

AP SEMINAR Syllabus 2020-2021

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COURSE DESCRIPTION

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.

STATEMENT ON DIVERSE PERSPECTIVES

As the AP Program engages students in college-level work, the AP Seminar course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. AP Seminar requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by the College Board [the Red Clay Consolidated School District, Cab Calloway School of the Arts, or course teachers] of the content, ideas, or values expressed in the material.

QUEST FRAMEWORK

AP Capstone gives students the following pedagogical foundation, called 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**
Questioning begins with an initial exploration of complex topics or issues. Perspectives and questions emerge that spark one's curiosity, leading to an investigation that challenges and expands the boundaries of one's current knowledge.
- **Understand and Analyze Arguments**
Understanding various perspectives requires contextualizing arguments and evaluating the authors' claims and lines of reasoning.
- **Evaluate Multiple Perspectives**
Evaluating an issue involves considering and evaluating multiple perspectives, both individually and in comparison to one another.
- **Synthesize Ideas**
Synthesizing others' ideas with one's own may lead to new understandings and is the foundation of a well-reasoned argument that conveys one's perspective.
- **Team, Transform, and Transmit**
Teaming allows one to combine personal strengths and talents with those of others to reach a common goal. Transformation and growth occur upon thoughtful reflection. Transmitting requires the adaptation of one's message based on audience and context.

Curricular Requirements (CRs):

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.

2. Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following 5 big ideas: Question and Explore; Understand and Analyze; Evaluate Multiple Perspectives; Synthesize Ideas; and Team, Transform, and Transmit.
 - a. The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.
 - b. Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.
 - c. Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.
 - d. Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.
 - e. Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.
 - f. Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
 - g. Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
 - h. Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
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.
4. Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.
 - a. Students develop an understanding of ethical research practices.
 - b. Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.
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.
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.

AP CAPSTONE™ POLICY ON PLAGIARISM AND FALSIFICATION OR FABRICATION OF INFORMATION

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited. A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance

Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation. A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation. **Curricular Requirement 4b**

AP SEMINAR COLLEGE BOARD ASSESSMENT OVERVIEW

Performance Task 1 (PT1) Team Project and Presentation: 20% of AP Seminar Score

Students collaborate as a team to identify an academic or real-world problem, question, or issue and conduct initial research. They then identify approaches and perspectives, and divide responsibilities among group members for individual research. Individually, students investigate an approach or perspective on the issue, question, or topic. Each student presents his or her findings and analysis to the group in an individual report.

Then, working collaboratively, the team considers all research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions. Together, the team develops a multimedia presentation that presents a convincing argument for the proposed solutions. Each team member then responds to a question posed by the teacher about their work as a group.

Component	Scoring Method	Weight
Individual research report (1,200 words)	College Board scored (individual score)	50% of 20% (10% of Total Grade)
Team multimedia presentation and defense (8-10 minutes, plus defense questions)	Teacher scored (group score)	50% of 20% (10% of Total Grade)

Performance Task 2 (PT2) Individual Research-Based Essay and Presentation: 35% of AP Seminar Score

On or around Jan. 2 of each year, the College Board will release academic, cross-curricular source material (texts) focused on a theme or topic representing a range of perspectives from each of the following domains: Natural Sciences, Technology, Mathematics, Environment, Social Sciences, Politics, Economics, Psychology, Arts (Visual Arts, Music, Dance, Theater), Culture, Languages, Linguistics, History, Literature, Philosophy, Critical Theory/Criticism, Quantitative data, visual text, or multimedia will be represented in the texts.

Students read and analyze the provided stimulus materials to identify thematic connections among the sources and possible areas for inquiry. They compose a research question prompted by their analysis

of the stimulus material. They then gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of 2,000 words. The final paper must refer to and incorporate at least one of the sources provided.

Students then deliver a 6–8 minute presentation of their findings. Finally, students defend their research process, use of evidence, and conclusion through oral responses to two questions asked by the teacher.

