

Glen Ridge Board of Education
AP Seminar
Elective
Full Year

New Jersey Student Learning Standards

Language Arts Mission Statement:

As per the College Board, “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, (referenced in the College Board graphic to the right), 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.”

Course Description:

In Glen Ridge, students work in cohort-style classes, using peer-based conversation, feedback, and teamwork to pursue college-level skill development. The curriculum is heavily based in modern day issues, often driven by and dependent upon the particular student population. The class uses this evolving curriculum to analyze claims, note perspectives, critique arguments, and assess the reliability of evidence. Glen Ridge is proud to offer several college-level scholarly journals and databases such as the newly acquired JSTOR in order to assist in this process. Students will have their skills assessed through several AP tasks including individual written arguments, individual and team presentations, and the traditional style AP exam.

AP Seminar	
Unit 1: Introduction to Argument	
Time Allotted (days of instruction): 4 weeks	
New Jersey Student Learning Standards (NJSLS)	
<ul style="list-style-type: none"> ● RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. ● RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). ● RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. ● RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. 	<ul style="list-style-type: none"> ● W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ● W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness

of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What are the details and complications of this course? ● What are the essential skills for proficiency in this course? ● What are the findings of our summer research? ● How are arguments, claims, and evidence synthesized in an effective argument? 	<ul style="list-style-type: none"> ● Students will be able to gain a full scope of the course offerings, expectations, and requirements (skills and assessments). ● Students will be able to form a group cohort through team building exercises in order to build skills necessary for the peer aspects of the course. ● Students will be able to become acquainted with the basic skills of written argument. 	<ul style="list-style-type: none"> ● Course Intro <ul style="list-style-type: none"> ○ Presentations on summer research ○ Assessment Overview ○ Outline teaching policies ● Cohort Formation <ul style="list-style-type: none"> ○ Team building exercises ● Introduction to Arguments <ul style="list-style-type: none"> ○ Practice lens and perspective in team work ○ QUEST Introduction ○ Introduce Skills - Claims, Evidence, Rationale, Bias, Source Credibility, Lens identification, Perspective
Resources/Materials	<ul style="list-style-type: none"> ● Class documents for start of the year (Syllabi) ● Summer assignment podcasts and research ● Zoom! by Istvan Banyai (Book) ● 6-word race card project from NPR (Online Resource) ● Harvard Implicit Bias Test (Online Resource) ● The Google Filter Bubble (TedTalk) ● Published arguments and studies 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Cross-curricular connections with other AP courses is foundational to AP Seminar. The AP Seminar course topics can be viewed through different disciplinary lenses which relate to courses in the AP Program. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● AP Seminar completes the Life and Career requirements of High School students through the following standard: 	

	<ul style="list-style-type: none"> ○ 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Summer Presentations work as both formative and summative, as they are a grade unto themselves, and they serve to develop practices assessed through the AP assessments. ● Participation credit for team building activities ● Annotation practices on class readings. 	<ul style="list-style-type: none"> ● Summer Presentations work as both formative and summative, as they are a grade unto themselves, and they serve to develop practices assessed through the AP assessments. ● Development of a thematic argument based off of the class reading. Students will mimic the theme synthesis used in the IWA spawned from the stimulus packet (provided by the AP in January). 	<ul style="list-style-type: none"> ● Summer Assignments are introduced on move-up day and benchmarked using Classroom over the summer. ● Reading and annotating class readings serves as a benchmark to the thematic assessment. 	<ul style="list-style-type: none"> ● Students are provided with purposeful freedom on summer assignments, leaving room for alternatives which will serve as instructional aids for the year. ● The thematic, IWA-based assessment can be adapted to assess skills tied to other AP performance tasks.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students. ● Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process. 	<ul style="list-style-type: none"> ● Student's educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task submission and early May for the AP test), all deadlines and assignments are adaptable per student need. 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly routed to the top of the guide. ● Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.

