Wall Township Public Schools	Board Approval Date: August 19, 2025

Course Title: AP Research

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

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.

- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Introduction to the Course	7 periods
Unit 2: Research Question	7 periods
Unit 3: Refining Your Topic/ Conducting Background Research	14 periods
Unit 4: Finalizing the Research Design	11 periods
Unit 5: Submitting Your Proposal	3 periods
Unit 6: Writing Your Paper	36 periods

Unit 7: Preparing Your Presentation	12 periods
Unit 8: Final Touches & Presentations	9 periods
Unit 9: Post Submission of Paper & POD	15 periods

Unit 1

Desired Results

Unit 1 Title: Introduction to the Course

Unit Summary: The first 2 weeks of the Course will act as a bridge from AP Seminar to AP Research. In this unit, students will be introduced to the AP Research course description and expectations. Students will begin thinking about their research inquiries and be introduced to the following topics that will appear throughout the course: the 4,000-5,000 word paper (breakdown each section of the paper), the corresponding paper rubric, different research methods, the College Board's Policy on Falsification or Fabrication of Information / AI policy, what the presentation entails, obtaining an expert advisor, the inquiry proposal process, analyzing student samples of successful papers and presentations, establishing the PREP, and potential field trips.

Learning Standards

NJSLS:

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.II.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.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
Computer Science & Design Thinking (*CS & DT*): 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Interdisciplinary Connections: WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)

Learning Targets

Unit Essential Questions:

- What do I want to know, learn, or understand?
- What questions have yet to be asked?

Unit Enduring Understandings:

- Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.
- 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 (Collegeboard).

Vocabulary:

- AP Research Terminology
  - alignment, argument, assumption, author, bias, claim, coding, commentary, complex issue, concession, conclusion, context, conventions, counterargument, credibility, cross-curricular, deductive, evidence, fallacy, feasible, implication, inductive, inquiry, interdisciplinary, lens, limitation, line of reasoning, literature,

material culture, perspective, plagiarism, point of view, primary research, primary source, qualification, qualitative, quantitative, rebuttal, refutation, reliability, resolution, secondary research, solution, text, thesis, tone, triangulation, validity (argument), validity (research), vocal variety, workshopping.

- Elements of QUEST framework
- Teacher & student-selected vocabulary for comprehension.

Students will be able to:

Students will be able to utilize prior knowledge (from AP Seminar) as the foundation for the expectations outlined in the AP Research Course. Students will be able to identify said expectations, "bridge the gap" from AP Seminar to AP Research, and begin their individual research "QUESTS."

*QUEST is an important acronym that students will return to over the course of AP Research, and it stands for:

Question and Explore

Understand and Analyze

Evaluate Multiple Perspectives

Synthesize Ideas

Team, Transform, and Transmit

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students
- Establish each student's prior understanding from AP Seminar through a relatable hook (story, survey, posing a question, debate, etc.) and through individual conferences.
- Engage in the whole class reading of student samples.
- Engage in independent reading and writing according to student interests and needs.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.

- Confer individually with the teacher.
- Engage in the writing process.
- Engage in the reading process.
- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- *LGBTQ and People with Disabilities*
- *Climate Change*
- *Disabilities*, *Diversity*, *Equity & Inclusion [DEI]*
    - Students' self-selected research topics may relate to any of the above.
    - As a class, we will examine previous student work samples that may pertain to any of the above topics.

Assessment Evidence

Formative Assessments:

- *Possible Assessments can include*
    - Student/Teacher conferences
    - Rubric and Evaluation of Papers
    - Annotated Bibliography 1: Topic of Inquiry Background
    - Focused Topic of Inquiry
    - Class assignments (AP Research workbook)

Summative Assessments:

- *Possible Assessments can include*
  - Traditional unit test with text-based multiple choice questions and short constructed response(s)
  - Project-based test
    - *Potential project options include*: QUEST map poster, fishbowl discussion(s), AP Research lexicon, annotated bibliography entries

Alternative Assessments:

- Choice assignments
- Choice Paper Topics
- Modified Assignments

Core Instructional & Supplemental Materials

- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design (10th ed.).* New York, NY: Pearson.
- AP Capstone Research Course and Exam Description. (2020). New York: College Board.
- AP Research Workshop Handbook and Resources (2021). New York: College Board.
- Various articles and academic resources for specific lessons
- Past AP student work (used with permission) for exemplars and discussion pieces

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the

student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Research Question

Unit Summary: In Unit 2 of AP Research, students will be brainstorming potential Research Questions. It is imperative to put a strong emphasis on establishing a strong research question early, as the research question is the foundation for the entire course. A strong research question leads to a strong research paper. Students will engage in various brainstorming activities, class discussions, readings of effective sample papers from previous AP Research students, and ultimately begin constructing their own Research Questions.

Learning Standards

NJSLS:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.WR.11–12.5. 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.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.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.

Interdisciplinary Connections

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9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interdisciplinary Connections:

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)

Learning Targets

Unit Essential Questions:

- What do I want to know, learn, or understand?
- What questions have yet to be asked?
- How does my research question shape how I go about trying to answer it?
- How does my project goal shape the research or inquiry I engage in to achieve it?
- What information/evidence do I need to answer my research question?

Unit Enduring Understandings:

- Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions
- 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.
- 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.
- The relevance and credibility of the source of information is determined by the context of its use
- There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.

