

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Advanced Placement Seminar

Grade Level: 11-12

Date of Board Approval: _____ 2019 _____

Planned Instruction

Title of Planned Instruction: Advanced Placement Capstone Seminar

Subject Area: Social Studies

Grade(s): 11-12

Course Description:

AP Seminar – 2 semesters; 1 Credit Interdisciplinary

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

2. This course has been structured to meet state standards and for students to successfully complete the yearly, national AP Seminar exam administered by the College Board each May. Throughout the program, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Capstone Seminar/Research program provides students with a framework that allows them to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives. Students will understand that this process is recursive, not linear. The recursive nature of this process allows students to go back and forth between the different stages of inquiry as they encounter new information. Students need to have been recommended by their previous social studies teacher for admission to this course.

Time/Credit for the Course: 2 semesters: 1 credit Interdisciplinary

Curriculum Writing Committee: Andrew Crawford and Laurence Marcial

Curriculum Map

1. Marking Period One -Overview with time range in days: 45 days

Marking Period One -Goals:

Understanding of:

Unit I: Introducing the Seminar's QUEST Process and Entering the Conversation – The Roles of Women

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. The core introductory theme will be the Role of Women. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:

- › Question and Explore
- › Understand and Analyze
- › Evaluate Multiple Perspectives
- › Synthesize Ideas
- › Team, Transform, and Transmit.

Students gain a rich appreciation and understanding of 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.

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

Marking Period Two -Overview with time range in days: 45 days

Marking Period Two -Goals:

Understanding of:

Unit II: Entering the Conversation – Race Relations in America

Students will continue to 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. The core theme of the second marking period will be the Race Relations in America. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:

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- › Question and Explore
- › Understand and Analyze
- › Evaluate Multiple Perspectives
- › Synthesize Ideas
- › Team, Transform, and Transmit.

Students gain a rich appreciation and understanding of 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.

Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information. 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. 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 III: Entering the Conversation – The Consequences of Conflict

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. The third core theme will be the Consequences of Conflict. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:

- › Question and Explore
- › Understand and Analyze
- › Evaluate Multiple Perspectives
- › Synthesize Ideas
- › Team, Transform, and Transmit.

Students gain a rich appreciation and understanding of 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.

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

Marking Periods Three and Four -Overview with time range in days: 45 days

Marking Period Three -Goals

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Understanding of:

Unit IV: Seminar Assessments

Students are assessed with two through-course performance tasks and one end-of course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

Team Project and Presentation — 20%

Individual Research-Based Essay and Presentation — 35%

End-of-Course Exam (2 Hours) — 45% (College Board Scored)

AP Score Recommendation

5 Extremely well qualified

4 Well qualified

3 Qualified

2 Possibly qualified

1 No recommendation

Task Overview: During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of four items (three short-answer and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students' skills in synthesizing and creating an evidence-based argument.

Description of End-of-Course Exam: Five sources will be included with each end-of-course exam. Sources and readings on the end-of-course exam will represent a range of disciplines and perspectives. The four questions listed in the table below will remain the same on the end-of-course exam from year to year

AP SEMINAR Part A Suggested time – 30 minutes Directions: 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.

AP SEMINAR Part B, Question 4 Suggested time – 90 minutes Directions: 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 the 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.

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UNIT I: Introducing the Seminar’s QUEST Process and Entering the Conversation – The Roles of Women

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions: Why is time and space important to the study of history?

Concepts: Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society. Textual evidence, material artifacts, the built environment, and historic sites are central to understanding global issues. History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies: Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions: How does continuity and change throughout world history influence your community today? What role do multiple causations play in describing a historic event? What role does analysis have in historical construction?

Concepts: World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues. Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental. Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies: Evaluate cause-and-result relationships bearing in mind multiple causations. Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Curriculum Plan

Unit I: Introducing The Seminar’s Quest Process; The Role of Women Time Range in Days: 30 days

Standards Addressed: G.7.1; WH.8.1.12 (A-D); WH.8.4.12 (A-D)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

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. The unit provides multiple opportunities for students to

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practice and refine their skills by engaging with the **QUEST process**. Students develop and apply discrete skills identified in the learning objectives within **Big Idea 1: Question and Explore**. Students develop and apply discrete skills identified in the learning objectives within the **Big Idea 2: Understand and Analyze**. Students develop and apply discrete skills identified in the learning objectives within the **Big Idea 3: Evaluate Multiple Perspectives**. Students develop and apply discrete skills identified in the learning objectives within the **Big Idea 4: Synthesize Ideas**. Students develop and apply collaboration skills identified in the learning objectives within the **Big Idea 5: Team, Transform, and Transmit**. Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. 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. Students develop an understanding of ethical research practices. **Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information**. 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. 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.

Focus Questions:

- **What do I want to know, learn, or understand?**
- **How does the context of a problem or issue affect how it is interpreted or presented?**
- **What strategies help me comprehend a text?**
- **What is the argument's main idea and what reasoning does the author use to develop it?**
- **Why does the author view the issue this way?**
- **What patterns or trends can be identified among the arguments about this issue?**
- **What biases may the author have that influence his or her perspective?**
- **How might others see the problem or issue differently?**

Objectives: Students will...

- 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. (DoK 4)
- Practice and refine their skills by engaging with the QUEST process. (DoK 2)
- Develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore. (DoK 4)
- Develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze. (DoK 4)

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- Develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives. (DoK 4)
- Develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas. (DoK 4)
- Develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. (DoK 4)
- Develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. (DoK 4)
- Develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. (DoK 4)
- 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. (DoK 4)
- Develop an understanding of ethical research practices. • See pages 8, 24 CR4b Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information. 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. (DoK 4)
- 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. (DoK 4)

Core Activities:

Activity 1 Resource/Text UT “The Danger of the Single Story,” “The Myth of the Latin Woman” pages 196-210 and 571-580 Practice/Assessment Find a Written Conversation Analyze a Writing Situation Analyze a Genre Essential Knowledge to Be Introduced: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context. The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues: Understanding comes not only through a collection of information but also from a variety of other factors (e.g., experience, external sources, cultural context, assumptions).