AP Seminar
Unit 2: Argument and Identity
Time Allotted (days of instruction): 8 weeks
New Jersey Student Learning Standards (NJSLS)

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What are the essential skills for proficiency in this course? ● How do we identify ourselves? ● How is our personal identity complicated? ● What are the optimal ways to personalize education, motivation, and more? ● How does our personal identity get complicated by our surroundings/society? ● Can personal identity and public identity contradict each other but stand alone? ● How are the studied “best” practices in education present, and how can they be implemented in areas where they lack? Why are some best practices not used? How does education lose its identity and not work for those it intends to benefit? 	<ul style="list-style-type: none"> ● Students will be able to use the content as a backdrop to continued practice of the skills vital to success on both the AP summative assessments and research writing and thinking as a whole. ● Students will be able to brainstorm current school practices, interact with current scientific findings behind learning, and synthesize the two into a modernized educational argument. ● Students will begin to make thematic connections between content in class, personal interests, and worldly issues in need of discussion. ● Students will be able to produce two written arguments (one group and one individual) and well as two high-level presentations (group and individual) by building off summer work and feedback in order to better prep for AP assessments. 	<ul style="list-style-type: none"> ● Read and listen to all the pieces ● Identify the theme using menti.com ● Define Argument, Reason, Evidence, Lens, Perspective ● Use this to establish a conclusion, resolution, or solution in regards to some part of Glen Ridge High School or high school education as a whole <ul style="list-style-type: none"> ○ Forming research Questions ○ Forming argument ● Seminar all reading pieces ● Group work - target a problem unrelated to education that links to the content. Devise a research question and form a team annotated bibliography off of the existing works. Each student will then write a literature review. ● Individual Written Argument Practice - take the content and link it directly to a school issue, be it general community or specific classes. Research a literature review with an annotated bibliography.

		<p>Compose an essay with a resolution, solution, or conclusion to the issue, based in existing, researchable content.</p> <ul style="list-style-type: none"> • Time to prep, practice, produce and display presentations on both the group work and the individual written argument.
Resources/Materials	<ul style="list-style-type: none"> • Howard Gardner - “Multiple Intelligences” (YouTube Video) • Daniel Pink - “On Motivation” (TedTalk) • Growth Mindsets <ul style="list-style-type: none"> ○ Modern day impact - “How Praise Became a Consolation Prize” by Christine Gross Loh (The Atlantic - Article) ○ Modern Day Pros - “Research Every Teacher Should Know” by Bradley Busch (The Guardian - Article) ○ “Grit” by Angela Duckworth (The New York Times - Scholarly Article) • “Does Teacher Diversity Matter in Student Learning” by Claire Miller (New York Times - Article) • “The Properly Scholarly Attitude” by Adelaide Crapsey (Poetry) 	
Interdisciplinary Connections	<ul style="list-style-type: none"> • Cross-curricular connections with other AP courses is foundational to AP Seminar. The AP Seminar course topics can be viewed through different disciplinary lenses which relate to courses in the AP Program. 	
21st Century Life and Careers	<ul style="list-style-type: none"> • AP Seminar completes the Life and Career requirements of High School students through the following standard: <ul style="list-style-type: none"> ○ 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 	
Technology Standards	<ul style="list-style-type: none"> • 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. • 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • Reading and annotating all pieces from the unit. • Synthesizing into a theme 	<ul style="list-style-type: none"> • Group submission of topic, research question, annotated bibliography. 	<ul style="list-style-type: none"> • Readings serve as a benchmark of content in the unit writing pieces. 	<ul style="list-style-type: none"> • Student argument writing may spawn from the group work as opposed to being linked back

<ul style="list-style-type: none"> ● Group grades - research question development, annotated bibliography composition, etc. ● Benchmarks on writing the argument piece. 	<ul style="list-style-type: none"> ● Individual Literature Review ● Individual Written Argument ● Presentations on both the group and individual arguments 	<ul style="list-style-type: none"> ● Group work will be scaffolded and supported through class processes, instruction, lessons, and homework. ● Individual Written Argument will be benchmarked by section over the course of the writing week. ● Group presentation ● Individual presentation 	<p>to an individual written argument. Students may do a lens study of the group topic, thereby practicing the TMP assessment of the AP.</p>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students. ● Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process. 	<ul style="list-style-type: none"> ● Student's educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task submission and early May for the AP test), all deadlines and assignments are adaptable per student need. 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly routed to the top of the guide. ● Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.

AP Seminar
Unit 3: Identity and Debate
Time Allotted (days of instruction): 4 weeks
New Jersey Student Learning Standards (NJSLS)
<ul style="list-style-type: none"> ● RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. ● RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. ● RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. ● RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). ● RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). ● RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. ● RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. ● RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and

sufficient; identify false statements and reasoning.

- RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to

comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">● Can an artist's work be separated from the artist themselves? In what ways, if any, can identity be distanced from a person's product?● How does a democracy as complicated as America's influence personal identity?● How do laws and regulations keep citizens from optimized connections with their identities?● How does history influence identity?● Are there systems in place to regulate, propagate, or minimize personal identity?● What is the outcome of the search for identity in different institutions at the forefront of this democracy?● What are the most current issues reflecting the complications of identity in democracy? What student interests exist?	<ul style="list-style-type: none">● Students will be able to further understand the components of analyzing, forming, and documenting argument through claims, evidence, and reason.● Students will be able to decipher published arguments, noting both the compositional and theoretical strengths and weaknesses of the authors.● Students will be able to compose arguments based off of published research, as a group, individually, verbally and in academic writing.	<ul style="list-style-type: none">● Take a self portrait and derive a perspective● Study modern art and consider perspectives● Watch the video and read the <i>Cuckoo's Nest</i> passage on individuality● Art Stimulus Question Free Write● Read the complicating articles● Practice EOC Part A<ul style="list-style-type: none">○ Use AP questions○ Student sample small book 112● Practice EOC Part B<ul style="list-style-type: none">○ Mini Essay Writing○ Mini Presentation (1 slide)○ Students give group presentation response to EOC: B prompt● Practice IRR<ul style="list-style-type: none">○ Establish research question options○ Find reliable sources○ Form arguments● Study some argument terms from small book● Evaluating Arguments<ul style="list-style-type: none">○ RAVEN● Experience VR with Google Experience at GRHS<ul style="list-style-type: none">○ Read the rebukes of the advancement of VR and use personal experience to form solutions and conclusions in the field● Debate - Schooling, Sex/Gender/Race Identity, or any topical issue<ul style="list-style-type: none">○ Studying argument, evidence, reasoning.○ Debate○ Seminar

		<ul style="list-style-type: none"> ● End Assessment of IRR writing by forming a research question and employing best practices in research, writing, and presenting to demonstrate proficiency.
Resources/Materials	<ul style="list-style-type: none"> ● David Foster Wallace “This is Water” (Video) ● Matisse - Goldfish (Art) ● Kirchner - Self-Portraits (Art) ● <i>One Flew Over the Cuckoo’s Nest</i> by Ken Kesey - Combine Passage (Novel) ● Complications <ul style="list-style-type: none"> ○ “Dangerous Romance of Male Genius” by Meghan Garber (The Atlantic - Article) ○ “A Brief on the Hideous Things About David Foster Wallace” by E Price (The Medium - Article) ● Hannah Gadsby “Nanette” (Netflix - Film) ● VR Google Experience at the High School <ul style="list-style-type: none"> ○ Ethical Dilemma <ul style="list-style-type: none"> ■ “An Ethical Dilemma Involving Virtual Reality” by Andrew Dant (University of Pittsburgh - Scholarly Journal) ■ “We’re Already Violating Virtual Reality’s Code of Ethics” by Daniel Oberhaus (Online Article - vice.com) ○ Ex Machina (film) ● Schooling <ul style="list-style-type: none"> ○ “The Ball and Chain of Student Debt” by Teresa Tritch (New York Times - Article) ○ The Pseudoscience of Same Sex Schooling (Scholarly Article) ○ “Carlos Doesn’t Remember” and “Food Fight” in ‘Revisionist History’ by Malcolm Gladwell (podcast) ○ “Managing Policy Issues in the Promotion of Gender Equality in the Education Sector” by Ngwako Solomon Modiba (Ebsco - Research Database Journal) ○ “Was Brown vs. BOE a Failure” by Sarah Garland (Atlantic - Article) ○ “Success Academy’s Radical Educational Experiment” by Rebecca Mead (New Yorker - Article) ○ Delaware Right to Choose by Sarah Mueller - (NPR - Article) ○ “Women and Children First” by Ben Rooney (Blog) ● American Identification <ul style="list-style-type: none"> ○ Art <ul style="list-style-type: none"> ■ We Can Do It! “Rosie the Riveter” by J Howard Miller (Art) ■ “Self Portrait Along the Borderline Between Mexico and the United States 1932” by Frida Kahlo (Art) 	

