

AP Seminar Master Syllabus

September 2016

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AP Seminar Syllabus

A Great School, 2016-2017

Welcome to AP Seminar! We cannot wait begin this adventure together!

Essential Course Information:

AP Seminar is the first course in a two course sequence known as AP Capstone.

“AP Capstone is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.”

The second course in the sequence, AP Research, is taken following AP Seminar.

If you do well in this two course sequence, you can earn prestigious College Board endorsements to help with college admissions! =

“If you earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of your choosing, you will receive the AP Capstone Diploma . This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if you earn scores of 3 or higher in AP Seminar and AP Research only, you will receive the AP Seminar and Research Certificate .”

Looking for more information?

- The quotations above and more basic AP Seminar information can be found here:
<https://apstudent.collegeboard.org/apcourse/ap-seminar>
- A detailed course description can be found here:
<https://apstudent.collegeboard.org/apcourse/ap-seminar/course-details>

Instructional Framework:

In the AP Capstone™ program, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation.

[Students will use the QUEST framework] to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives:

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

Source/Read More About It: <https://advancesinap.collegeboard.org/ap-capstone/how-ap-capstone-works>

AP Seminar Exam:

“[Students] will be assessed using a combination of a team project and presentation, an individual research-based essay and presentation, and an end-of-course exam. These three assessments will be used to calculate a final AP score (using the 1-5 scale) for AP Seminar...”

1. Team Project & Presentation – 20% of the AP Seminar score

Work in teams of three to five to identify, investigate, analyze, and evaluate an academic or real-world problem, question or issue. Your team will design and/or consider options, alternatives, or solutions and develop a multimedia presentation to communicate your conclusion or recommendations. The team project and presentation... will be evaluated based on the following components:

- Individual Research (1,200 words)
- Team Multimedia Presentation and Defense (8-10 minutes)

2. Individual Research-Based Essay & Presentation – 35% of the AP Seminar score

The College Board will provide stimulus material (texts) representing a range of perspectives focused on a single theme or topic. You will use these texts to identify a research question of your own; research, analyze, evaluate, and select evidence to develop a written argument of your own that you will present and then you will defend your conclusion. The Individual Research-Based Essay and Presentation...will be evaluated based on the following components:

- Individual Written Argument (2,000 words)
- Individual Multimedia Presentation (6-8 minutes)
- Oral Defense (two questions from the teacher)

3. End-of-Course Exam (2 Hours) – 45% of AP Seminar score

During the AP Exam administration window, you will take a two-hour exam. The exam consists of four questions (three short answer questions and one essay question). The exam will be scored by College Board trained readers similar to other AP Exams.

- Three Short-Answer Questions...Argument comprehension and analysis – one source
- One essay question...Synthesizing and creating an evidence-based argument – four source (varying perspectives on one theme).

All information taken from: <https://apstudent.collegeboard.org/apcourse/ap-seminar/about-the-exam>

Important Notes!!!

- ***Instructors are trained not to share any scoring of College Board exam components. Students will receive their AP Seminar exam score result directly from the College Board the summer after taking AP Seminar. As part of their class grade, students will be given simple (summative) completion scores for exam components in Jupiter grades.***
- ***Instructors are not allowed to give students personalized feedback on any exam element before the student work is turned in to be formally assessed, so students will need to rely on whole class lessons and peer feedback for revision of their exam work. These limitations will primarily affect 2nd semester (which is why we practice the exam tasks so much first semester).***
- ***All AP Seminar Students are required to take the AP Seminar Exam. The cost of this exam is \$144.00. Students and their families are responsible for this expense. If you receive free/reduced lunch and need assistance with this expense, please contact Mrs. Johnson, Mrs. Bleicher, or Mrs. Gardner (in the counseling office). The fee becomes final when a student submits his/her first performance task component for final assessment through the AP Digital Portfolio (this will happen near beginning of second semester). This year's end-of-course exam is on May 4, 2017.***

Grading:

- **Grading Scale:** GBCS Common Grading Scale
- **Categories & Weights:**
 - 70% Summative (Papers, Formal Assignments, Speeches, Projects...etc.)
 - 30% Formative (Participation, Class Activities, Practice Work...etc.)
- **Make-Up Work:** We follow the GBHS guidelines for makeup work; however, please note that deadlines for College Board Assessments are non-negotiable, and we cannot offer extensions.

Plagiarism:

We follow [OUR SCHOOLS] “Academic Integrity Policy” AND the “AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information” (Please see below.)

Academic Integrity Policy -- [OUR SCHOOL]

Grand Blanc High School has high expectations for all students and believes that all students should maintain high expectations for themselves and their classmates. This policy exists to foster an environment conducive to learning and to promote individual student achievement. It is the expectation of the Grand Blanc High School administration and faculty that individual students will adhere to this policy as honor and character are more valuable than any academic grade.

Please be aware that unless specifically directed by the teacher, students must assume that all portions of any assignment are to be completed individually. It is the responsibility of each student to understand a teacher’s expectations for any assignment and/or assessment. If a student finds himself or herself in doubt regarding the expectations of an assignment or assessment, the student must ask the instructor for further clarification.

