10 AP SEMINAR

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Google Classroom Code 2nd Period: wdr6qw7
Google Classroom Code 3rd Period: v6uo01r
Google Classroom Code 7th Period: uuun3cw

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. The course aims to empower students with the ability to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

GOALS: The AP Capstone program aims to empower students by
- engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion;
- extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- enabling them to collect and analyze information with accuracy and precision;
- cultivating their abilities to craft, communicate, and define evidence-based arguments; and
- providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

INSTRUCTIONAL RESOURCES (not all listed materials need to be purchased; most are used as teacher resources. Only those on official reading list will need to be purchased)
- Teacher supplied readings from journals, magazines, newspapers, and other primary and secondary sources listed in Units and posted on Google classroom.
- Suggested social media to follow for the theme of education:
  - US Department of Education @usedgov
  - Education Week @educationweek
  - U.S. News Education @USNewsEducation
  - Ohio Department of Education @OHEducation
  - Superintendent Hunt of Chagrin Falls Schools @Hunt_EdLeader
- Faigley, Lester and Selzer, J. Good Reasons with Contemporary Arguments. New York: Pearson, 2015. (GRCA)
- Palmquist, Mike. The Bedford Researcher. Boston, MA: Bedford/St. Martin’s, 2015. (TBR)
- Palmquist, Mike. Joining the Conversation: Writing in College and Beyond. Boston, MA: Bedford/St. Martin’s, 2010. (JTC)
CLASS REQUIREMENTS: In order to find success in the AP Capstone program, students must abide by the following requirements:

- **Attendance:** Students are expected to be in class on time every day. If by unfortunate circumstances, a student misses class, it is solely the student’s responsibility to speak with the instructor and plan to make up work missed in class. A student is given one day per days missed to complete his/her makeup work. A student will not be reminded to turn in the work, and if late, NO credit will be given.

- **Preparedness:** Students must come prepared to class everyday with the following:
  - Reading and writing materials for the day’s lesson
  - Fully charged chrome book
  - An eager and ready-to-learn attitude

- **Technology:** As previously mentioned, students **MUST** have their chrome books with them at all times. 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 Google Classroom: **gqzfn10 (class 1)**, **v6uo01r (class 2)**, and **uuun3cw (class 3)**. Assignments, handouts, notes, etc. are posted daily.

- **Assessment:** The premise behind Advanced Placement is to create a college level course at the high school level. For this reason, **NO** late work will be accepted after the assigned due date. There are no excuses for late, incomplete, or un-submitted work. The following assessments will be used for the student’s overall grade:
  - Individual Essays/Reflections/Projects/Presentations & Group Essays/Projects/Presentations: In preparation for second semester and AP Seminar Assessment Tasks and Test, students will be scored in the following tasks:
    - Annotations/SOAPSTone/RAVEN: Students will annotate texts for deeper meaning as well as complete SOAPSTone/RAVEN for argument analysis.
    - Essays: Students will complete a photo, definition, casual argument, compare/contrast, and problem/solution essay.
    - Reflections: After each major writing essay and project, students will write a formal reflection looking at the process, commitment and collaboration, and final product.  
      - [CR2g]
    - Practice AP Seminar Tasks: Students will be required to complete an individual written essay and presentation as well as a team project and presentation.  
      - [CR2h]
    - Practice AP Seminar Exams: At the conclusion of each unit, excluding the first, students will be assessed on each section of the exam. For the midterm exam, students will complete a full practice AP Seminar exam to be graded as their semester exam.

  CR2g—Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

  CR2h—Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

- **Class Participation:** This class is highly participatory. As such, students are expected to participate daily in class in a variety of ways:
  - Impromptu individual and group arguments/debates: Almost daily, students, individually or in pairs, will be given a quote, picture/cartoon, chart, etc. at the beginning of class. Students will have four minutes to prepare a one minute argument for the class. While the student(s) is preparing, other students in the class will journal responding to the same quote, picture, etc.
Group and class conversations about complex academic and real world issues through a variety of lenses addressing multiple perspectives: this includes, but is not limited to, asking original questions, making insightful comments, and/or creating and/or expanding on ideas.

Students will receive a weekly participation grade based on the following criteria:

**A: Highly Effective Participant**: Perfect or near-perfect attendance; makes insightful questions, comments, and connections; goes beyond by introducing relevant material read outside of assigned readings.

**B: Consistent Participant**: Good attendance; asks questions and makes comments and connections; clearly reads the assignments.

**C: Occasional Participant**: Regular attendance; comments are more a reflection on participant’s opinions than readings; completes some of the reading assignments

**D: Observer**: Regular attendance; does not participate in making comments

**F: Occasional Observer**: Sporadic attendance; no participation

- **Journals**: Students will brainstorm, conduct quick writes, and write on various topics throughout the semester. Using a composition book to record these writings is required.
- **Note Taking**: This class causes for informal writing in the way of note taking. Students will be asked to take copious notes in either a composition notebook or their chrome book throughout first semester to be used for second semester when the instructor is not permitted to answer most questions.

**OTHER USEFUL INFORMATION**: While completing ALL class requirements on time is the most pressing issue, the following information will increase your chances of success in this class:

- **Writing Format**: All typed assignments must follow the proper MLA format. See Google Classroom for handouts and web addresses to assist with this. Failure to do so will result in a significantly lower grade.

