEVERE

(Currently Being Developed)

- *P1 (9-12): Identify and utilize personal strengths to overcome obstacles.*

#### ADAPT AND ADJUST

- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.

**Understandings:** Students will understand that...

Question and Explore:

- EU 1.2: Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.
- EU 1.4: The relevance and credibility of the source of information is determined by the context of its use.

Understand and Analyze:

- EU 2.1: Authors express their ideas, perspectives, and/or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.
- EU 2.2: Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.
- EU 2.3: Arguments have implications and consequences.

Evaluate Multiple Perspectives:

**Essential Questions:**

Question and Explore:

- How does the context of a problem or issue affect how it is interpreted or presented?

Understand and Analyze:

- How do I know if a source is trustworthy?

Evaluate Multiple Perspectives:

- What patterns or trends can be identified among the arguments about this issue?
- How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?

Synthesize Ideas:

- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?

<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul> <p>Synthesize Ideas:</p> <ul style="list-style-type: none"> <li>● EU 4.1: Scholarly works convey perspectives and demonstrate effective lines of reasoning that have been selected for the intended audience, purpose, and situation.</li> <li>● EU 4.3: Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.</li> </ul>	
<p><b>Students will know...</b></p> <p>Question and Explore:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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, meaning the research has been reviewed.</li> </ul> <p>Understand and Analyze:</p> <ul style="list-style-type: none"> <li>● EK 2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.</li> <li>● EK 2.1A2: Strategies active readers use to preview and</li> </ul>	<p><b>Students will be able to...</b></p> <p>Question and Explore:</p> <ul style="list-style-type: none"> <li>● LO 1.4A: Evaluate the relevance and credibility of the source of information and data in relation to the inquiry.</li> </ul> <p>Understand and Analyze:</p> <ul style="list-style-type: none"> <li>● LO 2.1A: Employ appropriate reading strategies and read critically for a specific purpose.</li> <li>● LO 2.1B: Summarize and explain a text's main idea or aim while avoiding faulty generalizations and oversimplification.</li> <li>● LO 2.2A: Explain and analyze the logic and line of reasoning of an argument.</li> <li>● LO 2.2B: Evaluate the relevance and credibility of evidence used to support an argument, taking context into consideration.</li> <li>● LO 2.2C: Evaluate the validity of an argument.</li> </ul>

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 2.1B1: The main idea of an argument is often expressed in the thesis statement, claim, or conclusion, or implied throughout a work.
- EK 2.2A5: Effective arguments acknowledge other arguments and/or respond to them with counter arguments (e.g., concession, refutation, rebuttal).
- EK 2.2B3: Authors strategically include evidence to support their claims.
- EK 2.2C1: An argument is valid when there is logical alignment between the line of reasoning and the conclusion.

#### Evaluate Multiple Perspectives:

- 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.

#### Synthesize Ideas:

- 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 4.1A4: Effective arguments acknowledge other arguments and/or respond to them with counter arguments (e.g.,

#### Evaluate Multiple Perspectives:

- LO 3.1A: Identify, compare, and interpret multiple perspectives on or arguments about an issue.
- LO 3.2A: Evaluate alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.

#### Synthesize Ideas:

- LO 4.1A: Formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration.
- LO 4.2A: Interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.
- LO 4.2B: Provide insightful and cogent commentary that links evidence with claims.

<p>concession, refutation, rebuttal).</p> <ul style="list-style-type: none"> <li>• EK 4.1A5: The line of reasoning is a clear, logical path leading the audience through the reasons to a conclusion.</li> <li>• 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).</li> <li>• EK 4.2A4: The evidence selected and attributed contributes to establishing the credibility of one's own argument.</li> <li>• 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).</li> </ul>	
<p><b>Key Vocabulary:</b> Lenses, Perspectives, Context, Complex Issues, Credibility (RAVEN/PACE), Reliability, Evidence, Argument, Line of Reasoning, Claim, Implications, Limitations, Deductive Reasoning, Inductive Reasoning, Counter Arguments (Refutation, Rebuttal, Concession), Qualitative Evidence, Quantitative Evidence, Validity, Biases, Alignment, Point of View, Thesis, Commentary</p>	
<p style="text-align: center;"><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <p><i>Summative Assessment:</i></p> <ol style="list-style-type: none"> <li>1. Practice End-of-Course Exam Part A (Author's Central Claim, Line of Reasoning, Evaluation of Evidence)</li> </ol>	<p><b>Other Evidence:</b></p> <p><i>Formative Assessments:</i> Summer Assignment, Tree of Reasoning, Lenses/Perspective Graphic Organizer, Annotated Bibliography, Research Question Development, Personality Profile Presentation, Sample Performance Tasks 1 and 2</p> <p><i>Interim Assessments:</i> Article Review, Concept Map, Credibility Assessment, Perspectives in Conversation Paragraph</p>
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>THINK CRITICALLY AND CREATIVELY</b></p> <ul style="list-style-type: none"> <li>• TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.</li> </ul> <p>CFA #1: Perspectives in Conversation Paragraph Performance Task: Practice End-of-Course Exam Part A</p>	