Vocabulary:

- AP Research Terminology
    - alignment, argument, assumption, author, bias, claim, coding, commentary, complex issue, concession, conclusion, context, conventions, counterargument, credibility, cross-curricular, deductive, evidence, fallacy, feasible, implication, inductive, inquiry, interdisciplinary, lens, limitation, line of reasoning, literature, material culture, perspective, plagiarism, point of view, primary research, primary source, qualification, qualitative, quantitative, rebuttal, refutation, reliability, resolution, secondary research, solution, text, thesis, tone, triangulation, validity (argument), validity (research), vocal variety, workshopping.
- Elements of QUEST framework
- Teacher & student-selected vocabulary for comprehension.

Students will be able to:

- Contextualize and identify the complexities of a problem or issue.
- Pose questions and seek out answers that reflect multiple, divergent, or contradictory perspectives.
- Identify a topic of inquiry.
- Articulate the purpose and significance of the scholarly inquiry.
- Develop and revise a focused research question/project goal.
- Retrieve, question, organize, and use prior knowledge about a topic.
- Access and manage information using effective strategies.
- Evaluate the relevance and credibility of the source of information and data in relation to the inquiry.
- Identify the information needed for the context of the inquiry.
- Design, plan, and implement scholarly inquiry.
- Demonstrate perseverance through setting goals, managing time, and working independently on a long-term project.
- Employ ethical research practices.

Learning Activities: *Potential Learning Activities can include:*

- "Problem Complexity Mapping" - Students create visual diagrams showing interconnected aspects of potential

research topics

- Current events analysis sessions examining how news stories reveal research-worthy problems
- "What's Missing?" activity using existing research to identify gaps and unanswered questions
- Topic speed-dating sessions where students rotate through different subject areas to explore interests
- Community issue walks or virtual tours to identify local problems worth investigating
- Research question evolution timeline - tracking how questions develop from broad to focused
- "Question Surgery" workshops where students dissect and improve weak research questions
- Question type sorting activities (descriptive, comparative, causal, evaluative)
- Peer question coaching circles using structured feedback protocols
- "So What?" challenge sessions where students defend the significance of their proposed research
- Stakeholder perspective wheels identifying different viewpoints on a single issue
- Devil's advocate debates where students argue opposing viewpoints
- Multi-lens analysis activities examining topics through different disciplinary approaches
- Interview simulation exercises for gathering diverse perspectives
- "Assumption Busting" activities challenge students' initial viewpoints
- Source credibility scavenger hunts using predetermined criteria
- Database exploration workshops with guided practice sessions
- Citation style comparison activities across different disciplines
- "Red Flag, Green Flag" source evaluation exercises
- Information literacy escape rooms focusing on research skills
- Research ethics case study analyses with group discussions
- IRB proposal mock reviews for student research ideas
- Academic integrity pledge creation and signing ceremonies
- Plagiarism detection practice using sample texts
- Research timeline creation with milestone checkpoints
- Research question feedback galleries using sticky note protocols
- Topic expertise sharing sessions where students teach classmates

- Collaborative annotated bibliography construction
- Peer mentoring partnerships between current and former students
- Research proposal elevator pitch practice sessions

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Assessment Evidence

Formative Assessments:

- *Possible Assessments can include*
    - Student/Teacher conferences
    - Rubric and Evaluation of Papers
    - Annotated Bibliography 1: Topic of Inquiry Background
    - Focused Topic of Inquiry
    - Class assignments (AP Research workbook)

Summative Assessments:

- *Possible Assessments can include*
    - Traditional unit test with text-based multiple choice questions and short constructed response(s).
    - Project-based test

- *Potential project options include*: fishbowl discussion(s), google slides on research methods, annotated bibliography entries

Alternative Assessments:

- Choice Assignments
- Choice Paper Topics
- Modified Assignments

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- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Refining Your Topic / Conducting Background Research

Unit Summary: In Unit 3: “Refining Your Topic,” students will conduct a literature review. After selecting a topic and designing an initial research question in Unit 2, students will now conduct background research by locating, reading, analyzing, and annotating scholarly sources (including those from expert advisers) related to their topic. Students will examine scholars' arguments and perspectives to examine gaps and develop their own original contributions to the academic conversation. Since research is recursive, students will refine their topics, questions, and sources as needed. Students will maintain an ongoing annotated bibliography of sources, submitted at the end of Unit 5, which must include diverse viewpoints and academic resources relevant to the selected discipline. By the end of Unit 3, students will submit a preliminary Inquiry Proposal for peer and teacher review. Students will also make contributions to their PREPs, an ongoing, year-long assignment.

Learning Standards

NJSLS:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

(if applicable) RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

(if applicable) RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.WR.11–12.5. 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.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.II.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.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.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.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
Computer Science & Design Thinking (*CS & DT***):** 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Interdisciplinary Connections: WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)

Learning Targets

Unit Essential Questions:

- How does my research question shape how I go about trying to answer it?
- How does my project goal shape the research or inquiry I engage in to achieve it?
- What information/evidence do I need to answer my research question?
- What strategies will help me comprehend a text?
- What is the main idea of the argument or artistic work, and what reasoning does the author use to develop it?
- What biases may the author have that influence his or her perspective?
- Does this argument acknowledge other perspectives?
- How can I assess the quality or strength of others' research, products, or artistic works?