- **Plagiarism Policy**: Cheating, whether intentional or not, is not tolerated in this class and school as well as the AP Capstone Program.
  - According to Chagrin Falls High School:
    *Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. Appropriate acknowledgement is required when material from another source which is in print form, electronic form or other medium which is paraphrased or summarized. Examples of plagiarism include: failure to use quotation marks when directly quoting a source, failure to document distinctive ideas from a source (common knowledge information such as names and basic scientific law need not be referenced) word-for-word or mosaic (rearrangement or rewording without documentation), and indirect (paraphrasing of a passage without documentation) fabricating or inventing sources or data, and copying information from computer-based sources (i.e. Internet).*
  
  - According to the College Board:
    *A student or team of students who fails to acknowledge (i.e., through citation, through attribution, by reference, and/or through acknowledgment in a bibliographic entry) the source or author of any and all information or evidence taken from the work of someone else will receive a score of zero on that particular component of the AP Seminar and/or AP Research assessment. [CR4]*

[CR4]—Students develop an understanding of how to ethically use other’s knowledge and ideas in their own work, avoiding plagiarism.
• **Turnitin.com**: In an effort to assist students with proper citations and documentation of sources, turnitin.com will be used for **ALL** out of class papers. Failure to submit your paper will result in the following deductions: 10% first day, 20% second day, and 30% third day; after the third day, NO credit will be given
  
  Turnitin.com class code: 10299189
  
  Password: Emerson

• **Additional Help**: Students are encouraged to seek extra assistance. Please make an appointment with me if you would like additional help and/or visit The Write Place during lunch periods. Remember, during second semester, my level of assistance will be significantly lessened; therefore, it is greatly advised to ask for help often during the first semester. Even though my role will change second semester, working with other peers is permitted. So, establishing productive, problem-solving peer groups is recommended.

1st SEMESTER COURSE OUTLINE: The course outline is for the first semester and is broken into the following four units: 1) Summer Reading and an Overview and Introduction to the QUEST Framework; 2) Identifying and Evaluating Arguments; 3) Analyzing Multiple Perspectives and Arguments; and 4) Identifying Themes and Perspectives in Arguments while Creating Your Own. The following is a more comprehensive look into each unit:

UNIT I: Introduction of the Quest Framework and Adding to the Conversation: What is Power?

**Summer Readings:**
- *Invictus* by John Carlin (cultural & social/political & historical)
- “Invictus” by William Ernest Henley (artistic & philosophical)
- “Odessa”: chapter one of *Friday Night Lights* by H.G. Bissinger (cultural & social/environmental)
- “Remembering my Childhood on the Continent of Africa” from *Me Talk Pretty One Day* by David Sedaris (artistic/cultural)
- “The Power to Change the World: The Role of Sport in Development” by David Tannenwald (cultural & social/futuristic)
- “LeConomics: Is the economic impact of Lebron James’ return to Cleveland more than a feeling?” by Joe Vardon (economic) [CR1] [CR3]

[CR1]—Students explore complexities of one or more themes by making connections within, between, and/or among cross-curricular areas and 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.

[CR3]—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.

**Essential Questions:**
- What do I know, what to know, learn or understand?
- How does the context of a problem or issue affect how it is interpreted or presented?
- What keywords should I use to search for information about this topic?
- What is the argument’s main idea and what reasoning does the author use to develop it?
- Why might the author(s) view the issue this way?
- What biases may the author have that influence his or her perspective?
- How can I connect different perspectives? What other issues, questions, or topics do they relate to?
- How can I avoid committing plagiarism?
• What contributions can I offer to a team?
• How can I benefit on reflecting on my own work?

LEARNING OBJECTIVES ADDRESSED IN THIS UNIT:

BIG IDEA 1: Question & Explore
LO 1.1A: Identifying and contextualizing a problem or issue.
LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge.
LO 1.3A: Accessing and managing information using effective strategies.
LO 1.1B: Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.

BIG IDEA 2: Understand & Analyze
LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.
LO 2.1B: Summarizing and explaining a text’s main idea or aim while avoiding faulty generalizations and oversimplification.

BIG IDEA 3: Evaluate Multiple Perspectives
LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.
LO 3.2A: Evaluating objections, implications, and limitations of alternate, opposing or competing perspectives or arguments.

BIG IDEA 4: Synthesize Ideas
LO 4.1A: Formulating a complex and well-reasoned argument
LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style guide

BIG IDEA 5: Team, Transform, and Transmit
LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g., essay, poster, oral presentation, documentary, research report/thesis).
LO 5.1C: Communicating Information using effective techniques of design.
LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended questions.
LO 5.3A: Reflecting on and revising their own writing, thinking and creative processes.
LO 5.3B: Reflecting on personal contributions to overall collaborative effort. [CR2A]

[CR2A]—The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

SUMMATIVE ASSESSMENTS:

• **Individual Photo Essay and Presentation:** Students will compose an individual photo essay reflecting on an aspect, role, or state of power. Students will then develop and present a multimedia presentation (approximately 6-8 minutes) to an audience. Concluding the presentation, the students will be asked a minimum of two questions by the instructor on research process, use of evidence, and conclusion of findings. [CR2h]

• **Collaborative Definition Essay and Presentation:** Students will define one of the roles of power using a series of examples from summer readings, class discussions, and outside readings. [CR2f] [CR2h]

A GLANCE AT UNIT I: What is power?