## TAKE INITIATIVE

- TI3 (9-12): I can formulate and investigate probing questions to further my learning.

CFA #2: How to Develop an Effective Research Question

## PERSEVERE

(Currently Being Developed)

- *P1 (9-12): Identify and utilize personal strengths to overcome obstacles.*

CFA #3: Personality Profile Inventory and Presentation

**Teacher Resources:** Resources include, but are not limited to:

- Databases provided through the NHS Library Resource Website: Statista, Gale, EBSCOHost, JSTOR
- Databases provided through the digital portfolio in College Board
- AllSides.com
- Sample Performance Tasks 1 and 2
- Technology: Google Slides, Google Docs, Google Shared Drive
- Teacher and student selected materials based on research topic/interest



## Unit 2 - Practice Team Project

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

\*Standards based on the [AP Seminar Course Exam and Description](#) For more information visit: [www.CollegeBoard.org](http://www.CollegeBoard.org)

#### Question and Explore:

- EK 1.1A1, EK 1.1B1
- EK 1.5A1

#### Understand and Analyze:

- EK 2.3B1

#### Evaluate Multiple Perspectives:

- EK 3.2A2

#### Synthesize Ideas:

- EK 4.1A2
- EK 4.2A4, EK 4.2B1
- EK 4.3A1, EK 4.3A3-EK 4.3A4
- EK 4.4A1
- EK 4.5A1

#### Team, Transform, and Transmit:

- EK 5.1A1, EK 5.1C2, EK 5.1E1
- EK 5.2A1
- EK 5.3B1

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)  
**THINK CRITICALLY AND CREATIVELY**

- TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.
- TCC4 (9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

## COLLABORATE AND COMMUNICATE EFFECTIVELY

(Currently Being Developed)

- *CCE1 (9-12): Engage others in meaningful conversations while respecting multiple perspectives.*
- *CCE2 (9-12): Seek, accept, and apply actionable feedback.*
- *CCE3 (9-12): Lead group progress through active listening, questioning, and giving advice.*

## DEMONSTRATE EMPATHY

(Currently Being Developed)

- *DE1 (9-12): Seek, listen to, and understand multiple perspectives.*
- *DE2 (9-12): Recognize and respect their own feelings and those of others.*

## TAKE INITIATIVE

- *TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.*
- *TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.*
- *TI3 (9-12): I can formulate and investigate probing questions to further my learning.*
- *TI4 (9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.*

## PERSEVERE

(Currently Being Developed)

- *P1 (9-12): Identify and utilize personal strengths to overcome obstacles.*
- *P2 (9-12): Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.*

## ADAPT AND ADJUST

- *AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.*
- *AA2 (9-12): I can assess my past successes and mistakes to change my approach.*
- *AA3 (9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.*
- *AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.*

**Understandings:** Students will understand that...

Question and Explore:

- 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.

**Essential Questions:**

Question and Explore:

- How does my research question shape how I go about trying to answer it?

Understand and Analyze:

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

#### Understand and Analyze:

- EU 2.3: Arguments have implications and consequences.

#### Evaluate Multiple Perspectives:

- 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.

#### Synthesize Ideas:

- EU 4.3: Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.
- EU 4.4: Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.
- EU 4.5: Arguments, choices, and solutions present intended and unintended opportunities, and consequences.

#### Team, Transform, and Transmit:

- EU 5.1: How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed and presented differently depending on audience, purpose, and context.
- EU 5.2: Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open ended problems.
- EU 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.

- What biases may the author have that influence his or her perspective?
- What are the implications of these arguments?

#### Evaluate Multiple Perspectives:

- What are the implications and/or consequences of accepting or rejecting a particular argument?
- From whose perspective is this information being presented, and how does that affect my evaluation?