Definition of Academic Dishonesty

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

Examples of academic dishonesty include, but are not limited to:

- Willingly and knowingly allowing another student to copy one’s work without the knowledge or approval of the instructor Intentionally or inadvertently leaving one’s written work available in a place that makes it possible for another student to copy Sending or sharing assessment information, assignments, or projects verbally, in writing, or electronically (i.e. pictorially, text, email) to another student.
- Participating in, contributing to, or withholding information about the academic dishonesty of another student Using or possessing “crib notes” or “cheat sheets,” or accessing any written or electronic information when not permitted Inventing information or giving false information to deceive the educational process.
- Dishonest actions reported by the teacher any assignment or assessment submitted by a student which is not considered his/her original work.
- The use of course materials obtained without the instructor’s permission.

Definition of Plagiarism [CR 4]

Plagiarism, which is copying work from another source and submitting it as one's own work, includes, but is not limited to:

- Altering words or the order of words from another source and submitting them as one's own work
- Submitting work written by college students, former students, tutors, friends, or other adults as one's own
- Copying another student's work, previously published material, or ideas from any source, including electronic and visual mediums, without citation

Please be aware that plagiarism is not defined simply by the copying of words and phrases, but more importantly, by the dishonest copying of ideas and concepts.

Consequences for Violating the Academic Integrity Policy:

Please note that these offenses are cumulative for an academic school year.

First Offense:

- Student and Parent contacted by teacher
- Referral to an assistant principal
- Parent contact by the teacher and/or assistant principal Zero points and/or failing grade on the entire assignment
Record made in the student's permanent discipline file Discipline consequence—up to 3 days out-of-school suspension

Second Offense (in the same or different class):

- Student and Parent contacted by teacher
- Referral to an assistant principal
- Parent contact by the teacher and/or assistant principal Zero points and/or failing grade on the entire assignment
Record made in the student's permanent discipline file Discipline consequence—up to 5 days out-of-school suspension

Third Offense (in the same or different class):

- Student and Parent contacted by teacher
- Referral to an assistant principal
- Parent contact by the teacher and/or assistant principal Zero points and/or failing grade on the entire assignment
Record made in the student's permanent discipline file Discipline consequence—up to 10 days out-of-school suspension

AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information [CR 4]

"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."

***Emphasis of zeroes ours. The College Board takes plagiarism VERY seriously.
Please pay close attention when we cover plagiarism and proper citation in class.***

Instructional Design:

AP Seminar is an interdisciplinary course designed for students with a wide variety of interests and career/college goals. To best facilitate this interdisciplinary approach, you will have two teachers for the price of one!

· As an experienced mathematics teacher, **INSTRUCTOR #1** has extensive knowledge of advanced mathematical theory, statistical analysis, and academic research as well as a very strong background in public speaking (having, among other things, presented at many elite professional conferences across the state). **INSTRUCTOR #1** is certified to teach math, speech, AP Statistics, and AP Seminar.

· As an experienced English teacher, **INSTRUCTOR #2** has expansive knowledge of reading, research and composition skills/strategies; as a speech instructor and prior debate/mock trial team coach, she has a great deal of experience helping students develop and deliver polished presentations. **INSTRUCTOR #2** is certified to teach English, speech, history, social science, AP Literature, and AP Seminar.

Sometimes all AP Seminar students will be together, and sometimes the classes will be separated into smaller groups. Sometimes groups will work with **INSTRUCTOR #1**, and sometimes they will work with **INSTRUCTOR #2**. Instructors will share planning and assessment responsibilities.

Instructor Contact Information:

Instructor #2	Instructor #1
English Department	Mathematics Chair
Instructor#2@randomschool.org	Instructor#1@randomschool.org

Please don't hesitate to contact us with any questions or concerns. Email is the best way to reach either instructor.

 Please fill-out, detach, and return after reviewing syllabus

~ AP Seminar ~

Printed Student Name: _____

Printed Parent/Guardian Name: _____

We have reviewed the AP Seminar Syllabus, noting essential course information (including but not limited to course grading policies, College Board testing fees/requirements, and the GBHS/College Board penalties for plagiarism).

Student

Signature: _____

Date: _____

Parent/Guardian

Signature: _____

Date: _____

Unit List & Pacing Guide:

Core Units:	Approximate Length:	Dominant Assignment:
Cross-Curricular Thematic Topic Investigation: <i>Traditions</i>	5 Weeks	In-Depth Tradition Exploration
Cross-Curricular Thematic Topic Investigation: <i>Social Media</i>	5 Weeks	<u>Mock</u> Performance Task 1 (IRR & TMP)
Cross-Curricular Thematic Topic Investigation: <i>Justice</i>	5 Weeks	<u>Mock</u> Performance Task 2 (IWA & IMP)
Individual Research Reports [IRR]	5 Weeks	Performance Task 1! (Units overlap)
Team Multi-Media Presentations [TMP]	3 Weeks	
Individual Written Assessment [IWA]	6 Weeks	Performance Task 2! (Units overlap)
Individual Multi-Media Presentations [IMP]	2 Weeks	
Review	1 Week	End-of-Course Exam
Bridge Work	5 Weeks	Debates & AP Research Prep
Reflection	1 Week	GBHS Exams

AP Seminar Curricular Requirements

CR 1: 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.

CR 2a: Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:

- **CR 2b:** Question and Explore,
- **CR 2c:** Understand and Analyze,
- **CR 2d:** Evaluate Multiple Perspectives,
- **CR 2e:** Synthesize Ideas,
- **CR 2f 2g and 2h:** Team, Transform, and Transmit.