Component	Scoring Method	Weight
Individual written argument (2,000 words)	College Board scored	70% of 35% (25% of Total Grade)
Individual multimedia presentation (6–8 minutes)	Teacher scored	20% of 35% (7% of Total Grade)
Oral defense (two questions from the teacher)	Teacher scored	10% of 35% (3.5% of Total Grade)

End-of-Course Exam (EOC, 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% (13.5% of Total Grade)
Evidence-based argument essay (1 long essay); suggested time: 90 minutes	College Board scored	70% of 45% (31.5% of Total Grade)

YEAR-LONG COURSE DETAILS (District and School and Classroom Requirements)

Standards Referenced Grading (SFG): The state of Delaware requires teachers to address and assess the Common Core State Standards (CCSS); therefore, all assessments - formative and summative - will be directly connected to the CCSS. All assignments will be evaluated using the CCSS exercised in the task. ***In particular for this course, the standards developed and outlined by the College Board for the course will be aligned with the CCSS.*** Multiple standards will be attached to each assignment and each standard will be graded separately (each standard's grade will appear as a stand-alone grade in the gradebook). The student's performance on the assignment serves as evidence for the grade and the learning.

The point value of all assignments is as follows:

Label	Score	Bloom's Taxonomy Category	Description
Extended Mastery	10	analyze, evaluate, synthesize	Extension of independent mastery through depth of analysis
Mastery	9	apply	Independent demonstration of mastery of all foundational skills
Proficient	8	understand, comprehend	Demonstration of all necessary foundational skills
Emerging	7	recognize	Weak demonstration of (or absence of some) foundational skills; need assistance or support to advance
Beginning	6	off task/topic	Weak demonstration of most foundational skills; need extensive assistance or support to advance multiple foundational skills
Absent	5	no attempt	No work submitted

Resubmissions: As the grades are based on a student's ability to demonstrate mastery of skills, all original work can be resubmitted for re-evaluation; in other words, a student reflects on his/her work and the teacher's feedback; then the student revises or redoes the work to evidence new learning. The grade for the revised work will replace the original grade. **(CR2g)**

Schoology: Students should treat the Learning Management System as if it were the platform for an online course. The calendar, folders, and updates are all maintained fastidiously so that students are empowered with all the information and resources needed to be successful in class. The expectation is that students check Schoology before class (at least the night before, preferably) to ensure that they are prepared for class activities. When absent, students should check the calendar in order to discover what was covered in class.

Grade Reporting: All grades are entered into Schoology and will sync with HAC, usually within 24 hours. The most accurate reflection of student performance per grades will be on Schoology. Comments on work and rubrics can usually be found in Schoology and/or the Google document submitted for the assignment.

General Course Texts:

Cohen, Samuel. *50 ESSAYS: a Portable Anthology*. 5th ed., Bedford, Freeman, and Worth High School Publishers, 2019.

Graff, Gerald, and Cathy Birkenstein. *"They Say / I Say": the Moves That Matter in Academic Writing*. W.W. Norton and Company, 2018.

McGuigan, Brendan, et al. *Rhetorical Devices: a Handbook and Activities for Student Writers*. Prestwick House, 2016.

Shabo, Magedah. *Rhetoric, Logic, and Argumentation: A Guide for Student Writers*. Prestwick House, 2010.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Macmillan, 2010.

Waddell, Marie L., et al. *The Art of Styling Sentences, Third Edition*. Barron's Educational Series, Inc., 1993.

Westover, Tara. *Educated*. Hutchinson, 2018.

Withey, Michael. *Mastering Logical Fallacies: the Definitive Guide to Flawless Rhetoric and Bulletproof Logic*. Zephyros Press, 2016.