#### Synthesize Ideas:

- What line of reasoning and evidence would best support my argument? Is my reasoning logical?
- Are there other conclusions I should consider?

#### Team, Transform, and Transmit:

- What contributions can I offer to a team?
- How can I benefit from reflecting on my own work?

**Students will know...****Question and Explore:**

- 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 1.5A1: 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.

**Understand and Analyze:**

- 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).

**Evaluate Multiple Perspectives:**

- 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.

**Synthesize Ideas:**

- EK 4.1A2: Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.
- EK 4.2A4: The evidence selected and attributed contributes to establishing the credibility of one's own argument.
- 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).

**Students will be able to...****Question and Explore:**

- LO 1.1A: Contextualize and identify the complexities of a problem or issue.
- LO 1.1B: Pose questions and seek out answers that reflect multiple, divergent, or contradictory perspectives.
- LO 1.2A: Retrieve, question, organize, and use prior knowledge about a topic.
- LO 1.3A: Access and manage information using effective strategies.
- LO 1.5A: Identify the information needed for the context of the inquiry.

**Understand and Analyze:**

- LO 2.3A: Connect an argument to broader issues by examining the implications of the author's claim.
- LO 2.3B: Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

**Evaluate Multiple Perspectives:**

- LO 3.2A: Evaluate alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.

**Synthesize Ideas:**

- LO 4.1A: Formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration.
- LO 4.2A: Interpret, use, and synthesize 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 4.3A1: Accurate and ethical attribution enhances one's credibility.
- 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 4.4A1: Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.
- 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.

Team, Transform, and Transmit:

- 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
- EK 5.1C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation.
- 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

- LO 4.3A: Attribute knowledge and ideas accurately and ethically, using an appropriate citation style.
- LO 4.5A: Offer resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.

Team, Transform, and Transmit:

- LO 5.1A: Plan, produce, and present a cohesive argument, considering audience, context, and purpose.
- LO 5.1C: Communicate information through appropriate media using effective techniques of design.
- LO 5.1E: Engage an audience by employing effective techniques of delivery or performance.
- LO 5.2B: Foster constructive team climate, resolve conflicts, and facilitate the contributions of all team members to address complex, open-ended problems.
- LO 5.3A: Reflect on and revise their own writing, thinking, and creative processes.
- LO 5.3B: Reflect on experiences of collaborative effort.

<p>audience.</p> <ul style="list-style-type: none"> <li>● EK 5.2A1: Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective.</li> <li>● 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.</li> </ul>	
<p><b>Key Vocabulary:</b> Vocal Variety, Conventions, Design Elements, Delivery/Performance, Plagiarism, Team, Collaboration, Assumptions, Secondary Sources, Primary Sources, Inquiry, Conclusions, Resolutions, Solutions</p>	
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <p><i>Summative Assessments:</i></p> <ol style="list-style-type: none"> <li>1. Practice Performance Task #1 (academic paper and group presentation)</li> <li>2. Reflective Summary on Research Process and Team Collaboration</li> <li>3. Practice End-of-Course Exam Part B (line of reasoning, arguments, evidence selection, commentary)</li> </ol>	<p><b>Other Evidence:</b></p> <p><i>Formative Assessments:</i> Group Daily Log, Group Evolution of the Research Question, Group/Teacher Conference Feedback</p> <p><i>Interim Assessments:</i> Concept Map, Group Annotated Bibliographies, Individual Research Report Rough Draft, Practice Presentation and Reflection</p>
<p><b>Learning Plan</b></p>	
<p><b>THINK CRITICALLY AND CREATIVELY</b></p> <ul style="list-style-type: none"> <li>● TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.</li> </ul> <p><i>Performance Task:</i> Practice Performance Task #1 (academic paper and group presentation)</p> <p>CFA #1: Concept Map</p> <p>CFA #2: Group Annotated Bibliographies</p> <p><i>Performance Task:</i> Practice End-of-Course Exam Part B</p>	

## COLLABORATE AND COMMUNICATE EFFECTIVELY

(Currently Being Developed)

- *CCE1 (9-12): Engage others in meaningful conversations while respecting multiple perspectives.*
- *CCE2 (9-12): Seek, accept, and apply actionable feedback.*
- *CCE3 (9-12): Lead group progress through active listening, questioning, and giving advice.*

CFA #1: Group Daily Log

## DEMONSTRATE EMPATHY

(Currently Being Developed)