CR 3: 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.

CR 4: Students develop an understanding of how to ethically use others' knowledge and ideas in their own work, avoiding plagiarism.

CR 5: 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.

CR 6: 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.

***** Please look for color-coded curricular requirement annotations throughout this syllabus. *****

Tradition Unit (5 Weeks)

Targeted QUEST elements and emphasized Essential Questions:

Big Idea 1: Question and Explore [CR 2b]

- *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 voices or perspectives are missing from my research?*

Big Idea 2: Understand and Analyze [CR 2c]

- *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?*
- *Does this argument acknowledge other perspectives?*

Big Idea 3: Evaluate Multiple Perspectives [CR 2d]

- *How can I connect to the multiple perspectives? What other issues, questions or topics do they relate to?*
- *From whose perspective is this information being presented, and how does that affect my evaluation?*

Big Idea 4: Synthesize Ideas [CR 2e]

- *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?*
- *How can I avoid committing plagiarism?*

Big Idea 5: Team Transform and Transmit [CR 2f 2g and 2h]

- *What contributions can I offer to a team?*
- *How can I benefit from reflecting on my own work?*

Emphasized Essential Knowledge:

- **EK 1.1 B2:** The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.
- **EK 1.2A1:** Understanding comes not only through collection of information but also from a variety of other factors (e.g., experience, external sources, cultural context, assumptions).
- **EK 1.2A3:** Inquiry confirms or challenges one's existing understandings, assumptions, beliefs, and/or knowledge.
- **EK 2.1A1:** Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.
- **EK 2.1A2:** Strategies active readers use to preview and prioritize a written text include skimming, scanning, rereading, and questioning.
- **EK 2.1A3:** Strategies active readers use to make meaning from texts include annotating, note-taking, highlighting, and reading aloud.
- **EK 2.1A4:** 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.
- **EK 2.1B1:** The main idea of an argument is often expressed in the thesis statement, claim, or conclusion, or implied throughout a work.

- **EK 2.2A1:** Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.
- **EK 2.2A4:** A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.
- **EK 2.2A5:** Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g. concession, refutation, rebuttal).
- **EK 2.2C1:** An argument is valid when there is logical alignment between the line of reasoning and the conclusion.
- **EK 3.1A1:** 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.
- **EK 3.1A2:** Perspectives are not always oppositional; they may be concurring, complementary, or competing.
- **EK 3.2A1:** Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic.
- **EK 4.1A2:** Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.
- **EK 4.1A4:** Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., concession, refutation, rebuttal)
- **EK 4.1A5:**The line of reasoning is a clear, logical path leading the audience through the reasons to a conclusion.
- **EK 4.3A1:** Accurate and ethical attribution enhances one's credibility.
- **EK 4.3A2:** 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.
- **EK 4.3A4:** Quoted and paraphrased material must be properly attributed, credited, and cited following a style manual. Quoting is using the exact words of others; paraphrasing is restating an idea in one's own words.
- **EK: 5.1A1:** An argument may include the following elements: introduction; thesis; reasons, evidence, and commentary; counterargument, concession, refutation, and rebuttal; conclusion; bibliography.
- **EK 5.2A1:** Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective.
- **EK 5.2B1:**Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team's performance.
- **EK 5.2B2:**Teams function at their best when they understand the diversity of their social-cultural perspectives, talents, and skills.
- **EK 5.2B3:**Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation.
- **EK 5.2B4:** Effective teams consider the use of online collaborative tools.
- **EK 5.3B1:** Reflection acknowledges the impact of actions on both the group and individual contributors, 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.*

***Please Note:** The “Essential Knowledge” standards listed above are attached to the unit where they are specifically targeted with direct introductory instruction; however, instruction in AP Seminar is designed to be recursive, so we will be frequently previewing upcoming essential knowledge concepts and constantly referring back to previously introduced essential knowledge.