Activity 2 Resource/Text UT “Beauty,” “Still I Rise” pages 588-599 and 687-690 Practice/Assessment Find a Topic that Interests You Choose a Conversation Essential Knowledge to Be Introduced: A variety of strategies (e.g., brainstorming, concept mapping, prewriting, exploration of space, drafting) can be used to illustrate, organize, and connect ideas. Information used to address a problem may come from various secondary sources (e.g., articles, other studies, analyses, reports) and/or primary sources (e.g., original texts and works, material culture, or personally collected data such as from experiments, surveys, questionnaires, interviews, observations, personal narratives). Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

Activity 3 Resource/Text TCR “Thinking in Print” pages 9-15 Practice/Assessment Identify

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Information in a Source Evaluate a Source Summarize a Source Respond to a Source Make Connections among Sources Essential Knowledge to Be Introduced: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used. 2.1A2: Strategies active readers use to preview and prioritize a written text include skimming, scanning, rereading, and questioning: Strategies active readers use to make meaning from texts include annotating, note-taking, highlighting, and reading aloud. Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

Activity 4 Resource/Text TCR “Asking Questions Finding Answers” pages 27-37

Practice/Assessment Develop Guidelines for Collaborative Work Role-Playing Establish Ground Rules for a Collaborative Writing Project Create a Plan for a Collaborative Writing Project Journal Writing: What concerns do you have about collaborating in a group? Have the ground rules established address your concerns? Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. Essential Knowledge to Be Introduced: Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team’s performance: Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation. Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Activity 5 Resource/Text TCR “Making an Argument” pages 105-121 Practice/Assessment Notes Essential Knowledge to Be Introduced: An argument’s line of reasoning is organized based on the argument’s purpose (e.g., to show causality, to define, to propose a solution).

Activity 6 Resource/Text TCR “Making Claims and Assembling Reasons and Evidence” pages 122-138 Practice/Assessment Complete “Peer Editing Worksheet: Definition” over Student Definition Essay Essential Knowledge to Be Introduced: A line of reasoning is organized based on the argument’s purpose (e.g., to show causality, to evaluate, to define, to propose a solution).

Activity 7 Resource/Text PCW “I Want a Wife” by Judy Brady pages 503–506

Practice/Assessment Comprehension, Purpose, & Audience Essential Knowledge to Be Introduced: Perspectives are shared through written, spoken, visual, or performance texts. A perspective includes the writer’s attitude/tone regarding the subject and is expressed through an argument.

Activity 8 Resource/Text PCW “My Mother Never Worked” by Bonnie Smith Yackel pages 121–126 6 AP® Seminar: Sample Syllabus 1 Practice/Assessment Comprehension, Purpose, & Audience Vocabulary Projects Writing Workshop: Interview #1 Essential Knowledge to Be Introduced: The main idea of an argument is often expressed in the thesis statement, claim, or conclusion, or implied throughout a work.

Activity 9 Resource/Text JTC “Conduct an Interview” pages 186–188 Practice/Assessment Notes Contribution to Group Collection Instrument: Interview Questions Essential Knowledge to Be Introduced: Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative): Determining the credibility of a source requires considering and evaluating the reputation and credentials of the author, publisher, site owner, and/or sponsor; understanding and evaluating the author’s perspective and research methods; and considering how others respond to their work. Scholarly articles are often peer reviewed, meaning the research has been reviewed and accepted by disciplinary experts.

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Extensions:

- *Students will research how art and science are connected through current exhibits in various museums and universities.*
- *Students will read, critique and analyze POV, and compare excerpts from the Language component of a past AP Seminar exam.*
- *Students will participate in a distance learning session with a participating professor, or person of academia in a possible research area.*
- *Students will complete various multiple choice, SAQ, Long-Essay, and DBQ practice test batteries to develop AP Seminar test-taking skills.*

Correctives:

- *Students will complete a review sheet on chapter 13-15 themes: Humanism, secularism, exploration motivations, new monarchs, artists, Reformation and Counter Reformation, etc.*
- *Students will complete chapter 13-15 section reviews.*
- *Students will complete simple charts of the geographic / political rivalries and overlap of 15th and 16th century Europe. Included will be an overlay of the subsequent political powers of Renaissance Europe.*

Methods:

- *Lecture / Discussion*
- *Related Readings*
- *Worksheets*
- *Video analysis & evaluation*
- *Podcast analysis from College Board readers and advisors*
- *Internet Research (cooperative group and individual)*
- *Power Point and other various types of presentations*

Materials and Resources:

- Booth, Wayne C.; Colomb, George G.; et. al. *The Craft of Research*, 4th Edition. University of Chicago Press, 2016. With included web package
- Burke, Jim. *Uncharted Territory*. University of Chicago Press, 2017. With included web package.
- Various related articles from current periodicals (ie: National Geographic, US News and World Report, Newsweek, Time, The Economist, Smithsonian, Scientific American)
- <http://www.metmuseum.org>
- <http://www.bbc.com>
- <http://www.collegeboard.org>
- <http://www.fordham.edu/halsall>
- <http://www.worldhistoryforusall.com>
- <http://www.stanford.edu>
- Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

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Assessments:

Diagnostic:

- *Students will complete several chapter outlines and 5W terms charts on the specific QUEST components involved in AP Seminar research.*
- *Students will interpret information provided on several charts and maps indicating their level of competence in that skill set, and their understanding of the differences and similarities of various topics of authentic research.*

Formative:

- *Students' timely and accurate completion of homework assignments.*
- *Students' accurate completion of classroom activities.*
- *Students will have their notebooks evaluated periodically.*
- *Students will complete several worksheets on the QUEST acronym skill application. A scoring rubric will be used to assess appropriate completion.*
- *Students will read, summarize, analyze, and evaluate a number of articles related to the historiography & social demographics.*

Summative:

- *Students will write a Collaborative Definition Essay: Define one of the roles of women using a series of extended examples drawn from films.*
- *Students will take a traditional unit exam with objective and subjective types of questions.*
- *Students develop and present a multimedia presentation (approximately 6–8 minutes) to an audience. Finally, students defend their research process, use of evidence, and conclusion through oral answers to two questions asked by the teacher.*

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UNIT II: Entering the Conversation – Race Relations in America

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions: Why is time and space important to the study of history?