- *DE1 (9-12): Seek, listen to, and understand multiple perspectives.*

CFA #1: Group/Teacher Conference Feedback

## TAKE INITIATIVE

- *TI3 (9-12): I can formulate and investigate probing questions to further my learning.*
- *TI4 (9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.*

*Performance Task:* Practice Performance Task #1 (academic paper and group presentation)

CFA #1: Group Daily Log

*Performance Task:* Reflective Summary on Research Process and Team Collaboration

## PERSEVERE

(Currently Being Developed)

- *P1 (9-12): Identify and utilize personal strengths to overcome obstacles.*

*Performance Task:* Reflective Summary on Research Process and Team Collaboration

## ADAPT AND ADJUST

- *AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.*
- *AA2 (9-12): I can assess my past successes and mistakes to change my approach.*

CFA #1: Evolution of the Research Question

**Teacher Resources:** Resources include, but are not limited to:

- Databases provided through the NHS Library Resource Website: Statista, Gale, EBSCOHost, JSTOR
- Databases provided through the digital portfolio in College Board
- AllSides.com
- Technology: Google Slides, Google Docs, Google Shared Drive
- Teacher and student selected materials based on research topic/interest





## Unit 3 - Performance Task #1

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

\*Standards based on the [AP Seminar Course Exam and Description](#) For more information visit: [www.CollegeBoard.org](http://www.CollegeBoard.org)

#### Question and Explore:

- EK 1.1B1

#### Understand and Analyze:

- EK 2.3B1

#### Evaluate Multiple Perspectives:

- EK 3.2A2

#### Synthesize Ideas:

- EK 4.1A2
- EK 4.4A1

#### Team, Transform, and Transmit:

- EK 5.1A1, EK 5.1E1
- EK 5.2A1
- EK 5.3B1

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

#### THINK CRITICALLY AND CREATIVELY

- TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.

#### COLLABORATE AND COMMUNICATE EFFECTIVELY

(Currently Being Developed)

- *CCE1 (9-12): Engage others in meaningful conversations while respecting multiple perspectives.*
- *CCE2 (9-12): Seek, accept, and apply actionable feedback.*
- *CCE3 (9-12) Lead group progress through active listening, questioning, and giving advice.*

#### DEMONSTRATE EMPATHY

(Currently Being Developed)

- *DE1 (9-12): Seek, listen to, and understand multiple perspectives.*
- *DE2 (9-12): Recognize and respect their own feelings and those of others.*

#### TAKE INITIATIVE

- *TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.*
- *TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.*
- *TI3 (9-12): I can formulate and investigate probing questions to further my learning.*
- *TI4 (9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.*

#### PERSEVERE

(Currently Being Developed)

- *P1 (9-12): Identify and utilize personal strengths to overcome obstacles.*
- *P2 (9-12): Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.*
- *P3 (9-12): Demonstrate flexibility and acceptance of setbacks to reach success.*

#### ADAPT AND ADJUST

- *AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.*
- *AA2 (9-12): I can assess my past successes and mistakes to change my approach.*

**Understandings:** Students will understand that...

Question and Explore:

- 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

Understand and Analyze:

- EU 2.2: Authors choose evidence to shape and support their

**Essential Questions:**

Question and Explore:

- What questions have yet to be asked?
- What voices or perspectives are missing from my research?

Understand and Analyze:

- Why might the author view the issue this way?
- What are the implications of these arguments?

<p>arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.</p> <p>Evaluate Multiple Perspectives:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Synthesize Ideas:</p> <ul style="list-style-type: none"> <li>• EU 4.4: Forming one’s own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.</li> </ul> <p>Team, Transform, and Transmit:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• EU 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.</li> </ul>	<p>Evaluate Multiple Perspectives:</p> <ul style="list-style-type: none"> <li>• From whose perspective is this information being presented, and how does that affect my evaluation?</li> </ul> <p>Synthesize Ideas:</p> <ul style="list-style-type: none"> <li>• Are there other conclusions I should consider?</li> <li>• What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?</li> <li>• What is the best way to acknowledge and attribute the work of others that was used to support my argument?</li> </ul> <p>Team, Transform, and Transmit:</p> <ul style="list-style-type: none"> <li>• How can I best appeal to and engage my audience?</li> <li>• What common misconceptions might my audience have?</li> <li>• How might my communication choices affect my credibility with my audience?</li> </ul>
<p><b>Students will know...</b></p> <p>Question and Explore:</p> <ul style="list-style-type: none"> <li>• EK 1.1B1: Effective research questions lead to an examination taking into account the complexity of a problem or issue.</li> </ul> <p>Understand and Analyze:</p> <ul style="list-style-type: none"> <li>• EK 2.3B1: Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to</li> </ul>	<p><b>Students will be able to...</b></p> <p>Question and Explore:</p> <ul style="list-style-type: none"> <li>• LO 1.1A: Contextualize and identify the complexities of a problem or issue.</li> <li>• LO 1.1B: Pose questions and seek out answers that reflect multiple, divergent, or contradictory perspectives.</li> <li>• LO 1.2A: Retrieve, question, organize, and use prior</li> </ul>

action, suggest logical next steps).