	<ul style="list-style-type: none"> ○ Sapiens (Novel) ○ Radiolab - Gonads (podcast) ○ This is America by Childish Gambino (Song) <ul style="list-style-type: none"> ■ Black Lives Matter advocacy (The Guardian - Articles) ■ “Pepsi Pulls Ad Accused of Trivializing Black Lives Matter” by Daniel Victor (New York Times - Article) ■ I was a Civil Rights Activist in the 1960’s... by Barbara Reynolds (blog) ○ The Danger of the Single Story <ul style="list-style-type: none"> ■ The Danger of the Single Story by Chimamanda Ngozi Adichie (Scholarly Journal) ■ The Danger of the Single Story by Chimamanda Ngozi Adichie (TedTalk) ■ The Danger of a Single Story by David Brooks (New York Times - Article) ● Labor <ul style="list-style-type: none"> ○ Do Apes Deserve Personhood by Kalhan Rosenblat (NBC News - Article) ○ Janus SCOTUS case (Foundational Document) ○ A World Without Work by Derek Thompson (The Atlantic - Article and Video) ○ Address to the Nation on Labor Day by Richard Nixon (Foundational Document) ○ Malaise Speech by Jimmy Carter (Foundational Document) ○ “What to the Slave is the Fourth of July?” by Frederick Douglass (Foundational Document) ● Personhood and Integrity <ul style="list-style-type: none"> ○ Alzheimer's - (Video - 60 minutes) ○ Monument Study <ul style="list-style-type: none"> ■ Look at Iwo Jima, Vietnam, & Battle of the Somme by Sir Edwin Lutyens (blogs) ■ “Making the Monument” by Maya Lin (NY Books - Article) ■ “Toppling Monuments” by Jacey Fortin (New York Times - Article) ■ “In the Shadow of Statues” by Mitch Landrieu (Time - Article) ○ Redeployment by Phil Klay (novel) ○ War by Sebastian Junger (novel) ● Additional Resources for Topics of Debate <ul style="list-style-type: none"> ○ Reading the World: Ideas that Matter (Scholarly Journals) ○ Sixth Extinction (Book) ○ Half the Sky (Book)
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Cross-curricular connections with other AP courses is foundational to AP Seminar. The AP Seminar course topics can be viewed through different disciplinary lenses which relate to courses in the AP Program.
21st Century Life and Careers	<ul style="list-style-type: none"> ● AP Seminar completes the Life and Career requirements of High School students through the following

	<p>standard:</p> <ul style="list-style-type: none"> ○ 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Reading and annotating all pieces from the unit. ● Group grades - research question development, annotated bibliography composition, etc. ● Peer editing ● Debate grades ● Benchmarks on writing the argument piece. 	<ul style="list-style-type: none"> ● Summative grades will link to the End-of-Course Exam, the Team Multimedia Work, and the Individual Arguments, all of which are the upcoming AP assessments. ● Debate Product ● Written Argument 	<ul style="list-style-type: none"> ● Readings serve as a benchmark of content in the unit writing pieces. ● Group work will be scaffolded and supported through class processes, instruction, lessons, and homework. ● Individual Written Argument will be benchmarked by section over the course of the writing week. ● Group presentation ● Individual presentation 	<ul style="list-style-type: none"> ● Student argument writing may spawn from the group work as opposed to being linked back to an individual written argument. Students may do a lens study of the group topic, thereby practicing the TMP assessment of the AP.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students. ● Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process. 	<ul style="list-style-type: none"> ● Student's educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task submission and early May for the AP test), all deadlines and assignments are adaptable per student need. 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly routed to the top of the guide. ● Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.

Unit 4: End of Year Exam

Time Allotted (days of instruction): 2 weeks

New Jersey Student Learning Standards (NJSLS)