Concepts: Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society. Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history. History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies: Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions: How does continuity and change throughout world history influence your community today? What role do multiple causations play in describing a historic event? What role does analysis have in historical construction?

Concepts: World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues. Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental. Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies: Evaluate cause-and-result relationships bearing in mind multiple causations. Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Big Idea #3: Perspective helps to define the attributes of historical comprehension

Essential Questions: How does continuity and change throughout world history influence your community today? What role do multiple causations play in describing a historic event? What role does analysis have in historical construction?

Concepts: World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues. Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental. Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction. Learning about the past and its different contexts shaped by the social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.

Competencies: Evaluate cause-and-result relationships bearing in mind multiple causations. Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Curriculum Plan

Unit II: Entering the Conversation – Race Relations in America

Time Range in Days: 45

Standards Addressed: G.7.1; WH.8.1.12 (A-D); WH.8.4.12 (A-D)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

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. The unit provides multiple opportunities for students to practice and refine their skills by engaging with the **QUEST process**. Students develop and apply discrete skills identified in the learning objectives within **Big Idea 1: Question and Explore**. Students develop and apply discrete skills identified in the learning objectives within the **Big Idea 2: Understand and Analyze**. Students develop and apply discrete skills identified in the learning objectives within the **Big Idea 3: Evaluate Multiple Perspectives**. Students develop and apply discrete skills identified in the learning objectives within the **Big Idea 4: Synthesize Ideas**. Students develop and apply collaboration skills identified in the learning objectives within the **Big Idea 5: Team, Transform, and Transmit**. Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. 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. Students develop an understanding of ethical research practices. **Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information**. 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. 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.

Focus Questions:

- From whose perspective is this information being presented, and how does that affect my evaluation?
- How do I know whether something is true?
- What am I taking for granted?

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- **How do I acknowledge and account for my own biases and assumptions?**
- **What line of reasoning and evidence would best support my argument?**
- **Is my reasoning logical?**
- **What is the best medium or genre through which to reach my audience?**

Objectives: Along with objectives from Unit I, students will also...

- Pose questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives. (DoK 4)
- Evaluate the relevance and credibility of the source of information and data in relation to the inquiry. (DoK 4)
- Access and manage information using effective strategies. (DoK 3)
- Evaluate the validity of an argument. (DoK4)
- Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by an argument. (DoK 4)
- Evaluate Multiple Perspectives. (DoK 4)
- Identify, compare, and interpret multiple perspectives on or arguments about an issue. (DoK 4)
- Evaluate objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments. (DoK 4)
- Formulate a complex and well-reasoned argument, taking the complexities of the problem or issue into consideration. (DoK 4)
- Provide insightful and cogent commentary that links evidence with claims. (DoK 4)
- Plan, produce, and present a cohesive argument, considering audience, context, and purpose. (DoK 4)
- Practice and refine their skills by engaging with the QUEST process. (DoK 4)

Core Activities:

Activity 1 Resource/Text PCW “What’s in a Name?” by Henry Louis Gates Jr. pages 2–9 Practice/Assessment Notes Essential Knowledge to Be Introduced 1.5A1: The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the type of information needed and the appropriate method of gathering it.

Activity 2 Resource/Text Smooth, Jay. “How I Learned to Stop Worrying and Love Discussing Race.” TEDx video, 11:56. Uploaded November 15, 2011. Practice/Assessment Journal Writing: What concerns do you have about discussing race in this classroom? Essential Knowledge to Be Introduced, Perspectives are shared through written, spoken, visual, or performance texts. A perspective includes the writer’s attitude/tone regarding the subject and is expressed through an argument. Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, drawing, exploration of space, and/or guided contemplation.

Activity 3 Resource/Text JTC “Writing to Solve Problems” pages 335–371 Practice/Assessment Notes Essential Knowledge to Be Introduced, When proposing a solution, the advantages and disadvantages of the options and alternatives should be weighed against the goal within its context.

Activity 4 Resource/Text PCW excerpt of “Letter from a Birmingham Jail” by Martin Luther King

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Jr. pages 566–581 14. Essential Knowledge to Be Introduced, The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.

Activity 5 Resource/Text PCW “Just Walk on By: A Black Man Ponders His Power to Alter Public Space” by Brent Staples pages 240–245 Practice/Assessment Comprehension, Style, & Structure Vocabulary Essential Knowledge to Be Introduced, Commentary connects the chosen evidence to the claim through interpretation or inference, identifying patterns, describing trends, and/or explaining relationships (e.g., comparative, causal, correlational).

Activity 6 Resource/Text Obama, Barack. “The Full Obama Speech on Trayvon Martin and Race in America.” The Washington Post, July 21, 2013. Article includes video of speech by President Obama and links to articles by David Maraniss, Dan Balz, and Chris Cillizza. Practice/Assessment: Students are asked to evaluate the effectiveness of two arguments on a similar question, problem, or issue. Each of the sources should present alternate, divergent, or contradictory perspectives. Read the two assigned articles carefully. Focus on the relevance and credibility of the evidence the writers use to develop their lines of reasoning. Then, write an essay that evaluates the validity of the two arguments. Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps). Perspectives are not always oppositional; they may be concurring, alternating, or competing.

Activity 7 Resource/Text PCW “The ‘Black Table’ Is Still There” pages 349–352 Practice/Assessment Style & Structure, Vocabulary End-of-Course Exam – Part A: Students are asked to analyze an argument using evidence [CR2c] Identify the author’s argument, main idea, or thesis Explain the author’s line of reasoning by identifying the claims used to build the argument and the connections between them. Evaluate the effectiveness of the evidence the author uses to support claims made in the argument. [CR2c] — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze. Essential Knowledge to Be Introduced 3.2A1: Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic. 4.1A5: The line of reasoning is a clear, logical path leading the audience through the reasons to a conclusion.