Day 1: Introduction of class/program and expectations; introduction to unit and QUEST
• Collect summer work (annotations, SOAPSTone, and one page written analysis)
• Write letter to self about this class and seal in envelope (to be given back in May)
• Brainstorm the topic of power using theme/lens web [CR2b]
- Create groups based on brainstorming
  HW: Read over syllabus paying attention to detail; “Developing Your Research Question and Proposal” (BR 45-57); create five possible research questions for group’s lens; write a one page reflection on group’s lens

CR2b—Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

Day 2: What makes a good question?
  - Admit Slip: Complete a 3-2-1 (Top 3 things you noticed; 2 biggest concerns; and 1 thing you’re excites about) on the syllabus read for homework
  - Share reflections with groups (1 minute a piece)
  - Define and discuss what makes a good questions (take notes)
  - Using reflections and individual questions, as a group (with teacher feedback), finalize question
  HW: Read “Evaluating Ideas” AWOI 1-11

Day 3: What is annotating?
  - Define and model annotating (take notes) by chunking the text
  - Participate in class/group annotation task: “Stop the Summer Slide” (editorial in U.S. News)
  HW: Re-annotate selected summer readings in a different color pen/pencil (weekend)

Day 4: Crazy Acronyms
  - Review SOAPSTone with an emphasis on speaker and purpose (take notes)
  - Introduce RAVEN and credibility (take notes) and argument analysis sheet: was anything oversimplified? Misinterpreted? Implicated? Was a solution proposed? [CR2c]
  HW: Complete the “SOAP STone the RAVEN” for one selected summer reading

CR2c—Students develop and apply discrete skills identified in the learning objectives within in the Big Idea 2: Understand and Analyze.

Day 5: Citing Sources
  - Review and practice “SOAPSTone the RAVEN”
  - Discuss Citations (take notes) [CR4]
  HW: Complete the “SOAP STone the RAVEN” for selected summer readings while properly citing sources

Day 6: What is a perspective?
  - Define perspective (“Identifying Perspectives” in AP Seminar Workshop Handbook, 74) (take notes)
  - Perspective activity: examine three political cartoons involving power, conduct a quick write on each analyzing what perspective is represented, and finally, discuss in groups and as a class the evidence used to determine each perspective [CR2d]
  - With your group question in the center and using large chart paper, brainstorm perspectives with group members using “Finding Perspectives” web (AP Seminar Workshop Handbook, 76); use work completed from Day 1 and Day 2
  - Assign perspectives in groups
  HW: Research perspectives in relation to question
CR2d—Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

Day 7: Finding perspectives in summer reading
- Groups informally share with the class their perspective findings (take notes)
- Groups sift through annotations of summer readings as well “SOAP STone the Raven” searching for discussed and new perspectives
HW: Reflection; Read “Synthesizing Ideas” (RTW, 613-626).

Day 8: What is synthesis?
- Define and provide examples of synthesis (take notes)
- Provide guidelines (rubric) and preparations for Socratic Seminar
HW: Prepare for Socratic Seminar over summer readings; journal entry: what is power? (weekend)

Day 9: Socratic Summer Seminar (discussion over summer readings)
- Emphasize the synthesis of ideas through discussion [CR2e]
HW: One page reflection: What role did different perspectives play in discussion? How did your knowledge of them affect your thinking on the topic/questions; journal entry: having discussed summer readings through Socratic Seminar, re-examine your definition of power. Using your original definition from yesterday, use the discussion and summer readings to support your definition of power. In other words, enhance your original definition with proper citations from summer reading texts. Turn in definition into Google Classroom.

CR2e—Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

Day 10: Group Norms and Plagiarism
- Marshmallow building activity and/or Zoom Activity [CR2f]
- Provide guidelines for group norms
- Complete plagiarism quiz/worksheet (discuss and take notes: “Avoiding Plagiarism” (BR, 126-140))
- Discuss College Board and school’s plagiarism policy [CR4]
HW: Finalize group norms via google docs; read “Definition” (PCW, 487-499)

Day 11: Group Definition Paper: What is power?
- Share definitions in groups and as a whole class noting similar themes or patterns
- Group students based on common themes (determined through Google Classroom submissions)
- In groups, consider evidence collected through summer readings, evaluate original opinion/perspective, and finally, identify the need for further research
- Compose a question and begin to search for data contributing to the answer of that question
- Discuss and model how to write an annotated bibliography [CR2f]
HW: Continue to research, read, and complete annotated bibliographies for argument; minimum of three articles researched, read, and annotated [CR2c]

CR2f—Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Day 12: Argument of Definition: Take Two
- Discuss definition paper guidelines/rubric (take notes)
- “Collaborative Activity for Definition” (PCW, 521)
- Introduce The Toulmin Model (https://web.cn.edu/kwheeler/documents/Toulmin.pdf)
• Review rubric and expectations of group definition essay
• Using questions, work on developing arguments from multiple perspectives \textit{[CR2d]}
• Assign tasks among group members \textit{[CR2f]}

HW: Long weekend (four days)—Group definition paper via google docs

Day 13: Group Definition Paper: Rough Draft; Peer/Group edit \textit{[CR2f]}
• Peer Edit another group’s essay
• Use Peer edit worksheet: definition (\textit{PCW}, 197—instructor’s resources)

HW: Revise group definition paper; complete individual reflection paper \textit{[CR2g]}

Day 14: Individual Photo Essay (“Photo Essays” (\textit{JTC}, 104-112))
• Group definition paper due
• Reflection paper due
• Discuss photo essay guidelines/rubrics (take notes)
• Use “Lost Memories” by Kazuyoshi Ebara as an example
• Compose an individual photo essay reflecting an aspect, role, or state of power

HW: Work on photo essay idea

Day 15: Photo Essay Idea Defined
• Reveal Photo essay idea w/peers and instructor
• Outline photo essay idea

HW: Work on photo essay; read “Using Description” (\textit{PCW}, 152-257); add descriptions to photo(s)

Day 16: Photo Essay continued
• Bring draft of photo essay idea
• Peer Review

HW: Photo essay; presentation (weekend)

Day 17: Photo Essay Presentations and Defenses \textit{[CR2f]}

Day 18: Photo Essay Presentations continued
• Finish presentations
• Watch 4 minute comedic clip on Effective Presentations: \texttt{https://www.youtube.com/watch?v=MjcO2ExtHso}
• Using information on video, students will reflect on their presentations \textit{[CR2g]}
• Discuss tips for effective multimedia presentations (AP Seminar Handbook 99)

