## Course Requirements

- Class Format
- AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information
- Bridging to the AP Capstone Research Course
- Assessment
- Instructional Resources
- Evaluation and Grading

### Unit I Introduction to the Course
- Essential Questions
- Learning Objectives Addressed in this Unit

### Unit II Skills Development
- Essential Questions
- Learning Objectives Addressed in this Unit

### Unit III Skills Development Through Examination of Human Migration
- Essential Questions
- Learning Objectives Addressed in this Unit

### Unit IV Mock PT1
- Essential Questions
- Learning Objectives Addressed in this Unit
- Summative Assessments

### Unit V Performance Task # 1
- Essential Questions
- Learning Objectives Addressed in this Unit
- Summative Assessments

### Unit VI Performance Task # 2
- Essential Questions
- Learning Objectives Addressed in this Unit
- Summative Assessments

### Unit VII End of Course
- Essential Questions
- Learning Objectives Addressed in this Unit
- Summative Assessments
- AP Seminar End-of-Course Examination
- Introduction to AP Research

1. **Course Requirements**
a. “The curricular requirements are the core elements of an AP course. The curriculum framework and supporting documents provided during professional development serve as resources to assist teachers in determining the appropriate level of evidence to include within their syllabi to meet or exceed the requirements. (All AP Seminar teachers must attend College Board AP Seminar intensive training prior to their first year of teaching the AP Seminar course. All Seminar teachers must also pass an annual refresher course in marking the TMP and IMP.) Evidence of the following curricular requirements should be included in the course syllabus developed by the teacher and submitted to the College Board for review and approval.

i. 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.

ii. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:
   (1) Question and Explore
   (2) Understand and Analyze
   (3) Evaluate Multiple Perspectives
   (4) Synthesize Ideas
   (5) Team, Transform, and Transmit

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

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

v. 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.

vi. 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.”
2. Class Format
   a. Unit I Introduction to the Course
   b. Unit II Developing Skills
   c. Unit III Skills Development Through Examination of Human Migration
   d. Unit IV Mock PT1
   e. Unit V PT1
   f. Unit VI PT2
   g. Unit VII End of Course

3. Instructional Approach
   a. My exact choice of approach will vary from assignment to assignment. Among techniques I am likely to use are
      i. Socratic seminar
      ii. Debate
      iii. Jigsaw
      iv. Discussion Group
      v. Two man debate
      vi. Cooperative learning

4. Assignments
   a. There will be a variety of reading assignments. I have sought to keep them relatively short. Time will be provided in class to read them and to write analyses of them. I expect to spend some time in class discussing your conclusions for each of them.
   b. Assignments might be excerpts from foundational texts, academic journal articles, primary source documents, journalistic articles, excerpts from fiction and non-fiction accounts, poetry, art, photographs, summaries from textbooks, video documentaries and TED talks.
      i. You will be evaluating sources for reliability and usefulness as well as the quality of their argument.

5. Timeline
   i. Skills development August 19-November 1, 2019 (Units I-III)
   ii. Unit IV Mock PT1 November 5-26, 2019, 2019
   iii. Unit V PT1 December 2, 2019-February 14, 2020
   iv. Unit VI PT2 February 18-March 24, 2020
   v. Performance Tasks #1 and 2 must be completed and scored by the classroom teacher and uploaded to the College Board by April 30!!!!!!
      (1) This is a hard deadline-- NO EXCEPTIONS
      (2) You can expect that I will require you to have uploaded all relevant files BEFORE April 30!!!!!!

6. Policy on Plagiarism and Falsification or Fabrication of Information
   i. “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.”

7. “Bridging to the AP Research Course
   a. “Upon class completion of the assessment tasks for the AP Seminar course, teachers should provide students with a preview of the skills, goals, and timelines of the next course in the AP Capstone program: AP Research. Students who will continue on to the AP Research course should be given the opportunity to:
      i. develop a list of topics and high-level questions to spark their interest in engaging in an individual research project;
      ii. identify potential consultants or expert advisers to guide them in the planning and development of their research project;
      iii. identify potential opportunities (if they are interested) to perform primary research with an expert adviser during the summer, via internships or summer research projects for high school students offered in the community and local higher education institutions; and
      iv. discuss research project planning skills and ideas with students who are currently taking the AP Research course.
   b. “In schools that permit students to begin the AP Research course in the summer, the AP Seminar and AP Research course instructors should provide AP Research students with additional instruction, assignments, and avenues for continued communication to guide them through the research planning process during the summer months. “ (35)