Activity 8 Resource/Text PCW “A Supreme Sotomayor: How My Country Has Caught Up to Me” by Maria Hinojosa. Practice/Assessment Questions for Critical Reading Essential Knowledge to Be Introduced, The logic and reasoning of an argument may be deductive (claim followed by evidence) or inductive (evidence leads to a conclusion).

Activity 9 Resource/Text Fiske, Susan T. “Look Twice.” Greater Good: The Science of a Meaningful Life, June 1, 2009. (article) Practice/Assessment Understanding Quantitative Data Lesson Essential Knowledge to Be Introduced, Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity.

Activity 10 Resource/Text Silver, Nate. “Does Racism Affect How You Vote?” TED video, 9:16. Filmed February 2009. (speech) Practice/Assessment Understanding Quantitative Data Lesson Essential Knowledge to Be Introduced, Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity.

Activity 11 Resource/Text PCW “Two Ways to Belong in America” Practice/Assessment Reading Literature Essential Knowledge to Be Introduced, Writers use qualitative and/or quantitative evidence (e.g., facts, data, observations, predictions, analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity.

Activity 12 Resource/Text PCW “Indian Education” by Sherman Alexie. Practice/Assessment

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Reading Literature Essential Knowledge to Be Introduced, The implications and consequences of arguments may be intended or unintended. Claims and supporting evidence are arranged (e.g., spatially, chronologically, order of importance) to convey reasoning and relationship (e.g., comparative, causal, correlational).

Activity 13 Resource/Text Peer-reviewed journal articles from journal, Critical Philosophy of Race. Practice/Assessment Socratic Seminar: Discussion of the philosophical dimensions of race, racism, and other race-related phenomena using NWABR's "Teaching Background: Socratic Seminar" resource. Essential Knowledge to Be Introduced, A line of reasoning is organized based on the argument's purpose (e.g., to show causality, to evaluate, to define, to propose a solution). Claims and supporting evidence are arranged (e.g., spatially, chronologically, order of importance) to convey reasoning and relationship (e.g., comparative, causal, correlational).

Activity 14 Resource/Text JTC "Writing to Solve Problems". Practice/Assessment After processing the Socratic Seminar, students write an outline of an argument and an outline of reasoning. Essential Knowledge to Be Introduced, A line of reasoning is organized based on the argument's purpose (e.g., to show causality, to evaluate, to define, to propose a solution).

Activity 15 Resource/Text "Room for Debate: In Adoption, Does Race Matter?" New York Times, February 2, 2014. "Room for Debate: Beyond Race in Affirmative Action." New York Times, February 22, 2012. "Room for Debate: Does the US need another War on Poverty?" New York Times, January 5, 2014 coupled with...

Activity 16 Practice/Assessment Team Project & Presentation: Submit Your Research Question, Individual Research Report: 1,200 words; Team Presentation: 8–10 minutes; Oral Defense (part of Team Presentation): Each student responds to one question. Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore. [CR2h] — Students develop and apply written and oral communication skills. Essential Knowledge to Be Introduced, Effective research questions lead to an examination taking into account the complexity of a problem or issue. The scope and purpose of one's research and the credibility of sources affects the generalizability and the reliability of the conclusions. Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative). Evidence is used to support the claims and reasoning of an argument. Compelling evidence is sufficient, accurate, relevant, current, and credible to support the conclusion. Coherence is achieved when the elements and ideas in an argument flow logically and smoothly. Transitions are used to move the audience from one element or idea to another by illustrating the relationship between the elements or ideas. Effective teams consider the use of online collaborative tools. Reflection acknowledges the impact of actions on both the group and individual contributions, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group's and individual's tasks.

Extensions:

- *Students will illustrate life in the various regions of the globe by creating a piece of visual or musical art work related to the art and literature of a chosen area.*
- *Students will compare and contrast the economic, societal causes and subsequent effects of various scientific research studies, instituted political policies on the local, national, and global scales, and economic practices on the same scales.*

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Correctives:

- *Students will chart how the QUEST acronym is best facilitated in the research of Race Relations.*
- *Students will begin review activities of the previous unit.*
- *Students will watch various AP Seminar review videos from you tube.*
- *Students will complete a modified "Do Over" of their initial team presentation assessment.*

Methods:

- *Lecture / Discussion*
- *Related Readings analysis and evaluation*
- *Worksheets*
- *Video analysis & evaluation*
- *Hands on Directed Activities: comparing student data on accolades & failings of various research projects both famous and infamous.*
- *Internet Research (cooperative group and individual)*
- *Power Point, Individual, Oral, Team and other various types of presentations*

Materials and Resources:

- Booth, Wayne C.; Colomb, George G.; et. al. *The Craft of Research*, 4th Edition. University of Chicago Press, 2016. With included web package
- Burke, Jim. *Uncharted Territory*. University of Chicago Press, 2017. With included web package.
- Various related articles from current periodicals (ie: National Geographic, US News and World Report, Newsweek, Time, The Economist, Smithsonian, Scientific American)
- <http://www.metmuseum.org>
- <http://www.bbc.com>
- <http://www.collegeboard.org>
- <http://www.fordham.edu/halsall>
- <http://www.worldhistoryforusall.com>
- <http://www.stanford.edu>
- Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Assessments:

Diagnostic:

- *Students' participation and answers during class discussions.*
- *Students will interpret information provided on several charts and maps indicating their level of competence in that skill set, and their understanding of the differences and similarities of various topics of authentic research.*

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Formative:

- *Students' timely and accurate completion of homework assignments.*
- *Students' accurate completion of classroom activities.*
- *Students will have their notebooks evaluated periodically.*
- *Students will use the Internet and EBSCO host to compare information presented by several websites with the information written in periodicals on the influence of the media on race relations today.*

Summative:

- *End-of-Course Exam Practice:*
Part A: Students are asked to do the following:
 - *Analyze an argument using evidence.*
 - *Identify the author's argument, main idea, or thesis.*
 - *Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them.*
 - *Evaluate the effectiveness of the evidence the author uses to support claims made in the argument.*
- *Students are asked to evaluate the effectiveness of two arguments on a similar question, problem, or issue. Each of the sources should present alternate, divergent, or contradictory perspectives. Read the following two articles carefully. Focus on the relevance and credibility of the evidence the writers use to develop their lines of reasoning. Then, write an essay that evaluates the validity of the two arguments.*
- *Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.*
- *Part B: Team Project & Presentation Individual Research Report: 1,200 words Team Presentation: 8–10 minutes Oral Defense (part of Team Presentation): Each student responds to one question.*

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UNIT III: Entering the Conversation – The Consequences of Conflict

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions: Why is time and space important to the study of history?