Evaluate Multiple Perspectives:

- 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.

Synthesize Ideas:

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

Team, Transform, and Transmit:

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

knowledge about a topic.

- LO 1.3A: Access and manage information using effective strategies.
- LO 1.5A: Identify the information needed for the context of the inquiry.

Understand and Analyze:

- LO 2.3A: Connect an argument to broader issues by examining the implications of the author's claim.
- LO 2.3B: Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

Evaluate Multiple Perspectives:

- LO 3.2A: Evaluate alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.

Synthesize Ideas:

- LO 4.1A: Formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration.
- LO 4.2A: Interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.
- LO 4.3A: Attribute knowledge and ideas accurately and ethically, using an appropriate citation style.
- LO 4.5A: Offer resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.

Team, Transform, and Transmit:

- LO 5.1A: Plan, produce, and present a cohesive argument, considering audience, context, and purpose.

<p>effective.</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● LO 5.1C: Communicate information through appropriate media using effective techniques of design.</li> <li>● LO 5.1E: Engage an audience by employing effective techniques of delivery or performance.</li> <li>● LO 5.2B: Foster constructive team climate, resolve conflicts, and facilitate the contributions of all team members to address complex, open-ended problems.</li> <li>● LO 5.3A: Reflect on and revise their own writing, thinking, and creative processes.</li> <li>● LO 5.3B: Reflect on experiences of collaborative effort.</li> </ul>
<p><b>Key Vocabulary:</b> Lenses, Perspectives, Context, Complex Issues, Credibility (RAVEN/PACE), Reliability, Evidence, Argument, Line of Reasoning, Claim, Implications, Limitations, Deductive Reasoning, Inductive Reasoning, Counter Arguments (Refutation, Rebuttal, Concession), Qualitative Evidence, Quantitative Evidence, Validity, Biases, Alignment, Point of View, Thesis, Commentary Vocal Variety, Conventions, Design Elements, Delivery/Performance, Plagiarism, Team, Collaboration, Assumptions, Secondary Sources, Primary Sources, Inquiry, Conclusions, Resolutions, Solutions</p>	
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  <i>Summative Assessments:</i></p> <ol style="list-style-type: none"> <li>1. Mini Presentation Reflection Summary</li> <li>2. Group Concept Map or Tree of Reasoning</li> </ol>	<p><b>Other Evidence:</b>  <i>Formative Assessments:</i> Group Selected Activities (Group Daily Log, Pacing Calendar, Evolution of the Research Question), Mini Presentations (Research Question, Perspectives, Solution Proposal), Group Mini Presentation Feedback</p> <p><i>Interim Assessments:</i> Group Annotated Bibliographies, Individual Research Report Peer Review, Feedback Checklists</p>
<p><b>Learning Plan</b></p>	
<p><b>THINK CRITICALLY AND CREATIVELY</b></p> <ul style="list-style-type: none"> <li>● TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.</li> <li>● TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new</li> </ul>	

conclusions.

- TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.

CFA #1: Group Mini Presentations and Group Feedback Discussion

*Performance Task:* Group Concept Map or Tree of Reasoning

## COLLABORATE AND COMMUNICATE EFFECTIVELY

(Currently Being Developed)

- CCE1 (9-12): *Engage others in meaningful conversations while respecting multiple perspectives.*
- CCE2 (9-12): *Seek, accept, and apply actionable feedback.*
- CCE3 (9-12): *Lead group progress through active listening, questioning, and giving advice.*

CFA #1: Group Selected Activities (Group Daily Log, Pacing Calendar, Evolution of the Research Question)

CFA #2: Mini Presentations (Research Question, Perspectives, Solution Proposal)

CFA #3: Group Mini Presentation Feedback

CFA #4: Individual Research Report Peer Review

## TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
- TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- TI3 (9-12): I can formulate and investigate probing questions to further my learning.
- TI4 (9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

CFA #1: Group Activity Log

## PERSEVERE

(Currently Being Developed)

- P1 (9-12): *Identify and utilize personal strengths to overcome obstacles.*
- P3 (9-12): *Demonstrate flexibility and acceptance of setbacks to reach success.*

*Performance Task:* Mini Presentation Reflection

## ADAPT AND ADJUST

- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.
- AA2 (9-12): I can assess my past successes and mistakes to change my approach.