Tradition Unit Snapshot	
Learning Plan: Sample Activities/Tasks	Sample Resources:
<ul style="list-style-type: none"> • Team building games <p>[CR 2f 2g and 2h]</p>	<ul style="list-style-type: none"> • Yarn (For Tangle/Untangle Team Builder) • Butcher-Block Paper/WhiteBoards (Group Brainstorming/Games)
<ul style="list-style-type: none"> • Lens-based Controversial Tradition Argument/Perspective Brainstorm (Partners) <p>[CR 1] [CR 2b][CR 2e]</p>	<ul style="list-style-type: none"> • 8 lens and associated perspective graphic organizer (Print)
<ul style="list-style-type: none"> • “Take-A-Stance” analytical/persuasive writing opportunity based on one of the chosen tradition identified by brainstorm and/or in the news. <p>[CR 1][CR 2c][CR 2d][CR 2e]</p>	<ul style="list-style-type: none"> • Pro/con/background articles on the chosen topic (Sample articles below are on the tradition of standing for the National Anthem): <ul style="list-style-type: none"> ○ Ng, David. “How ‘The Star-Spangled Banner,’ Racist or Not, Became Our National Anthem.” <i>Los Angeles Times</i>, Los Angeles Times, 6 Sept. 2016, http://www.latimes.com/entertainment/arts/la-et-cm-star-spangled-banner-racism-20160823-snap-story.html. ○ Payne, Marissa. “Colin Kaepernick Refuses to Stand for National Anthem to Protest Police Killings.” <i>Washington Post</i>, The Washington Post, 27 Aug. 2016, https://www.washingtonpost.com/news/early-lead/wp/2016/08/27/colin-kaepernick-refuses-to-stand-for-national-anthem-to-protest-police-killings/. ○ Howard, Adam. “Colin Kaepernick’s Protest Is Part of Long Sports Tradition.” <i>NBC NEWS - Sports</i>, NBC NEWS, 30 Aug. 2016, http://www.nbcnews.com/news/sports/how-history-informs-colin-kaepernick-s-national-anthem-protest-n639366. • Questions about lenses/perspectives/issue context/legitimacy of arguments etc. <p style="text-align: right;">[CR 3]</p>
<ul style="list-style-type: none"> • In-Depth Tradition Analysis & Presentations (Small Group) <ul style="list-style-type: none"> ○ Sample “Controversial Tradition” Topics for the In-Depth Analysis: <i>Burying the dead, community holiday displays, youth athletics, 180 day school year, stay-at-home moms, fraternities/sororities, lavish weddings and beauty pageants...</i> (This list was generated by students and will change year-to-year) 	<ul style="list-style-type: none"> • 8 lens/associated perspectives/research graphic organizer (Google Classroom) • Purdue OWL: Toulmin Method Explanation • Purdue OWL: MLA & In-text Citations • Toulmin Argument Graphic Organizer (Google Classroom) • Access to the internet to research topic • Google Slides

<p>[CR 1][CR 2c][CR 2d][CR 2e][CR 2f 2g and 2h] [CR 4]</p>	<p>[CR 3]</p>
<ul style="list-style-type: none"> • Post Teamwork Reflection <p>[CR 2f 2g and 2h]</p>	<ul style="list-style-type: none"> • “AP Seminar Teamwork Reflection” A guided, individual reflection (Google Classroom)
<ul style="list-style-type: none"> • Persuasive Essay (written on one of the topics the student did not personally research, but instead heard about in classroom presentations) <p>[CR 2c][CR 2d][CR 2e]</p>	<ul style="list-style-type: none"> • Grading rubric introducing some, but not all of the elements on the official AP Seminar IWA rubrics. [Scaffolding]
<ul style="list-style-type: none"> • Shared Inquiry (Shared Inquiry: <i>AP Seminar Course & Exam Description</i>, pg 30) <p>[CR 2c][CR 2f 2g and 2h]</p>	<ul style="list-style-type: none"> • Provocative quotations on tradition <p>[CR 3]</p>

Social Media Unit Begins on Page 13.

Social Media Unit (5 Weeks)

Targeted QUEST elements and emphasized Essential Questions:

Continued exploration of previously addressed Essential Questions and...

Big Idea 1: Question and Explore [CR 2b]

- *What questions have yet to be asked?*
- *What do I want to know, learn, or understand?*
- *How does my research question shape how I go about trying to answer it?*

Big Idea 2: Understand and Analyze [CR 2c]

- *What biases may the author have that influence his or her perspective?*
- *How do I know if a source is trustworthy?*

Big Idea 3: Evaluate Multiple Perspectives [CR 2d]

- *What patterns or trends can be identified among the arguments about this issue?*
- *How can I explain contradictions within or between arguments?*

Big Idea 4: Synthesize Ideas [CR 2e]

- *What line of reasoning would best support my argument? Is my reasoning logical?*
- *What is the best way to acknowledge and attribute the work of others that was used to support my argument?*

Big Idea 5: Team Transform and Transmit [CR 2f 2g and 2h]

- *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 is the benefit of revision?*

Emphasized Essential Knowledge:

- **EK 1.1 A1:** 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.
- **EK 1.1 B1:** Effective research questions lead to an examination taking into account the complexity of a problem or issue.
- **EK 1.2A2:** A variety of strategies (e.g., brainstorming, concept mapping, prewriting, exploration of space, drafting) can be used to illustrate, organize, and connect ideas.
- **EK 1.3A1:** 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).
- **EK 1.4A1:** The scope and purpose of one's research and the credibility of sources affects the generalizability and the reliability of the conclusions.
- **EK 1.4A2:** Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative).

- **EK 1.4A3:** 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.
- **EK 1.5A1:** The way the problem is posed, situated, framed or contextualizes will guide the inquiry process and influence the type of information needed and the appropriate method of gathering it.
- **EK 2.1B2:** Artistic works (e.g., painting, film, music, dance) convey a perspective. Analysis of a work's context, subject, structure, style, and aesthetic is critical to understanding its aims.
- **EK 2.2B1:** An argument's context (time and purpose) and situation (in relation to other arguments) inform its interpretation.
- **EK 2.2B5:** Evidence may be used to identify and explain relationships (comparative, causal, or correlational) and/or patterns and trends.
- **EK 2.2B6:** Credibility is compromised when authors fail to acknowledge and/or consider the limitations of their conclusions, opposing views or perspectives, and/or their own biases.
- **EK 3.2A2:** When evaluating multiple perspectives or arguments, consideration must be given to how one's own personal biases and assumptions can influence one's judgment.
- **EK 4.1A6:** The logic and reasoning of an argument may be deductive (claim followed by evidence) or inductive (evidence leads to a conclusion).
- **EK 4.1A7:** 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).
- **EK 4.2A1:** Evidence can be collected from print and non-print sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).
- **EK 4.2A2:** 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.
- **EK 4.3A3:** Source material should be introduced, integrated, or embedded into the text of an argument.
- **EK 4.3A5:** Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA).
- **EK 5.1B4:** Spelling and grammar errors detract from credibility.
- **EK 5.1C2:** Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation.
- **EK 5.1C3:** Effective communication requires choosing appropriate media according to context, purpose, and audience.
- **EK 5.1E1:** Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.
- **EK 5.3A1:** 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.
- **EK 5.3A2:** Learning requires practice through an iterative process of thinking/ rethinking, vision/revision, and writing/rewriting.