Concepts: Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society. Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history. History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies: Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions: How does continuity and change throughout world history influence your community today? What role do multiple causations play in describing a historic event? What role does analysis have in historical construction?

Concepts: World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues. Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental. Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies: Evaluate cause-and-result relationships bearing in mind multiple causations. Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.

Curriculum Plan

Unit: Entering the Conversation – The Consequences of Conflict

Time Range in Days: 35

Standard(s) Addressed: WH.8.1.12 (A,B,C,D); WH.8.3.12 (A,B,C); WH.8.4.12 (A,B,C,D)

Anchor(s) or Adopted Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

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. The unit provides multiple opportunities for students to practice and refine their skills by engaging with the **QUEST process**. Students develop and apply discrete skills identified in the learning objectives within **Big Idea 1: Question and Explore**. Students develop and

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apply discrete skills identified in the learning objectives within the **Big Idea 2: Understand and Analyze**. Students develop and apply discrete skills identified in the learning objectives within the **Big Idea 3: Evaluate Multiple Perspectives**. Students develop and apply discrete skills identified in the learning objectives within the **Big Idea 4: Synthesize Ideas**. Students develop and apply collaboration skills identified in the learning objectives within the **Big Idea 5: Team, Transform, and Transmit**. Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. 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. Students develop an understanding of ethical research practices. **Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information**. 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. 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.

Focus Questions:

- How does my research question shape how I go about trying to answer it?
- What keywords should I use to search for information about this topic?
- Does this argument acknowledge other perspectives?
- How can I connect these perspectives?
- What other issues, questions, or topics do they relate to?
- How can I explain contradictions within or between arguments?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How does this conclusion impact me and my community?
- Or my research? How can I best appeal to and engage my audience?
- What common misconceptions might my audience have?
- How do I adapt my argument for different audiences and situations?
- How do 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?

Objectives: Along with objectives from Units I and II students will also...

- Access and manage information using effective strategies. (DoK 2)
- Connect an argument to broader issues by examining the implications of the author's claim. (DoK 3)
- Evaluate objections, implications, and limitations of alternate, opposing, or competing

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- perspectives or arguments. (DoK 4)
- Interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument. (DoK 4)
 - Attribute knowledge and ideas accurately and ethically, using an appropriate citation style. (DoK 3)
 - Extend an idea, question, process, or product to innovate or create new understandings. (DoK 4)
 - Offer resolutions, conclusions, and/or solutions based on evidence as well as considering consequences and implications. (DoK 4)
 - Plan, produce, and present a cohesive argument, considering audience, context, and purpose. (DoK 4)
 - Adhere to established conventions of grammar usage, style, and mechanics. (DoK 4)
 - Communicate information through appropriate media using effective techniques of design. (DoK 4)
 - Adapt an argument for context, purpose, and/or audience. (DoK 4)
 - Engage an audience by employing effective techniques of delivery or performance. (DoK 4)
 - Provide individual contributions to overall collaborative effort to accomplish a task or goal. (DoK 4)
 - Foster constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems. (DoK 4)
 - Reflect on and revising their own writing, thinking, and creative processes. (DoK 4)
 - Reflect on experiences of collaborative effort. (DoK 4)
 - Practice and refine their skills by engaging with the QUEST process. (DoK 4)

Core Activities:

Activity 1 Resource/Text Class Discussion/Brainstorming Session: What are the consequences (intended and unintended) of conflict? Practice/Assessment Contribution of a Text Participation in Discussion and Notes Essential Knowledge to Be Introduced: Teams function at their best when they understand the diversity of their social-cultural perspectives, talents, and skills.

Activity 2 Resource/Text TCR “Argumentation” pages 105-132 Practice/Assessment Notes Essential Knowledge to Be Introduced: The main idea of an argument is often expressed in the thesis statement, claim, or conclusion, or implied throughout a work. Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence. Authors strategically include evidence to support their claims. Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.

Activity 3 Resource/Text TCR “A Student Writer: Argumentation” pages 179-199 Practice/Assessment Comprehension, Purpose, & Audience Essential Knowledge to Be Introduced: An individual’s perspective is influenced by his or her background (e.g., experiences, culture, education) assumptions, and worldview, as well as by external sources.

Activity 4 Resource/Text “War Stories.” TED video playlist, 13 talks. Practice/Assessment Each student will select 2 minutes of his/her assigned video that conveys a “consequence of conflict” and explain why they chose that section and the consequence. Socratic Seminar: Discussion of consequences of conflict as represented by the perspectives in the TED video playlist, “War Stories,” using NWABR’s “Teaching Background: Socratic Seminar” resource and other relevant information at NWABR’s website. Essential Knowledge to Be Introduced: A lack of understanding of the complexities of an argument (tone,

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implications, limitations, nuance, context) can lead to oversimplification and/or generalization.

Activity 5 Resource/Text Thompson, Mark. "The Wounded Come Home." Time Magazine, November 3, 2003. Practice/Assessment Students will research post-traumatic stress disorder (PTSD) to understand the various experiences that can cause PTSD and its symptoms/treatments, and offer solutions to meet needs of veterans. Essential Knowledge to Be Introduced: Effective arguments use reason and evidence to convey a perspective, point of view, or some version of the truth that is stated or implied in the thesis and/or conclusion.