Course Activity Labels (aligned with and thus designating **Curricular Requirement 3):**

Students gain a rich appreciation and understanding of the issues through the following activities:

ARS reading articles and research studies

FLP reading foundational, literary, and philosophical texts

SBP viewing and listening to speeches, broadcasts, and/or personal accounts

AWP experiencing artistic works and performances.

Course Skills Instructional Materials (interspersed throughout the year):

FLP [Exigence in Rhetoric - Thought Co.](#)

SBP [How to spot a misleading graph - Lea Gaslowitz](#)

SBP [Can you spot the problem with these headlines? \(Level 1\) - Jeff Leek & Lucy McGowan](#)

SBP [Why you think you're right, even when you're wrong](#)

ARS [Why Difficult Conversations Can Actually Be a Good Thing](#)

AWP [Using Editorial Cartoons to Teach Social Justice](#)

SBP [The Mind Online: Understanding Cognitive Bias](#)

SBP [The Mind Online: Fake News: Finding It, Fighting It](#)

SBP [Your body language may shape who you are by Amy Cuddy](#)

SBP [How to sound smart in your TEDex Talk by Will Stephen](#)

SBP [The happy secret to better work by Shawn Achor](#)

UNITS OVERVIEW

Unit 1: Overlooked **(CR1)**

Full Text: *The Outliers* by Malcolm Gladwell (FLP)

Shorter Texts: passages from *Born a Crime* by Trevor Noah (FLP, SBP)

Media and Art:

Danger of A Single Story by Chimamanda Ngozi Adichie (SBP)

Choice, Happiness, and Spaghetti Sauce by Malcolm Gladwell (ARS)

Keep America Beautiful Commercial (The Noble Savage) (SBP)

Throughline: The Litter Myth on NPR (ARS, SBP)

Unit 2: Race and Identity **(CR1)**

Full Text: *The Immortal Life of Henrietta Lacks* by Rebecca Skloot (FLP)

Shorter Texts:

“Just Walk on By: Black Men and Public Space” by Brent Staples (FLP, SBP)

“The Paranoid Style of American Policing” by Coates (FLP, SBP)

“The Myth of the Latin Woman” by Ortiz Cofer (FLP, SBP)

[Childish Gambino: This is America uses music and dance to expose society’s dark underbelly](#)

[How Travis Wall Dealt With Racism and Despair in ‘So You Think You Can Dance’ Routines](#) (ARS, SBP)

[Positive Stereotypes are Persuasive and Powerful](#) (ARS)

[How Fluid Is Racial Identity?](#) (NY Times Room for Debate) (ARS)

Media and Art:

[A New Generation of Racism Is Seen \(Aug 27, 1989\)](#) (ARS)

[HOWARD BEACH INCIDENT \(1986\)](#) - Dec 20 (ARS)

[NEW YORK RACIAL TENSIONS RUN HIGH SINCE VERDICT IN HOWARD BEACH CASE](#) - January 18, 1988 (ARS)

SYTYCD Season 14 “Strange Fruit” choreographed by Travis Wall (AWP)

“This is America” by Childish Gambino, official video (AWP)

“3 Ways to Speak English” by Jamilla Lyiscott (AWP, SBP)

[Using Editorial Cartoons to Teach Social Justice](#) (AWP, FLP)

Unit 3 - Nature and Technology (CR1)

Full Text: *The Immortal Life of Henrietta Lacks* by Rebecca Skloot (FLP)

Shorter Texts:

[In A 1st, Doctors In U.S. Use CRISPR Tool To Treat Patient With Genetic Disorder](#) (ARS)

[Significant Research Advances Enabled by HeLa Cells](#) (ARS)

[Nature and Technology: friends or enemies?](#) (BBC) (ARS)

[The 11 creepiest technologies that exist today](#) (ARS)

[Peer-reviewed surveys indicate positive impact of commercialized GM crops](#) (ARS)

[ENERGYSix Ways Tech Is Helping the Environment](#) (ARS)

[Room For Debate - Technology](#) (ARS)

Media and Art:

[Re-engineering mosquitos to fight disease](#) (TED) (SBP, ARS)

[We're building a dystopia just to make people click on ads](#) (TED) (SBP, ARS)

[Commencement Address at Stanford University \(Steve Jobs\)](#) (AWP, SBP)

[U.S. Appeals Court Rules Trump Violated 1st Amendment By Blocking Twitter Followers](#) (ARS)

[20 Amazing Examples of Art Made from Obsolete Technology](#) (AWP)

[editorial cartoons on technology and nature](#) (AWP)

Unit 4 - PT1 (Performance Task 1) Practice Run

Unit 5 - PT1 (Note: This unit will mirror the PT1 Practice Run Unit; however work will not be reviewed or graded by teacher - only peer editing components will occur) (**Curricular Requirement 5**)

Unit 6 PT 2 (Performance Task 2) (**Curricular Requirement 6**)

Unit 7 - EOC (End of Course Exam)

Unit 8 - Educated (This Unit follows the Completion of the Performance Tasks)

Full Text: *Educated* by Tara Westover (FLP)

Shorter Texts:

[The Super-Secret Outlaw Doula in Backwoods California](#) (ARS, SBP)

[Home Birth Can Be Appealing. But How Safe Is It?](#) (ARS, SBP)

[An Idaho Family, and Federal Tactics, Under Siege \(NY Times\)](#) (ARS)

[National Center for Complementary and Integrative Health](#) (ARS)

Media and Art:

[Grit: The Power of Passion and Perseverance by Angela Duckworth](#) (SBP)

[The Un-Instagramable Self Northeastern Commencement Address 2019](#) (AWP, SBP)

Additional Continuing Activities:

1. NY Times

- a. Contests - The NY Times contests offer students opportunities to not only practice writing and creating visual pieces but also to publish their works. The following assignments require students to employ argument, synthesis, comparison, exposition, narration, and visual rhetoric. Rhetorical situations will be a critical focus for each piece. Students are required to submit to each contest for grades adjusted to the course standards.
 - i. Editorial Cartoon (Oct/Nov) - create an editorial cartoon about a topic you care about. Students will also be asked in class to display their cartoons for a Gallery Walk. In the Gallery Walk, students will analyze one another's editorials and reflect in personal journals on the effectiveness of the cartoons. **(CR2c) (CR2d)(CR2g)**
 1. [Using Editorial Cartoons to Teach Social Justice](#) (ARS)
 2. [Political Cartoon Analysis](#) (SBP)
 3. [How To Make A Political Cartoon Instructomania](#) (SBP)
 4. [It's No Laughing Matter - Analyzing Cartoonists Persuasive technique](#) (ARS)
 - ii. Connect What You are Studying in School with the World Today (Dec/Jan) - Write an essay matching something you are studying in school to anything that was published in the times in 2020-21. Explain why you made the connection. **(CR2e)(CR2g)**
 - iii. Podcast Challenge (April/May) - make an original podcast, of 5 minutes or less, to inform or entertain listeners.
 1. [Making a Podcast That Matters: A Guide With Examples From 23 Students](#) (ARS, SBP)
 2. [Writing for Podcasts](#) (ARS)
- b. Debatable - The NY Times weekly releases this Newsletter which highlights and explores pressing issues from the week (ARS). Multiple perspectives on the issues are presented and links to journalistic articles, research studies, academic articles, organization web sites, etc. are included in the Newsletter. Most often a possible call to action is proposed. Students can interact with the Newsletter and respond to the NY Times via email. **Tri-weekly throughout the first 2 semesters**, students will read the main article and at least three links to prepare for discussions on the current events. In EITHER Socratic Seminars and subsequent reflective journal entries OR from Team Presentations and subsequent reflective journal entries, students will synthesize ideas to form arguments on the issue. **(CR2b) (CR2c) (CR2d) (CR2e)(CR2f)(CR2g)(CR2h)**

Year Long Lesson Plan Outline: The chart detailed in this section outlines many, but not all, of the activities completed throughout the school year. The activities and assessments in Continuing Activities (NY Times) are not detailed in this chart as their time frames are presented in the explanations of the units. The delineation of

the Essential Knowledge (EKs) are samples of the standards practiced and assessed; however, the outline is not exhaustive.

