Unit 2: Community and Tying it All Together

Content Area: **Social Studies**
Course(s): **AP Capstone Seminar**
Time Period: **Marking Period 2**
Length: **four weeks**
Status: **Published**

Standards

L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
RI.TS.9–10.4	Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RL.PP.9–10.5	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RI.PP.9–10.5	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
RI.AA.9–10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
RI.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
W.AW.9–10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims,

	reasons, and evidence.
W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
W.AW.9–10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
W.IW.9–10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
W.IW.9–10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.9–10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.9–10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.NW.9–10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.NW.9–10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
SL.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.PI.9–10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.9–10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
6.3	Active Citizenship in the 21st Century
SOC.9-12.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

SOC.9-12.1.2	Spatial Thinking
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3	Critical Thinking
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4	Presentational Skills
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

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 3.2: Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, one's own argument can be situated within a larger 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 5.3: Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.

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Essential Questions

Essential Questions:

1. What strategies will help me comprehend a text?
2. How do I know if a source is trustworthy?
3. What line of reasoning and evidence would best support my argument? Is my reasoning logical?
4. How does my research question shape how I go about trying to answer it?
5. What is the argument's main idea and what reasoning does the author use to develop it
6. What patterns or trends can be identified among the arguments about this issue?
7. How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
8. How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
9. What is the best way to acknowledge and attribute the work of others that was used to support my argument?
10. How can I avoid committing plagiarism?
11. How might my communication choices affect my credibility with my audience?
12. What is the benefit of revision?
13. How do you distinguish what you have to say in academic writing vs. what the rest of the field has already said?
14. How do you place a naysayer within your own text?
15. How can you successfully utilize personal stories and anecdotes to introduce your research?
16. How do you connect the parts of your research?
17. How do you successfully write for an academic setting without setting aside your own voice, but also while showing respect to others?
18. How do you engage with proper protocols for revision to ensure that your writing is always improving?

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Knowledge & Skills

EK 1.1B1: Effective research questions lead to an examination, taking into account the complexity of a problem or issue.

EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.

EK 1.3A2: Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources.

EK 1.4A1: The scope and purpose of one's research and the credibility of sources affects the generalizability and the reliability of the conclusions.

EK 1.4A2: Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative).

EK 1.4A3: Determining the credibility of a source requires considering and evaluating the reputation and credentials of the author, publisher, site owner, and /or sponsor; understanding and evaluating the author's perspective and research methods; and considering how others respond to their work. Scholarly articles are often peer reviewed, meaning the research has been reviewed and accepted by disciplinary experts.

EK 2.1B2: Artistic works (e.g., painting, film, music, dance) convey a perspective. Analysis of a work's context, subject, structure, style, and aesthetic is critical to understanding its aims.

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

EK 2.2C1: An argument is valid when there is logical alignment between the line of reasoning and the conclusion.

EK 2.3A1: The implications and consequences of arguments may be intended or unintended.

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

EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how one's own personal biases and assumptions can influence one's judgment.

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

EK 4.1A5: The line of reasoning is a clear, logical path leading the audience through the reasons to a conclusion.

EK 4.1A7: A line of reasoning is organized based on the argument's purpose (e.g., to show causality, to evaluate, to define, to propose a solution).

EK 4.1A8: Claims and supporting evidence are arranged (eg., spatially, chronologically, order of importance) to convey reasoning and relationship (e.g., comparative, causal, correlational).

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

EK 4.2A2: Evidence is used to support the claims and reasoning of an argument. Compelling evidence is sufficient, accurate, relevant, current, and credible to support the conclusion.

EK 4.2A3: Evidence is strategically chosen based on context, purpose, and audience. Evidence may be used to align and argument with authority; to define a concept, illustrate a process, or clarify a statement; to set a mood; to provide an example; to amplify or qualify a point.

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

EK 4.3A2 Plagiarism is a serious offense that occurs when a person presents another's ideas or words as his or her own. Plagiarism may be avoided by acknowledging sources thoroughly and accurately.

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

EK 4.3A4: Quoted and paraphrased material must be properly attributed, credited, and cited following a style manual. Quoting is using the exact words of others; paraphrasing is restating an idea in one's own words.

EK 4.3A5: Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA).

EK 4.5A1: When making choices and proposing solutions, the advantages and disadvantages of the options should be weighted against the goal within its context.

EK 5.1A1: An argument may include the following elements:

Introduction: engages the audience by providing background and/or context;

Thesis: conveys the main idea of the argument;

Reasons, evidence, and commentary: provide support for the argument;

Counterargument, concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments;

Conclusion: synthesizes reasoning, considers possible implications for the future, and ties back to the introduction;

Bibliography: identifies works cited.

EK 5.1A2: Coherence is achieved when the elements and ideas in an argument flow logically and smoothly. Transitions are used to move the audience from one element or idea to another by illustrating the relationship between the elements or ideas.