Activity 6 Resource/Text Warner, Gregory. "Troops Escort Muslims Out Of Central African Republic." NPR, February 17, 2014. Practice/Assessment Students will research the conflict in Central Africa to understand context and relate it to what they understand about the ongoing conflict between Muslim extremists and non-Muslims. Essential Knowledge to Be Introduced: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.

Activity 7 Resource/Text Harris, Emily. "Abbas Tells Students 'Peace Has To Happen'." NPR, February 17, 2014. Practice/Assessment Students will research the conflict between Israel and Palestine to understand context, recognize multiple issues, and discuss possible solutions. Essential Knowledge to Be Introduced: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.

Activity 8 Resource/Text Photo: "Tibetan Monk Self-Immolation" Practice/Assessment Journal Writing: What is your initial reaction to the photo? What issue would cause a person to choose to do this to themselves? Essential Knowledge to Be Introduced: An individual's perspective is influenced by his or her background (e.g., experiences, culture, education) assumptions, and worldview, as well as by external sources.

Activity 9 Resource/Text Cartwright, General James, Farea Al-Muslimi, Peter Bergen, Rosa Brooks, Colonel Martha McSally, and Ilya Somin. "Drone Wars: The Constitutional and Counterterrorism Implications of Targeted Killing." Testimonies to the Senate Judiciary Subcommittee on the Constitution, Civil Rights, and Human Rights, April 23, 2013. Practice/Assessment Role-Play Activity with Students Assuming the Roles of the Witnesses and the Committee Members Essential Knowledge to Be Introduced: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.

Activity 10 Resource/Text TCR "Writing to Convince or Persuade: How can I write an argumentative essay?" pages 119-137 & 269-271 Practice/Assessment Individual Written Essay: Students identify a research question of their own based on the source material and class discussion. They then gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of approximately 1,000 words. The final paper must refer to and incorporate at least one of the provided sources. Students **must avoid plagiarism** by citing and attributing sources throughout the paper and including a bibliography. Students develop and apply written and oral communication skills identified in the learning objectives. Students develop and apply discrete skills identified in the learning objectives. Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information. Essential Knowledge to Be Introduced: Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources: Advanced search tools, Boolean logic, and key words allow scholars to refine, focus, and/or limit their searches based on a variety of factors (e.g., date, peer-review status, type of publication). Plagiarism is a serious offense that occurs when a person presents another's ideas or words as his or her own. Plagiarism may be avoided by acknowledging sources thoroughly and accurately.

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Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA). Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism. 5.1C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation. Spelling and grammar errors detract from credibility. Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information. Students develop an understanding of ethical research practices.

Activity 11 Resource/Text TCR “Revising an Argumentative Essay” and “Editing an Argumentative Essay” Practice/Assessment Revise and Edit Argument Essay Essential Knowledge to Be Introduced: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.

Activity 12 Resource/Text TCR “Peer Editing Worksheet” Practice/Assessment Edit a Peer’s Argument Essay Using the Peer Editing Worksheet. Essential Knowledge to Be Introduced: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.

Activity 13 Resource/Text Individual Presentations Practice/Assessment Students develop and present a multimedia presentation (approximately 4–5 minutes) to an audience. Finally, students defend their research process, use of evidence, and conclusion through oral answers to two questions asked by the teacher. Essential Knowledge to Be Introduced: Effective organizational and design elements (e.g., headings, layout, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use or overuse of these elements disrupts audience engagement and understanding. Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.

Activity 14 Resource/Text Released End-of-Course Exam, Rubric, Student Samples Practice/Assessment Students complete the exam and use released student samples to understand the expectations of the exam before scoring their own exam and a peer’s exam. Essential Knowledge to Be Introduced Refer to End-of-Course Exam Description for Essential Knowledge to be assessed

Extensions:

- *Students will complete a battery of DBQ based questions from previous AP Seminar exams.*
- *Students will continue to interpret and implement proper tone in arguments presented to them and those they will present respectively.*
- *Students will complete various activities developing AP Seminar QUEST thinking skills.*

Correctives:

- *Students will engage in peer editing of each other’s individual and group presentations.*
- *Students will review and summarize the AP Capstone on Plagiarism and Falsification.*
- *Students will view and summarize a variety of AP Seminar review videos.*

Methods:

- *Lecture / Discussion*
- *Related Readings analysis and evaluation*
- *Worksheets*

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- *Video analysis & evaluation*
- *Hands on Directed Activities: comparing student data on accolades & failings of various research projects both famous and infamous.*
- *Internet Research (cooperative group and individual)*
- *Power Point, Individual, Oral, Team and other various types of presentations*

Materials and Resources:

- Booth, Wayne C.; Colomb, George G.; et. al. *The Craft of Research*, 4th Edition. University of Chicago Press, 2016. With included web package
- Burke, Jim. *Uncharted Territory*. University of Chicago Press, 2017. With included web package.
- Various related articles from current periodicals (ie: National Geographic, US News and World Report, Newsweek, Time, The Economist, Smithsonian, Scientific American)
- <http://www.metmuseum.org>
- <http://www.bbc.com>
- <http://www.collegeboard.org>
- <http://www.fordham.edu/halsall>
- <http://www.worldhistoryforall.com>
- <http://www.stanford.edu>
- Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Assessments:

Diagnostic:

- *Students will take an AP Seminar pre-Test*
- *Students will complete a series of multiple choice quizzes.*
- *Students' participation and answers during class discussions.*

Formative:

- *Students' timely and accurate completion of homework assignments.*
- *Students' accurate completion of classroom activities. (i.e. individual and group research conclusion presentations)*
- *Students will have their notebooks evaluated periodically.*

Summative:

- *Students will be evaluated through their oral presentations and visual aid(s) according to a grading rubric scale.*
- *End-of-Course Exam Practice:*
 - *Part A: Students are asked to do the following:*
 - *Analyze an argument using evidence.*
 - *Identify the author's argument, main idea, or thesis.*

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- *Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them.*
- *Evaluate the effectiveness of the evidence the author uses to support claims made in the argument.*

Part B: Team Project & Presentation Individual Research Report: 1,200 words Team Presentation: 8 – 10 minutes Oral Defense (part of Team Presentation): Each student responds to one question.

