

## SAMPLE SYLLABUS B

# AP<sup>®</sup> Seminar

## Offering AP Seminar as an English 10 course

An AP course with no prerequisites, AP Seminar helps a wide range of students develop critical thinking, analytic writing, collaboration, and academic research skills on topics of the teacher's and student's choice. AP Seminar is a course with project-based assessments and is a core course of the [AP Capstone Diploma program](#).

More than half of current AP Seminar teachers are part of their school's English department, though this course can be offered through any academic department.

This syllabus was created by an AP Seminar teacher using the course for grade 10 English/Language Arts instruction. **This syllabus offers an example of how to weave literary fiction and non-fiction texts throughout an AP Seminar course.**

Descriptions of the Big Ideas, Learning Objectives (LO), and Essential Knowledge statements (EK) referenced in this syllabus can be found in the [AP Seminar Course and Exam Description](#).

Educators interested in offering AP Seminar at their schools must complete an [online form](#) and then register the AP Seminar teacher(s) for required summer [professional learning](#).

## AP Seminar Syllabus Sections

---

Course Description

---

Unit 1: Identity

---

Unit 2: Sustainability

---

Unit 3: (In)Justice and Power

---

Unit 4: Performance Task 1: Team Project and Presentation (20%)

---

Unit 5: Performance Task 2: Individual Research-Based Essay and Presentation (35%)

---

Unit 6: Reflection

---

## 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 research-based 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.

## Recommended Texts

*They Say, I Say* by Gerald Graff and Cathy Birkenstein

## Required Materials

3-ring binder with dividers	Highlighters	Pens/Pencils	Post-Its
Loose leaf paper, college ruled	Note/index cards	Headphones	Chromebook

## Essentials for Success in this Course

1. **Attendance/Tardiness/Discipline:** The district policies will be followed and enforced. A seating chart will be put in place the second week of school, and you are expected to adhere to this, as it is meant to ensure focus and success for all students.
2. **Responsibilities:** You are responsible for the materials needed for this course. You will also be responsible for any and all work missed due to excused absences. Work missed due to unexcused absences will receive an automatic zero. Late work will be penalized. *No late work in a unit of study is accepted after the unit assessment.*
3. **Preparation:** Completion of homework and readings is essential. Being prepared gives you the opportunity to succeed on projects and assessments. As an AP Seminar student, you must understand that your studying is not finished until you have a thorough understanding of the topics covered in each unit. Not being prepared leads to poor performance and missing assignments.
4. **Organization:** You will be responsible for collecting handouts, taking notes, and keeping all these materials organized. In addition, you are responsible for keeping your online accounts, assignments, and materials easily accessible and manageable.
5. **Participation:** You are expected to participate in discussions and group work, answer when called upon, and be attentive to material being presented. Learning from others and sharing your learning is essential.
6. **Respect:** Respect the opinions and input of your classmates, their goals, and the goals of the teacher. Respect yourself by taking ownership of the things you produce, the knowledge you acquire, and the skills you learn.
7. **AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information:** 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.

8. **Help:** Check with your teacher. She is often available before/after school or during the school day. You are strongly encouraged to meet with your teacher to discuss any problems you are having in this course. In addition, you can always reach out via email.
9. **Commitment:** Students are not to switch to a different hour of AP Seminar between first and second semesters. It is recommended that all students make a two-year commitment to this course and continue on to the AP Research course senior year.
10. **Evaluation:** You should expect one major, summative assessment for each unit. These will be in diverse formats but will always include a written argument and an oral presentation. You will be given multiple practice formative assignments, which will help you prepare for the summative assessments.
11. **Exams:** The midterm exam will be mandatory for all students. A final exam will be given to those students who do not take the AP test. The written final exam will be administered on the AP test date. The performance-based assessments which also will count toward final exam scores will take place in the weeks following May 7th.
12. **Writing Format:** All typed assignments must follow the proper format pertaining to topic/discipline. See Canvas/Google Classroom for handouts and web addresses to assist with this. Failure to do so will result in a significantly lower grade. You must be consistent with your appropriate format: MLA, APA, or Chicago.
13. **Digital Portfolio:** In an effort to assist students with proper citations and documentation of sources, turnitin.com will be used for ALL out of class papers (IRR and IWA). All work submitted via the digital portfolio must be turned in on time without any identifying information. You will learn how to convert Microsoft documents as well as Google docs to PDFs because this is the preferred format for College Board submissions. Whenever you submit rough drafts and final drafts of your writing to the digital portfolio, you will also submit a copy via our Canvas classroom which *will* need to include identifying information.
14. **Technology:** Once you have received your district-provided device, it is required that you bring this to school each day. This is a research class, and as a result, technology is a critical component to this process. Also, you should be enrolled in the class via Canvas and/or Google Classroom. A link will be provided to you in class. Assignments, handouts, notes, tutorials, and a calendar will be posted through this system.