***Please Note:** The “Essential Knowledge” standards listed above are attached to the unit where they are specifically targeted with direct introductory instruction; however, instruction in AP Seminar is designed to be recursive, so we will be frequently previewing upcoming essential knowledge concepts and constantly referring back to previously introduced essential knowledge.

Social Media Unit Snapshot	
Learning Plan: Sample Activities/Tasks	Sample Resources:
<ul style="list-style-type: none"> ● Sub-Topic Brainstorming/Topic Selection* ● Jigsaw Sub-Topic Introduction <p>(Jigsaw: <i>AP Seminar Course & Exam Description</i>, pg 30)</p> <p><i>*Unlike, in the Tradition Unit, where students brainstormed topics and the instructor picked the “best” topics for the assignment, in the Social Media unit, student teams will be encouraged to self-select topics as much as possible, determining for themselves what topic “best” suits the task.</i></p> <p>[CR 1] [CR 2b][CR 2d][CR 2f 2g and 2h]</p>	<ul style="list-style-type: none"> ● Topic/Theme Categories <ul style="list-style-type: none"> ○ Concepts or issues from other AP courses ○ Student Interests ○ Local and/or Civic Issues ○ Academic Problems or Questions ○ Global or International Topics <p>(AP Seminar Course and Exam Description, pg 25)</p> ● PEW Sample Topics (Including but not limited to): <ul style="list-style-type: none"> ○ <i>Social Media Conversations about Race</i> ○ <i>Social Media and the Workplace</i> ○ <i>Parents, Teens and Digital Monitoring</i> ○ <i>What Americans Think about Privacy</i> ○ <i>Teens, Technology and Romantic Relationships</i> ○ <i>Politics and Advocacy in the Social Media Era</i> ○ <i>The Intersection of Healthcare, Social Media and Digital Strategy</i> (etc.) <p>(“Social Media.” <i>Pew Research Center Internet Science Tech RSS</i>, Pew Research Center, 15 Aug. 2016, http://www.pewinternet.org/topics/social-media/.)</p> ● Sample Topics from the “Opposing Viewpoints” Database (Including but not limited to): <ul style="list-style-type: none"> ○ <i>Social Media Data Collection/Violation of Privacy</i> ○ <i>Social Media’s Impact on Student Writing</i> ○ <i>Social Media: Is it addictive?</i> ○ <i>Social Media: Can it help overcome shyness?</i> ○ <i>Social Media & Anxiety Disorders</i> ○ <i>Social Media & Freedom of Speech</i> ○ <i>Social Media & Cyberbullying</i> ○ <i>Twitter & X</i> ○ <i>Facebook & Y</i> (etc.) <p style="text-align: right;">[CR 3]</p>
<ul style="list-style-type: none"> ● Socratic Seminar: <i>Does social media exacerbate the problems of sexual harassment and violence and what, if anything, can be done? (or similar).</i> <p>(Socratic Seminars: <i>AP Seminar Course & Exam Description</i>, pg 30)</p> <ul style="list-style-type: none"> ● Close reading instruction (Marking the text/Metacognitive Markers) to facilitate critical 	<ul style="list-style-type: none"> ● Schulten, Katherine, and Jennifer Cutraro. “Crossing the Line Online: Sexual Harassment and Violence in the Age of Social Media.” <i>Learning Network: Teaching and Learning with the New York Times</i>, The New York Times, 9 Jan. 2013, http://learning.blogs.nytimes.com/2013/01/09/crossing-the-line-online-sexual-harassment-and-violence-in-the-age-of-social-media/comment-page-1/. ● Olsen, Jonathan, and Sarah Gross. “Skills Practice Socratic Seminars Using Informational Text.” <i>The</i>