8. Assessment
a. The College Board will award you a mark of 1-5 in AP Capstone Seminar.
b. That mark will be determined as follows:
   i. Performance Task # 1: Team Project and Presentation 20%
   ii. Performance Task # 2 Individual Research-Based Essay and Presentation 35%
   iii. AP Seminar End of Course Examination 45%
c. Performance Task # 1: Team Project and Presentation
   i. Individual Research Report (IRR) 1200 words
      (1) 50% of 20%
   ii. Team Presentation 8-10 minutes
      (1) 50% of 20%
   iii. Oral Defense of Team Presentation Each student responds to 1 question
   d. Performance Task # 2 Individual Research-Based Essay and Presentation
   i. Individual Written Argument (IWA) 2000 words
      (1) 70% of 35%
   ii. Individual Multi-Media Presentation 6-8 minutes
      (1) 20% of 35%
   iii. Oral Defense Responde to 2 questions
      (1) 10% of 35%
   e. Capstone Seminar End of Course Examination
   i. Part A  Short Answer Questions—“Read the passage below and then respond to the following three questions.
      (1) Identify the author’s argument, main idea, or thesis
      (2) Explain the author’s line of reasoning by identifying the claims used to build the argument and the connections between them.
      (3) Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument” (112)
         (a) 30% of 45%
   ii. Part B “Read the four sources carefully, focusing on a theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on theme or issue you identified. You must incorporate at least two of the sources provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge. In your response, refer to the provided sources as Source A, Source B, Source C, or Source D, or by the authors' names.” (114)
      (1) 70% of 45%

9. Instructional Resources
a. **Textbooks**


**Supplemental Resources**

Austin, Micheal. *Reading the World: Ideas that Matter*. NY: W. W. Norton. 2010 $45.97 (I will scan and edit readings and provide them as PDF documents via Edmodo)

Hock, Roger R. Ed. *Forty Studies That Changed Psychology*. 7th Edition. NY: Pearson, 2013. $31.84. (I will scan and edit readings and provide them as PDF documents via Edmodo)


10. **Evaluation and Grading**

a. The Miami Dade County Public School grading system will be used.

b. A=4.0-3.50

c. B=3.49-2.50

d. C=2.49-1.50

e. D=1.49-1.00

f. F=0.99-0.00

g. **Objective assessments**

i. A=100-90%

ii. B=89-80%

iii. C=79-70%

iv. D=69-60%

v. F=59-0%

h. Assessments based upon AP Capstone assessments, such as the Individual Research Report (IRR), Individual Written Argument (IWA), PT # 1 Team Presentation, PT # 2 Individual Multi-Media Presentation, EOC Part A and EOC Part B must be scored according to the rubric and scale provided by the College Board. That numeric value must then be converted to a letter grade. The point value of the rubric varies and therefore the conversion scale will vary

i. Individual Research Report
(1) A=30-25
(2) B=24-20
(3) C=19-15
(4) D=14-10
(5) F=9-0

ii. Team Multimedia Presentation
(1) A=24-20
(2) B=19-16
(3) C=15-11
(4) D=10
(5) F=9-0

iii. Individual Written Argument
(1) A=45-40
(2) B=39-35
(3) C=34-24
(4) D=23-10
(5) F=9-0

iv. Individual Multimedia Presentation
(1) A=48-40
(2) B=39-32
(3) C=31-24
(4) D=23-16
(5) F=15-0

v. EOC Part A Q 1-3
(1) A=15-13
(2) B=12-10
(3) C=9-8
(4) D=7-5
(5) F=4-0

vi. EOC Part B
(1) A=24-20
(2) B=19-16
(3) C=15-12
(4) D=11-8
(5) F=7-0

11. Mock Examinations
   a. Two Mock Examinations will be administered in the Spring. These are full scale replicas of the actual examination which will be administered in May. Either EOC Part A Q 1-3 or EOC Part B Q 4 or both will be graded!
   b. The Mock Examinations are MANDATORY
   c. That schedule is produced by the administration. School policy is for two Mock Examinations for each AP examination; scheduling therefore requires
considerable logistical planning

d. Mock Exam # 1 is scheduled for March **
e. Mock Exam # 2 is scheduled for April