Additionally, research will undoubtedly involve various print and non-print primary and secondary sources. Students will be expected to use technology to access and manage information from databases that grant access to these sources. These may include, but are not limited to: the CORE and DOAJ databases and EBSCO (<http://bit.ly/APCapstoneEBSCO>).

## Units of Study and Assessments

### Unit 1: Identity

Identity Argumentative Essay (800 words)

Personal Multimedia Presentation (3 mins)

Reflection

### Unit 2: Sustainability

Problem-Based Argumentative Essay (1200 words)

Solution-Based Presentation (Team) (8–10 mins)

Oral Defense

### Unit 3: Justice

Problem-Based Argumentative Essay (2000 words)

Solution-Based Presentation (Individual) (6–8 mins)

Oral Defense

### \*Midterm Exam (Practice AP Test)\*

### Unit 4: Performance Task 1 (20% of AP Score)

Individual Research Report (IRR) (50% of 20%)

Team Multimedia Presentation and Defense (TMP) (50% of 20%)

### Unit 5: Performance Task 2 (35% of AP Score)

Individual Written Argument (IWA) (70% of 35%)

Individual Multimedia Presentation (IMP) (20% of 35%)

Oral Defense (10% of 35%)

### \*\*AP Seminar End-of-the-Course Exam (45% of AP Score) or Final Exam\*\*

### Unit 6: Reflection

Showcase of Selected Research Project

Professional Letter

Commercial or Print Advertisement

Written Reflection

Feedback Survey for Teacher

## Unit 1: Identity

---

### Weeks 1-3

---

#### Learning Objectives /Essential Knowledge:

E.K. 1.1A1, 1.2A1, 1.2A2, 1.3A1, 1.4A3, 2.1A1, 2.1A2, 2.1A3, 2.1A4, 2.1B2, 3.1A1, 4.3A1, 4.3A2, 4.3A3, 4.3A4, 5.1B1, 5.1B4, 5.1C2

---

#### Enduring Understandings:

**EU 1.1** Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can to unexpected conclusions, resolutions, innovations, or solutions.

**EU 1.2** Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.

**EU 1.3** The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.

**EU 2.1** Authors express their ideas, perspectives and/or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.

**EU 3.1** Different perspectives often lead to competing and alternate arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.

**EU 4.3** Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.

**EU 5.1** How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context.

---

#### Essential Questions:

What is inquiry?

How do I define *identity*?

How do my background, experiences, culture, education, and family affect my identity?

To what extent do institutions and policies emphasize conformity at the expense of individuality?

How will I convey my identity and/or the definition of it to others?

What is argumentative writing?

What sources can I explore to enhance my understanding of the concept of (my) identity?

What graphics or audio could enhance my presentation as well as my audience's understanding of identity?

How do the various sources I have chosen contribute to my overall theme and thesis regarding identity?

How will I give credit to the sources I have chosen? What citation style is appropriate to my writing?

---

#### Assessments

---

##### Formative Assessment(s):

- *Discussions (in class and online)*
  - *Warmups*
  - *Exit tickets*
  - *Brainstorming (individually and in groups)*
  - *Practice End-of-Course Exam (Parts A and B)*
- 

##### Summative Assessment(s):

- *Identity Argumentative Essay*
  - *Identity Personal Multimedia Presentation*
-