Unit Enduring Understandings:

- Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A wellcrafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.
- 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.
- 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.

	• 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. • 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. • Arguments have implications and consequences. • 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. • Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, one's own argument can be situated within a larger conversation. • Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.

Vocabulary:

- AP Research Terminology
  - alignment, argument, assumption, author, bias, claim, coding, commentary, complex issue, concession, conclusion, context, conventions, counterargument, credibility, cross-curricular, deductive, evidence, fallacy, feasible, implication, inductive, inquiry, interdisciplinary, lens, limitation, line of reasoning, literature,

material culture, perspective, plagiarism, point of view, primary research, primary source, qualification, qualitative, quantitative, rebuttal, refutation, reliability, resolution, secondary research, solution, text, thesis, tone, triangulation, validity (argument), validity (research), vocal variety, workshopping.

- Elements of QUEST framework
- Teacher & student-selected vocabulary for comprehension.

Students will be able to:

- Perform a review of the literature in the field, compiling inquiry sources into an annotated bibliography.
- Prepare and submit a preliminary Inquiry Proposal for peer and teacher review.
- Make contributions to PREP, an ongoing, year-long assignment.
- Contextualize and identify the complexities of a problem or issue.
- Pose questions and seek out answers that reflect multiple, divergent, or contradictory perspectives.
- Develop and revise a focused research question/project goal.
- Retrieve, question, organize, and use prior knowledge about a topic.
- Access and manage information using effective strategies.
- Evaluate the relevance and credibility of the source of information and data in relation to the inquiry.
- Demonstrate perseverance through setting goals, managing time, and working independently on a long-term project.
- Employ appropriate reading strategies and read critically for a specific purpose.
- Summarize and explain a text's main idea or aim while avoiding faulty generalizations and oversimplification.
- Explain and analyze the logic and line of reasoning of an argument.
- Evaluate the relevance and credibility of evidence used to support an argument, taking context into consideration.
- Evaluate the validity of an argument.
- Evaluate and critique others' inquiries, studies, artistic works, and/or perspectives.
- Connect an argument to broader issues by examining the implications of the author's claim.
- Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by an argument.
- Identify, compare, and interpret multiple perspectives on or arguments about an issue

- Evaluate alternate, opposing, or competing perspectives or arguments by considering their implications and limitations.
- Reflect on and revise their own writing, thinking, and creative processes.
- Engage in peer review to provide constructive responses to one another's work, appropriate to the stage of a project's development.
- Engage in peer review to receive and consider responses to their work.

Learning Activities: *Potential Learning Activities can include:*

- Student/teacher conferences
- Consult with an expert advisor
- Peer review of student work
- View and critique professional literature reviews
- Review of Wall High School's database and library collection
- Locating, reading, analyzing, and annotating sources
- Review of annotated bibliography
- Review of field-specific citation styles
- Revision of topic and/or research question
- Review of annotation methods
- Brief presentations of work in progress
- Review of key academic terminology includes line of reasoning, perspectives, lenses, implications, and argument
- Direct instruction on contacting and conversing with field experts
- Direct instruction on selecting and consistently applying an appropriate disciplinary or interdisciplinary approach to form a scholarly argument or aesthetic rationale.
- Working with L.E.A.D.S
- Workshop time to create required products
- Make contributions to PREP

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ*, *and People*

with Disabilities, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- *LGBTQ and People with Disabilities*
- *Climate Change*
- *Disabilities*, *Diversity*, *Equity & Inclusion [DEI]*
    - Students' self-selected research topics may relate to any of the above.
    - As a class, we will examine previous student work samples that may pertain to any of the above topics.

Assessment Evidence

Formative Assessments:

- *Possible assessments can include*
    - Student/ teacher conferences
    - Annotated Bibliography
        - Perform an in-depth literature review that outlines the scholarly source materials used and how the materials offer information and views relating to the question.
        - Demonstrate comprehensiveness of the literature review as exhibited by breadth, relevance, currency, availability, and authority within chosen resources, using the discipline-specific style common to the field of study.
    - Brief presentations of work in progress
    - PREP checkpoint
    - Preliminary Inquiry Proposal

Summative Assessments:

- *Possible assessments can include*
    - Poster Presentation of Research Proposal
        - Students present a poster (or visual) showing the research question, purpose of study, background, and context information.

Alternative Assessments:

- Choice Assignments
- Choice Paper Topics
- Modified Assignments

Core Instructional & Supplemental Materials

- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design (10th ed.).* New York, NY: Pearson.
- AP Capstone Research Course and Exam Description. (2020). New York: College Board.
- AP Research Workshop Handbook and Resources (2021). New York: College Board.
- Various articles and academic resources for specific lessons
- Past AP student work (used with permission) for exemplars and discussion pieces

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4 Title: Finalizing the Research Design

Unit Summary: In Unit 4 "Finalizing the Research Design," students complete their foundational literature review and annotated bibliography and make final decisions about their investigative approach, in preparation to submit Inquiry Proposal Forms by the end of the next unit. This unit bridges the gap between the preliminary research collected in Units 2 and 3 and the actual data collection in Unit 6, ensuring students have both the theoretical foundation and methodological clarity needed to conduct original inquiry. In this unit, students may choose to outline and write the "Methods" section of their academic paper. To conclude the on-going annotated bibliography assignment, students refine and reflect upon their understanding of scholarly discourse while preparing to contribute meaningfully to their chosen field of study. Students will also make contributions to their PREPs, an on-going, year-long assignment.