f. Plan your family schedule accordingly!!
Unit I Introduction to the Course

Essential Questions

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

Learning Objectives Addressed in this Unit

EU 1.1, EU1.2, EU 1.3, EU1.4, EU 1.5, LO 1.1A, LO 1.1B, LO 1.2A, LO 1.3A, LO 1.4A, LO 1.5A, EK 1.1A.1, EK 1.1B.1, EK 1.1B2, EK 1.2A.1, EK 1.2A.2, EK 1.2A.3, EK 1.3A.1, EK 1.3A.2, EK 1.3A.3, EK 1.4A.1, EK 1.4A.2, EK 1.4A.3, EK 1.5A.1

Formative Assessments

1. Course Overview, Assessments, Calendar etc
2. Enroll in Edmodo
3. Upson, Matt. Information – Q&A on each chapter (at least one of the Critical Thinking Questions after each Chapter)
4. Socrates and Gorgias, “What is Knowledge”
7. Logical Fallacies
   b. Logical Fallacies consolidated into a single hand out with a class exercise.
8. Research and Referencing Techniques
   a. Students receive instruction in attribution and citation
   b. “How to Write a Research Paper” PPT
   c. Research and referencing exercise–identify a topic, find 5 sources, provide a 500
Unit II Developing Skills

Essential Questions

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

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

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

Learning Objectives Addressed in this Unit

EU 2.1, EU 2.2, EU 2.3, LO 2.1A, LO 2.1B, LO 2.2A, LO 2.2B, LO 2.2C, LO 2.3A, LO 2.3B, EK 2.1A.1, EK 2.1A.2, EK 2.1A.3, EK 2.1A.4, EK 2.1B.1, EK 2.1B.2, EK 2.2A.1, EK 2.2A.2, EK 2.2A.3, EK 2.2A.4, EK 2.2A.5, EK 2.2B.1, EK 2.2B.2, EK 2.2B.3, EK 2.2B.4, EK 2.2B.5, EK 2.2B.6, EK 2.2C.1, EK 2.3A.1, EK 2.3A.2
EU 3.1, EU 3.2, LO 3.1A, LO 3.2A, EK 3.1A.1, EK 3.1A.2, EK 3.2A.1, EK 3.2A.2
EU 4.1, EU 4.2, EU 4.3, EU 4.4, EU 4.5, LO 4.1A, LO 4.2A, LO 4.2B, LO 4.3A, LO 4.4A, LO 4.5A, EK 4.1A.1, EK 4.1A.2, EK 4.1A.3, EK 4.1A.4, EK 4.1A.5, EK 4.1A.6, EK 4.1A.7, EK 4.1A.8, EK 4.1A.9, EK 4.2A.1, EK 4.2A.2, EK 4.2A.3, EK 4.2A.4, EK 4.2B.1, EK 4.3A.1, EK 4.3A.2, EK 4.3A.3, EK 4.3A.4, EK 4.3A.5, EK 4.4A.1, EK 4.5A.1

I. Themes and Lenses H 34-36
   A. Activity: H 34-36 and Themes and Lenses handout
      1. Immigration
      2. Education
      3. Environment

II. Finding Texts and Sources
   A. Evaluating credibility of sources
      1. Introduce RAVEN
      2. Assignment:
         a. Choose one source from summer work to write a RAVEN analysis

III. Question Formulation Technique H 41
   A. Question Focus
      1. Dorothea Lange *Florence Owens Thompson Migrant Mother* Photo
      2. Nick Ut *Kim Phuc Burning Girl* Photo
      3. Eddie Adams *Execution Nguyen Van Lem* Photo
   B. Introduce OPPTIC
      1. Assignment: OPPTIC analysis of one of the visual images
   C. Introduce PACE
      1. *Www.dhmo.org*
      2. Assignment: PACE analysis of a website used in the summer assignment

IV. What is an argument?
   A. Monty Python Argument Clinic 6:07
      1. *https://www.dailymotion.com/video/x2hwqn9*
   B. EOC A Questions 1-3 instructions / Argument Analysis Template
   C. Assignment: Argument Analysis: *The Pseudoscience of Single Sex Schooling*
   D. Activity: Line of Reason (LOR)
      1. Signpost words handout
      2. Color code
         a. Main Idea
         b. Claims
         c. Evidence
         d. Credibility
         e. Signpost words
   E. Activity: Model IWA on Night Shift

V. Stake holders and Point of View
Unit III  
Skills Development Through Examination of Human Migration

Essential Questions

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

• What patterns or trends can be identified among the arguments about this issue?
• What are the implications and/or consequences of accepting or rejecting a particular argument?
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• How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
• What line of reasoning and evidence would best support my argument? Is my reasoning logical? Are there other conclusions I should consider?
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• What is the best way to acknowledge and attribute the work of others that was used to support my argument?
• How can I avoid committing plagiarism?