---

## Learning Plan

---

### Activities/Tasks:

1. Students complete a preliminary search for sources that help to define Identity and share their sources in a classroom slides presentation. These will be a resource for the summative assessment.
  2. Students will consider Sylvia Plath's "Mirror" and the evil Queen's "Mirror, mirror" as a starting point for one's own identity. Is it better to look within or without in order to convey identity? Create a chart to brainstorm how this happens. Students will write a poem reflecting the two sides: seeing oneself as others do, and seeing oneself through their own eyes.
  3. Now, students will read two poems: Sharon Old's "My Son the Man" and "The Possessive". Students will discuss how family bonds can influence a person's identity. How does their own family influence their identity?
  4. William Shakespeare's "The Seven Ages of Man" will help students to think about identity as something that everyone has in common. What connects all of us? What are the stages of life that all people experience? What can students add to this list? Modify? Subtract? Everyone experiences transformations throughout life. Students will consider Nicola D'Ascenzo's stained glass window when revising their "ages."
  5. In conjunction with "The Seven Ages of Man", recognize the transformation of David Bowie through the years: '68, '70's, '83. What were you like in elementary, middle, and high school? How have you changed or transformed? Is this the same as others? How and how not? Think back to the chart you made with "Mirror". Add to the list how your own identity may or may not have transformed (song, book, movie, art, interests, etc.).
  6. Next, students will analyze the *Souvenir of the Carlisle American School* photographs and read an excerpt from *School Days*. Students will demonstrate their understanding of these texts by describing the identities of the selected students pre and post American education. Was it acceptable to be different? Why or why not? What happened for these students to lose their identity? What was the frame of thinking for the people making the decisions for these students? How can someone maintain their own identity in a conformist society?
  7. Students will watch and answer questions related to Chimamanda Adichie's TED Talk "The Danger of a Single Story." They will learn how to create a Works Cited entry for a speech, interview, or video.
  8. Students will look at their own school as a resource for school identity. Is there such thing as a collective identity? What does PHN identity look like? Analyze the pictures students have tweeted about #phidentity. Is there a common thread? Where are the differences? Students will create an argument about why their picture most accurately illustrates #phidentity. Take this time to talk to students about how this is one person's perspective.
  9. Alexandra Robbins's *The Geeks Shall Inherit the Earth* will be read at home. This excerpt will help students think about #phidentity and school culture. Is this an accurate portrayal of all schools? How does Whitney compare in the Mirror/Mirror activity? Where does she struggle to fit in? Stand out? Maintain her own identity? Does she have one? Students discuss in a Socratic style conversation about conformity and identity.
  10. School is a place that is the stepping stone for the next phase in life. That being said, Horace Mann's *The Common School Journal* argues the importance of such an experience. Next, students will consider John Taylor Gatto's *Against School* position in order to evaluate beyond the individual. To what extent do institutions and policies emphasize conformity at the expense of individuality? How does your schooling affect your future identity? Students will practice putting these perspectives in conversation which also learning how cite each source (Mann and Gatto) in MLA format.
  11. Students will now complete the Identity Project consisting of a research-based argument essay, written reflection, and short in-class presentation. Students will self-assess their essay using the Individual Research Report rubric.
-

---

**Summative Assessment**

---

Your summative assessment for this unit is comprised of:

1. Identity Argumentative Essay

800-word essay arguing your perspective on and definition of identity. Specifically, you will convince readers that one specific thing has the strongest influence on the formation of a person's identity. You must defend your position using evidence from several sources, and you also have the option to include specific details of your own experiences/background. Although you may acknowledge the other factors contributing to a person's identity, you must be consistent in your original argument that X has the strongest influence.

2. Identity Personal Presentation

A 2.5 - 3 minute in-class presentation during which you summarize your essay and convey your argument with classmates with the aid of Google Slides.

3. Identity Reflection Writing

A short reflective piece that should include obstacles you encountered, why/how you chose your writing style as well as your citation style, and strengths and weaknesses of your essay and research processes.

---

## Unit 2: Sustainability

---

### Weeks 4-10

---

#### Learning Objectives /Essential Knowledges:

**E.K.** All from Unit 1 and 1.1B1, 1.3A2, 1.3A3, 1.4A1, 1.4A2, 1.4A3, 2.1B1, 2.2A1, 2.2A2, 2.2A5, 2.2B1, 2.2B2, 2.2B3, 2.2B6, 2.2C1, 2.3B1, 3.1A2, 4.1A1, 4.1A2, 4.1A4, 4.1A5, 4.2A1, 4.2A2, 4.2A3, 4.2A4, 4.2B1, 4.3A5, 4.5A1, 5.1D1, 5.1E1, 5.2B1, 5.2B2, 5.2B3, 5.2B4

---

#### Enduring Understandings:

**EU 1.1** Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.

**EU 1.3** The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.

**EU 1.4** The relevance and credibility of the source of information is determined by the context of its use.

**EU 2.1** Authors express their ideas, perspectives and/ or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically.

**EU 2.2** Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.

**EU 2.3** Arguments have implications and consequences.

**EU 3.1** Different perspectives often lead to competing and alternate arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.