Learning Standards

NJSLS:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

(if applicable) RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

(if applicable) RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.WR.11–12.5. 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.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.II.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.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.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.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Interdisciplinary Connections: WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How can I assess the quality or strength of others' research, products, or artistic works? • How does my scholarly work emerge from my perspective, design choices, or aesthetic rationale? • What is the most appropriate way to acknowledge and attribute the work of others that was used to support my argument? • Which revision strategies are most appropriate to developing and refining my project at different stages? • How can I benefit from reflecting on my own work?	• Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions. • 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. • There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry. • Not all arguments are equal; some arguments are more credible/valid than others. Through

	evaluating others' arguments, one's own argument can be situated within a larger conversation. ● Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale. ● Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others. ● Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence. ● Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.

Vocabulary:

- AP Research Terminology
  - alignment, argument, assumption, author, bias, claim, coding, commentary, complex issue, concession, conclusion, context, conventions, counterargument, credibility, cross-curricular, deductive, evidence, fallacy, feasible, implication, inductive, inquiry, interdisciplinary, lens, limitation, line of reasoning, literature, material culture, perspective, plagiarism, point of view, primary research, primary source, qualification, qualitative, quantitative, rebuttal, refutation, reliability, resolution, secondary research, solution, text, thesis, tone, triangulation, validity (argument), validity (research), vocal variety, workshopping.

- Elements of QUEST framework
- Teacher & student-selected vocabulary for comprehension.

Students will be able to:

- Complete the annotated bibliography of inquiry sources, specifically adding citations and brief summaries of the research questions and research methods of their sources.
- Finalize study design or approach.
- Make contributions to PREP, an on-going, year-long assignment.
- Access and manage information using effective strategies.
- Design, plan, and implement a scholarly inquiry.
- Formulate a well reasoned argument, taking the complexities of the problem or issue into consideration.
- Select and consistently apply an appropriate disciplinary or interdisciplinary approach to form a scholarly argument or aesthetic rationale
- Attribute knowledge and ideas accurately and ethically, using an appropriate citation style.
- Extend an idea, question, process, or product to innovate or create new understandings.
- Reflect on and revise their own writing, thinking, and creative processes.
- Engage in peer review to provide constructive responses to one another's work, appropriate to the stage of a project's development.
- Engage in peer review to receive and consider responses to their work.

Learning Activities: *Potential Learning Activities can include:*

- Student/teacher conferences
- Consult with expert advisor
- Review of field-specific citation styles
- View and critique student and professional annotated bibliography samples
- Review of research methods
- Select appropriate research method for proposed study
- Revise Inquiry Proposal Form as needed

- Revise topic, research question, and source selection as needed
- Brief presentations of work in progress
- Peer revision
- Reflect upon research process and make revisions and/or set goals
- Workshop time to complete the annotated bibliography by summarizing and evaluating key sources and examining methodological approaches in peer-reviewed studies

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- *LGBTQ and People with Disabilities*
- *Climate Change*
- *Disabilities*, *Diversity*, *Equity & Inclusion [DEI]*
    - Students' self-selected research topics may relate to any of the above.
    - As a class, we will examine previous student work samples that may pertain to any of the above topics

Assessment Evidence

Formative Assessments:

- *Possible assessments can include*
    - Student/teacher conferences
    - Peer review
    - Brief presentations of work in progress
    - PREP checkpoint

Summative Assessments:

- *Possible assessments can include*
    - Final Inquiry Proposal Form (if necessary; by November 30th)

- Final Annotated Bibliography
- Poster Presentation and Peer Review (continued from Unit 3)
  - present a poster (or visual) with a chosen or designed method for collecting information to engage others in peer reviewing the feasibility and alignment of the study design, approach, or method.

Alternative Assessments:

- Choice Assignments
- Choice Paper Topics
- Modified Assignments

Core Instructional & Supplemental Materials

- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design (10th ed.).* New York, NY: Pearson.
- AP Capstone Research Course and Exam Description. (2020). New York: College Board.
- AP Research Workshop Handbook and Resources (2021). New York: College Board.
- Various articles and academic resources for specific lessons
- Past AP student work (used with permission) for exemplars and discussion pieces

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon

the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5 Title: Submitting Your Proposal

Unit Summary: In Unit 5 "Submitting Your Proposal," students will reflect on the literature review conducted in Units 3 and 4 to complete and submit the College Board's "Inquiry Proposal Form" for teacher approval. In this form, students will defend their self-generated topics and research questions, justifying how their proposed research addresses a gap in scholarly conversation. Through conferences, students will reflect on feedback and revise their forms as needed. Students will also make contributions to their PREPs, an ongoing year-long assignment.

Learning Standards

NJSLS:

W.WR.11–12.5. 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interdisciplinary Connections:

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)

Learning Targets

Unit Essential Questions:

- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- Are there other conclusions I should consider?
- How does my scholarly work emerge from my perspective, design choices, or aesthetic rationale?
- How do I acknowledge and account for my own biases and assumptions?

Unit Enduring Understandings:

- Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A wellcrafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.

