Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey

Course Name: AP Seminar

Born On: August, 2024
Revised On: August, 2026
Board Approval: 10/26/26

COURSE DESCRIPTION: AP Seminar

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, this course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Through this inquiry-based, interdisciplinary course, students will develop the skills that allow them to effectively question, explore, understand, analyze, examine, synthesize, team, transmit, and transform. The concept of "multiple perspectives" will function as the initial theme through which we will practice and develop the aforementioned skills. In order to understand how to holistically examine a particular issue or problem, we will evaluate the issues through a myriad of perspectives and lenses. Teacher provided resources, as well as student research, will function as the means through which we explore both the topic and the perspectives. The resources we examine should be from multiple primary and secondary sources (e.g., articles, speeches, art, opinion pieces, etc.). Looking at said perspectives, students will realize how to uncover the complexity of answering research questions.

Preparation
Completion of homework and readings is essential. Students are expected to come prepared with assigned reading and writing assignments. This is necessary for their success as well as the success of their peers with whom they'll be working in a collaborative environment.

Guidelines for Written Assignments
Students will be taught how to write papers and cite sources using the MLA (Modern Language Association) Style (CR4b). All typed assignments should be in MLA format. They should be written in Times New Roman in size 12 font and black ink. Each page should have the student's last name as well as the page count. At the end of each student paper, there should be a word count. Students will submit their work on Canvas to be reviewed by Turnitin.com.

All handwritten assignments should be legible and written in blue or black ink.

Instructional Materials

We will read shorter arguments, listen to speeches, analyze art, watch clips from TV or movies, etc., in order to understand the content and develop our skill set. We will provide students access to academic search engines to enhance students' abilities to research credible sources. Students are also encouraged to read and watch the news to find materials that would enrich our class discussions. Sources will be derived from various academic search engines, news outlets, speech, art, movies, TV, etc.

Students will be asked to pick an independent reading (IR) book during the first week of classes. Students can choose a book from the classroom library, school library, or from home. IR books must be on grade and or reading level.

Instructor may show the following programs. If so show said programs, they will only select school appropriate excerpts.
(CR1): Prison Behind Bars Documentary

(CR1) — Students explore the complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

Course Structure

The fee for the AP Seminar test through the College Board is $143* (As of 2022-23). The fee is charged as soon as any document is submitted by the student to the Digital Portfolio of College Board. If a student does not plan to take the AP test, he or she must still complete Task 1 (Team Project) and Task 2 (Individual Project); those assignments will be graded as tests in PowerSchool.

As the AP Program engages students in college-level work, the AP Seminar course may include perspectives that could be considered controversial. AP Seminar requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by the instructor, the Pascack Valley Regional High School District or the College Board of the content, ideas, or values expressed in the material.

Plagiarism Policy
[CR4] Students will develop an understanding of ethical research practices and the AP Capstone Policy on Plagiarism

and the Falsification or Fabrication of Information (see below).
[EU 4.3] Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.

• AP Seminar students will be instructed in the high standards of academic honesty and research ethics. As an additional safeguard against plagiarism, AP Seminar work will be submitted to the TurnItIn program.
• To the best of her ability, the teacher will ensure that students understand ethical use and acknowledgement of the ideas and work of others, as well as the consequences of plagiarism. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information [CR4b]
Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

• Common Knowledge, Copyright, and Plagiarism Activity (Unit 2): Students will read a series of 10 scenarios/statements and work with the teacher to indicate whether the scenarios/situations represent common knowledge, violation of copyright or intellectual property, and/or plagiarism. Students will provide rationale for their decisions.

Tasks

During the AP Seminar course, students complete three performance assessments—two through-course performance tasks and one end-of-course exam—while adhering to College Board policies to ensure the validation of their scores. Both performance tasks will be completed after Unit 4, during the second semester of the course.