*Performance Task:* Mini Presentation Reflection

**Teacher Resources:** Resources include, but are not limited to:

- Databases provided through the NHS Library Resource Website: Statista, Gale, EBSCOHost, JSTOR

- Databases provided through the digital portfolio in College Board
- AllSides.com
- Technology: Google Slides, Google Docs, Google Shared Drive
- Teacher and student selected materials based on research topic/interest



## Unit 4 - Performance Task #2

### Desired Results - Goals, Transfer, Meaning, Acquisition

**Established Goals:** \*Standards based on the [AP Seminar Course Exam and Description](#) For more information visit: [www.CollegeBoard.org](http://www.CollegeBoard.org)

Question and Explore:

- EK 1.1B1

Understand and Analyze:

- EK 2.3B1

Evaluate Multiple Perspectives:

- EK 3.2A2

Synthesize Ideas:

- EK 4.1A2
- EK 4.4A1

Team, Transform, and Transmit:

- EK 5.1A1, EK 5.1E1
- EK 5.3B1

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

THINK CRITICALLY AND CREATIVELY

- TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.

COLLABORATE AND COMMUNICATE EFFECTIVELY

(Currently Being Developed)

- CCE1 (9-12): *Engage others in meaningful conversations while respecting multiple perspectives.*



- *CCE2 (9-12): Seek, accept, and apply actionable feedback.*
- *CCE3 (9-12): Lead group progress through active listening, questioning, and giving advice.*

#### DEMONSTRATE EMPATHY

(Currently Being Developed)

- *DE1 (9-12): Seek, listen to, and understand multiple perspectives.*

#### TAKE INITIATIVE

- *TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.*
- *TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.*
- *TI3 (9-12): I can formulate and investigate probing questions to further my learning.*
- *TI4 (9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.*

#### PERSEVERE

(Currently Being Developed)

- *P1 (9-12): Identify and utilize personal strengths to overcome obstacles.*
- *P2 (9-12): Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.*
- *P3 (9-12): Demonstrate flexibility and acceptance of setbacks to reach success.*

#### ADAPT AND ADJUST

- *AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.*
- *AA2 (9-12): I can assess my past successes and mistakes to change my approach.*
- *AA3 (9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.*

**Understandings:** Students will understand that...

Question and Explore:

- 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

Understand and Analyze:

- 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

**Essential Questions:**

Question and Explore:

- How does the context of a problem or issue affect how it is interpreted or presented?

Understand and Analyze:

- Why might the author view the issue this way?
- What are the implications of these arguments?

Evaluate Multiple Perspectives:

- What are the implications and/or consequences of

<p>argument.</p> <p>Evaluate Multiple Perspectives:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Synthesize Ideas:</p> <ul style="list-style-type: none"> <li>• EU 4.4: Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.</li> </ul> <p>Team, Transform, and Transmit:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• EU 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.</li> </ul>	<p>accepting or rejecting a particular argument?</p> <p>Synthesize Ideas:</p> <ul style="list-style-type: none"> <li>• What line of reasoning and evidence would best support my argument? Is my reasoning logical?</li> <li>• Are there other conclusions I should consider?</li> </ul> <p>Team, Transform, and Transmit:</p> <ul style="list-style-type: none"> <li>• How can I best appeal to and engage my audience?</li> </ul>
<p><b>Students will know...</b></p> <p>Question and Explore:</p> <ul style="list-style-type: none"> <li>• EK 1.1B1: Effective research questions lead to an examination taking into account the complexity of a problem or issue.</li> </ul> <p>Understand and Analyze:</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul> <p>Evaluate Multiple Perspectives:</p> <ul style="list-style-type: none"> <li>• EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how one's own</li> </ul>	<p><b>Students will be able to...</b></p> <p>Question and Explore:</p> <ul style="list-style-type: none"> <li>• LO 1.1A: Contextualize and identify the complexities of a problem or issue.</li> <li>• LO 1.1B: Pose questions and seek out answers that reflect multiple, divergent, or contradictory perspectives.</li> <li>• LO 1.2A: Retrieve, question, organize, and use prior knowledge about a topic.</li> <li>• LO 1.3A: Access and manage information using effective strategies.</li> <li>• LO 1.5A: Identify the information needed for the context of the inquiry.</li> </ul>

personal biases and assumptions can influence one's judgment.