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
 - RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
 - RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
 - RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
 - RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
 - RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
 - RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
 - RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 - W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
 - W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
 - W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
 - W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
 - W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or

two) for a range of tasks, purposes, and audiences.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What is the author’s argument, main idea, or thesis? ● What is the author’s line of reasoning? What are the claims and how do they build or connect? ● How effective is the argument? ● What is a common theme connecting four issued reading pieces? What are their limitations, implications and perspectives? ● How can you best compose an argument based off of stimulus material? 	<ul style="list-style-type: none"> ● Students will be able to prepare to 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. 	<ul style="list-style-type: none"> ● Review previous student sample writings from previous year’s tests. ● Review the rubric of the EOC. ● Visualize the connections between the skills developed throughout the year and those assessed on the EOC. ● Take practice tests.
Resources/Materials	<ul style="list-style-type: none"> ● Sample End of Year Exams (located on College Board Site) ● Sample test packets ● EOC Exam Rubric ● Any short sample readings in place of College Board resources 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Cross-curricular connections with other AP courses is foundational to AP Seminar. The AP Seminar course topics can be viewed through different disciplinary lenses which relate to courses in the AP Program. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● AP Seminar completes the Life and Career requirements of High School students through the following standard: <ul style="list-style-type: none"> ○ 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • Reading and annotating the previous student samples • Seminar of the rubric 	<ul style="list-style-type: none"> • Completion of a sample EOC. 	<ul style="list-style-type: none"> • All prep work to the eventual practice EOC is benchmarked through conversation, homework, and in-class practices. 	<ul style="list-style-type: none"> • Varied forms of sample stimulus, choosing between previous year's materials or teacher-generated prompts.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> • The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students. • Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process. 	<ul style="list-style-type: none"> • Student's educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task submission and early May for the AP test), all deadlines and assignments are adaptable per student need. 	<ul style="list-style-type: none"> • The AP curriculum is such that G&T students can be more directly routed to the top of the guide. • Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.

AP Seminar
Unit 5: Team Multimedia Presentation
Time Allotted (days of instruction): 6 weeks
New Jersey Student Learning Standards (NJSLS)
<ul style="list-style-type: none"> • RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. • RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. • RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). • RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). • RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. • RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. • RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and

sufficient; identify false statements and reasoning.

- RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
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- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 - W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
 - W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
 - W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
 - W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
 - W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
 - SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
 - SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
 - SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
 - SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
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- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
 - L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What are the components of a research question? ● How can an issue be divided into lenses? How can lenses be research for a literature review? How can lenses be combined for an argument? ● What aspects of teamwork need to be present to ensure success? ● What are the aspects of a successful design and delivery of a presentation? ● What is the best way to structure a literature review and an argument? 	<ul style="list-style-type: none"> ● Students will be able to analyze an urgent, topical issue as a group, dividing the topic by lenses for a literature review using reliable sources by individual students. ● Students will be able to form the lens-based literature review using the components of AP-level writing. ● Students will be able to bring lens studies together into a coherent argument with a solution, resolution, and/or conclusion. ● Students will be able to use pertinent presentation skills of engagement and design to comprehensively outline the group argument. ● Students will be able to orally defend their presented information and the information presented by peers. 	<ul style="list-style-type: none"> ● The unit is student-centered, aiming to achieve success on the first AP Assessment of the course. ● As per the Course and Exam Description provided by The College Board “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.” ● The College Board also states, “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: 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

		<p>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.”</p> <ul style="list-style-type: none"> ● Finally, The College Board expects, “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. Teachers should collect presentation media from all teams in the school’s AP Seminar course(s) before any team actually delivers the oral presentation. 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. ● All lessons and activities herein must be directed to the entire class and should be based on observed student needs.
Resources/Materials	<ul style="list-style-type: none"> ● As the teacher role (as defined by The College Board materials) is greatly reduced during AP Assessments, students must have any and all resources needed for cohort collaboration. ● Access to multiple scholarly journals, such as JSTOR, EBSCOHost, and Google Scholar (the latter two of which are provided and suggested by the AP). ● Access to rubrics and student samples available on The College Board website. 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Cross-curricular connections with other AP courses is foundational to AP Seminar. The AP Seminar course topics can be viewed through different disciplinary lenses which relate to courses in the AP Program. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● AP Seminar completes the Life and Career requirements of High School students through the following standard: <ul style="list-style-type: none"> ○ 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and 	

communicate knowledge.