NOTE:

First Quarter = August - October
 Second Quarter = November - Mid January
 Third Quarter = Mid January - March
 Fourth Quarter = April - June

Marking Period/Q uarter	Essential Knowledge Standards (CR2a)	Units	Activities	Assessments
1st	2.1A1 2.2A1 1.4A2 2.1B1 2.2B1 2.2B4 2.2B5 2.2C1 5.2B1	Overlooked	-What is an argument? -Compelling Arguments in Malcom Gladwell's <i>The Outliers</i> (discussions and graphic organizers)	-Presentation of a chapter's argument (team); formative -Graphic Organizer Outline of a chapter's argument (individual); formative -Opportunity for Revision of Graphic Organizer (by standard or in full) (CR2c)(CR2h)
		AP Classrom	-Join AP Classroom	
	3.1A1 5.1B1 2.2B4 2.1B2 5.2B2	Overlooked	- <i>Danger of A Single Story</i> by Cimamanda Ngozi Adichie AND <i>Born a Crime</i> (excerpt) by Trevor Noah	-Via SPACECAT, explore the Rhetorical Situation and Beliefs, Values, Needs (BVN) for each piece (collaborative) -Discuss the similarities and differences in the stories shared by Adichie and Noah. -Identify the central claim each author is presenting and evaluate the strength of their anecdotal evidence. -Students will journal about the "single stories" that have been associated with them (must include anecdotal evidence) (CR2b)(CR2d)
	2.1A1 2.2A1 1.4A2 2.1B1 2.2B1 2.2B4 2.2B5 2.2C1	Overlooked	- <i>Choice, happiness, and Spaghetti Sauce</i> by Malcolm Gladwell	Graphic Organizer Outline of speaker's argument (individual); summative (CR2c)
		Overlooked	-Reflection on Gladwell pieces (takeaways)	-Journal Entry (2 strengths and 2 weaknesses in Gladwell's argument);

				formative (CR2c)
		Overlooked	-Throughline: The Litter Myth on NPR -Keep America Beautiful Commercial and The Noble Savage	-SPACECAT (collaborative); formative (CR2d) -Team Share of part of graphic organizer (CR2h)
		Overlooked	Unit Review	-Synthesis Writing: Examine how multiple authors in the unit use anecdotal evidence to support their claims and perceptions about reality. How do their voices unite to strengthen their central argument? Intro, prg on piece1, prg on piece 2, similarities and unifying ideas (beliefs, values, needs), closing (moving forward or lesson to take with us); (individual); summative (CR2e)
		PT1 Practice Run	-Tasks and Assessments Overview -Rollout plan to complete PT1 Practice paper and presentation -Discussion: What makes a workable group?	
		PT1 Practice Run	-Brainstorming topics via the NY Times (collaborative) -Discuss Lenses and Perspectives of 2 NY Times articles	-Journal (Topics to Ponder) (individual); formative -Lenses and Perspectives Share (collaborative); formative (CR2d)
		PT1 Practice Run	-What makes a strong research question? -Group Assignments	-Anticipation Reflection: on groupwork and team members (individual); formative (CR2g)
		PT1 Practice Run	-IRR Rubric Deconstruction	-Class discussion -Annotations (individual)
	1.1B1 1.5A1 5.3A2	PT1 Practice Run	-Vetting your Research Question	-Present RQ and receive class feedback for possible revisions (collaborative); formative (CR2h)
		PT1 Practice Run and EOC	-Complete EOC Part A for an article surrounding your research question	EOC Part A (collaborative); formative (CR2f)