HW: Reflection; read “Finding Arguments” (\textit{GRCA}, 22-38)

\textbf{UNIT II: Identifying and Evaluating Arguments}

\textbf{Readings and Viewings:}

• “Encourage Learning” by Hsün Tzu (historical/philosophical)
• “Education” by Ralph Waldo Emerson (philosophical)
• \textit{The Montessori Method} by Maria Montessori (philosophical/scientific/environmental)
• “Designing Education for Understanding” by Howard Gardner (philosophical/environmental/scientific)
• Michael’ Wesch’s A Vision of Student’s Today \texttt{https://www.youtube.com/watch?v=dGCJ46vyR9o} (environmental/economic)
• The Condition of Education—in Charts (2014) [http://www.edcentral.org/condition-education-charts/] (political/historical/scientific)
• Selected education cartoons from Randy Glasbergen [http://www.glasbergen.com/education-cartoons/] (artistic/futuristic)
• Greek kylix on education (artistic/cultural/historical)
• “Through the Dark Sod—of Education” by Emily Dickinson (artistic)
• “A Hope for Poetry: Remembering the Sixties” by Barry Tebb (historical/philosophical)
• “We Don’t Need No Education” by Pink Floyd [http://www.azlyrics.com/lyrics/pinkfloyd/anotherbrickinthewallpartii.html] (artistic) [CR1]

Essential Questions:
• What questions have yet to be asked?
• How might others see the problem or issue differently?
• What strategies will help me comprehend a text?
• How do I know whether something is true?
• What line of reasoning and evidence would best support my argument? Is my reasoning logical?
• How can I benefit from reflecting on my own work?

LEARNING OBJECTIVES ADDRESSED IN THIS UNIT:

BIG IDEA 1: Question & Explore
LO 1.1B: Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
LO 1.3B1: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.

BIG IDEA 2: Understand & Analyze
LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.
LO 2.1C: Summarizing and explaining the reasoning of an argument.
LO 2.2A: Identifying, explaining, and analyzing the logic and line of reasoning of an argument.
LO 2.2B: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
LO 2.2C: Evaluating the validity of an argument.

BIG IDEA 4: Synthesize Ideas
LO 4.1A: Formulating a complex and well-reasoned argument

BIG IDEA 5: Team, Transform, and Transmit
LO 5.3A: Reflecting on and revising their own writing, thinking and creative processes. [CR2a]

SUMMATIVE ASSESSMENTS:
• Partner debate: Students will prepare a written and verbal partner argument which will include organizing with clarity an argument, providing reasons as support, identifying counterarguments, and presenting with style. [CR2e] [CR2h]
• Individual casual argument: Students will compose an effective casual argument by making a claim, thinking pf possible causes, and analyzing their audience. [CR2h]
• Section I, Part A of Practice Exam: Practice those skills embedded in this unit which are reflected in section I, part A of AP Exam [CR2A]
A GLANCE AT UNIT II: Does history repeat itself?

Day 1: Finding Arguments
- Argument Activity: Each student will brainstorm at least five claims (arguable statements) to share with a partner—students have three-five minutes to complete this task.
  - Model activity
    - Start with five statements about myself: 1) I love my husband and children; 2) faith is important to me; 3) my favorite meal is homemade macaroni and cheese; 4) teaching is the best profession in the world; and 5) I’m addicted to working hard as I think it will beat laziness every time.
    - Re-write the statements as claims: 1) The most beautiful people in the world are my husband, Bob, and my daughter Emerson; 2) The most impactful historical figure is Jesus; 3) It’s really no contest: homemade macaroni and cheese is the best food in the world; 4) The most rewarding job in the world is teaching people like you; 5) Hard work over the long haul trumps lazy intelligence, every time.
  - Share claims with partner; share with class
  - Review and introduce new argument terms (refer to handout on argument terms) as they are presented in students’ claims and conversations (i.e. evidence, reasoning, counterclaim, etc.)
- Discuss reading: “Finding Arguments” (take notes)
  - Identify basics of an argument
  - Journal entry: Where does learning beginning and end?

HW: Finish entry; read and annotate “Encourage Learning” by Hsün Tzu; complete argument analysis worksheet and “SOAP Stone the RAVEN”

Day 2: What is Hsün Tzu’s argument?
- Discuss reading through Socratic Seminar
HW: Read and annotate Emerson’s essay on education: http://transcendentalism-legacy.tamu.edu/authors/emerson/essays/education.html; compare and contrast argument worksheet: Is Emerson as concerned as Tzu with moral perfection in education? (weekend)

Day 3: Mock debate: Emerson vs. Tsu (Who holds the most moralistic view on education?)
- Use debate framework/guidelines/rubric [CR2e]
  - Split class into two teams
    - 10 minutes: establish roles
    - 20 minutes prepare
    - 20 minutes debate
HW: Reflection on individual and group contributions [CR2g]

Day 4: Finding a Topic to Argue
- Discuss why Tsu and Emerson chose their topics to argue (take notes)
- Create a list of possible topics/questions on education
- Explore the topic by creating a map [CR2b]
HW: Complete questionnaire, “Can you argue from consequence?” on your topic; read “Supporting Ideas” (RTW 594-612)

Day 5: Line of Reasoning
- Discuss supporting ideas of arguments (take notes) [CR2c]
HW: Read and annotate and excerpt from *The Montessori Method* by Maria Montessori; complete argument analysis worksheet with an emphasis on claims and evidence; SOAP Stone the RAVEN; Review evidence terms

**Day 6: Name that evidence**
- Discuss *The Montessori Method* reading (take notes) [CR2c]
- Play the game “Name that Evidence” to review different types of evidence
HW: Review types of evidence