EK 5.1B1: A writer expresses tone or attitude about a topic through word choice, sentence structure, and imagery.

EK 5.1B2: Effective sentences create variety, emphasis, and interest through structure, agreement of elements, placement of modifiers, and consistency of tense.

EK 5.1B3: Precision in word choice reduces confusion, wordiness, and redundancy.

EK 5.1B4: Spelling and grammar errors detract from credibility.

EK 5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.

- Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives
- Employing appropriate reading strategies and reading critically for a specific purpose

- Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification

- Explaining and analyzing the logic and line of reasoning of an argument

- Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration

- Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration

- Evaluating the relevance and credibility of the source of information and data in relation to the inquiry

- Explaining and analyzing the logic and line of reasoning of an argument

- Evaluating the validity of an argument

- Connecting an argument to broader issues by examining the implications of the author's claim

- Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments

- Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument

- Attributing knowledge and ideas accurately and ethically, using an appropriate citation style

- Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications

- Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.

- Adhering to established conventions of grammar, usage, style, and mechanics

- Reflecting on and revising their own writing, thinking, and creative processes

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Resources

Burke, Jim. Unchartered Territory: A Reader and Guide, 2nd ed. Canada: W. W. Norton & Company, 2022.

Graff, G., & Birkenstein, C. They Say I Say: The Moves that Matter in Academic Writing, 6th ed. New York: W. W. Norton & Company, 2024

David Brooks, How to Know a Person

Note: thematic units are based on the thematic divisions in Burke's work, as well as course elements/expectations and College Board-modeled assessments

Monty Python's The Flying Circus. "Argument Clinic." YouTube, uploaded by Monty Python, 14 Nov. 2008,www.youtube.com/watch?v=kQFKtI6gn9Y. (Performance)

- Tritch, Teresa. "The Ball and Chain of Student Debt." The New York Times. 19 Feb 2015,http://takingnote.blogs.nytimes.com/2015/02/19/the-ball-and-chain-of-student-debt (Article)

- Brooks, David. "How We Are Ruining America" The New York Times. 11 July 2017,https://www.nytimes.com/2017/07/11/opinion/how-we-are-ruining-america.html (Article)

- Moore, Lela. "It's Not the Fault of the Sandwich Shop': Readers Debate David Brooks's Column" The New York Times. 13 July 2017,https://www.nytimes.com/2017/07/13/opinion/its-not-the-fault-of-the-sandwich-shop-readers-debate-david-brookss-column.html (Article)

- Jones, Robert P. "The Collapse of an American Identity." The New York Times. 2 May 2017,https://www.nytimes.com/2017/05/02/opinion/the-collapse-of-american-identity.html

- "Sharp Partisan Divisions in Views of National Institutions."PEW Research Center. PEW Research Center, 10 July 2017. Web. 14 July 2017. <http://www.people-press.org/2017/07/10/sharp-partisan-divisions-in-views-of-national-institutions/>. (Research Study)

- Brady, William J., Julian A. Wills, John T. Jost, Joshua A. Tucker, and Jay J. Van Bavel. "Emotion shapes the diffusion of moralized content in social networks." Proceedings of the National Academy of Sciences 114.28 (2017): 7313-318. Proceedings of the National Academy of Sciences of the United States of America. Web. 14 July 2017. (Research Study)

- Several student-selected articles, essays, and other resources. (Varies)
- Note: This course is based on student research and themes that will differ from year to year based on the AP curriculum and student interest. Therefore, there will be new and different resources utilized in different years.

- Students will engage with parts 2 and 3 of the Graff and Birkenstein text on writing to prepare for the beginning of performance task 1 in the next unit.

News publications, including but not limited to NYTimes, Washington Post.

Upfront Magazine

Albert i.o

Pear Deck

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Unit 2 Transfer Goals

Students will continue to learn to independently work with the QUEST method of research and analysis from College Board to transition from evaluating what others say to working on what they think about a particular topic through a specific lens.

Students will independently tie together the state of the current academic conversation on a particular topic with their own developing thoughts on a topic as they learn to look at research as an ongoing democratic conversation.

Students will independently develop the art of commentary on the current state of research in a particular field and potential gaps in knowledge that may exist.

Assessments

AP Seminar Assessment Overview

Students are assessed with two through-course performance tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

- Team Project and Presentation — 20% (10% and 10%)
- Individual Research-Based Essay and Presentation — 35%
- End-of-Course Exam (2 Hours) — 45% (College Board Scored)

Performance Task 1: Team Project and Presentation

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.

Components:

- Individual Research Report (IRR)—1,200 words
- Team Multimedia Presentation (TMP) and Oral Defense (OD)—8-10 minutes; each student responds to 1 question

In Class Assessments:

- Seminar Discussions
- Presentations
- Journaling
- In-Class Timed Writing modeled after AP exam
- Research assignments modeled after AP exam

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72flT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0