	1.1A1 3.2A2 4.2A2 4.2A4	Race and Identity	- "Just Walk on By: Black Men and Public Space" by Brent Staples and additional commentary documents	- Outline the impact of the events (from the articles) on Staples's writing (individual); formative (CR2ce) - SPACECAT (collaborative); formative (CR2d)
	1.3A2 1.4A2 1.4A3	PT1 Practice Run	- RAVEN - Finding Trustworthy sources - Finding Statistics and Data for Research	- Source Chart (assemble as sources for the IRR are found and vetted) (individual); formative check in (CR2b)(CR4a) - Next Source chart check in (individual); summative
		PT1 Practice Run	- Practice IRR Graphic Organizer (Writing an Expository, Research Based Essay)	Individual; formative (CR2b)(CR2c)(CR2d)
			- They Say, I Say Lesson (synthesis in writing)	
		PT1 Practice Run	- Writing the Contextualization Paragraph	Individual; formative (CR2b)
	4.3A5	PT1 Practice Run	MLA and APA Formatting Lessons	Format sources for IRR (individual); formative (CR4a)
2nd	4.1A2 4.2A2 2.1A1 2.2B4 3.2A1 5.1A1 5.1A2 5.1B2	Race & Identity and EOC Part B	Readings Carousel: - "The Paranoid Style of American Policing" by Coates - "The Myth of the Latin Woman" by Ortiz Cofer - SYTYCD Season 14 "Strange Fruit" choreographed by Travis Wall - "This is America" by Childish Gambino, official video	- Both read Cofer's piece and watch Childish Gambino's video as a class - Complete SPACECAT for Childish Gambino's piece (collaboratively) - Complete SPACECAT for Cofer's piece (independently) - Read Coates' piece independently - Watch SYTYCD video together and review the lyrics to "Strange Fruit" - Team Presentations on SPACECAT highlights; formative - Race and Identity based Research Question - Argument Draft - synthesis (EOC Part B) (individual); summative - Argument Draft - synthesis. In writing, respond to the question: To what extent do multiple authors in the Unit persuade the audience to

				support their claims about racial injustice in America? Be sure to discuss the BVNs of both the speaker and the audience. Must include a thesis, 2 subclaims, and 2 pieces of evidence per claim.; (individual); summative (CR2b)(CR2c)(CR2d)(CR2e)(CR2f)(CR2h)
	4.1A1 4.3A 4.3A4 5.3A1	PT1 Practice Run	Practice IRR Draft (teacher feedback given)	-Peer edit; formative -draft submission; formative -reflection; summative (CR2g)
	2.2B2 2.2A1 2.2C1 3.2A2 4.1A2 4.2A2 4.2A3 4.2B1 4.3A5 5.1B2	PT1 Practice Run	Final Submission of IRR (after teacher feedback)	Practice IRR; summative
		PT1 Practice Run	-Introduce TMP -deconstruct TMP rubric -Watch TMP model	-TMP model grading (collaborative); formative (CR2h)
		PT1 Practice Run and EOC Part A	How to Sound Smart in your TED Talk by Will Stephen	-Class discussion/ reflection; formative -EOC Part A (individual); formative (CR2c)
	1.1B1 1.5A1	PT1	-Team brainstorming > team Research Question (IRR) development -Class vetting of research questions	(CR2h)(CR2g) (CR5)
	2.2B2 4.1A5 4.4A1 5.1C3	PT1 Practice Run	-IRR shares and script development -solution possibilities	-TMP script (collaborative); formative (CR2h)
	2.2B2 4.1A5 4.4A1 5.1A2 5.1C3 5.1E1 5.2A1	PT1 Practice Run	-Practice TMP	-TMP (collaborative); summative (CR2h)