• What is the most appropriate way to acknowledge and attribute the work of others that was used to support my argument? • How do I ensure the conclusions I present are my own?	• Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale. • Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others. • Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence • Arguments, choices, and solutions present intended and unintended opportunities and consequences.
Vocabulary: • AP Research Terminology ○ alignment, argument, assumption, author, bias, claim, coding, commentary, complex issue, concession, conclusion, context, conventions, counterargument, credibility, cross-curricular, deductive, evidence, fallacy, feasible, implication, inductive, inquiry, interdisciplinary, lens, limitation, line of reasoning, literature, material culture, perspective, plagiarism, point of view, primary research, primary source, qualification, qualitative, quantitative, rebuttal, refutation, reliability, resolution, secondary research, solution, text, thesis, tone, triangulation, validity (argument), validity (research), vocal variety, workshopping. • Elements of QUEST framework • Teacher & student-selected vocabulary for comprehension.	
Students will be able to: • Prepare and submit a final Inquiry Proposal Form, revising based on feedback if needed. • Make contributions to PREP, an on-going, year-long assignment. • Formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration	

- Interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.
- Extend an idea, question, process, or product to innovate or create new understandings.
- Reflect on and revise their own writing, thinking, and creative processes.
- Engage in peer review to provide constructive responses to one another's work, appropriate to the stage of a project's development.
- Engage in peer review to receive and consider responses to their work.

Learning Activities: *Potential Learning Activities can include:*

- Student/teacher conferences
- Consult with expert advisor
- Workshop time to prepare and submit Inquiry Proposal Form
- Peer-revision

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- *LGBTQ and People with Disabilities*
- *Climate Change*
- *Disabilities*, *Diversity*, *Equity & Inclusion [DEI]*
    - Students' self-selected research topics may relate to any of the above.
    - As a class, we will examine previous student work samples that may pertain to any of the above topics.

Assessment Evidence

Formative Assessments:

- *Possible assessments can include*

- Student/teacher conferences
- Peer revision
- PREP checkpoint

Summative Assessments:

- *Possible assessments can include*
  - Inquiry Proposal Form

Alternative Assessments:

- Choice Assignments
- Choice Paper Topics
- Modified Assignments

Core Instructional & Supplemental Materials

- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design (10th ed.).* New York, NY: Pearson.
- AP Capstone Research Course and Exam Description. (2020). New York: College Board.
- AP Research Workshop Handbook and Resources (2021). New York: College Board.
- Various articles and academic resources for specific lessons
- Past AP student work (used with permission) for exemplars and discussion pieces

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the

student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Desired Results

Unit 6 Title: Implementing Inquiry Methods and Writing The Paper

Unit Summary: In this unit, which spans from December through March, students will first conduct their selected inquiry method, collecting and analyzing data, then writing the academic paper to meet all of the following requirements. Unit 6 places a heavy emphasis on constructing their 4,000-5,000 word research paper that they will be submitting to Collegeboard (approx. end of April) and is worth 75% of the AP Research score. “The body of the academic paper must contain the elements listed:

1. Introduction and Literature Review: introduces research question/project goal and reviews previous work in the field. Synthesizes the varying perspectives in the scholarly literature to situate the research question/project goal within a gap in the current field of knowledge.

2. Method, Process, or Approach: Explains and provides justification for the chosen method, process, or approach and its alignment with the research question.

3. Results, Product, or Findings: Presents the findings, evidence, results, or performance/exhibit/product generated by the research method

4. Discussion, Analysis, and/or Evaluation: Interprets the significance of the results, performance/exhibit/product, or findings; explores connections to original research question/project goal

5. Conclusion and Future Directions: Articulates the new understanding generated through the research process and the limitations of the conclusion or creative work. Discusses the implications to the community of practice. Identifies areas for future research

6. Bibliography: Provides a complete list of sources cited and consulted in the appropriate disciplinary style.

These elements should be presented in the style and structure appropriate to the discipline in which the topic resides (e.g., psychology, science, music). Abstracts, if included, are not considered part of the body of the academic paper and are not assessed. The academic paper must be written for an educated, non-expert audience" (Collegeboard C.E.D 51).

Learning Standards

NJSLS:

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. 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.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.WR.11–12.5. 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.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.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.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Interdisciplinary Connections: WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do I connect and analyze the evidence in order to develop an argument and support a conclusion? • Are there other conclusions I should consider? • How does my scholarly work emerge from my perspective, design choices, or aesthetic rationale? • How do I acknowledge and account for my own biases and assumptions? • What is the most appropriate way to acknowledge and attribute the work of others that was used to support my argument? How do I ensure the conclusions I present are my own?	• Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation. • Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale. • Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others. • Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence • Arguments, choices, and solutions present intended and unintended opportunities and consequences.

Vocabulary:

- AP Research Terminology

- alignment, argument, assumption, author, bias, claim, coding, commentary, complex issue, concession, conclusion, context, conventions, counterargument, credibility, cross-curricular, deductive, evidence, fallacy, feasible, implication, inductive, inquiry, interdisciplinary, lens, limitation, line of reasoning, literature, material culture, perspective, plagiarism, point of view, primary research, primary source, qualification, qualitative, quantitative, rebuttal, refutation, reliability, resolution, secondary research, solution, text, thesis, tone, triangulation, validity (argument), validity (research), vocal variety, workshopping.
- Elements of QUEST framework
- Teacher & student-selected vocabulary for comprehension.