Learning Objectives Addressed in this Unit

EU 2.1, EU 2.2, EU 2.3, LO 2.1A, LO 2.1B, LO 2.2A, LO 2.2B, LO 2.2C, LO 2.3A, LO 2.3B,
Introduction to the Topic

- June Johnson: Chapter 4 Crossing Borders  *Context for a Network of Issues* pp. 135-146

Historical Context

- Blackmon, Daniel. *Notes on Immigration*. Lecture
- Emma Lazarus *The New Colossus* Poem
- *Closing the Door on Immigration {Funnel}* Cartoon
  https://www.google.com/search?q=political+cartoons+new+immigration+laws&tbm=isch&source=hp&sa=X&ved=2ahUKEwjAldya-cbjAhUDw1kHYMBDsesEQaAR6BAgJEAAE&biw=1264&bih=847#imgrc=A7BomRC4V-0tfM:
- *The Only One Barred Out [anti-Chinese propaganda]* Cartoon
  https://www.google.com/search?q=political+cartoons+new+immigration+laws&tbm=isch&source=hp&sa=X&ved=2ahUKEwjAldya-cbjAhUDw1kHYMBDsesEQaAR6BAgJEAAE&biw=1264&bih=847#imgrc=CNh2vvyy9_EKM:
- *High Tide of Immigration–A National Menace* Cartoon
  https://www.google.com/search?q=political+cartoons+new+immigration+laws&tbm=isch&source=hp&sa=X&ved=2ahUKEwjAldya-cbjAhUDw1kHYMBDsesEQaAR6BAgJEAAE&biw=1264&bih=847#imgrc=wCc2qL-3TksGeM:

Contemporary Issues: The United States

- Johnson Kofi Anan *Lecture on International Flows of Humanity* pp 147-153 Speech
• Johnson Victor Davis Hanson *Illegal Immigration is Immoral* pp 154-159 Editorial
• Johnson Steve Breen *Help Wanted–Stop Illegal Immigration* Cartoon pp 159-160
• Johnson Laura Carlson *Why Mexico’s Drug War is Unwinnable* pp 160-163 Policy Proposal
• Johnson Tim Johnson *Free Trade: As US Corn Flows South, Mexicans Stop Farming* pp 163-166 News Story
• Johnson Mexico’s Ministry of Foreign Relations From *Guide for the Mexican Migrant* pp 166-169 Government Publication
• Johnson Samuel P. Huntington *The Special Case of Mexican Immigration* pp pp 169-174 Editorial
• Johnson Mexican American Legal Defense and Educational Fund (MALDEF) and League of United Latin American Citizens (LULAC) *MALDEF and LULAC Rebuke Samuel Huntington’s Theories on Latino Immigrants and Call on America to Reaffirm Its Commitment to Equal Opportunity and Democracy* pp 174-179 Rebuttal to Huntington
• Johnson David Altheide *The Arizona Syndrome: Propaganda and the Politics of Fear* pp 180-182 Op-Ed Piece
• Johnson Brandon Dill *Tennessee Daily Life* photograph 182-183
• Johnson Carlos Sibaja Garcia *Student Voice: Arizona’s HB 2281’s Attack on Education and Equality; Let’s End the Ban on Ethnic Studies* pp 183-188 Policy Proposal
• Johnson Dowell Myers *The Next Immigration Challenge* pp188-190 Op Ed Piece