	2.1A1 2.1A2 2.1A4 2.1B2 3.1A1 3.2A2	Race and Identity	Immortal Life - Prologue and Deborahs Voice (pages 1-7 +)	-Written Extended Response (individual); formative (CR2c)
		PT1 Practice Run	-Watch Practice TMP Videos	-Practice TMP Reflection (individual); summative (CR2g)
	1.1B1 1.1B2 1.3A1	Race and Identity	Immortal Life - chapters 1 through 5 (pages 13-48)	-developing Research Questions based on texts (collaborative); formative (CR2b)
		PT1	-IRR Drafts (share within teams)	-Peer Edit (individual); formative (CR2f) (CR5)
	2.1A3 4.2A3 4.2B1	Race and Identity	Immortal Life chapters 6-17 (pages 49-136)	Socratic Seminar (examine arguments developed within chapters and Skloot's stance on the topics); formative (CR2c)(CR2d)
		PT1	-Review IRR Rubric -Review IRR Models	(CR5)
		Race and Identity	DUE: Immortal Life chapters 18-28 (pages 137-231)	-Perspective Respresentations: Who are the voices inthe text? What are their BVNs? (art,graphics)(individual); formative (CR2d)
		Race and Identity and EOC Part B	How Fluid Is Racial Identity? (NY Times Room for Debate)	-EOC Part B (independent) followed by a peer share of a paper disagreeing with your stance and a paper agreeing with your stance; journal reflection of varying arguemtns (CR2e)(CR2g)
	2.2B2 4.1A5 4.4A1 5.1C3	PT1	-IRR Final Draft -IRR shares and script development -solution possibilities	-TMP script (collaborative); formative (CR2h)(CR5)
		PT2	-Task Overview -Stimulus docs	-Stimulus docs jigsaw (collaborative); formative(CR6)
		PT1	TMPs	-Reflection (individual); summative -Evaluation of two teams' presentations (individual);

				summative (CR2g)(CR5)
3rd	1.1B1 1.1B2 4.2A3 4.2B1 1.3A1 2.1A3	PT 2 & Nature and Technology	-Immortal Life chapters 29-33 (pages 232- 278) AND Stimulus Docs: Making connections, Synthesis, and generating Research Questions	-Socratic Seminar (individual); formative (CR2h)(CR6)
		PT2 and EOC	-Identifying central claim, line of reasoning, effectiveness of evidence (of stimulus docs) -EOC Part A peer edit	EOC Part A (individual); formative -peer edit (individual); formative(CR6) (CR2c)
		Nature and Technology	-Immortal Life chapters 34-38 (pages 279-310)	Historical Case Studies Presentations - Examine the methods of argumentation employed in each case study and how the studies support or reject Skloot's claims. (collaborative); formative (CR2h)
	1.1A1 1.1B1 1.2A3	PT2	-Vetting Peer's Research Questions	-Class discussion and personal reflection on RQs (CR2g)
		PT2	-Backmapping IWA Rubric -IWA Outline Template	-Class discussion (CR6)
		PT2	Revisit Formatting and Citations	Examine samples of Works Cited and Reference Pages from sample essays (CR4a)
	1.1A1 2.1B1	PT2	-Contextualization Prg and Stimulus Doc connections	-Peer edit groups (collaborative); formative (CR6)
		Nature and Technology and EOC Part B	-Immortal Life chapters 34-38 (pages 279- 310) and NY Times Room For Debate:Technology	-Teams select a lens and two tothree perspectives within the lens to discuss the issues presented in the readings. Students take on the personas of the perspectives in their presentations (skit/performance). Evidence from multiple sources must be presented. -Students complete an EOC Part B (independently); summative (CR2h) (CR2d)
		Nature and Technology	- Re-engineering mosquitos to fight disease (TED)	-Socratic Seminar (collaborative); formative -Synthesis essay outline