<p>reading (questioning assumptions, making inferences, making connections)</p> <p>(Close/Critical Reading: <i>AP Seminar Course & Exam Description</i>, pg 31)</p> <p>[CR 1] [CR 2b][CR 2d][CR 2e][CR 2f 2g and 2h]</p>	<p><i>Learning Network: Teaching and Learning with the New York Times</i>, New York Times, 14 Mar. 2014, http://learning.blogs.nytimes.com/2014/03/14/skills-practice-socratic-seminars-using-informational-text/?r=0.</p> <ul style="list-style-type: none"> Group Norm Roles (pg 101; AP Seminar Handbook) <p>[CR 3]</p>
<ul style="list-style-type: none"> Teamwork 2.0 (Discussion of problems that come up during group work and possible solutions) <p>[CR 2d][CR 2f 2g and 2h]</p>	<ul style="list-style-type: none"> Duhigg, Charles. "What Google Learned From Its Quest to Build the Perfect Team." <i>The New York Times</i>, The New York Times, 27 Feb. 2016, http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html. Group Reflection/Contracts <p>[CR 3]</p>
<ul style="list-style-type: none"> Research Question Analysis <p>[CR 2b]</p>	<ul style="list-style-type: none"> "Examining your Question" Handout (pgs 45-46; AP Seminar Handbook)
<ul style="list-style-type: none"> Print Source Analysis <p>[CR 2c][CR 2d][CR 4]</p>	<ul style="list-style-type: none"> RAVEN (pg 52; AP Seminar Handbook) Print Source Template Handout (pg 53; AP Seminar Handbook)
<ul style="list-style-type: none"> Online Source Analysis <p>[CR 2c][CR 2d][CR 4]</p>	<ul style="list-style-type: none"> Online Source Credibility Standards (pg 54; AP Seminar Handbook) Online Source Analysis Template (pg 55; AP Seminar Handbook)
<ul style="list-style-type: none"> Importance of Perspective Refresher <p>[CR 2b][CR 2c][CR 2d][CR 2e]</p>	<ul style="list-style-type: none"> Lombrozo, Tambia. "The Selective Laziness Of Human Reasoning." <i>NPR</i>, NPR, 1 Aug. 2016, http://www.npr.org/sections/13.7/2016/08/01/488228453/the-selective-laziness-of-human-reasoning. "Why You Think You'Re Right - Even If You'Re Wrong." <i>TED-Ed</i>, TED Talks http://ed.ted.com/featured/pkeqpuzo. <p>[CR 3]</p>
<ul style="list-style-type: none"> Logical Fallacy Instruction <p>[CR 2b][CR 2c][CR 2d][CR 2e]</p>	<ul style="list-style-type: none"> Richardson et al. "Thou Shalt Not Commit Logical Fallacies." <i>Thou Shalt Not Commit Logical Fallacies</i>, Flip Creative, 2016, https://yourlogicalfallacyis.com/. "Logical Fallacies." <i>Purdue OWL: Logic in Argumentative Writing</i>, Purdue University, 2016, https://owl.english.purdue.edu/owl/resource/659/03. Almossawi, Ali. "An Illustrated Book of Bad Arguments." <i>An Illustrated Book of Bad Arguments</i>, 2013, http://almossawi.com/bookofbadarguments.html. <p>[CR 3]</p>
<ul style="list-style-type: none"> In-depth Plagiarism Instruction/Review 	<ul style="list-style-type: none"> Plagiarism Scenarios (pg 95; AP Seminar Handbook) College Board AP Capstone Plagiarism Policy GBHS Academic Integrity Policy Originality Checkers (Turn-it-in)

<p>[CR 2e][CR 4]</p>	
<ul style="list-style-type: none"> • Performance Task 1 Rubric Analysis <p>[CR 2b][CR 2f 2g and 2h]</p>	<ul style="list-style-type: none"> • Link to Performance Task One Rubric: (Revised Fall of 2016): https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap17_seminar_pt1_sg.pdf
<ul style="list-style-type: none"> • Mock Performance Task 1 <ul style="list-style-type: none"> ○ <u>Modified Individual Research Report (IRR)</u> ○ <u>Modified Team Multimedia Presentation (TMP)</u> <p>[CR 1] [CR 2b][CR 2c][CR 2d][CR 2e] [CR 2f 2g and 2h][CR 5]</p>	<ul style="list-style-type: none"> • Thematic Stimulus Pack (TBD) • Previously Released Exam Materials/Rubrics <p>[CR 3]</p>

Social Justice Unit Begins on Page 18.

Social Justice Unit (5 Weeks)

Targeted QUEST elements and emphasized Essential Questions:

Continued exploration of previously addressed Essential Questions and

Big Idea 1: Question and Explore [CR 2b]

- *What information do I need to answer my question?*
- *What keywords should I use to search for information about this topic?*

Big Idea 2: Understand and Analyze [CR 2c]

- *What are the implications of these arguments?*
- *How does this conclusion impact me and my community? Or my research?*

Big Idea 3: Evaluate Multiple Perspectives [CR 2d]

- *What are the implications and/or consequences of accepting or rejecting a particular argument?*

Big Idea 4: Synthesize Ideas [CR 2e]

- *How do I connect and analyze the evidence in order to develop an argument and support a conclusion?*

Big Idea 5: Team Transform and Transmit [CR 2f 2g and 2h]

- *How can I best appeal to and engage my audience?*
- *What is the best medium or genre through which to engage my audience?*

Emphasized Essential Knowledge:

- **EK 1.3A2:** Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources.
- **EK 1.3A3:** Advanced search tools, Boolean logic, and keywords 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).
- **EK 2.2A2:** 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).
- **EK 2.2A3:** Inductive reasoning uses specific observations and/or data points to identify trends, make generalizations, and draw conclusions. Deductive reasoning uses broad facts or generalizations to generate additional, more specific conclusions about a phenomenon.
- **EK 2.2B2:** 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.
- **EK 2.2B3:** Authors strategically include evidence to support their claims.
- **EK 2.2B4:** Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis).
- **EK 2.3A1:** The implications and consequences of arguments may be intended or unintended.