Synthesize Ideas:

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

Team, Transform, and Transmit:

- 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.

Understand and Analyze:

- LO 2.3A: Connect an argument to broader issues by examining the implications of the author's claim.
- LO 2.3B: Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

Evaluate Multiple Perspectives:

- LO 3.2A: Evaluate alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.

Synthesize Ideas:

- LO 4.1A: Formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration.
- LO 4.2A: Interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.
- LO 4.3A: Attribute knowledge and ideas accurately and ethically, using an appropriate citation style.
- LO 4.5A: Offer resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.

Team, Transform, and Transmit:

- LO 5.1A: Plan, produce, and present a cohesive argument, considering audience, context, and purpose.
- LO 5.1C: Communicate information through appropriate media using effective techniques of design.
- LO 5.1E: Engage an audience by employing effective techniques of delivery or performance.

	<ul style="list-style-type: none"> <li>LO 5.3A: Reflect on and revise their own writing, thinking, and creative processes.</li> </ul>
<b>Key Vocabulary:</b> Lenses, Perspectives, Context, Complex Issues, Credibility (RAVEN/PACE), Reliability, Evidence, Argument, Line of Reasoning, Claim, Implications, Limitations, Deductive Reasoning, Inductive Reasoning, Counter Arguments (Refutation, Rebuttal, Concession), Qualitative Evidence, Quantitative Evidence, Validity, Biases, Alignment, Point of View, Thesis, Commentary, Vocal Variety, Conventions, Design Elements, Delivery/Performance, Plagiarism, Assumptions, Secondary Sources, Primary Sources, Inquiry, Conclusions, Resolutions, Solutions	
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> <i>Summative Assessment:</i> <ol style="list-style-type: none"> <li>1. Concept Map or Tree of Reasoning: Post-Hexagonal Thinking Exercise</li> <li>2. PReP Journal: A combination of student selected and teacher selected strategies and activities aimed to support students in independently moving through the research process in preparation for Performance Task #2</li> </ol>	<b>Other Evidence:</b> <i>Formative Assessments:</i> Peer-to-Peer Conferencing, Teacher Conferencing, Practice Presentations, Progress Checks  <i>Interim Assessments:</i> Hexagonal Thinking Exercise Individual Reflection, Feedback Checklists, Stimulus Material Graphic Organizer Packet
<b>Learning Plan</b>	
<p><b>THINK CRITICALLY AND CREATIVELY</b></p> <ul style="list-style-type: none"> <li>TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.</li> <li>TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.</li> <li>TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.</li> </ul> <p>CFA #1: Hexagonal Thinking Exercise  <i>Performance Task:</i> Individual Concept Map or Tree of Reasoning-Post Hexagonal Thinking Exercise</p> <p><b>COLLABORATE AND COMMUNICATE EFFECTIVELY</b>          (Currently Being Developed)</p> <ul style="list-style-type: none"> <li>CCE1 (9-12): <i>Engage others in meaningful conversations while respecting multiple perspectives.</i></li> <li>CCE2 (9-12): <i>Seek, accept, and apply actionable feedback.</i></li> </ul> <p>CFA #1: Peer-to-Peer Conferencing and Teacher Conferencing</p>	

## TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
- TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- TI3 (9-12): I can formulate and investigate probing questions to further my learning.
- TI4 (9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

*Performance Task:* PReP Journal

**Teacher Resources:** Resources include, but are not limited to:

- Databases provided through the NHS Library Resource Website: Statista, Gale, EBSCOHost, JSTOR
- Databases provided through the digital portfolio in College Board
- AllSides.com
- Technology: Google Slides, Google Docs, Google Shared Drive
- Teacher and student selected materials based on research topic/interest

## Unit 5 - Authentic Applications

### Desired Results - Goals, Transfer, Meaning, Acquisition

**Established Goals:** \*Standards based on the [Common Core Speaking and Listening ELA Standards](#) for Grades 11-12

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... ("I can" statements to be demonstrated)  
THINK CRITICALLY AND CREATIVELY

- TCC4 (9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

COLLABORATE AND COMMUNICATE EFFECTIVELY  
(Currently Being Developed).