Contemporary Issues: Outside of the United States

• Johnson Sheena Khan *Let’s Fashion a Made-in-Canada Approach to the Burka* pp 191-193 Editorial
• Johnson Jonathan Laurence *How to Integrate Europe’s Muslims* pp 193-196 Op Ed Piece
• Mauricio Lima, Sergey Ponomarev, Tyler Hicks and Daniel Etter of The New York Times. *Migrants Arrive by Rubber Boat on Lesbos*
• Mauricio Lima, Sergey Ponomarev, Tyler Hicks and Daniel Etter of The New York Times. *Syrian Refugees Camping Beneath a Train Station in Budapest*
• Mauricio Lima, Sergey Ponomarev, Tyler Hicks and Daniel Etter of The New York...
Times. Ahmad Majid sleeps on floor of bus with family
• Mauricio Lima, Sergey Ponomarev, Tyler Hicks and Daniel Etter of The New York Times. A Man Tries to Shield His Son from Police
• Erkan Özgen Wonderland, Interview Youtube
• Behrouz Boochani Manus Island Detention Centre, Australia Documentary

Unit IV Mock TMP

Essential Questions

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

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

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

• How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
• What line of reasoning and evidence would best support my argument? Is my reasoning
logical? Are there other conclusions I should consider?

- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How can I avoid committing plagiarism?
- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to engage my audience?
- What common misconceptions might my audience have?
- How might I adapt my argument for different audiences and situations?
- How might my communication choices affect my credibility with my audience?
- What contributions can I offer to a team?
- What is the benefit of revision?
- How can I benefit from reflecting on my own work?

Learning Objectives Addressed in this Unit

EU 1.1, EU1.2, EU 1.3, EU1.4, EU 1.5
LO 1.1A, LO 1.1B, LO 1.2A, LO 1.3A, LO 1.4A, LO 1.5A
EK 1.1A.1, EK 1.1B.1, EK 1.1B2, EK 1.2A.1, EK 1.2A.2, EK 1.2A.3, EK 1.3A.1, EK 1.3A.2,
EK 1.3A.3, EK 1.4A.1, EK 1.4A.2, EK 1.4A.3, EK 1.5A.1

EU 2.1, EU 2.2, EU 2.3,
LO 2.1A, LO 2.1B, LO 2.2A, LO 2.2B, LO 2.2C, LO 2.3A, LO 2.3B
EK 2.1A.1, EK 2.1A.2, EK 2.1A.3, EK 2.1A.4, EK 2.1B.1, EK 2.1B.2, EK 2.2A.1, EK 2.2A.2,
EK 2.2A.3, EK 2.2A.4, EK 2.2A.5, EK 2.2B.1, EK 2.2B.2, EK 2.2B.3, EK 2.2B.4, EK 2.2B.5,
EK 2.2B.6, EK 2.2C.1, EK 2.3A.1, EK 2.3A.2

EU 3.1, EU 3.2
LO 3.1A, LO 3.2A
EK 3.1A.1, EK 3.1A.2, EK 3.2A.1, EK 3.2A.2

EU 4.1, EU 4.2, EU 4.3, EU 4.4, EU 4.5
LO 4.1A, LO 4.2A, LO 4.2B, LO 4.3A, LO 4.4A, LO 4.5A
EK 4.1A.1, EK 4.1A.2, EK 4.1A.3, EK 4.1A.4, EK 4.1A.5, EK 4.1A.6, EK 4.1A.7, EK 4.1A.8,
EK 4.1A.9, EK 4.2A.1, EK 4.2A.2, EK 4.2A.3, EK 4.2A.4, EK 4.2B.1, EK 4.3A.1, EK 4.3A.2,
EK 4.3A.3, EK 4.3A.4, EK 4.3A.5, EK 4.4A.1, EK 4.5A.1

EU 5.1, EU 5.2, EU 5.3
LO 5.1A, LO 5.1B, LO 5.1C, LO 5.1D, LO 5.1E, LO 5.2A, LO 5.2B, LO 5.3A, LO 5.3B
EK 5.1A.1, EK 5.1A.2, EK 5.1B.1, EK 5.1B.2, EK 5.1B.3, EK 5.1B.4, EK 5.1C.1, EK 5.1C.2,
Summative Assessments

Mock IRR
Mock TMP and Defense

- Introduction to the Unit
  - Description
  - Instructions
  - Form Groups
- Don McMillan “Life After Death by Powerpoint” Youtube 9:29
  https://www.google.com/search?rlz=1C2SQJL_enUS817US817&source=hp&ei=txVHXat5K4bn_Qa_rr_oDg&q=life+after+death+by+powerpoint&oq=Life+after+death+by+&gs_l=psy-ab.1.0.0l10.7514370.75148662..75154380...4.0..0.229.2148.16j2j2......0....1..gws-wiz.....0..0i131.FfZL12Ans1s
- Sample training TMPs
- Form teams (three to five students each)
  - Team Norm activity
- PT # 1 Tentative Planning Document
- PT # 1 Brainstorming Assignment
- Peer edit of draft IRRs
- Synthesize IRRs into Presentation
- Final draft Mock IRRs
- Final Mock TMP