**Day 7: Assessment—Supporting claims with evidence**
HW: Read “Analyzing Written Arguments” (GRCA 58-80) (weekend)

**Day 8: What makes evidence effective?**
- Emphasize relevance and credibility (take notes)
- Review “SOAP Stone the Raven” and PACE
HW: Read and annotate “Designing Education for Understanding” by Howard Gardner with an emphasis on relevance and credibility; complete “SOAP STone the Raven”

**Day 9: Effective evidence continued**
- Discuss Gardner reading (take notes) [CR2c]
HW: Read “Analyzing Visual and Multimedia Arguments” (GRCA, 81-94)

**Day 10: Visual Media as Arguments**
- Discuss what makes visual media as an argument (take notes)
- Watch and analyze Michael’ Wesch’s A Vision of Student’s Today [https://www.youtube.com/watch?v=dGCI46vyR9o](https://www.youtube.com/watch?v=dGCI46vyR9o)
- Study Greek kylix on education [CR3]
HW: Document (Visual Media) Argument Validation and written response on “The Problem We All Live With” by Norman Rockwell

**Day 11: Poems as Arguments**
- Read and practice poems as arguments:
  - “Through the Dark Sod—of Education” by Emily Dickinson
  - “A Hope for Poetry: Remembering the Sixties” by Barry Tebb
HW: Write a poem as an argument; label argument terms used; write a brief analysis of own poem

**Day 12: Finding, Evaluating, and Recording Sources**
- Share poems in groups [CR2f]
- Discuss the finding, evaluating, and recording of sources (takes notes)
• If time, begin Ebscohost boot camp
HW: Conduct preliminary research based on notes taken in class on list of topic/questions discussed n Day 4 (weekend) [CR2b]

Day 13: Finding, Evaluating, and Recording Sources cont.—Ebscohost boot camp
• Provide overview and practice with Ebscohost [CR3]
HW: Read “Casual Arguments” (GRCA, 117-137)

Day 14: Casual Arguments
• Discuss casual arguments (take notes)
• Review notes and topic selection from day four of this unit and connect with reading on casual arguments
• Complete casual argument template
HW: Research topic for casual argument; bring all articles w/ annotated bibliographies

Day 15: How to Prepare for a Casual Argument
• Provide framework and structure of a casual argument essay [CR2h]
• Begin outline
HW: Complete detailed outline for essay

Day 16: How to Write a Casual Argument
• Use outline to begin writing rough draft
HW: Rough draft of casual argument essay

Day 17: Peer Review—Casual argument Essay
HW: Revise Casual argument essays (weekend)

Day 18: Introduction of Partner Debates
• Collect casual argument essays
• Provide groups of 4 with quote on education (i.e. “The most influential of all educational factors is the conversation in a child’s home.” ~William Temple)
• Pairs of students will be given a stance (defend or refute)
• Pairs will begin to work on arguments and evidence applying strategies discussed this unit
HW: Research for debate [CR2b]

Day 19: Research and Rehearse
• Discuss debate strategies and arguments with partners [CR2e]
HW: Look over notes and prepare for debate

Day 20: Live Partner Debates
HW: Reflection; review notes for assessment

Day 21: Practice Assessment (Exam Section I, Part A)—end of first quarter [CR2a]
HW: Read and annotate The Mis-Education of the Negro by Carter Godwin Woodson (long weekend—four days); complete “SOAP Stone the Raven” and Argument Analysis Worksheet

UNIT III: Analyzing Multiple Perspectives and Arguments

Readings and Viewings:
Essential Questions:

- How does my research shape how I go about trying to answer it?
- Does this argument acknowledge other perspectives?
- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?
- Are there other conclusions I should consider?
- How can I best appeal to and engage my audience?
- What common misconceptions might my audience have?
- How might my communication choices affect my credibility with my audience?

**LEARNING OBJECTIVES ADDRESSED IN THIS UNIT:**

**BIG IDEA 1: Question & Explore**
LO 1.3A: Accessing and managing information using effective strategies.

**BIG IDEA 2: Understand & Analyze**
LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.
LO 2.1B: Summarizing and explaining a text’s main idea or aim while avoiding faulty generalizations and oversimplification.
LO 2.2A: Identifying, explaining, and analyzing the logic and line of reasoning of an argument.
LO 2.2B: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
LO 2.3A: Connecting an argument to broader issues by examining the implications of the author’s claim.

**BIG IDEA 3: Evaluate Multiple Perspectives**
LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.
LO 3.2A: Evaluating objections, implications, and limitations of alternate, opposing or competing perspective or arguments.

**BIG IDEA 4: Synthesize Ideas**
LO 4.1A: Formulating a complex and well-reasoned argument

**BIG IDEA 5: Team, Transform, and Transmit**
LO 5.1D: Adapting an argument for context, purpose, and/or audience. [CR2a]

**SUMMATIVE ASSESSMENTS:**

- **Comparison/Contrast Essay**: Students will write an essay comparing and contrasting two arguments in education by evaluating their effectiveness. Students will pay close attention to perspectives, implications, and limitations. [CR2h]
- **Group Debate:** With more formal training and time, students will refine their debate skills in a group on a current topic in education (i.e. standardized testing, privatization of schools, etc.).
  [CR2e] [CR2f]
- **Section I, Part B of Practice Exam:** Practice those skills embedded in this unit which are reflected in section I, part B of AP Exam

**A GLANCE AT UNIT III: What is the purpose/goal of education?**

Day 1: Socratic Seminar: *The Mis-Education of the Negro* by Carter Goddwin
- Discuss where education has been and where it is going: has the goal of education changed over the course of time?
HW: Reflection: the goal of education; does the America education system achieve this goal? [CR2g]