- **EK 2.3B1:** Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps).
- **EK 4.1A3:** Qualifiers place limits on how far a claim may be carried. Effective arguments acknowledge these limits, increasing credibility by reducing overgeneralization or oversimplification.
- **EK 4.1A8:** Claims and supporting evidence are arranged (e.g., spatially, chronologically, order of importance) to convey reasoning and relationship (e.g., comparative, causal, correlational).
- **EK 4.1A9:** The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.
- **EK 4.2A3:** Evidence is chosen based on purpose (e.g., to align an argument with authority; to define a concept, illustrate a process, or clarify a statement; to set a mood; to provide an example; to amplify or qualify a point).
- **EK 4.2A4:** The evidence is selected and attributed contributes to establishing the credibility of one's own argument.
- **EK 4.2B1:** 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).
- **EK 4.4A1:** Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.
- **EK 4.5A1:** When proposing a solution, the advantages and disadvantages of the options and alternatives should be weighed against the goal within its context.
- **EK 5.1A2:** 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.
- **EK 5.1B1:** A writer expresses tone or attitude about a topic through word choice, sentence structure, and imagery.
- **EK 5.1B2:** Effective sentences create variety, emphasis, and interest through structure, agreement of elements, placement of modifiers, and consistency of tense.
- **EK 5.1B3:** Precision in word choice reduces confusion, wordiness, and redundancy.
- **EK 5.1C1:** 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.
- **EK 5.1D1:** Arguments can be adapted by strategically selecting and emphasizing information considering audience, medium, and purpose.

***Please Note:** The “Essential Knowledge” standards listed above are attached to the unit where they are specifically targeted with direct introductory instruction; however, instruction in AP Seminar is designed to be recursive, so we will be frequently previewing upcoming essential knowledge concepts and constantly referring back to previously introduced essential knowledge.

Justice Unit Snapshot	
Learning Plan: Sample Activities/Tasks	Sample Resources:
<ul style="list-style-type: none"> Fishbowl Discussions or Discussion Groups (Fishbowl Discussions/Discussion Groups: <i>AP Seminar Course & Exam Description</i>, pg 30) <p>[CR 1][CR 2c][CR 2d][CR 2e]</p>	<ul style="list-style-type: none"> Gale's <i>Opposing Viewpoints Issues in Context</i> Database topic overviews on topics related to “justice” such as: <ul style="list-style-type: none"> Business and Economics: <i>Wage Discrimination</i> Energy and Environmentalism: <i>Pollution</i> Family Issues: <i>Welfare Reform</i> Health and Medicine: <i>Health Care Issues</i> Law and Politics: <i>Juvenile Offenders</i> Science, Technology and Ethics: <i>Ethics of Human Life Expansion</i> Society and Culture: <i>Prisons</i> [CR 3] War and Diplomacy: <i>Torture</i> *The “Opposing Viewpoints” database provides students with links to thematically relevant viewpoints, statistics, images, reference material, magazines, audio files, news articles, academic journals, videos, interactive maps, websites and related topics connected to their chosen area of research.) Simple Argument Analysis Template (pg 57; AP Seminar HB)
<ul style="list-style-type: none"> Debriefing (Debriefing: <i>AP Seminar Course & Exam Description</i>, pg 30) 	
<ul style="list-style-type: none"> Taking your Research to the Next Level <p>[CR 2b][CR 2e][CR 4]</p>	<ul style="list-style-type: none"> EBSCO MeL Databases Powerpoint Advanced Search Skills Citation Resources/Handbooks <p style="text-align: right;">[CR 3]</p>
<ul style="list-style-type: none"> Analyzing Statistics <p>[CR 2b][CR 2c][CR 2d][CR 2e]</p>	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Taking your Public Speaking to the Next Level <p>[CR 2f 2g and 2h]</p>	<ul style="list-style-type: none"> Delivery Mini-Workshops <p style="text-align: right;">[CR 2f 2g and 2h]</p>
<ul style="list-style-type: none"> TED Talks Analysis “The Pursuit of Justice” 	<ul style="list-style-type: none"> Ted. “The Pursuit of Justice.” <i>TED: Ideas Worth Spreading</i>, TED Talks, https://www.ted.com/playlists/15/the_pursuit_of_justice <ul style="list-style-type: none"> <u>Bryan Stevenson</u> We need to talk about an injustice <u>Bahia Shehab</u> A thousand times no <u>Adam Foss</u> A prosecutor's vision for a better justice system