Unit IV Performance Task # 1

Essential Questions

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

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

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

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

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

Learning Objectives Addressed in this Unit

EU 1.1, EU1.2, EU 1.3, EU1.4, EU 1.5
LO 1.1A, LO 1.1B, LO 1.2A, LO 1.3A, LO 1.4A, LO 1.5A
EK 1.1A.1, EK 1.1B.1, EK 1.1B2, EK 1.2A.1, EK 1.2A.2, EK 1.2A.3, EK 1.3A.1, EK 1.3A.2,
Summative Assessments

**Final IRR**

**Final Presentation and Defense**

- Performance Task # 1 Assignments
  - Form Groups
  - PT # 1 Tentative Planning Document
  - PT # 1 Brainstorming Assignment
  - Peer edit of draft IRRs
  - Synthesize IRRs into Presentation
  - Final IRRs
  - Final Presentation

**Unit V Performance Task # 2**

**Essential Questions**

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

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

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

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

Learning Objectives Addressed in this Unit

EU 2.1, EU 2.2, EU 2.3,
LO 2.1A, LO 2.1B, LO 2.2A, LO 2.2B, LO 2.2C, LO 2.3A, LO 2.3B
Summative Assessments

**Individual Written Argument**

**Individual Multi-media Presentation and Oral Defense**

- Performance Task # 2 Assignments
  - Analyze / Research Stimulus Materials
  - Identify Theme(s) in the Stimulus Materials
  - Research Question Brainstorm Assignment (RQ Brainstorm)
  - Individual Written Argument (IWA)
  - Individual Multimedia Presentation
  - Oral Defense of PT 2 Oral Defense Questions

Unit VI End of Course

Essential Questions

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

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

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

Learning Objectives Addressed in this Unit

EU 2.1, EU 2.2, EU 2.3,
LO 2.1A, LO 2.1B, LO 2.2A, LO 2.2B, LO 2.2C, LO 2.3A, LO 2.3B
EK 2.1A.1, EK 2.1A.2, EK 2.1A.3, EK 2.1A.4, EK 2.1B.1, EK 2.1B.2, EK 2.2A.1, EK 2.2A.2, EK 2.2A.3, EK 2.2A.4, EK 2.2A.5, EK 2.2B.1, EK 2.2B.2, EK 2.2B.3, EK 2.2B.4, EK 2.2B.5, EK 2.2B.6, EK 2.2C.1, EK 2.3A.1, EK 2.3A.2

EU 3.1, EU 3.2
LO 3.1A, LO 3.2A
EK 3.1A.1, EK 3.1A.2, EK 3.2A.1, EK 3.2A.2

EU 4.1, EU 4.2, EU 4.3, EU 4.4, EU 4.5
LO 4.1A, LO 4.2A, LO 4.2B, LO 4.3A, LO 4.4A, LO 4.5A
EK 4.1A.1, EK 4.1A.2, EK 4.1A.3, EK 4.1A.4, EK 4.1A.5, EK 4.1A.6, EK 4.1A.7, EK 4.1A.8, EK 4.1A.9, EK 4.2A.1, EK 4.2A.2, EK 4.2A.3, EK 4.2A.4, EK 4.2B.1, EK 4.3A.1, EK 4.3A.2, EK 4.3A.3, EK 4.3A.4, EK 4.3A.5, EK 4.4A.1, EK 4.5A.1
Summative Assessments

Mock Exam # 1 EOC Part A
Mock Exam # 2 EOC Part A
Practice EOC Exam Part B

- Practice EOC Exam Part B [taken from a previous year exam, but not one that we will use in class. I have 4 from which to choose.]
- Mock Exam # 1
  - EOC Exam Part A
    - Q 1
    - Q 2
    - Q 3
- Mock Exam # 2
  - EOC Exam Part A
    - Q 1
    - Q 2
    - Q 3

VII  AP Seminar End of Course Examination          Tuesday May 12, 2020
VIII Introduction to AP Research