Day 2: “Shift Happens”
- Watch video [https://www.youtube.com/watch?v=FdTOFkhplo](https://www.youtube.com/watch?v=FdTOFkhplo) and study (take notes)
- Discuss video’s arguments, claims, evidence, etc. in a discussion format (take notes for homework) [CR2c]
HW: Research evidence to support one of the claims from the discussion; read and annotate one article supporting the claim chosen and complete a “SOAP STone the RAVEN”

Day 3: Claim and Evidence Review
- In groups, discuss homework by completing argument diagrams on large chart paper [CR2b]
- As a class, complete a gallery walk posting comments and questions on argument diagrams
- Discuss overall process and point of activity
HW: Read and research the Common Core:
  - [http://www.corestandards.org/what-parents-should-know/](http://www.corestandards.org/what-parents-should-know/) (read and watch attached video)
  - [http://www.corestandards.org/read-the-standards/](http://www.corestandards.org/read-the-standards/) (read either math or English Language Arts/Literacy Standards)

Day 4: NPR Debate on Common Core
HW: Re-listen to debate and add additional notes in a different color pen/pencil; read, annotate and complete “SOAP STone the RAVEN” for “Hijacked! How the Standards Movement Turned Into the Testing Movement” by Diane Ravitch (weekend)

Day 5: Socratic Seminar on NPR Debate and “Hijacked”
- Discuss both content of debate as well as debate tactics
- Take notes on debate
- Outline class debate procedures, rubrics and rolls of members
HW: Self-reflection on seminar [CR2g]

Day 6: Debate Preparation [CR2e]
- Highlight the importance of multiple lens and perspectives investigation
- Provide the topics (i.e. SAT/ACT adequate measure of academic success, classical literature should not be eliminated from English curriculum, summer break should be eliminated to ensure constant learning and growth)
- Prepare for debate
• Assign tasks to group members prior to leaving for class
HW: Final preparations for debate

Day 7: Debate
HW: Self and group reflection; Journal entry: would your parents or family members hire you? Ask your parents to write response to the same question and place in an enclosed envelope to be read in class.

Day 8: Would your parents hire you?
• Discuss journal entries (both students and parents—compare and contrast different perspectives) [CR2d]
• Read and analyze “Would You Hire Your Own Kids?” by Tony Wagner [CR3]
• Complete argument analysis worksheet
• Watch Ted Talk, “Play, Passion, Purpose”: https://www.youtube.com/watch?v=hvDjh4l-VHo
• Complete analysis of Ted Talk [Cr2c]; [CR3]
HW: Complete any work not completed in class; watch, analyze and compare “The Key to Success? Grit” by Angela Lee Duckworth to Wagner’s “Play, Passion, Purpose” [CR2d]; [Cr2e]

Day 9: Compare and Contrast Discussion
• Compare and Contrast Duckworth’s “The Key to Success? Grit” to Wagner’s “Play, Passion, Purpose”
• Discuss possible ways of organizing this comparison if it were to be written out
HW: Read “Comparing Perspectives on an Issue or Event” (CTTW 330-341) (weekend)

Day 10: Compare and Contrast Assignment
• Explain assignment, discuss rubric, and provide examples
• Complete activity to use as guidance for issue/event comparison [CR2e]
HW: Finalize topic decision; research and study topic (both sides); bring detailed notes and annotated bibliographies to class; begin outline (no school) [CR2c]

Day 11: Compare and Contrast Notes
• Work on rough draft with peer and teacher
HW: Rough draft of compare/contrast essay; make appointment to the writing center

Day 12: Peer editing
HW: Final draft compare/contrast essay due Friday

Day 13: Written Practice Exam Section I, Part B
HW: Final draft compare/contrast essay due Friday (weekend) [CR2a]

UNIT IV: Identifying Themes and Perspectives in Arguments while Creating Your Own

• Tale of Two Schools: Race in Education on Long Island (Environmental/Economic/Cultural & Social)
• “The Color of Success” by Eric C. Watts (Ethical)
• “A National Horror Hidden in Plain View: Why Not a National Response? by Jonathan Kozol (Ethical, Cultural & Social/Philosophical)
• “Gender in the Classroom” by Deborah Tannen (Ethical/Cultural & Social)
• “Investing in Education” in Half the Sky (cultural & social/political/environmental/ethical)
• Gender cartoons (artistic/futuristic)
Essential Questions:

- What voices or perspectives are missing from my research?
- What is the argument’s main idea and what reasoning does the author use to develop it?
- Why might the author view this issue this way?
- What biases may the author have that influence his or her perspective?
- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What am I taking for granted? How do I acknowledge and account for my biases and assumptions?
- What is the best medium or genre through which to reach my audience?
- How might I adapt my argument for different audiences and situations?

LEARNING OBJECTIVES ADDRESSED IN THIS UNIT:

**BIG IDEA 1: Question & Explore**
LO 1.4A: Identifying the information needed and selecting appropriate strategies to find or collect it.

**BIG IDEA 2: Understand & Analyze**
LO 2.2B: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

**BIG IDEA 4: Synthesize Ideas**
LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.
LO 4.2B: Providing insightful and cogent commentary that links evidence to claims.
LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
LO 4.4A: Extending an idea, question, process, or product to innovate or create new understandings.
LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence as well as considering consequences and implications.