- **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Assessments

Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● Assessments of this sort must become pass/fail at this station of the course. Student work can not be individually assessed, as it would create unfair access and a lack of equity in the AP Assessment at hand. ● Students will complete peer reviews, sample presentations, and have writing benchmarked, all of which is graded as pass/fail. 	<ul style="list-style-type: none"> ● The Individual Written Literature Review of 1,200 words (assessed by The College Board). ● A Team-Multimedia Presentation of 8-10 minutes (assessed by the teacher, but scored only on The College Board website). ● Individualized Oral Defense Questions (assessed by the teacher, but scored only on The College Board website). 	<ul style="list-style-type: none"> ● Benchmarking should be completed per group and per student as seen fit by the teacher. Student timelines should be provided by the teacher, as they are partially provided by The College Board. 	<ul style="list-style-type: none"> ● The Summative Assessments are AP tasks and can not be altered. ● Deadlines of benchmarks and scaffolding of other skills can be adapted to benefit the class as seen fit by the classroom teacher.

Modifications

English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students. ● Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process. 	<ul style="list-style-type: none"> ● Student’s educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task submission and early May for the AP test), all deadlines and assignments are adaptable per student need. 	<ul style="list-style-type: none"> ● The AP curriculum is such that G&T students can be more directly routed to the top of the guide. ● Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.

AP Seminar

Unit 6: Individual Written Argument

Time Allotted (days of instruction): 6 weeks

New Jersey Student Learning Standards (NJSLS)

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support

analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating

the credibility and accuracy of each source.

- SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What are the thematic ties between the stimulus packet? ● Where are discernable differences between crafting a literature review and an argument? ● What are the essential elements to an effectively written argument? ● How can a student best translate a written argument to an effective and engaging formal presentation? 	<ul style="list-style-type: none"> ● Students will be engaged in discussions of emerging issues from the cross-curricular stimulus material supplied by the College Board. ● Students will be able to read and analyze the provided stimulus materials to identify thematic connections among the sources and possible areas for inquiry. ● Students will compose a research question prompted by their analysis of the stimulus materials. ● Students will gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of 2,000 words. ● Students will each develop a 6–8 minute presentation using appropriate media 	<ul style="list-style-type: none"> ● The unit is student-centered, aiming to achieve success on the first AP Assessment of the course. ● As per the Course and Exam Description provided by The College Board, “Teachers must ensure that students will have at least 30 school days to complete this project upon distribution of the stimulus materials. Students must be given at least 30 school days to complete their research, compose their essays, and develop their presentations. Student presentations must be scheduled after the 30-day window. ● The COD instructs, “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

	<p>and present it to an audience of their peers.</p> <ul style="list-style-type: none"> ● Students will be able to defend their research process, use of evidence, and conclusion through oral responses to two questions asked by the teacher. 	<p>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.</p> <ul style="list-style-type: none"> ● The COD also instructs, “Students must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper and including a bibliography (see the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information). 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. All lessons and activities herein must be directed to the entire class and should be based on observed student needs.” ● All lessons and activities herein must be directed to the entire class and should be based on observed student needs.
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● The AP-provided Stimulus Packet (available at the start of January). Access to all materials therein. ● As the teacher role (as defined by The College Board materials) is greatly reduced during AP Assessments, students must have any and all resources needed for cohort collaboration. ● Access to multiple scholarly journals, such as JSTOR, EBSCOHost, and Google Scholar (the latter two of which are provided and suggested by the AP). ● Access to rubrics and student samples available on The College Board website. ● Previous samples of stimulus materials. 	

Interdisciplinary Connections	<ul style="list-style-type: none"> • Cross-curricular connections with other AP courses is foundational to AP Seminar. The AP Seminar course topics can be viewed through different disciplinary lenses which relate to courses in the AP Program.
21st Century Life and Careers	<ul style="list-style-type: none"> • AP Seminar completes the Life and Career requirements of High School students through the following standard: <ul style="list-style-type: none"> ○ 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
Technology Standards	<ul style="list-style-type: none"> • 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. • 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> • Reading and annotating of the stimulus materials. • Assessments of this sort must become pass/fail at this station of the course. Student work can not be individually assessed, as it would create unfair access and a lack of equity in the AP Assessment at hand. • Students will complete peer reviews, sample presentations, and have writing benchmarked, all of which is graded as pass/fail. 	<ul style="list-style-type: none"> • The Individual Written Argument of 2,000 words (assessed by The College Board). • An Individual-Multimedia Presentation of 6-8 minutes (assessed by the teacher, but scored only on The College Board website). • Two Oral Defense Questions (assessed by the teacher, but scored only on The College Board website). 	<ul style="list-style-type: none"> • Benchmarking should be completed per group and per student as seen fit by the teacher. Student timelines should be provided by the teacher, as they are partially provided by The College Board. 	<ul style="list-style-type: none"> • The Summative Assessments are AP tasks and can not be altered. • Deadlines of benchmarks and scaffolding of other skills can be adapted to benefit the class as seen fit by the classroom teacher.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> • The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for 	<ul style="list-style-type: none"> • Student's educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task 	<ul style="list-style-type: none"> • The AP curriculum is such that G&T students can be more directly routed to the top of the guide. • Idea generation, information synthesis, and