Assessment Task #1—Team Project and Presentation

• Task Overview [CR5]: Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.
• Weight: 20% of AP score
• Components: Individual Research Report (1,200 words; internally scored and externally validated) / Team *Multimedia Presentation and Defense (8-10 minutes, plus defense questions; internally scored)

Assessment Task #2—Individual Research-Based Paper and Presentation

• Task Overview [CR6]: Students work independently to identify a research question based on provided stimulus material from the College Board; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers
• Weight: 35% of AP score
• Components: Individual Written Argument (1,200 words; internally scored and externally validated) / Individual Multimedia Presentation (6-8 minutes; internally scored) / Oral Defense (2 questions; internally scored)

End-of-Course AP Exam (2 hours)

• Task Overview: During the AP Exam administration window, students take the AP Seminar End-of-Course Exam. The exam consists of four items: three short answer questions and one essay question.
• Weight: 45% of AP Score
• Components: Analysis of Written Argument (single source; three short-answer questions; externally scored) / Synthesis/ Creation of Evidence-Based Argument (multiple sources; one essay question; externally scored)

Published Materials

In addition to excerpts from the publications listed below, to meet the course objectives, current media, magazines, journals, newspapers, and other secondary/ primary sources may be included, as the instructor deems appropriate.

• Information used to address a problem may come from various print and non-print secondary sources (e.g., articles, other studies, analyses, reports) and/or primary sources (e.g., original texts and works or personally

collected data such as experiments, surveys, questionnaires, and interviews).
• Students will be expected to use technology to access and manage information from online databases (e.g. EBSCO, JSTOR, Google Scholar) that grant access to secondary and primary sources.

Suggested Materials

Too Dumb for Complex Texts
9/11 Footage
Alabanza: In Praise of the Local 100
Outliers
A Message to Garcia
Tyler Hadley's Killer Party
Quiet Confidence: Introverts and the Power of Silence
Poem: Looking for the Gulf Motel by Richard Blanco
Song: Blowin in the Wind by Bob Dylan
Interrogating innocence: "Childhood" as exclusionary social practice by Julie C Garlen
A Letter to my Nephew by James Baldwin
College Behind Bars Documentary
The School to Prison Pipeline, Explained by Libby Nelson and Dara Lind
Lack of Education: Causes and Effects
Social Mobility: Crash Course Sociology #26
How Language Shapes the Way we Think Ted Talk by Lera Boroditsky
The Danger of a Single Story Ted Talk by Chimamanda Ngozi Adichie

Evaluation and Expectations

Assessment: Skill-based assessments include, but are not limited to:
• Inquiry projects
• Writing activities and assignments (writing to learn / learning to write)
• In-class timed writings: analysis, argument, and synthesis
• Team projects: team-building, cooperative learning, and group presentations
• Research practices/ procedures notebook

Participation: This course requires students to complete a number of tasks in preparation for the AP Seminar formal assessments. It is expected that students thoroughly and thoughtfully complete all work assigned in this course, regardless of whether the assignment receives a grade. Class participation is extremely important. This includes attendance, reading comprehension activities, reflections, taking research notes, rewriting drafts, peer review, and team

meeting sessions (in class and at home, if necessary). Students must come prepared to participate actively in discussions, having read and thoughtfully prepared commentary on assigned homework. Lessons are designed to create an open forum for the exchange of thoughts and opinions. Students are expected to be on task at all times and respect the arguments of classmates.

The following criteria will be used to assign the participation component of the student's overall grade:
A. Highly Effective Participant: insightful questions/ comments; clearly completes the reading and goes beyond by introducing other relevant material; near perfect attendance
B. Consistent Participant: thoughtful questions and comments; clearly completes the reading; good attendance
C. Occasional Participant: sporadic involvement in discussions that is often based on personal opinion, rather than analysis of class material; regular attendance
D. Observer: does not get involved in class discussions; sporadic attendance
F. Occasional Observer: no participation in class; poor attendance

Collaboration: This course is designed to have students work in groups/ teams frequently. As such, some of the graded work will require students to function effectively as a member of a team. Issues regarding interpersonal communication and responsibilities to the group should be brought to the instructor's attention immediately; do not wait for grades to suffer before informing the instructor of any issues.

Writing Guidelines: The writing produced in this course should employ correct grammar and a style appropriate to an academic audience as well as be formatted in the following manner unless otherwise specified: typed, 12pt. Times New Roman font, double spaced. For source citation, students will be instructed to use MLA OR APA style but also permitted to use discipline-specific citation styles for their individual research, should they so choose.