**BIG IDEA 5: Team, Transform, and Transmit**
LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g., essay, poster, oral presentation, documentary, research report/thesis).
LO 5.1B: Adhering to established conventions of grammar, usage, style, and mechanics.
LO 5.1C: Communicating information using effective techniques of design.
LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance.
LO 5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal.
LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems. [CR2a]

**SUMMATIVE ASSESSMENTS:**

- **Problem-Solution Argument Essay**: Students will identify a problem with education through their readings and research, present the problem in a written format and provide research supported solutions to the problem. [CR2h]
Individual written report: Students will write an individual paper discussing their specific role or lens researched within their team. [CR2h]

Team Report: Using individual reports, groups will compile information to create a team report and presentation. [CR2h] [CR2f]

Team Presentation: Using appropriate multimedia, teams will present findings (10 minutes). Concluding the presentation, the group will be asked a minimum of two questions on their research process, use of evidence, and/or concluding findings. [CR2h]

Formal Reflection: Students will reflect on their overall position, role, and findings within a team report. [CR2g]

Section II Practice Exam: Students will practice those skills embedded in this unit which are reflected in section II of AP Exam [CR2a]

A GLANCE AT UNIT IV: What’s race, socioeconomics, ethnicity, and gender have to do with it?

Day 1: Reflection: part 1—the goal of education--does the America education system achieve that goal? How has your opinion on the goal of education changed/strengthened/weakened, etc.? Cite specific information discussed from unit III. Part 2—what role does race, socioeconomics, ethnicity, and gender play in a student’s right to a fair education? [CR2g]

- Compare and contrast essay due
- Discuss reflection and journal entry
- Watch Tale of Two Schools: Race in Education on Long Island (Part 1: 14:06) https://www.youtube.com/watch?v=LjiQup4DW2g

HW: Watch Tale of Two Schools: Race in Education on Long Island (Part 2: 12:48) https://www.youtube.com/watch?v=6rTg7fuE9f8; Read, annotate, and complete “SOAP Stone the RAVEN” of “The Color of Success” by Eric C. Watts (NS 140-143) [CR3]

Day 2: What’s our problem anyway?

- After discussing the documentary, Tale of Two Schools, students will participate in a fact or fiction game of their own school exploring their knowledge about their own school regards to race, ethnicity, etc.
- What problems do we see in our own school? Possible solutions?
- Work in groups to research and propose solutions to our lack of diversity in school
- Report solutions to the class supported by research [CR2b]

HW: Read, annotate, and complete “SOAP Stone the RAVEN” of “A National Horror Hidden in Plain View: Why Not a National Response?” by Jonathan Kozol (The Shame of a Nation, 237-263) [CR2c]

Day 3: Is Race in the Classroom a “National Horror?”

- Class discussion (take notes)
  - What problem(s) does Kozol highlight in this excerpt?
  - What solutions does he propose?
  - What are the strengths/weaknesses of his argument?
  - If you were identifying a problem with solutions, how might you organize it?

HW: Review “Writing to Propose Solutions: Solving Problems” (CTTW 437-477); Brainstorm—what problem(s) do you think needs solved in education? [CR2b]

Day 4: What’s your problem with education?

- In groups, discuss educational problems brainstormed; report out to class
- Discuss the reading in CTTW and outline the problem-solution essay
- Provide guidelines and rubric for problem-solution essay assignment
HW: Research problem and solutions; outline problem-solution essay; read and annotate “Gender in the Classroom” by Deborah Tannen (NS 224-232) [CR2c]

Day 5: Problem-Solution Essay
- Discuss Tannen’s article
  - What problem does she pose?
  - How does she propose solutions?
  - How does her format compare to your problem-solution outline? [CR2c]
HW: Work on rough draft of Problem-Solution essay (weekend) [CR2h] [CR2e]

Day 6: Problem-Solution Rough draft due
- Work in peer editing groups using peer editing sheet and assignment rubric (focus on content)
HW: Final draft of Problem-Solution essay; make appointment at the writing center

Day 7: Review MLA format; lesson on style
- Work in peer editing groups using peer editing sheet and assignment rubric (focus on style, mechanics, and citations)
HW: Final draft of Problem-Solution essay

Day 8: Gender Gap: Myth or Reality?
- Final Problem-Solution Essay due
- Journal entry: Do you see any limitations on who or what you can become? What are they? Are the limitations different for boys and girls? Societies are hierarchical. What role does gender play in where you end up on the spectrum? What is the gender hierarchy in your own culture? How do the roles of men and women (or girls and boys) differ? [CR2g]
- Discuss journal entry in groups and as a class
HW: Read, annotate, and complete a “SOAPS STone the RAVEN” for “Investing in Education” in Half the Sky by Nicholas D. Kristoff and Sheryl WuDunn (167-183)

Day 9: Half the Sky Discussion
- What are Kristoff and WuDunn arguing?
- How do they go about presenting their argument(s)? What is their line of reasoning? [CR2c]
HW: Using the reading “Gender in the Classroom,” “Investing in Education,” and a gender gap article and chart http://educationnext.org/gender-gap/, and article on Girls’ education http://www.theguardian.com/global-development/2015/jul/02/girls-education-will-only-make-the-grade-when-intuition-gives-way-to-information, complete a synthesis argument chart [CR2E]

Day 10: Girl Rising
- Discuss synthesis argument chart [CR2E]
- Watch and take notes on the documentary, Girl Rising [CR3]
HW: Reflection: After the first viewing, which girl’s story resonated with you and why? How does your educational experience compare to that of the girls in the film? Do girls and boys in your community have equal opportunities to be educated? (weekend)

Day 11: Girl Rising
- Watch and take notes on the documentary, Girl Rising
HW: Reflection: How is girls’ education a social, moral, political, religious or cultural issue? Research each lens and their connections to the girls’ stories of education

Day 12: Detailed Discussion on the documentary, Girl Rising
• Exploring multiple perspectives and lenses through *Girl Rising*
  HW: Read, annotate, and complete a “SOAP STone the RAVEN” for *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Christina Lamb and Malala Yousafzai (Thanksgiving Break) [CR3]