**EU 4.1** Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.

**EU 4.2** Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.

**EU 4.3** Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.

**EU 4.5** Arguments, choices, and solutions present intended and unintended opportunities and consequences.

**EU 5.1** How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context.

**EU 5.2** Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.

#### Essential Questions:

What is a line of reasoning?

How can readers determine the validity of content and evidence?

What is sustainability? What various forms does it take?

How has the concept of sustainability changed over time?

How does the media shape, as well as reflect, our definition of sustainability?

What issues in the world are related to sustainability?

What is the relationship between sustainability and self (identity)?

To what extent are multiple perspectives (cultures and ideas) necessary when discussing sustainability?

What are sustainable solutions?

How will students effectively communicate with group members to create a cohesive argument?

In what ways do different forms of media affect how an argument is perceived?



---

**Assessments**

---

**Formative Assessment:**

- *Discussions (in-class and online)*
- *Practice End-of-Course Exam (Parts A and B)*
- *RAVEN worksheets*
- *Team-building activities*
- *Brainstorming (individually and in groups)*

**Summative Assessment:**

- *Problem-Based Argumentative Essay*
  - *Solution-Based Presentation & Oral Defense (Team)*
- 

**Learning Plan**

---

1. Students will view a photograph of Adam Frus's "How Much is Left?" glass artwork which will elicit discussion regarding the Earth's natural resources.
  2. Instructor will lead students through the complexities of lenses and perspectives, using the analogy of a dinner party involving a wide variety of "guests." Students will create hypothetical perspectives/stakeholders.
  3. As students learn about line of reasoning, they will read the Fox Business article "Why People Opt Against Going Green" and create an outline of the argument.
  4. As a time to practice line of reasoning, students will work with a partner to create another outline of BBC article Plastic Pollution in order to show their understanding of creating an argument.
  5. Students will read the article about Autonomous Vehicles and relate it to sustainability. Through the ICE method (Introduce, Cite, Explain), students will practice writing paragraphs about sustainability and autonomous vehicles.
  6. Students will synthesize the article Communication and Sustainability in Social Media with the article about Corporate Social Responsibility. Students will compare and contrast perspectives. Students will create a "dinner conversation" for different "guests" represented in the articles.
  7. As students practice evaluating the credibility of sources, they will consider Alex Borach's blog entry titled "Sustainability: Building a Consensus Between Liberals and Conservatives." Students will choose to either critique or defend the credibility of this source as they search for evidence of bias.
  8. Finally, students will reflect on the unit theme and read a portion of Henry David Thoreau's *Walden*. This prompts students to consider individual responsibility.
  9. Students will read and watch the following: Short review/article and Discovery Channel film about the power humans have and abuse of planet earth - <http://www.yalescientific.org/2016/03/documentary-review-racing-extinction/> to examine our culture as it is racing to extinction.
  10. Before embarking on the journey of the summative assessment, students will explore each of the following resources and take a short quiz comparing and contrasting MLA and APA format.
    1. <https://www.roanestate.edu/owl/MLACitations.htm>
    2. <https://ccconline.libguides.com/c.php?g=242137&p=1609872> (Has information for APA style as well)
    3. <http://irsc.libguides.com/mla/whattoinclude>
  11. Students will now complete a practice Performance Task 1 with Sustainability in mind. The project consists of a research-based argument essay, presentation, and oral defense.
  12. As students gather sources and information related to their team topic, they will use the Source Notes page to ensure that evidence and sources are organized as well as properly formatted (in MLA or APA style).
-

---

**Summative Assessment**

---

Your summative assessment for this unit is comprised of:

1. Sustainability Research Report

1200-word argumentative essay on a specific topic under the umbrella of media. Your essay will acknowledge varying perspectives and showcase research through at least one lens.

2. Sustainability Solution-Based Team Presentation

An 8-10 minute in-class presentation during which each team presents a problem-solution type of argument about a sustainability related issue. While each individual's essay focused on a different lens, the presentation will synthesize different perspectives and incorporate evidence from all students' research/knowledge as well as further evidence gathered.