<p>ELL students.</p> <ul style="list-style-type: none"> Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process. 	<p>submission and early May for the AP test), all deadlines and assignments are adaptable per student need.</p>	<p>product creation can all be pushed through more intense brainstorming and peer processes.</p>
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AP Seminar

Unit 7: Preparation for AP Research

Time Allotted (days of instruction): 6 weeks

New Jersey Student Learning Standards (NJSLS)

- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Student Learning Objectives	Activities
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<ul style="list-style-type: none"> ● What are the expectations in AP Research? ● In what ways is AP Research similar to Seminar, and in what ways is it different? ● What are the skills required in the AP Research Assessment? ● How can students best prepare to be ready for the challenges presented at the start of AP Research? ● How can a student use a personal interest to both drive inquiry and determine needs for research? 	<ul style="list-style-type: none"> ● Students will be able to link personal interests to academic inquiry by composing sample research questions, completing a basic literature review, and forming them both into a presentable outline. ● Students will be able to identify 3-5 areas of interest for study in AP Research by completing the above numerous times. ● Students will be able to use the Literature Review/annotating of JSTOR sources to define a gap in research, as needed by the AP assessment. ● Students will begin to navigate the need for finding a mentor by studying the fields of interest and identifying feasible options therein. 	<ul style="list-style-type: none"> ● This unit is to begin after the test day in AP Seminar. ● Students are given a single assignment, to prepare 3-5 sample topics, complete with basic research overview, research question, identified gap, and sample mentors. ● Students will present to the teacher, as an assessment, one of their five topics. As they will eventually turn one of the five into their year-long AP Research assignment, students will use this process to prep multiple options for themselves. ● The check with the teacher should serve as redirection to be sure they are completing the assignment correctly. ● Upon return in September, students will present all ideas to the class for peer review. If time remains after the activity, students may start designing their presentation, which is both the summer assignment for AP Research and the first assessment of that course.
Resources/Materials	<ul style="list-style-type: none"> ● Sample AP Research student writing ● The AP Research rubric ● Access to academic databases like JSTOR, EBSCOHost, and Google Scholar (the latter two of which are provided by The College Board) 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● Cross-curricular connections with other AP courses is foundational to AP Seminar. The AP Seminar course topics can be viewed through different disciplinary lenses which relate to courses in the AP Program. 	
21st Century Life and Careers	<ul style="list-style-type: none"> ● AP Seminar completes the Life and Career requirements of High School students through the following standard: <ul style="list-style-type: none"> ○ 9.2 Career Awareness, Exploration, and Preparation - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 	
Technology Standards	<ul style="list-style-type: none"> ● 8.1 Educational Technology - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. 	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> Students should have benchmarked check-ins while working on the assignment. Examples are the following: <ul style="list-style-type: none"> Annotating of academic journals Sample lists of possible research methods Hypothetical list of mentors to be contacted Sample Research Questions 	<ul style="list-style-type: none"> While the entirety of the 3-5 topics will be presented and assessed at the start of AP Research, a smaller portion of the assignment is presented, either to the class or to the teacher, as an end assessment to this course. 	<ul style="list-style-type: none"> Benchmarks are optional and listed to the left. 	<ul style="list-style-type: none"> The unit is designed to prepare students for AP Research. Alternative assignments should be designed for any student not expecting to move on to the next year of the course. Samples may be reflections on the year's process. Assignments should also vary depending on the needs of the class. If a class is not yet ready to prep for Research, students should be given work to scaffold the next steps of the process.

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students. Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process. 	<ul style="list-style-type: none"> Student's educational modifications are easily woven into the curriculum. Prior to the two AP deadlines (late April for performance task submission and early May for the AP test), all deadlines and assignments are adaptable per student need. 	<ul style="list-style-type: none"> The AP curriculum is such that G&T students can be more directly routed to the top of the guide. Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.