Students will be able to:

- Formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration.
- Select and consistently apply an appropriate disciplinary or interdisciplinary approach to form a scholarly argument or aesthetic rationale.
- Interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.
- Provide insightful and cogent commentary that links evidence with claims.
- Attribute knowledge and ideas accurately and ethically, using an appropriate citation style.
- Extend an idea, question, process, or product to innovate or create new understandings.
- Offer resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.

Learning Activities: *Potential Learning Activities can include:*

- Database deep-dive workshops with advanced search technique instruction
- Information organization system creation using digital tools (Zotero, Mendeley, etc.)
- Source tracking spreadsheet development with custom categorization systems
- "Information Audit" exercises evaluating students' current research collections
- Cross-platform search strategy development (academic databases, Google Scholar, library catalogs)

- Research log maintenance with reflection on search effectiveness
- Source synthesis matrices connecting themes across multiple sources
- Research methodology selection workshops based on discipline and question type
- Timeline creation with realistic milestone setting and contingency planning
- Research proposal defense presentations with faculty panel feedback
- Methodology justification essays explaining chosen approaches
- Pilot study design and execution exercises
- Data collection protocol development and testing
- Research ethics review board simulation exercises
- Thesis statement workshop sessions with multiple revision cycles
- Counterargument anticipation and response exercises
- Evidence hierarchy ranking activities within specific disciplines
- Logical fallacy identification and correction practice
- Argument mapping using visual organizers and flow charts
- "Complexity Integration" exercises showing nuanced understanding of issues
- Disciplinary lens comparison activities examining the same topic through different fields
- Citation style mastery workshops for discipline-specific formats
- Plagiarism prevention training with hands-on practice
- Intellectual property discussions using real-world cases
- Citation accuracy peer-checking exercises
- Bibliography formatting competitions with style guide races
- Attribution ethics scenarios with group problem-solving
- Source integration practice balancing quotes, paraphrases, and original analysis
- "What's Next?" brainstorming sessions extending research implications
- Creative application workshops connecting research to real-world solutions
- Interdisciplinary connection-making exercises
- Research-to-action planning sessions

- Innovation showcase presentations demonstrating new understandings
- Hypothesis generation for future research directions
- Creative synthesis projects combining research with artistic expression
- Weekly research journal entries with guided reflection prompts
- Process documentation portfolios tracking thinking evolution
- "Before and After" comparison exercises showing intellectual growth
- Metacognitive strategy discussions about effective research practices
- Revision protocol development with systematic improvement approaches
- Learning target self-assessment with evidence collection
- Research autobiography writing connecting personal growth to academic development
- Structured peer review training using discipline-specific rubrics
- Anonymous feedback systems with constructive criticism protocols
- Peer editing partnerships with rotating responsibilities
- Group critique sessions using "Glow and Grow" feedback models
- Research presentation rehearsals with audience feedback forms
- Collaborative problem-solving sessions for research challenges
- Peer mentoring programs pairing students at different stages
- "Critical Friends" groups providing ongoing support and accountability
- Feedback synthesis exercises helping students process multiple perspectives
- Response integration workshops teaching students to incorporate suggestions effectively

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- *LGBTQ and People with Disabilities*
- *Climate Change*
- *Disabilities*, *Diversity*, *Equity & Inclusion [DEI]*

- Students' self-selected research topics may relate to any of the above.
- As a class, we will examine previous student work samples that may pertain to any of the above topics.

Assessment Evidence

Formative Assessments:

- *Possible assessments can include*
  - Student/Teacher conferences
  - Rubric and Evaluation of Papers
  - Inquiry Method Design
  - Biweekly Work in Progress Interview
  - Biweekly Peer Review
  - Class assignments (AP Research workbook)

Summative Assessments:

- *Possible assessments may include*
  - Traditional unit test with text-based multiple choice questions and short-constructed response(s)
  - Project-based test
    - *Potential project options include*: fishbowl discussion(s), google slides on research methods, annotated bibliography entries

Alternative Assessments:

- Choice assignments
- Choice Paper Topics
- Modified Assignments

Core Instructional & Supplemental Materials

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Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 7

Desired Results

Unit 7 Title: Preparing the Presentation

Unit Summary: In Unit 7 "Preparing the Presentation," students transform their 4,000-5,000 word academic paper into a 15-20 minute presentation, practice their delivery, and prepare for the oral defense using questions provided by the College Board. According to the College Board, the presentation must: (1) identify the research question/project goal, (2) describe and explain initial assumptions and hypotheses/ideas and their relation to the student's personal conclusion, (3) provide the rationale for choices made during the research process (citing or attributing sources as needed), (4) explain the research process/method, evidence generated, conclusions, and implications, and (5) engage the audience

through dynamic use of design, delivery, and performance techniques (Course & Exam Description). Students will practice effective delivery techniques and make strategic decisions regarding multimedia visuals and academic paper content with the audience in mind. Students will also contribute to their PREPs, an ongoing, year-long assignment.

Learning Standards

NJSLS:

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.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.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

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Computer Science & Design Thinking *(CS & DT)*: 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Interdisciplinary Connections: WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How can I best appeal to and engage my audience? • What is the best medium or genre through which to reach my audience? • How might I adapt my written and oral presentations for different audiences and situations? • How might my communication choices affect my credibility with my audience? • Which revision strategies are most appropriate to developing and refining my project at different stages?	• 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. • Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.

	• Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale. • How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context. • Scholars perform, present, and/or produce their work within a larger community. Throughout the inquiry process, scholars interact with and benefit from the scholarly community through thoughtful engagement with the opinions and critiques of others.
Vocabulary: • AP Research Terminology ○ alignment, argument, assumption, author, bias, claim, coding, commentary, complex issue, concession, conclusion, context, conventions, counterargument, credibility, cross-curricular, deductive, evidence, fallacy, feasible, implication, inductive, inquiry, interdisciplinary, lens, limitation, line of reasoning, literature, material culture, perspective, plagiarism, point of view, primary research, primary source, qualification, qualitative, quantitative, rebuttal, refutation, reliability, resolution, secondary research, solution, text, thesis, tone, triangulation, validity (argument), validity (research), vocal variety, workshopping. • Elements of QUEST framework • Teacher & student-selected vocabulary for comprehension.	
Students will be able to:	

- Transform the academic paper into a 15-20 minute presentation.
- Practice the presentation and oral defense.
- Make contributions to PREP, an on-going, year-long assignment.
- Communicate information through appropriate media using effective techniques of design.
- Adapt an argument for context, purpose, and/or audience.
- Engage an audience by employing effective techniques of delivery or performance.
- Defend inquiry choices and final product with clarity, consistency, and conviction.

Learning Activities: *Potential Learning Activities can include:*

- Student/teacher conferences
- Consult with expert advisor
- Review College Board Presentation and Oral Defense (POD) rubric
- View and critique student POD samples released by the College Board
- Discuss rhetorical strategies (speaker, message, audience)
- Select and utilize appropriate media for presentation
- Design a multimedia presentation
- Practice 15-20 minute presentation with proper delivery techniques
- Give and receive peer feedback on delivery techniques
- Brief presentations of work in progress
- Practice oral defense answers before panel of peers

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- *LGBTQ and People with Disabilities*
- *Climate Change*
- *Disabilities*, *Diversity*, *Equity & Inclusion [DEI]*
    - Students' self-selected research topics may relate to any of the above.

- As a class, we will examine previous student work samples that may pertain to any of the above topics.

Assessment Evidence

Formative Assessments:

- *Possible assessments can include*
  - Practice presentation
  - Peer panel oral defense practice
  - Peer review feedback

Summative Assessments:

- *Possible assessments can include*
  - Progress checkpoint towards final presentation
    - The summative assessment is in the next unit

Alternative Assessments:

- Choice Assignments
- Choice Paper Topics
- Modified Assignments

Core Instructional & Supplemental Materials

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Students at Risk of Failure

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It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 8

Desired Results

Unit 8 Title: Final Touches and Presentations

Unit Summary: In this unit, students will be finalizing their Academic Paper and Presentations, which will be submitted to Collegeboard for scoring. Students will utilize this unit to strengthen their writing and presentations to the best of their abilities. This unit will place a heavy emphasis on self-reflection, editing/revising, and collaboration.

Learning Standards

NJSLS:

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.WR.11–12.5. 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.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.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.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interdisciplinary Connections:

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)

Learning Targets

Unit Essential Questions:

- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to reach my audience?
- How might I adapt my written and oral presentations for different audiences and situations?
- How might my communication choices affect my credibility with my audience?
- Which revision strategies are most appropriate to developing and refining my project at different stages?
- How do I provide feedback that is valuable to others? How do I act upon feedback I have received?
- How can I benefit from reflecting on my own work?

Unit Enduring Understandings:

- How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context.
- Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.
- Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.
- Scholars perform, present, and/or produce their work within a larger community. Throughout the inquiry process, scholars interact with and benefit from the scholarly community through thoughtful engagement with the opinions and critiques of others.

Vocabulary:

- AP Research Terminology
    - alignment, argument, assumption, author, bias, claim, coding, commentary, complex issue, concession, conclusion, context, conventions, counterargument, credibility, cross-curricular, deductive, evidence,

fallacy, feasible, implication, inductive, inquiry, interdisciplinary, lens, limitation, line of reasoning, literature, material culture, perspective, plagiarism, point of view, primary research, primary source, qualification, qualitative, quantitative, rebuttal, refutation, reliability, resolution, secondary research, solution, text, thesis, tone, triangulation, validity (argument), validity (research), vocal variety, workshopping.

- Elements of QUEST framework
- Teacher & student-selected vocabulary for comprehension.

Students will be able to:

- Plan, produce, and present a cohesive argument, considering audience, context, and purpose.
- Plan and produce a cohesive academic paper, considering audience, context, and purpose.
- Adhere to established conventions of grammar, usage, style, and mechanics.
- Communicate information through appropriate media using effective techniques of design.
- Adapt an argument for context, purpose, and/or audience.
- Engage an audience by employing effective techniques of delivery or performance.
- Defend inquiry choices and final product with clarity, consistency, and conviction.
- Provide individual contributions to overall collaborative effort to accomplish a task or a goal.
- Foster constructive team climate, resolve conflicts, and facilitate the contributions of all team members to address complex, open-ended problems.
- Reflect on and revise their own writing, thinking, and creative processes.
- Reflect on experiences of collaborative effort.
- Reflect on the larger significance of engaging in the overall inquiry process and produce a completed scholarly work.
- Engage in peer review to provide constructive responses to one another's work, appropriate to the stage of a project's development.
- Engage in peer review to receive and consider responses to their work.