3. Oral Defense

Each team member will be asked one question related to his/her research or to the collaborative process of the team. These questions will be asked at the end of the presentation.

---

## Unit 3: (In)Justice and Power

Weeks 11-17

### Learning Objectives /Essential Knowledges:

**E.K.** All from Unit 1, Unit 2, and 1.1B2, 1.2A3, 1.5A1, 2.2A3, 2.2A4, 2.2B4, 2.2B5, 2.3A1, 3.2A1, 3.2A2, 4.1A3, 4.1A6, 4.1A7, 4.1A8, 4.1A9, 4.4A1, 5.1A1, 5.1A2, 5.1B2, 5.1B3, 5.1C1, 5.1C3, 5.2A1, 5.3A1, 5.3A2, 5.3B2

### Enduring Understandings:

**E.U. 1.1** Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can to unexpected conclusions, resolutions, innovations, or solutions.

**EU 1.2** Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.

**E.U. 1.5** There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.

**E.U. 2.2** Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.

**E.U. 2.3** Arguments have implications and consequences.

**E.U. 3.2** Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, one's own arguments can be situated within a larger conversation.

**E.U. 4.1** Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.

**E.U. 4.4** Forming one's own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.

**EU 5.1** How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context.

**E.U. 5.2** Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.

**E.U. 5.3** Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.

### Essential Questions:

What is justice?

When is it justified to challenge the established norms and existing powers?

How can various forms of media inspire people to act for change?

Who gets to tell the story of a conflict?

What sources can I explore that will enhance my understanding of true justice? Does true justice exist?

What are the consequences of effective and ineffective leadership?

How do competing interests influence how power is distributed and exercised?

To what extent do gender, socioeconomic status and ethnic/cultural background influence justice received/given?

How do the ideals of a leader shape the overall climate of a society? How is trust built in a leader? In a failing government?

How can citizens know that the decisions made by their leaders are, in fact, for the "greater good"?

What role does each of us play in achieving or implementing justice?

How do you create a valid argument that incorporates a wide range of lenses and perspectives while staying true to your own perspective?

### Assessments

#### Formative Assessment:

- *Discussions (in-class and online)*
- *Class in America Activities*
- *9 Resources Interviews and Reflection*
- *Practice End-of-Course Exam (Parts A and B)*

#### Summative Assessment:

- *(In)Justice Individual Written Argument*
- *Solution-Based Individual Multimedia Presentation & Oral Defense*

---

## Learning Plan

---

### Activities/Tasks:

1. Students will create a classroom slides presentation about what power and ambition mean to them that incorporates student generated sources from the practiced databases. Students should prove they know how to navigate the databases individually at this point. Students will provide MLA or APA formatted Works Cited entries for each article they choose.
  2. Students will read the myth *Daedalus and Icarus* and study the *Landscape with the Fall of Icarus*. Students will focus on questioning techniques and what arguments can be made about power and ambition in relation to the myth and painting.
  3. Students will practice citations in both MLA and APA format using the “American Dreamers” article from TIME magazine which discusses immigration laws and DACA specifically through the story of Corina Barranco.
  4. Students will map out the line of reasoning Old Major presents in an excerpt from *Animal Farm* by George Orwell. Students will assess to what extent his speech is valid and to what extent it is persuasive.
  5. Students will read and summarize excerpts from *Henry David Thoreau’s “Civil Disobedience.”* Each summary must be 12 words or less. This is an exercise meant to push students to write in a concise manner.
  6. Students will read “What videos can’t show: Black lives and police violence,” an article published by the Commonweal Foundation. Gary Gutting prompts readers and ALL citizens to push for further evidence collection, comparison, and analysis. Students will practice paraphrasing, summarizing, and offering commentary on various parts of the article. Students will also need to include in-text citations for paraphrasing and summarizing components by providing author information and paragraph numbers.
  7. Students will watch and answer questions on “A Prosecutor’s Vision for a Better Justice System.” This is Adam Foss’s TED Talk which aims to start the discussion about what proper rehabilitation looks like for non-violent, juvenile offenders.
  8. Students will watch “How America’s Public Schools Keep Kids in Poverty” which is a TED Talk from Kandice Sumner. She addresses some of the historical and current flaws in the education system.
  9. Assign the article of the week, “Why Some People Are Most Likely to Succeed” by Jeffrey Kluger. Students will complete a Cornell Notes Sheet, practicing Part A of the End-of-Course Exam with the article.
  10. Next, students will be introduced to the 9 resources needed in order to be successful according Ruby K. Payne. Students will watch an episode from *Class in America: People Like Us* and assess which resources each person has access to. To take a closer look as to how these resources make an impact in individuals’ lives, students will self-reflect and then interview 2 family members about which of the resources they had access to growing up. Students will then draw conclusions as to which of the 9 resources are most important and what happens when someone doesn’t have access to specific resources.
  11. Students will read “A Letter to my Nephew” by James Baldwin and think about the essential question: To what extent do gender, socioeconomic status and ethnic/cultural background influence an individual’s perceived and actual power? Students will determine where the power struggle lies in American society. What are some of the intended and unintended arguments made within the letter?
  12. Students will consider the painting by Joseph Mallord William Turner, *Slave Ship (Slavers Throwing Overboard the Dead and Dying, Typhoon Coming On)*, 1840, oil on canvas, (Museum of Fine Arts, Boston). Students will decide Turner’s argument.
  13. Students will jigsaw articles on *The Stanford Prison Experiment* and *The Milgram Experiment* and explore the dangers of following a leader
  14. Throughout the unit, students will analyze and comment on various quotes, comics, and video clips pertaining to the topics of Power and Ambition, including but not limited to: Lao-Tzo Thoughts from the *Tao-te Ching*, presidential candidates, past presidents and world leaders.
  15. Optional: Students can explore *The Experimenter*, found on Netflix, on their own to further their understanding of *The Stanford Prison Experiment* and *The Milgram Experiment*.
-