Day 13: *I am Malala*
• Socratic Seminar
  HW: Brainstorm the questions: What is the biggest issue in education today? What are your biggest concerns with education? What are you most passionate about with education? Once you have completed brainstorming, conduct preliminary research on some of the topics that were flushed out with the brainstorming. Submit concerns/issues/topics to teacher through Google Classroom [CR2B]

Day 14: Topic Selection
• Students will share individual responses in small groups then participate in a whole class discussion
• After discussing possible topics/themes, pre-determined teams will decide on a theme and select a reasonable and researchable question
• Teams will then decide on his or her own area to research for the individual report [CR2f]
  HW: Students will explore and research individual area; complete provided outline

Day 15: Individual Written Report
• Provide expectations and rubric of assignment
• Work on rough draft
  HW: Complete rough draft; make appointment to the writing center

Day 16: Individual Written Report Rough Draft
• Use editing sheet and rubric to peer edit with team members
  HW: Revision

Day 17: Individual+Individual+Individual=TEAM
• Individual written report due
• Discuss expectations, guidelines and rubric for team report [CR2]
  HW: Meet with team in person or via google docs to work on team report (weekend)

Day 18: Team Report
• Discuss guidelines for group presentations
  HW: Team report; presentation

Day 19: Rough Draft of Team Report
• Group review with other teams [CR2]
  HW: Revise team report; work on presentation

Day 20: Team Report
• Team Report due
• Work on Presentations [CR2]
  HW: Finish presentations

Day 21: Group Presentations
• Students will present their group findings
• Students will be asked questions about their final paper and presentation [CR2]
  HW: Formal Self Reflection Paper
Day 22: Group Presentations and Scoring AP Seminar Exam
- Finish presentations [CR2]
- Discuss rubric and guidelines for scoring AP Seminar Exam
HW: Read student exam sample essays and score according to the rubric along with a rationale for the score

Day 23: AP Exam Sample Essays and Scores
- In groups, discuss scores with other students and compare and contrast scores given.
- As a large group, the teacher will lead in a detailed explanation of the score given

Day 24: AP Practice Exam (Section 1, Part A)

Day 25: AP Practice Exam (Section 1, Part B)

Day 26: AP Practice Exam (Section 2)

Day 27: AP Practice Exam (Section 2 continued)

2nd SEMESTER COURSE OUTLINE: The course outline is for the second semester and is broken into three units covering 1) Performance Assessment Task 1 (Team Project and Presentation); 2) Performance Assessment Task 2 (Individual Research-Based Essay and Presentation); and 3) AP Seminar End-of-Course Exam.

UNIT V: Performance Assessment Task 1—Team Project and Presentation
January-February

Task Guidelines:
- Group of students (three to six) collaborate as a team to identify a problem or issue.
- Each team develops a research question and conducts preliminary research.
- The team identifies approaches, perspectives, or lenses and divide responsibilities among themselves for individual research that will address the team’s overall research question.
- Each individual as well as the team completes a written report as well as a team multimedia presentation to communicate the conclusion, solution, and/or recommendation of their research. [CR5]

Components:

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<th>Component</th>
<th>Scoring Method</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Individual Research and Reflection (single document, approximately 2000 words: 1200 research/800 reflection)</td>
<td>Teacher scored, College Board validated</td>
<td>25% of 25%</td>
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<tr>
<td>Written Team Report (approximately 3000 words)</td>
<td>Teacher scored, College Board validated</td>
<td>50% of 25%</td>
</tr>
<tr>
<td>Team Multimedia Presentation and Defense (8-10 minutes, plus defense questions)</td>
<td>Teacher scored</td>
<td>25% of 25%</td>
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CR5—Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic issue; consider options, alternatives, solutions, or resolutions; and develop a written report, multimedia presentation, and defense to communicate a conclusion or recommendation.
UNIT VI: Performance Assessment Task 2—Individual Research-Based Essay and Presentation
March-April

Task Guidelines:
- The College Board’s AP Program will annually release stimulus materials (cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic.
- Students use stimulus texts to identify a research question on their own.
- Once the research question is created, students will conduct research, analyze, evaluate, and select evidence to develop their argument, followed by a formal presentation and defense of their conclusion.
- The final paper must include a minimum of one of the released stimulus sources.
- Students are given a minimum of 30 school days to complete this task. [CR6]

Components:

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<tr>
<td>Individual Written Argument (approximately 2000 words)</td>
<td>Teacher scored, College Board validated</td>
<td>60% of 35%</td>
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<tr>
<td>Individual Multimedia Presentation (6-8 minutes)</td>
<td>Teacher scored</td>
<td>30% of 35%</td>
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<td>Oral Defense (two questions from the teacher)</td>
<td>Teacher scored</td>
<td>10% of 35%</td>
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CR6—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 peers.

UNIT VII: AP Seminar End-of Course Exam
May 5

Task Guidelines:
- Exam consists of five items:
  - Three short answer questions assessing analysis of an argument in a single source or document.
  - One essay question requiring students to perform a close reading of two documents and perform a comparative analysis and evaluation of the author’s arguments.
  - One essay question assessing students’ skills in synthesizing and creating an evidence based-argument.

Components:

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<th>Component</th>
<th>Scoring Method</th>
<th>Weight</th>
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<tr>
<td>Section I, Part A (30 minutes): one source provided; analyze argument using evidence</td>
<td>College Board scored</td>
<td>25% of 40%</td>
</tr>
<tr>
<td>Section I, Part B (60 minutes): two sources provided; evaluate effectiveness of two arguments on a similar question, problem, or issue</td>
<td>College Board scored</td>
<td>35% of 40%</td>
</tr>
<tr>
<td>Section II (90 minutes): four sources provided; build original arguments using at least two of</td>
<td>College Board scored</td>
<td>40% of 40%</td>
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<td>the four sources</td>
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