

## Scope and Sequence AP SEMINAR (10-12)

<b>Course Title</b>	AP Seminar
<b>Course Overview</b>	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. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.
<b>Course Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do personal interest and intellectual curiosity inspire investigation of topics?</li> <li>• How do authors express their ideas, perspectives and/or arguments through their works?</li> <li>• What strategies do effective teams use to work best?</li> <li>• How do I join my discipline in the QUEST for knowledge?</li> </ul>

	August-September	September-October	October-November
<b>Unit Title and Core Text</b>	<u>Course Introduction &amp; QUEST</u>	<u>Argument Analysis</u>	<u>Research &amp; Inquiry</u>
<b>#Days</b>	7-10 days	7-10 days	15-20 days
<b>Unit Purpose</b>	This unit is designed to introduce students to the course as well as the importance of team building. The Big Ideas, Essential Questions, Enduring Understandings and Essential Knowledge are taught and developed through various interdisciplinary themes determined by the educator. These topics will be explored through a variety of lenses and perspectives. Additionally students will be introduced to the various assessment structures of the course and practice them through baseline benchmarking	This unit is designed to introduce students to the foundational skill of argument analysis. This skill is the backbone of all work in AP Seminar and needs to be handled with care. Students must not only be able to identify the parts of an argument, but explain and evaluate the author's line of reasoning and use evidence. Students need to look for relevance and credibility and be able to pass judgment on the argument's efficacy.	This unit is designed to introduce students to the foundational skills of research and inquiry. Students must be able to conduct specific research under a particular lens/perspective and compose specific questions of inquiry. Students then translate the skills learned into a mini-debate unit which allows them to apply previously acquired argumentative literacy skills to answer and explore further questions. This unit is important as it leads to students being able to complete their performance tasks in the course and compose effective research papers.
<b>Unit EQ or Big Idea</b>	<ol style="list-style-type: none"> <li>1. How might others see a problem or issue differently?</li> <li>2. What patterns or trends can be identified among the arguments about this issue?</li> <li>3. What are the implications and/or consequences of accepting or rejecting a particular argument?</li> <li>4. How can I connect the multiple arguments?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do authors express their ideas, perspectives, and/or arguments through their works?</li> <li>2. How do authors choose evidence to shape and support their arguments?</li> <li>3. Why does the order of the author's claims matter in argument?</li> <li>4. How do the implications and consequences of an argument impact the audience and society?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do perspectives and lenses shape one's research?</li> <li>2. How does one compose an effective and narrow research question?</li> <li>3. What is a credible source and where are they found?</li> <li>4. How do effective public speakers debate?</li> </ol>