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UNIT IV: Third and Fourth Quarter Seminar Assessments

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions: Why is time and space important to the study of history?

Concepts: Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society. Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history. History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies: Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions: How does continuity and change throughout world history influence your community today? What role do multiple causations play in describing a historic event? What role does analysis have in historical construction?

Concepts: World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues. Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental. Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies: Evaluate cause-and-result relationships bearing in mind multiple causations. Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Big Idea #3: Perspective helps to define the attributes of historical comprehension

Essential Questions: How does continuity and change throughout world history influence your community today? What role do multiple causations play in describing a historic event? What role does analysis have in historical construction?

Concepts: World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues. Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental. Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction. Learning about the past and its different contexts shaped by the social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.

Competencies: Evaluate cause-and-result relationships bearing in mind multiple causations. Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Curriculum Plan

Unit IV: Third and Fourth Quarter Seminar Assessments

Time Range in Days: 50

Standard(s) Addressed: WH.8.1.12 (A,B,C,D); WH.8.3.12 (A,B,C); WH.8.4.12 (A,B,C,D);

Anchor(s) or Adopted Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

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. 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.

Individual Research-Based Essay and Presentation Task Overview - The College Board's AP Program will annually release cross-curricular source material (texts) representing a range of perspectives focused on a single theme or topic. Students will use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least one of the provided sources. Students have 30 school days to complete their research, compose their essays, and develop their presentations. 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.

End-of-Course Exam Task Overview During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of four items (three short-answer and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students' skills in synthesizing and creating an evidence-based argument. The End-of-Course exam will take place in May, during the AP Exam administration window.

Focus Questions:

- **How has the group effectively responded to the research problems they have chosen investigate?**
- **Have both groups and individuals conducted ethical research and avoided plagiarism and falsification of data?**
- **How has the QUEST process been effectively utilized?**
- **What else needs to be done to ensure the research performed is valid and the presentations deliver effectively the information to an audience?**

Objectives: Along with objectives from Units I, II, and III students will also...

- Successfully complete all individual and group tasks assigned by the College Board. (DoK 4)
- Successfully complete the AP Seminar End of the Year Exam. (DoK 4)

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Core Activities:

- **Activity 1** Completion of Group Research-Based Essay and Presentation
- **Activity 2** Completion of Individual Based Essay and Presentation
- **Activity 3** Completion of AP Seminar End of the Year Exam

Extensions:

- *Students will complete a battery of DBQ based questions from previous AP Seminar exams.*
- *Students will continue to interpret and implement proper tone in arguments presented to them and those they will present respectively.*
- *Students will complete various activities developing AP Seminar QUEST thinking skills.*

Correctives:

- *Students will engage in peer editing of each other's individual and group presentations.*
- *Students will review and summarize the AP Capstone on Plagiarism and Falsification.*
- *Students will view and summarize a variety of AP Seminar review videos.*

Methods:

- *Lecture / Discussion*
- *Related Readings analysis and evaluation*
- *Worksheets*
- *Video analysis & evaluation*
- *Hands on Directed Activities: comparing student data on accolades & failings of various research projects both famous and infamous.*
- *Internet Research (cooperative group and individual)*
- *Power Point, Individual, Oral, Team and other various types of presentations*

Materials and Resources:

- Booth, Wayne C.; Colomb, George G.; et. al. *The Craft of Research*, 4th Edition. University of Chicago Press, 2016. With included web package
- Burke, Jim. *Uncharted Territory*. University of Chicago Press, 2017. With included web package.
- Various related articles from current periodicals (ie: National Geographic, US News and World Report, Newsweek, Time, The Economist, Smithsonian, Scientific American)
- <http://www.metmuseum.org>
- <http://www.bbc.com>
- <http://www.collegeboard.org>
- <http://www.fordham.edu/halsall>
- <http://www.worldhistoryforusall.com>
- <http://www.stanford.edu>
- Other websites and newspaper articles will be included as the instructor examines and

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determines the content value of each one respective to the core curriculum.

Assessments:

Diagnostic:

- *Students will take an AP Seminar pre-Test*
- *Students will complete a series of peer editing exercises focused their presentations.*
- *Students' participation and answers during class discussions.*

Formative:

- *Students' timely and accurate completion of homework assignments.*
- *Students' accurate completion of classroom activities. (i.e. individual and group research conclusion presentations)*
- *Students will have their notebooks evaluated periodically.*

Summative:

- *Students will be evaluated through their oral presentations and visual aid(s) according to a grading rubric scale.*
- *End-of-Course Exam:*
 - Part A: Students are asked to do the following:*
 - *Analyze an argument using evidence.*
 - *Identify the author's argument, main idea, or thesis.*
 - *Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them.*
 - *Evaluate the effectiveness of the evidence the author uses to support claims made in the argument.*
 - Part B: Team Project & Presentation Individual Research Report: 1,200 words Team Presentation: 8 – 10 minutes Oral Defense (part of Team Presentation): Each student responds to one question.*

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UNIT: Post Test Unit – QUEST and the Next Step – AP Research

Big Idea # 1: Historical context is needed to comprehend time and space.

Essential Questions: Why is time and space important to the study of history?

Concepts: Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society. Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history. History demonstrates the diverse cultural heritage of many peoples throughout the world.

Competencies: Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Articulate the context of a historical event or action.

Big Idea #2: Historical analysis involves understanding cause and result.

Essential Questions: How does continuity and change throughout world history influence your community today? What role do multiple causations play in describing a historic event? What role does analysis have in historical construction?

Concepts: World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues. Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental. Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies: Evaluate cause-and-result relationships bearing in mind multiple causations. Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Big Idea #3: Perspective helps to define the attributes of historical comprehension

Essential Questions: How does continuity and change throughout world history influence your community today? What role do multiple causations play in describing a historic event? What role does analysis have in historical construction?

Concepts: World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues. Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental. Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction. Learning about the past and its different contexts shaped by the social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.