Evaluation:

As per the PVRHSD English Department policy, assignments will be graded among the following categories:

Reading 33%
Writing 33%
Speaking and Listening 15%
Language 15%
Academic Integrity 4%

Grading Scale

A+ (97.5-100)
A (92.5-97.49)
A- (89.5- 92.49)
B+ (86.5-89.49)
B (82.5-86.49)
B- (79.5-82.49
C+ (76.5-79.49)
C (72.5-76.49)
C- (69.5-72.49)
D+ (66.5-69.49)
D (62.5-66.49)
D- (59.5-62.49)
F (0.0-59.49)
Schedule

The Lenses

Cultural and social How is this problem represented or discussed in popular culture? What social implications does this problem have? How does it affect how society is organized or structured? Does this problem disproportionately affect a particular social or cultural group? What social or cultural changes could help solve this problem?
Artistic and philosophical How is this problem represented artistically? Could art (in all forms: fine art, music, literature, film, television) be part of a solution to this problem? What philosophical stances or beliefs does this problem involve? How are artists engaging with this problem? Are there design based solutions to this problem (architecture, etc.)?

Political and historical What are the different political perspectives on this problem? If divided by party lines, what is the reasoning behind each party's stance? What is the history of this problem? How have people attempted to address it in the past? What has prevented this problem from being solved already?
Legal What laws or regulations exist around this problem? Are there court decisions related to this problem? How might legal precedent affect different solutions to the problem? Are there legislative solutions to this problem? What issues might exist in getting these legislative solutions passed?
Environmental What environmental consequences does this problem have? What environments will be affected by this problem? What environmental actions might solve this problem? Are there unintended consequences of possible environmental solutions? What environmental ripple effect exists due to this problem? What might happen to humans as a result of environmental changes resulting from this problem?
Economic Are there economic reasons this problem exists? Who profits as a result of this problem? Who loses money as a result of this problem? What economic solutions exist for this problem? What will a given solution cost? Who will pay for a solution to the problem? Will solving this problem be beneficial or detrimental to the economy?
Scientific and/or medical What is the science behind this problem? Are there scientific solutions to this problem? What innovations could address this problem? How effective are the scientific solutions? What limitations do they have? What medical effects could this problem have? Are there medical solutions to this problem? How effective are they?

Futuristic If this problem is not solved, what will be the consequences in the future? What are the possible future consequences of solving this problem? How will the future be changed by solving or not solving the problem? What precedents for the future might be set by solving or not solving this problem?
Ethical and/or religious What ethical issues exist around this problem? How do we know what the right or wrong thing to do in this case is? What ethical precedents might be set by solving or not solving this problem? What are the perspectives of different religions on this problem? Why does each religion hold this perspective? How might different religious perspectives affect work towards a solution?

Course Overview

Big Ideas: The class will focus on the five "big ideas" developed by College Board, with all learning objectives and essential knowledge to derive from these big ideas
Big Idea 1: Question and Explore
Big Idea 2: Understand and Analyze
Big Idea 3: Evaluate Multiple Perspectives
Big Idea 4: Synthesize Ideas
Big Idea 5: Team, Transform, and Transmit

*Units are broken down by lessons. Lessons may last multiple days.
In conjunction with the curricular requirements from CollegeBoard, this course will implement the New Jersey Learning Standards for English Language Arts (NJLSLA). NJLSLA for each unit can be found in the third column of each unit guide below.

Curricular Requirements

CR1 Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

CR2a The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

CR2b Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

CR2c Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

CR2d Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

CR2e Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

CR2f Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

CR2g Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

CR2h Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

CR3 Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

CR4a Students develop an understanding of ethical research practices.

CR4b Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information

CR5 Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

CR6 Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

Unit 1
Unit 2
Unit 3
Unit 4
Unit 5
Unit 6
Unit 7

Unit 1: Introduction

Lesson 1: SOAPS ○ Writer's Notebook: Free-write (pair/share after) Lesson 2: SOAPS 2 ○ Model how to summarize using Everyone's An Author ○ Then pair/share SOAPS — what was easy and what was challenging? ■ Review as a class — were these articles "complex texts"? Lesson 3: Sowder Poetry Analysis ○ Model how to read poetry & introduce tone ○ Perform "Living in Sin" by Adrienne Rich reading activity using stick figure visual ■ determine the tone of the poem using textual evidence Lesson Four ● Lesson 1: 9/11 Commemoration & Tone ○ Writer's Notebook Free-write: How should we honor the people we've lost? (pair/share after) ○ Read "Alabanza: In Praise of Local 100" by Martin Espada ○ Watch 9/11 footage	Content Ice Breaker Too Dumb for Complex Texts SOAPS Handout Sowder Poetry Analysis 9/11 Footage Alabanza: In Praise of the Local 100	Learning Standards NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and