---

### Learning Plan *(Continued)*

---

16. Students will complete the (In)Justice and Power Project which consists of an Individual Written Argument and an Individual Multimedia Presentation. As students gather sources and information related to their topic, they will use the Source Notes page to ensure that evidence and sources are organized as well as properly formatted (in MLA or APA style). Students will synthesize the various perspectives present in their own research and create a cohesive argument to present.
- 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
- 

### Summative Assessment

---

Your summative assessment for this unit is comprised of:

1. Individual Written Argument

A 2000-word essay in which you define the term power or ambition. Your essay may take one of several forms in order to convey your understanding about some idea or thing. It is your personal definition based on your research and consideration of multiple perspectives.

2. Individual Multimedia Presentation & Oral Defense

A 6-8 minute in-class presentation delivered individually which involving presenting various solutions to your justice-related problem. You will need to use PowerPoint, Google Slides, Prezi, or a similar mode of delivery. After your presentation, you will be asked two questions as part of the oral defense portion of the project.

---

## Unit 4: Performance Task 1: Team Project and Presentation (20%)

### Tentative Due Dates: January 18 (IRR) and February 6 (TMP)

Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides a defense to questions posed by the teacher.

This task consists of two components: (1) Individual research report and (2) Team multimedia presentation and oral defense.

## Unit 5: Performance Task 2: Individual Research-Based Essay and Presentation (35%)

### Tentative Due Dates: March 27 (IWA) and April 18 (IMP)

Students will be given a minimum of 30 in-school work days for Task 2.

The College Board will release cross-curricular source material representing a range of perspectives focused on a single theme or topic. Students will use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least one of the provided sources. This task consists of three components: (1) Individual written argument, (2) Individual multimedia presentation, and (3) Individual oral defense. The release date for the source material is January 2. Students are allowed 30 school days to prepare the written report and multimedia presentation. Students have 30 school days to complete their research, compose their essays, and develop their presentations.

## AP Seminar End-of-Course Exam (45%)

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of two components:

- (1) Part A – Students are asked to analyze an argument using evidence and
- (2) Part B – Students are asked to build their own arguments using at least two of the four sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach the topic. \*\*Students will either pay to take the AP exam in May or, on the same day, may take an in-class final exam.\*\*

## Unit 6: Reflection

After the AP and final exams are over, students will engage in the following activities. These activities serve the purpose of celebrating students' hard work throughout the school year, educating others about the Capstone program, reaching out to family and community members, and reflecting on the skills and knowledge learned in the school year. These tasks/activities include:

- Showcase of Research Projects
- Professional Letter
- Commercial or Print Advertisement
- Written Reflection
- Feedback Survey