<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Big Idea Poster</li> <li>• Mini QUEST slide deck</li> </ul>	<ul style="list-style-type: none"> <li>• Line of Reasoning in Malala's 2013 UN Speech</li> <li>• Evidence Presentation Activity</li> </ul>	<ul style="list-style-type: none"> <li>• QFT Frida Kahlo</li> <li>• EBSCO Research cycle</li> <li>• Debate Cycle</li> </ul>
<b>Unit Summative Assessment</b>	Not applicable	Practice EOC Part A	Practice EOC Part B
<b>Unit Priority Standards</b>	<p><b>1.1B1:</b> Effective research questions lead to an examination, taking into account the complexity of a problem or issue.</p> <p><b>1.2A1:</b> Understanding comes not only through collection of information but also from a variety of other factors (e.g., experience, external sources, cultural context, assumptions).</p> <p><b>1.2A2:</b> A variety of strategies (e.g., brainstorming, concept mapping, prewriting, exploration of space, drafting) can be used to illustrate, organize, and connect ideas.</p> <p><b>1.2A3:</b> Inquiry confirms or challenges one's existing understanding, assumptions, beliefs, and/or knowledge.</p> <p><b>1.5A1:</b> 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.</p> <p><b>2.1A1:</b> Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.</p> <p><b>4.1A2:</b> Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.</p> <p><b>5.2A1:</b> Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective.</p> <p><b>5.2B1:</b> Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team's performance.</p> <p><b>5.2B2:</b> Teams function at their best when they understand the diversity of their social-cultural perspectives, talents, and skills.</p> <p><b>5.2B3:</b> Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation.</p> <p><b>5.3A1:</b> Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning,</p>	<p><b>2.1A1:</b> Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.</p> <p><b>2.1B1:</b> The main idea of an argument is often expressed in the thesis statement, claim, or conclusion, or implied throughout a work.</p> <p><b>2.1B2:</b> 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.</p> <p><b>2.2A1:</b> Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.</p> <p><b>2.2A2:</b> 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) to lead to a conclusion.</p> <p><b>2.2A4:</b> A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.</p> <p><b>2.2B2:</b> 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.</p> <p><b>2.2B3:</b> Authors strategically include evidence to support their claims.</p> <p><b>2.2B6:</b> 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.</p> <p><b>2.3A1:</b> The implications and consequences of arguments may be intended or unintended</p> <p><b>2.3B1:</b> Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps).</p>	<p><b>1.1A1</b> 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..</p> <p><b>1.1B1</b> Effective research questions lead to an examination, taking into account the complexity of a problem or issue.</p> <p><b>1.1B2</b> The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.</p> <p><b>1.2A3</b> Inquiry confirms or challenges one's existing understanding, assumptions, beliefs, and/or knowledge.</p> <p><b>1.3A1</b> 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).</p> <p><b>1.3A2</b> Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources.</p> <p><b>1.3A3</b> 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).</p> <p><b>1.4A1</b> The scope and purpose of one's research and the credibility of sources affects the generalizability and the reliability of the conclusions.</p> <p><b>1.4A2</b> Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative).</p> <p><b>1.4A3</b> Determining the credibility of a source requires considering and evaluating the reputation and credentials of the author, publisher, site owner, and/or sponsor;</p>

drawing, exploration of space, and/or guided contemplation.  
**5.3A2:** Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.

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.

**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.

**2.2A5** Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., concession, refutation, rebuttal).

**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).

**3.2A1** Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic.

**4.1A4** Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., via concession, refutation, and/or rebuttal).

**4.2A1** Evidence can be collected from print and nonprint sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).

**4.2A2** Evidence is used to support the claims and reasoning of an argument. Evidence should be sufficient, accurate, relevant, current, and credible to support the conclusion.

**4.3A1** Accurate and ethical attribution enhances one's credibility.

**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.

**4.3A3** Source material should be introduced, integrated, or embedded into the text of an argument.

**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.

**4.3A5** Academic disciplines use specific style guides for citing and attributing sources (eg., APA, MLA, Chicago, AMA).

**5.1C3** Effective communication requires choosing

			<p>appropriate media (eg., essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience.</p> <p><b>5.1E1</b> Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.</p>
<b>Key Resources</b>	<a href="#">Unit of Study 1: AP Seminar</a>	<a href="#">Unit of Study 2: AP Seminar</a>	<a href="#">Unit of Study 3: AP Seminar</a>

	November-December	January-May
<b>Unit Title and Core Text</b>	<a href="#">Synthesis &amp; Practice</a> -	<a href="#">The Assessments</a> -
<b>#Days</b>	30-40 days	Semester 2
<b>Unit Purpose</b>	This unit is designed to introduce students to the foundational skill of synthesis. Students must be able to analyze multiple perspectives and put sources in conversation with each other. They must then apply that skill, along with the skills acquired in the previous units, to a practice team project and presentation. After, public speaking skills are assessed, goals set, and applied in practice.	The assessment window begins in January and continues through the sit-down exam which takes place within the first two weeks of May. During this time, little new content or skills are taught. Students work to apply the skills and knowledge from the first semester to complete two 6-7 week performance tasks which includes the synthesis of two research papers, a team presentation, and an individual presentation. Then, students sit for an exam which tests the two most foundational skills of the course: argument analysis and evidence-based argument writing.
<b>Unit EQ or Big Idea</b>	<ol style="list-style-type: none"> <li>1. How do we join the conversation on an academic / real-world problem?</li> <li>2. How does analyzing an issue from multiple perspectives allow for more informed decision making?</li> <li>3. How do we write our arguments and incorporate evidence in a way that is persuasive and convincing?</li> </ol>	See previous units