■ How does Espada honor the victims of 9/11? ○ Create your own memorial for 9/11 or for other events or people ■ Poem, song, collage (use Jamboard), drawing, etc. OR **WRITE REFLECTIVE JOURNAL		specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and

		collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L3. 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. NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts,

		and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Unit 2 : Theoretical perspectives: Viewing multiple lenses

Lesson One ● Fishbowl Debate Preparation - summer reading based research question, "lens" concept map, lesson on finding sources via databases and credible websites. Students will be taken to the library where they will be instructed on how to use the online database for research. Then, students will be assigned the position of a stakeholder and will find an article which reflects their assigned lens on their summer reading text. They will use the AP Seminar lenses Graphic Organizer to guide their research and find themes. ● Fishbowl Debate - students will engage in a debate, representing their stakeholder lens from their summer reading book. They will attempt to argue the complexity of the social issue represented in their book AND whether or not multiple perspectives are present. Students will use this brainstorming worksheet to guide their debate. CR2d Lesson Two ● Students will review the Capstone Seminar theme document. Then, they will read "A Message to Garcia" and chapter two of "Outliers" by Malcolm Gladwell. After reading, students will consider similar themes among the texts. Lesson Three C2f- Students develop and apply written and oral communication skills identified in the learning	Content Outliers A Message to Garcia Tyler Hadley's Killer Party Quiet Confidence: Introverts and the Power of Silence	Learning Standards NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

objectives within the Big Idea 5: Team, Transform, and Transmit Students will read "Tyler Hadley's Killer Party" by Nathaniel Rich. Afterwards they will compile a list of themes present within the text in small groups. Then students will be assigned a lens to view the article from, and tasked with providing an outside source to back up their lens. (Lenses will be assigned at random.) Students will share their research on ONE slide and present it to the class. Lesson Four Independent Reading & 1st Set of Expert Reading Skills ○ Introduce expert reading skills: questioning, predicting, & connecting ○ Complete reflection in Writer's Notebook: perform 1 of the three skills using textual support Lesson Five ● Expert Reading Skills & "How language shapes the way we think" (CR3) ○ Review expert reading skills & connect to "Too Dumb For Complex Texts" (CR3) ○ Introduce next set of expert reading skills: evaluating, visualizing, & clarifying ■ Practice skills using "How language shapes the way we think" TED Talk by Lera		NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Boroditsky — pair/share then share as a class Lesson Six Introduce Multiple Perspectives & "The danger of a single story" CR2d—evaluate multiple perspectives ○ Introduce Multiple Perspectives assignment ○ Model using "The danger of a single story" Lesson Seven Continue Multiple Perspectives & "The danger of a single story" ○ Finish Multiple Perspectives & review as a class Unit Two Final Reflection At the completion of Unit 1, students will participate in active reflection writing CR2E—REFLECTION SKILLS. This should be completed in the reflection section of the notebook. Prompts will include questions such as: 1. What do you know now that you did not know before? 2. What did you learn about that seems important? Why do you perceive this as important? 3. What lens did you use the most during this unit? What themes were prevalent? 4. Did you challenge your own assumptions? How/how not? 5. What are you still struggling to understand?		NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

6. What lens seems the most interesting to you? Why? What lens are you still struggling with?		NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L3. 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. NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word

		relationships and nuances in word meanings. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Unit 3: Innocence and Social Justice: The Road to Research Questions

Unit 3 Lesson One WORKING IN TEAMS (CR2F), Students will read the poem Looking for the Gulf Motel by Richard Blanco and the lyrics of Blowin in the Wind by Bob Dylan (CR3). They will be asked to come up with a list of themes present in both texts, providing quotes for evidence and a line of reasoning. Themes may include but are not limited to: ● Coming of Age ● Ephemeral aspect of childhood ● Immigration ● Loss of Habitat ● Loss of innocence Lesson Two Read A Letter to my Nephew by James Baldwin (page 102). Students will identify Baldwin's argument via SOAPSTONE. CR2c Lesson Three Students will begin the process of understanding how to develop research questions using this handout. CR2b Lesson Four Students will read Interrogating Interrogating innocence: "Childhood" as exclusionary social practice. Garlen (2018) asserts that we must dismantle innocence to advance social justice.	Poem: "Looking for the Gulf Motel" by Richard Blanco Song: "Blowin in the Wind" by Bob Dylan "Interrogating innocence: 'Childhood' as exclusionary social practice" by Julie C Garlen A Letter to my Nephew by James Baldwin	Learning Standards NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and