			-In A 1st. Doctors In U.S. Use CRISPR Tool To Treat Patient With Genetic Disorder -Significant Research Advances Enabled by HeLa Cells -Commencement Address at Stanford University (Steve Jobs)	(CR2e)
			Select one cartoon that reinforces your argument developed in the Nature and Technology Synthesis Essay editorial cartoons on technology and nature	-Explanation of cartoon's reinforcement of central claim (independent); summative
		PT2	-Review IWA released student samples. -Read middle scoring essay as a class and annotate for rubric categories; discuss rubric score and commentary -Students independently read a low and high score, annotate, and grade	-Discussion on student reactions to sample papers (collaborative); formative -Written Reflection on the strengths and weaknesses you may have shared with the sample papers and how to consider these when writing (independent); formative (CR6)
	2.2A1 2.2A5	PT2	-Sub Claim/Counter Claim Check in (Line of Reasoning)	-Peer share/edit (students share with 2 other students) -Share student selected strong models with class (CR6)
	1.3A1 4.3A5	PT2	-Source Check in. Students evaluate one another's sources for variety, credibility, relevance, and formatting	-Peer share/edit (students share with 2 other students) -Share student selected strong models with class (CR6)
	2.2A2 2.2C1	PT2	-Solution Check in	-Peer share/edit (students share with 3 other students) -Share student selected strong models with class (CR6)
	4.1A2 4.1A5	PT2	IWA Outline Check-in	-Peer share/edit (students share with 3 other students) -Share student selected strong models with class (CR6)
		PT2	IMP Rubric Backmapping	(CR6)
	1.1B1 5.1C3	PT2	Visual Representation of PT 2 Research Questions (drawing, photo, computer graphics, 3D) to be	An image that represents your topic and its complexities by conveying

			displayed to inform school community on the scope of student research	any or all of the following -Possible perspectives/stakeholders -Both sides of the debate surrounding the issue -The current climate in which the debate is situated -The author's exigency -Your Research Question (explicitly written) (independent); summative
4th		PT2	IWA Peer Edit (read, provide feedback, and score 2 peer essays)	Reader's feedback and scoring (independent); formative (CR6)
		PT2	IMP script peer edit	(CR6)
		PT2	IMP Practice with peer audience	Audience members provide feedback and scoring (independent); formative (CR6)
		EOC	Practice past EOCs	-practice 1 (collaborative); formative -practice 2 (independent); formative -practice 2 peer edit -practice 2 reflection -practice 3 (independent); summative
		Educated	Background and content warnings	Anticipation Guide and Grit Scale
			Grit: The Power of Passion and Perseverance by Angela Duckworth	
			Literature Circles: Each group will tackle a different chapter of the assigned reading. Groups will assign the following roles: Artist: Visually depict something about the chapter that piqued your curiosity (e.g. a character, the setting, an event, problem, prediction of what may happen next). Summarizer: Write and share a brief overview of your assigned chapter/section. This can be 3-4	-Presentations (collaborative); formative

			sentences. Passage Picker: Pick 2-3 parts of the text you found significant, engaging, or unusual. Write these down and explain why you found each one significant. Discussion Director: Brainstorm 2-3 discussion questions based on your group's assigned chapter. Assemble into a Google Docs presentation and be prepared to present	
			Theme connections - jigsaw readings: -The Super-Secret Outlaw Doula in Backwoods California -An Idaho Family, and Federal Tactics, Under Siege (NY Times) -National Center for Complementary and Integrative Health	
			Themes extension activity- collaboratively students will gather credible and relevant articles related to a selected theme. Themes: education, survivalism, persistence/grit, alternative health, mental health	-Presentation - share findings with class (collaborative); formative
			-The Un-Instagramable Self Northeastern Commencement Address 2019 (watch and discuss) -Photo Memoir - students select a photo for a moment in their lives that tells a story bigger than what is captured by the camera.	Memoir Essay (independent); summative
		PT1, PT2	Google Form Course Reflections	(for teacher use)
		PT1, PT2	Advice to next year's Seminar Students	