<p>[CR 2c][CR 2d][CR 2e]</p>	<ul style="list-style-type: none"> ○ Aaron Huey America's native prisoners of war ○ Leymah Gbowee Unlock the intelligence, passion, greatness of girls ○ Anand Giridharadas A tale of two Americas. And the mini-mart where they collided ○ Karen Tse How to stop torture ○ Kevin Bales How to combat modern slavery <p style="text-align: right;">[CR 3]</p>
<ul style="list-style-type: none"> ● Social Justice Documentary Analysis <p>[CR 2c][CR 2d][CR 2e]</p>	<ul style="list-style-type: none"> ● <i>Title to be determined.</i> Some possibilities: "12 Documentaries That Will Inspire Kids to Change the World." <i>Reviews & Age Ratings</i>, Common Sense Media, 14 June 2014, https://www.commonsensemedia.org/blog/12-documentaries-that-will-inspire-kids-to-change-the-world. <p style="text-align: right;">[CR 3]</p>
<ul style="list-style-type: none"> ● Social Justice Literature Analysis <p>[CR 2b][CR 2c][CR 2d][CR 2e]</p>	<ul style="list-style-type: none"> ● Possible Sources: <ul style="list-style-type: none"> ○ "The Israeli-Palestinian Conflict" - Mike Kubic ○ "Serving in Florida" Except from <i>Nickeled and Dimed</i> - Barbara Ehrenreich ○ "I am Very Real" - Kurt Vonnegut ○ "Every Man a King" - Huey K. Long ○ "Excerpts from Leviathan" - Thomas Hobbes ○ "Political Society" - John Locke ○ "A Modest Proposal" - Jonathan Swift <p>"Justice, Freedom and Equality." <i>CommonLit</i>, CommonLit, 2016, https://www.commonlit.org/texts?sort=by=recent&lexile_min=&lexile_max=&level%5b%5d=11th-12th+grade&theme%5b%5d=justice%2c+freedom+%26+equality.</p> <p style="text-align: right;">[CR 3]</p>
<ul style="list-style-type: none"> ● Political Cartoon Analysis <p>[CR 2b][CR 2c][CR 2d][CR 2e]</p>	<ul style="list-style-type: none"> ● Cartoons from "Teaching Tolerance" "Using Editorial Cartoons to Teach Social Justice." <i>Teaching Tolerance</i>, Southern University Law Center, 2016, http://www.tolerance.org/activity/using-editorial-cartoons-teach-social-justice. <p style="text-align: right;">[CR 3]</p>
<ul style="list-style-type: none"> ● Social Justice Art Analysis <p>[CR 2b][CR 2c][CR 2d][CR 2e]</p>	<ul style="list-style-type: none"> ● Selections from: Eisenger, Dale. "The 50 Most Political Art Pieces of the Past 15 Years." Various, "Showpaper Box Drop," 2010." <i>Complex</i>, Complex Media Inc, 3 July 2013, http://www.complex.com/style/2013/07/new-political-art/various. <p style="text-align: right;">[CR 3]</p>

<ul style="list-style-type: none"> ● Performance Task 2 Rubric Analysis <p>[CR 2b][CR 2f 2g and 2h]</p>	<ul style="list-style-type: none"> ● Link to Performance Task Two Rubric (Revised Fall of 2016) https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap17_seminar_pt2_sg.pdf
<ul style="list-style-type: none"> ● Mock Performance Task 2: <ul style="list-style-type: none"> ○ <u>Modified Mock Individual Written Argument (IWA)</u> ○ <u>Modified Individual Multimedia Presentation (IMP)</u> <p>[CR 1][CR 2c][CR 2d][CR 2e][CR 6]</p>	<ul style="list-style-type: none"> ● “Tips for Engaging Your Audience When Making Oral Presentations” (pg 103; AP Seminar Handbook) ● “Tips for Effective Multimedia presentations (pg 104; AP Seminar Handbook) <p>[CR 3]</p>
<ul style="list-style-type: none"> ● Reflection <p>[CR 2f 2g and 2h]</p>	<ul style="list-style-type: none"> ● Journal-Style Reflection
<ul style="list-style-type: none"> ● Round Table Debates (Debate: <i>AP Seminar Course & Exam Description</i>, pg 30) <p>[CR 2b][CR 2c][CR 2d][CR 2e]</p>	<ul style="list-style-type: none"> ● Student-Selected Articles and Artifacts ● “Flowing” note-taking graphic organizers for audience members <p>[CR 3]</p>

AP Seminar Exam Information Can Be Found on Page 23.

AP Seminar Exam

Performance Task 1:

Team Project and Presentation: [IRR + TMP]

Team Project and Presentation: 20% of AP Seminar Score		
Component	Scoring Method	Weight
Individual research report (1,200 words)	Teacher scored, College Board validated (individual score)	50% of 20%
Team multimedia presentation and defense (8 to 10 minutes, plus defense questions)	Teacher scored (group score)	50% of 20%

Link to Performance Task One Rubric: (Revised Fall of 2016):

https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap17_seminar_pt1_sg.pdf

Performance Task 2:

Individual Research-Based Essay and Presentation [IRE + IMP]

Individual Research-Based Essay and Presentation: 35% of AP Seminar Score		
Component	Scoring Method	Weight
Individual written argument (2,000 words)	Teacher scored, College Board validated	70% of 35%
Individual multimedia presentation (6 to 8 minutes)	Teacher scored	20% of 35%
Oral defense (two questions from the teacher)	Teacher scored	10% of 35%

Link to Performance Task Two Rubric (Revised Fall of 2016)

https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap17_seminar_pt2_sg.pdf

End of Course Exam [EOC]

End-of-Course Exam (2 Hours) 45% of AP Seminar Score		
Component	Scoring Method	Weight
Understanding and analyzing an argument (3 short-answer questions); suggested time: 30 minutes	College Board scored	30% of 45%
Evidence-based argument essay (1 long essay); suggested time: 90 minutes	College Board scored	70% of 45%

Link to End-of-Course Exam Rubric (Revised Fall of 2016)

https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap17_seminar_exam_sg.pdf

Exam charts provided on the AP Central, AP Capstone, Seminar Exam Page:

http://apcentral.collegeboard.com/apc/members/exam/exam_information/226194.html