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence, corresponding rubrics, and calendar of lessons to students
- Establish each student's prior understanding through a relatable hook (story, survey, posing question, debate, etc.) and through individual conferences.
- Engage in whole class reading.
- Engage in independent reading and writing.
- Execute standards-based direct instruction to develop skills and strategies.
- Identify and employ the key skills of reading at grade-level complexity.
- Confer individually with the teacher.
- Engage in the writing process.
- Engage in the reading process.
- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- *LGBTQ and People with Disabilities*
- *Climate Change*
- *Disabilities*, *Diversity*, *Equity & Inclusion [DEI]*
    - Students' self-selected research topics may relate to any of the above.
    - As a class, we will examine previous student work samples that may pertain to any of the above topics.

Assessment Evidence

Formative Assessments:

- *Possible assessments can include*
  - Student/Teacher conferences
  - Rubric and Evaluation of Papers
  - Practice Presentations
  - Peer panels
  - Class assignments (AP Research workbook)

Summative Assessments:

- *Possible assessments can include*
  - Traditional unit test with text-based multiple choice questions and short constructed response(s)
  - Project-based test
    - *Potential project options include*: fishbowl discussion(s), google slides reflecting on research process
  - Academic Paper
    - Student driven inquiry and graded by College Board 75%
  - Presentation/Oral Defense
    - Connected to the academic paper and graded by College Board 25%

Alternative Assessments:

- Choice assignments
- Choice paper topics
- Modified assignments

Core Instructional & Supplemental Materials

- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design (10th ed.).* New York, NY: Pearson.
- AP Capstone Research Course and Exam Description. (2020). New York: College Board.
- AP Research Workshop Handbook and Resources (2021). New York: College Board.

- Various articles and academic resources for specific lessons
- Past AP student work (used with permission) for exemplars and discussion pieces

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 9

Desired Results

Unit 9 Title: Post Submission of Paper and POD

Unit Summary: In this unit, students will focus on reflection and finalizing their "PREP" (a document containing all of the work they completed over the course of the year). Students will reflect on their research journey as it is a great opportunity for students to strengthen self-awareness and establish an environment for further personal growth.

During the reflection process, students will create a compilation of all the work they did over the course of the year in conjunction with the paper and presentation/oral defense- this compilation is the "PREP."

Learning Standards

NJSLS:

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.WR.11–12.5. 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.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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SL.II.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.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

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Computer Science & Design Thinking (*CS & DT*): 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Interdisciplinary Connections: WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do I provide feedback that is valuable to others? How do I act upon feedback I have received? • How can I benefit from reflecting on my own work?	• Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems. • Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.

	• Scholars perform, present, and/or produce their work within a larger community. Throughout the inquiry process, scholars interact with and
Vocabulary: • AP Research Terminology ○ alignment, argument, assumption, author, bias, claim, coding, commentary, complex issue, concession, conclusion, context, conventions, counterargument, credibility, cross-curricular, deductive, evidence, fallacy, feasible, implication, inductive, inquiry, interdisciplinary, lens, limitation, line of reasoning, literature, material culture, perspective, plagiarism, point of view, primary research, primary source, qualification, qualitative, quantitative, rebuttal, refutation, reliability, resolution, secondary research, solution, text, thesis, tone, triangulation, validity (argument), validity (research), vocal variety, workshopping. • Elements of QUEST framework • Teacher & student-selected vocabulary for comprehension.	
Students will be able to: • Engage an audience by employing effective techniques of delivery or performance. • Defend inquiry choices and final product with clarity, consistency, and conviction. • Provide individual contributions to overall collaborative effort to accomplish a task or a goal. • Foster constructive team climate, resolve conflicts, and facilitate the contributions of all team members to address complex, open-ended problems. • Reflect on and revise their own writing, thinking, and creative processes. • Reflect on experiences of collaborative effort. • Reflect on the larger significance of engaging in the overall inquiry process and produce a completed scholarly work. • Engage in peer review to provide constructive responses to one another's work, appropriate to the stage of a project's development.	

- Engage in peer review to receive and consider responses to their work.

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- Engage in the writing process.
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- Present and perform.
- Engage in small-group reading/writing skills-based instruction.
- Share and collaborate with assigned partners.
- Experience activities with partners where critical reading skills are discussed.
- Demonstrate understanding through various assessments
- Book Club- potentially 1984 by George Orwell
- Student Choice Project
- Film Analysis
- Literature Study

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- *LGBTQ and People with Disabilities*
- *Climate Change*
- *Disabilities, Diversity, Equity & Inclusion [DEI]*
    - Students' self-selected research topics may relate to any of the above.
    - As a class, we will examine previous student work samples that may pertain to any of the above topics.

Assessment Evidence

Formative Assessments:

- *Possible assessments can include*
    - Student/Teacher conferences
    - Class assignments (AP Research workbook)

Summative Assessments:

- *Possible assessments can include*
    - Process and Reflection Portfolio: Exit Interview

Alternative Assessments:

- Choice assignments
- Choice paper topics
- Modified assignments

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