Competencies: Evaluate cause-and-result relationships bearing in mind multiple causations. Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place. Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Curriculum Plan

Unit V: Post Test: Quest and the Nest Step – AP Research

Time Range in Days: 20

Standard(s) Addressed: WH.8.1.12 (A,B,C,D); WH.8.3.12 (A,B,C); WH.8.4.12 (A,B,C,D)

Anchor(s) or Adopted Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview:

The AP Research course operates as year two of the AP Capstone program. After teaching students how to enter the academic conversation in AP Seminar, the AP Research year is designed to instruct students how to begin that conversation. AP Research is an inquiry-based course that encourages students to locate a gap in their preferred discipline of study and to explore a topic of personal interest. Students are empowered to collect and analyze information with accuracy and precision in order to craft, communicate, and eventually defend their argument or their position.

This unit will “bridge” the AP Seminar course with the AP Research course, focusing on the subtle yet significant differences between the two years. Students will revisit the core big ideas that operate as the Capstone framework and will read and discuss sample research papers in order to establish a target and/or an “end game” for their own work. [CR1b] Deadlines for final products will be established, the AP rubrics will be surveyed and understood, course-specific terms will be defined, and by the end of this unit, students will give their first elevator pitch for their potential research topic.

Focus Questions:

- What has the Quest process taught me about valid academic research?
- How does the QUEST process fit into the Process and Reflection Portfolios to be created next year?
- How will these skills and knowledge be applied to next year’s AP Research course?
- What areas of the human and global dynamic would I now investigate based on my AP Seminar experiences?

Objectives: Students will...

- Develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze. (DoK 3)
- Document their inquiry processes, communicate with their teachers and any expert advisors, and reflect on their thought processes. (DoK 4)
- Develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. (DoK 4)
- Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore. (DoK 3)

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Core Activities:

Activity 1 Define and locate “a gap” in the research: Students will identify and define new or unfamiliar terms on the AP Research Rubric such as method, implications, limitations, etc. In addition they will conduct a close reading of an article and identify these concepts within it. Finally, introductory conversations on what is meant by “gap” will promote the idea of formulating a narrow research question going forward

Activity 2. Introduce Process and Reflection Portfolios (PREP): Students will receive samples and instructions on keeping and maintaining their PREP. PREP not only validate and mark the evolution of the research, they also allow students to show their constant implementation of best practices gleaned in AP Seminar, i.e., the consideration of multiple perspectives, synthesizing information, analyzing arguments, evaluating evidence, etc. We will continue these skills throughout this course as indicted in these bi-weekly PREP entries.

Activity 3. Methods discussion and examples: Methods tables, definitions, explanations, and samples will be distributed to students.

Activity 4. Impromptu speeches: Students will engage in regular practice of presentation skills, rhetorical skills, and argumentation in front of peers. Verbal “QUESTing” will be a constant focus in the class throughout the year.

Activity 5. Students will practice writing annotated bibliographies. Students will use three instructor-provided thesis statements

Extensions:

- *Students will work cooperatively sharing and investigating possible new, valid research topics*

Correctives:

- *Students will complete the all make-up assignments.*

Methods:

- *Lecture / Discussion*
- *Related Readings analysis and evaluation*
- *Worksheets*
- *Video analysis & evaluation*
- *Hands on Directed Activities: comparing student data on accolades & failings of various research projects both famous and infamous.*
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- *Power Point, Individual, Oral, Team and other various types of presentations*

Materials and Resources:

- Booth, Wayne C.; Colomb, George G.; et. al. *The Craft of Research*, 4th Edition. University of Chicago Press, 2016. With included web package
- Burke, Jim. *Uncharted Territory*. University of Chicago Press, 2017. With included web package.
- Various related articles from current periodicals (ie: National Geographic, US News and

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World Report, Newsweek, Time, The Economist, Smithsonian, Scientific American)

- <http://www.metmuseum.org>
- <http://www.bbc.com>
- <http://www.collegeboard.org>
- <http://www.fordham.edu/halsall>
- <http://www.worldhistoryforusall.com>
- <http://www.stanford.edu>
- Other websites and newspaper articles will be included as the instructor examines and determines the content value of each one respective to the core curriculum.

Assessments:

Diagnostic:

- *Students will complete Close Reading (QUEST) exercises with sample papers: Students will discover and disclose various elements of the QUEST process in other people's research.*
- *Students will engage in Assumptions Activities: Students will engage in a story telling game whereby what is absolutely true must be compared against what "might be" or "could be" true. The purpose of the exercise is to help students recognize that assumptions are made and allowed in research; however, recognizing assumptions and articulating them as such is essential.*

Formative:

- *Students will apply rubric analyses to sample papers: Each student will select two (or more) papers that investigate an identical, or very similar, topic. The student will write a summary comparing how each paper approaches the topic (perspective) and how that perspective is related to the sources chosen as well as mode of presentation the paper employs.*

Summative:

- *Students will evaluate, critique, and revise sample research questions: Students will work with the research ideation-formatting tool provided at AP Research training. "There is a problem in or with _____." Students will fill out numerous of these guided thought practices eventually centering on a few of their favorites. Evaluation will be done individually, in small teams, and as a large group.*
- *Students will deliver a First "elevator pitch" with poster: Students will prepare a three- to five-minute explanation or "elevator pitch" of their intended research question and process and present it to the class using a poster they have prepared.*

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: ***Booth, Wayne C.; Colomb, George G.; et. al. The Craft of Research, 4th Edition.***

Textbook ISBN #:

Textbook Publisher &Year of Publication: ***University of Chicago Press, 2016. 376pp. With included web package.***

Curriculum Textbook is utilized in (title of course): ***Advanced Placement Seminar***

Name of Textbook: ***Burke, Jim. Uncharted Territory.***

Textbook ISBN #:

Textbook Publisher &Year of Publication: ***University of Chicago Press, 2017. 866pp. With included web package.***

Curriculum Textbook is utilized in (title of course): ***Advanced Placement Seminar***

Please complete one sheet for each primary textbook.

Appendix

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Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website

- _____ Hard copies of all supplemental resources not available electronically

- _____ The primary textbook form(s)

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document

- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____