	<ol style="list-style-type: none"> <li>How do you manage working on a unified team towards a common goal?</li> <li>How does metacognition help us to better our understanding of ourselves as learners?</li> <li>How do speakers engage an audience in their ideas and interests?</li> </ol>	
<b>Formative Assessment</b>	<ul style="list-style-type: none"> <li>Basic Synthesis Essay</li> <li>The “Dinner Party”</li> <li>Mock Part B Essay</li> <li>Goal Setting - 1 Minute Talk</li> <li>PT1 Checkpoint #1: Team Collaboration (Section 1 of Tracker)</li> <li>PT1 Checkpoint #2: Mock IRR Annotated Bibliography</li> <li>PT1 Checkpoint #3: Mock IRR Draft</li> <li>PT1 Checkpoint #4: Group Argument (Sections II/III of Tracker)</li> <li>PT1 Checkpoint #5: Slide Deck Draft (Section IV of Tracker)</li> </ul>	<ul style="list-style-type: none"> <li>PT1 Checkpoint #1: Team Collaboration (Section 1 of Tracker)</li> <li>PT1 Checkpoint #2: Mock IRR Annotated Bibliography</li> <li>PT1 Checkpoint #3: Mock IRR Draft</li> <li>PT1 Checkpoint #4: Group Argument (Sections II/III of Tracker)</li> <li>PT1 Checkpoint #5: Slide Deck Draft (Section IV of Tracker)</li> <li>PT2 Checkpoint #1: Stimulus Tracker</li> <li>PT2 Checkpoint #2: Research Question &amp; Evaluation</li> <li>PT2 Checkpoint #3: Mock IWA Bibliography</li> <li>PT2 Checkpoint #4: Mock IRR Draft</li> <li>PT2 Checkpoint #5: Slide Deck Draft</li> <li>Mock Exam</li> </ul>
<b>Unit Summative Assessment</b>	Mock Team Multimedia Presentations	EOC Exam
<b>Unit Priority Standards</b>	<p><b>1.2A2:</b> A variety of strategies (e.g., brainstorming, concept mapping, prewriting, exploration of space, drafting) can be used to illustrate, organize, and connect ideas.</p> <p><b>1.3A1:</b> 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).</p> <p><b>1.5A1:</b> 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.</p> <p><b>2.1B2:</b> Artistic works (eg., painting, film, music, dance) convey a perspective. Analysis of a work’s context, subject, structure, style, and aesthetic is critical to understanding its aims.</p>	<p>As the assessment unit is designed to test ALL of the essential knowledge and learning objectives for AP Seminar, please see the attached spreadsheet.</p> <p><a href="#">AP Seminar EKs, LOs, and EUs</a></p>

**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.

**2.2B3:** Authors strategically include evidence to support their claims.

**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.

**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).

**3.1A1:** An individual's perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and world view, as well as by external sources.

**3.1A2:** Perspectives are not always oppositional; they may be concurring, alternating, or competing

**3.2A2:** When evaluating multiple perspectives or arguments, consideration must be given to how personal biases and assumptions influence a reader's judgment.

**4.1A1:** 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.

**4.1A2:** Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.

**4.1A4:** Effective arguments acknowledge other arguments and/or respond to them with counterarguments (e.g., via concession, refutation, and/or rebuttal).

**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).

**4.2A3:** Evidence is strategically chosen based on context, purpose, and audience. Evidence may be used 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.

**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.

	<p><b>4.4A1:</b> Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.</p> <p><b>5.2A1:</b> Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective.</p> <p><b>5.2B1:</b> Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team's performance.</p> <p><b>5.2B2:</b> Teams function at their best when they understand the diversity of their social-cultural perspectives, talents, and skills.</p> <p><b>5.2B3:</b> Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation.</p> <p><b>5.3A1:</b> 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.</p> <p><b>5.3A2:</b> Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.</p>	
<b>Key Resources</b>	<a href="#">Unit of Study 4: AP Seminar</a>	<a href="#">Unit of Study 5: AP Seminar</a>