In light of this reading and the previous readings from this students will analyze and evaluate themes of innocence and social justice. CR2c—analyze and evaluate argument "This fantasy of childhood as a blissful epoch of care-free enchantment is a powerful social construct that scripts an expectation for what children's experiences "should" be like and incites parental anxiety, fueled for some by the nostalgia for our remembered childhoods, and for others by the desire to protect our children from the traumas we ourselves endured" (Garlen, 2018 p. 3), . What research questions can we formulate from the readings? Students will independently submit sample RQs using the Developing Research Questions handout from lesson three. CR2b—developing a question		specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured

		event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

		NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L3. 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. NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by

		using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Unit 4 Education, Opportunity, and Transformation: Making Connections

Lesson One Students will review PT1 Rubric. They will then grade the following samples in small groups. Lessons Two Students will read T*he School to Prison Pipeline*, *Lack of Education: Causes and Effects*, and watch *Social Mobility: Crash Course Sociology #26*. They will have to annotate each source using either MLA or APA formatting. This guide is helpful for beginners. Alternatively, the instructor will model annotating for the class. This may take up to four class periods to complete successfully. Students will submit their annotations to be graded. Lesson Five Students will watch College Behind Bars. (Note: The instructor will have to send a parent email for permission.) There are four episodes of the documentary. The instructor will use his or her autonomy in choosing relevant scenes. **Before viewing the documentary, students will review this document about annotating text versus film. Lesson Six Students will participate in their first Harkness discussion based on the content and materials from this unit. While each student will have a specific role during	College Behind Bars Documentary The School to Prison Pipeline, Explained by Libby Nelson and Dara Lind Lack of Education: Causes and Effects Social Mobility: Crash Course Sociology #26 Purdue Owl	Learning Standards NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the

the discussion, every student will be responsible for sharing a research question using the three keywords of this unit: education, opportunity, and transformation. CR2e—formulate synthesis arguments C4a- Students develop an understanding of ethical research practices. C4b- Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information. After the harkness discussion, students will take their research and write a 2-3 page mini research paper using appropriate citations based on the MLA or APA style guide. Students will use Purdue Owl as a resource. Students will submit their mini research paper to canvas and Turnitin.com. Students who fail to cite their sources correctly will receive a 0.		reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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Unit 5: QUEST: The Big Five Ideas as a Bridge to Performance Task 1

Unit 5	Content	Learning Standards
CR2f- Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. C2g- Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. Lesson One Students are divided into small groups/teams. Each group constructs a list of desirable and undesirable characteristics/features of an effective team. These groups each report back to the full class with each team member presenting some of the team's listed items and the reasoning behind their inclusion on	Capstone Possible Themes Handout Questions for Brainstorming Annotated Bibliography Handout Performance Task 1 Rubric	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

the list. Following class discussion of the merits of the various items presented by all the teams, a consensus list is developed. Lesson Two Team-building: Conflict resolution and achieving consensus (in multiple units) For this exercise, the class is divided into small groups of four or eight. In response to a prompt (in the form of a word, idea, concept, or question to be explored) provided by the instructor, each team member will, without collaboration, write down four words or short phrases that he/she considers to be of primary importance in investigating the provided prompt. Students within each team pair up, and after discussion, come to agreement on four words to keep from their original eight. Each pair will join with another pair from the team and repeat the process. This is continued until each team has arrived at their consensus four words that are then reported out to the entire class. Lesson Three Students are then asked to reflect, either in a whole-class discussion or in individual written responses or journal entries, on the experience of reaching consensus. Lesson Four 2. Team project assignment Each student group will be assigned to research and construct (1) a position paper, and (2) a visual presentation addressing one of the provided themes from the Capstone Possible Themes Handout.		RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Group Presentation – Each table will have 20 minutes to create a 4-minute presentation. Teams will produce the following benchmark items: * Project schedule * Team member task assignments * Team-produced position paper * Team-produced and presented visual presentation * Post-mortem reflection on how the team functioned during the project with constructive suggestions for improvement (to be completed by each team member individually)		NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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		spelling when writing. NJSLSA.L3. 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. NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Unit 6: Performance Task One