- CCE4 (9-12): *Express ideas in a variety of ways, according to context, purpose, and audience.*

DEMONSTRATE EMPATHY  
(Currently Being Developed)

- *DE1 (9-12): Seek, listen to, and understand multiple perspectives.*

#### TAKE INITIATIVE

- TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- TI3 (9-12): I can formulate and investigate probing questions to further my learning.

#### PERSEVERE

(Currently Being Developed)

- *P4 (9-12): Engage in responsible risk-taking to grow and achieve.*

#### ADAPT AND ADJUST

- AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

#### **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.
- Being able to effectively research a topic beyond the “academic” sense of the term can lead to the ability to spark social change.

#### **Essential Questions:**

- How does this conclusion impact me and my community? Or my research?
- What is the next step in this research for future researchers?

#### **Students will know...**

- 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)
- EK 3.2A1: Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic
- 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.
- EK 5.1C3: Effective communication requires choosing appropriate media (e.g., essay, poster, oral presentation, documentary, research report/thesis) according to context,

#### **Students will be able to...**

- LO 1.1A: Contextualize and identify the complexities of a problem or issue.
- LO 1.1B: Pose questions and seek out answers that reflect multiple, divergent, or contradictory perspectives.
- LO 1.2A: Retrieve, question, organize, and use prior knowledge about a topic.
- LO 1.3A: Access and manage information using effective strategies.
- LO 1.5A: Identify the information needed for the context of the inquiry.

Understand and Analyze:

<p>purpose, and audience.</p> <ul style="list-style-type: none"> <li>● EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium, and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● LO 2.3A: Connect an argument to broader issues by examining the implications of the author’s claim.</li> <li>● LO 2.3B: Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by an argument.</li> </ul> <p>Evaluate Multiple Perspectives:</p> <ul style="list-style-type: none"> <li>● LO 3.2A: Evaluate alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.</li> </ul> <p>Synthesize Ideas:</p> <ul style="list-style-type: none"> <li>● LO 4.1A: Formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration.</li> <li>● LO 4.2A: Interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.</li> <li>● LO 4.3A: Attribute knowledge and ideas accurately and ethically, using an appropriate citation style.</li> <li>● LO 4.5A: Offer resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.</li> </ul> <p>Team, Transform, and Transmit:</p> <ul style="list-style-type: none"> <li>● LO 5.1A: Plan, produce, and present a cohesive argument, considering audience, context, and purpose.</li> <li>● LO 5.1C: Communicate information through appropriate media using effective techniques of design.</li> <li>● LO 5.1E: Engage an audience by employing effective techniques of delivery or performance.</li> <li>● LO 5.3A: Reflect on and revise their own writing, thinking, and creative processes.</li> </ul>
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<b>Key Vocabulary:</b> Authentic Application, Mode, Characteristics, Rhetorical Situation	
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> <i>Summative Assessment:</i> <ol style="list-style-type: none"> <li>1. Authentic Assessment: students work individually, with a partner, or in a group to watch a selected documentary about a current, real world issue. This documentary will inspire further research and the development of an argument. Based on this argument, students will choose a product (documentary, podcast, mockumentary, etc.) to share with the public.</li> <li>2. AP Research Planning Reflection</li> </ol>	<b>Other Evidence:</b> <i>Formative Assessments:</i> Individual or Group Conferencing, Product Proposal  <i>Interim Assessments:</i> Documentary Viewing Guide, Product Planning Guide
<b>Learning Plan</b>	
<p><i>Performance Task:</i> Authentic Assessment meets the following VoL characteristics:</p> <p>THINK CRITICALLY AND CREATIVELY</p> <ul style="list-style-type: none"> <li>• TCC4 (9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.</li> </ul> <p>TAKE INITIATIVE</p> <ul style="list-style-type: none"> <li>• TI3 (9-12): I can formulate and investigate probing questions to further my learning.</li> </ul> <p>ADAPT AND ADJUST</p> <ul style="list-style-type: none"> <li>• AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.</li> </ul>	
<b>Teacher Resources:</b> Resources include, but are not limited to: <ul style="list-style-type: none"> <li>• Databases provided through the NHS Library Resource Website: Statista, Gale, EBSCOHost, JSTOR</li> <li>• Databases provided through the digital portfolio in College Board</li> <li>• Databases for documentary films including, but not limited to Swank</li> </ul>	