Unit 6: Performance Task One Begin Performance Task 1: Team Project and Presentation (Individual Research Report and Team Multimedia Presentation) (January) DUE: (Mid February) CR5- Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real world		Learning Standards NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text

or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation. Performance Task 1 - Team Project and Presentation: students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides a defense to questions posed by the teacher. Weight: 20% of AP score • Components: Individual Research Report (1,200 words; internally scored and externally validated) / Team Multimedia Presentation and Defense (8-10 minutes, plus defense questions; internally scored) Major Tasks: Individual Work on Team Project: Individual Research Report (IRR) • Questioning (group à individual) • Research: variety of sources • Analyzing arguments: lens/ perspectives, line of reasoning • Refining research: source credibility • Connecting evidence to claims • Developing line of reasoning for IRR • Writing IRR • Revising/ editing IRR Teamwork on Team Project: Team Multimedia Presentation (TMP) • Development of team question • Synthesizing individual research		and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

• Developing group argument and line of reas Lesson One Students will be given an overview of PT1 directions and rubric. We will discuss rubrics and plan out a reasonable timeline, teamwork components, skills involved, etc. HW: students will Brainstorm three topics of interest using this website. Lesson Two • "Speed Dating" Topic Share • Circle Time: revisit topics and debrief on connections/ similarities among topic ideas After identifying connections, students will form teams. Based on unit 5, they will: 1. write Team Norms 2. Brainstorm questions in teams HW: Exploratory Research on your topic(s). Students will have to bring in two scholarly sources related to their topic. Lesson Three • Lecture & Notes: Finding Sources—Strategies & Locations • Introduction to EBSCO and Google Scholar • Annotated Bibliography Discussion/ Handout • Gallery Walk: Peer review of team questions • Refine questions based on feedback. • Brainstorm perspectives in groups. Lesson Four • Gallery Walk: Reflect on and offer additional perspectives to the team's brainstorming. • Define research goals of each member (look for common language or trends in language of		RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and

perspectives) HW: Begin Independent Research. Lesson Five • Independent Research • IRR: Annotated Bibliographies HW: Continue research and bibliographies. Lesson Six • Independent Research • IRR: Annotated Bibliographies (CHECK at end of class) HW: Continue research and bibliographies. Lesson Seven • Organizing Sources into a Line of Reasoning: Review IRR student samples HW: Continue research and writing. Lesson Eight • IRR: Independent Research & Writing HW: Continue research and writing. Lesson Nine • IRR: Independent Research & Writing • Word Count CHECK HW: Continue research and writing. Lesson Ten • IRR: Independent Research & Writing HW: Continue research and writing. Lesson Eleven ● PT1 Due		collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and

		audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L3. 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. NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

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Unit 7: Performance Task #2

Begin Performance Task 2: Individual Research-Based Essay and Presentation (individual written argument, individual multimedia presentation, oral defense) DUE: April CR6- Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers. Task Overview: Students work independently to identify a research question based on provided stimulus material from the College Board; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers • Weight: 35% of AP score • Components: Individual Written Argument (1,200 words; internally scored and externally validated) / Individual Multimedia Presentation (6-8 minutes; internally scored) / Oral Defense (2 questions; internally scored) Individual Work on Individual Research-Based Essay (IWA) • Questioning (group à individual) • Research: variety of sources • Analyzing arguments: lens/ perspectives, line of		Standards NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

reasoning • Refining research: source credibility • Connecting evidence to claims • Developing line of reasoning for IWA • Writing IWA + bibliography • Revising/ editing IWA Individual Work on Individual Multimedia Presentation (IMP) • Outlining multimedia presentation • Crafting multimedia presentation • Rehearsing multimedia presentation • Presenting multimedia presentation		NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective

		technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L3. 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.

		NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view,

		reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L3. 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. NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

		NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

End-of-Course AP Exam: Part A & Part B

Thursday May 4, 2023 (12:00 PM / 2 hours)

• Task Overview: During the AP Exam administration window, students take the AP Seminar End-of-Course Exam. The exam consists of four items: three short answer questions and one essay question.

• Weight: 45% of AP Score

• Components: Analysis of Written Argument (single source; three short-answer questions; externally scored) / Synthesis/ Creation of Evidence-Based Argument (multiple sources; one essay question; externally scored)