Unit 1: Academic Success, Introduction, and Communication

Content Area: **Social Studies**
Course(s): **AP Capstone Seminar**
Time Period: **Semester 1**
Length: **4 weeks**
Status: **Published**

Unit 1 Standards

L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
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.
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.
RL.TS.9–10.4	Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
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.
RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.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.IW.9–10.2.E	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.
SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
SL.II.9–10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.ES.9–10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
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.
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.

Unit 1 Enduring Understandings

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.

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.

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.

4. 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.

5. 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.

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

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

8. 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.

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

10. Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.

11. Scholarship is presented through different lenses such as environmental, scientific, economic, political and historical, artistic and philosophical, and cultural and social. Students should be able to engage with the different lenses based on their point of inquiry.

12. Teams and individuals must learn the art of listening before they are capable of constructing their own thoughts, especially within the context of academic writing.

LINK TO AP SEMINAR CED: https://apcentral.collegeboard.org/media/pdf/ap-seminar-course-and-exam-

description.pdf

Unit 1 EQs

Essential Questions:

From whose perspective is this information being presented, and how does that affect my evaluation?

What do I want to know, learn, or understand?

How does the context of a problem or issue affect how it is interpreted or presented?

How might others see the problem or issue differently?

What questions have yet to be asked?

Why might the author view the issue this way?

What biases may the author have that influence his or her perspective?

How can I best appeal to and engage my audience?

What contributions can I offer to a team?

How can I benefit from reflecting on my own work?

How can academic discourse be demystified for student entry?

From what point of entry do students begin to engage with academic discourse, and what are the protocols for doing so?

How do you effectively demonstrate your own credibility in an academic conversation?

How do you summarize the academic conversation?

How do you utilize quotes to both demonstrate credibility within an academic conversation and further your own research?

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Unit 1 Knowledge and Skills

Essential Knowledge:

EK 1.1A1: Examining the perspectives and ideas of others leads to questions for investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.

EK 1.2A1: Understanding comes not only through collection of information but also from a variety of other factors (e.g., experience, external sources, cultural context, assumptions).

EK 1.2A2: A variety of strategies (e.g., brainstorming, concept mapping, prewriting, exploration of space, drafting) can be used to illustrate, organize, and connect ideas.

EK 1.2A3: Inquiry confirms or challenges one's existing understandings, assumptions, beliefs, and/or knowledge.

EK 1.3A1: Information used to address a problem may come from various secondary sources (e.g., articles, other studies, analyses, reports) and/or primary sources (e.g., original texts and works, material culture, or personally collected data such as experiments, surveys, questionnaires, interviews, observations, personal narratives).

EK 2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.

EK 2.1A2: Strategies active readers use to preview and prioritize a written text include skimming, scanning, rereading, and questioning.

EK 2.1A3: Strategies active readers use to make meaning from texts include annotating, note-taking, highlighting, and reading aloud.

EK 2.1A4: Perspectives are shared through written, spoken, visual, or performance texts. A perspective includes the writer's attitude/tone regarding the subject and is expressed through an argument.

EK 2.1B1: The main idea of an argument is often expressed in the thesis statement, claim, or conclusion, or implied throughout a work.

EK 2.2A1: Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.

EK 2.2A2: An argument's line of reasoning is organized based on the argument's purpose (e.g., to show causality, to define, to propose a solution).

EK 2.2A3: Inductive reasoning uses specific observations and/or data points to identify trends, make generalizations, and draw conclusions. Deductive reasoning uses broad facts or generalizations to generate additional, more specific conclusions about a phenomenon.

EK 2.2A4: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.

EK 2.2B1: An argument's context (time and purpose) and situation (in relation to other arguments) inform its interpretation.

EK 2.2B2: Writers use qualitative and/or quantitative evidence (eg., facts, data, observations, predictions,

analogies, explanations, opinions) to support their claims. Evidence has varying degrees of validity.

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

EK 2.2B4: Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis).

EK 2.2B5: Evidence may be used to identify and explain relationships (comparative, causal, or correlational) and/or patterns and trends.

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

EK 4.1A1: Effective arguments use reason and evidence to convey a perspective, point of view, or some version of the truth that is stated or implied in the thesis and/or conclusion.

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

EK 5.1E1: Speakers vary elements of delivery (e,g., volume, tempo, movement, eye contact, vocal variety, energy) emphasize information, convey tone, and engage their audience.

EK 5.2A1: Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective.

EK 5.2B1: Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team's performance.

EK 5.2B2: Teams function at their best when they understand the diversity of their social-cultural perspectives, talents, and skills.

EK 5.2B3: Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation.

EK 5.2B4: Effective teams consider the use of online collaborative tools.

EK 5.3A1: Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, drawing, exploration of space, and/or guided contemplation.

EK 5.3B1: Reflection acknowledges the impact of actions on both the group and individual contributions, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group's and individual's tasks.

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Unit 1 Transfer Goals

Students will be able to independently evaluate texts utilizing the AP Capstone College Board research framework for evaluating and integrating sources into an argument.

Students will begin to independently work on the writing skills of engaging with what others are saying academically about a subject, the art of summarizing, and the art of quoting from those sources within their own research writing.

Unit 1 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

- "Ted Talk by Margaret Heffernan: Dare to Disagree" Ted.com, June 2012https://www.ted.com/talks/margaret_heffernan_dare_to_disagree (Speech, Broadcast, or Personal Account)
- "Ted Talk by Chimamanda Ngozi Adichie: Danger of a Single Story" Ted.com, Oct 2009,https://www.youtube.com/watch?v=D9Ihs241zeg&t=122s (Speech, Broadcast, or Personal Account)
- "Educator Resource Area: The Question Formulation Technique (QFT)", The Right Question Institute, Aug. 2016, rightquestion.org/educators/resources/.
- Norm Augustine: "High Marks for Standardized Tests." Washington Post 1 Aug. 2013. Print.
- Jouriles, Greg. "We Don't Need Standardized Tests. Here's Why." Education Week 9 July 2014: 36,40. Print.
- Student Artworkhttps://www.washingtonpost.com/news/answer-sheet/wp/2015/06/09/nine-dramatic-works-of-art-by-students-about-standardized-testing/?utm_term=.a329077f8504
- Johnson, Tim. "Does Standardized Testing Really Evaluate Your Kids' Learning?" Today's Parent 11 Aug. 2015.https://www.todaysparent.com/family/does-standardized-testing-really-evaluate-your-kids-learning/ accessed 3 July 2017.
- "Ted Talk by Ken Robinson: How to Escape Education's Death Valley" Ted.com, April 2013,https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley

- Kamenetz, Anya. “What Schools Could Use Instead of Standardized Tests.” NPR.org 6 Jan. 2015. Web. Accessed 2 July 2017. http://www.npr.org/sections/ed/2015/01/06/371659141/what-schools-could-use-instead-of-standardized-tests
- Levitin, Daniel J. Weaponized Lies: How to Think Critically in the Post-truth Era. Toronto: Penguin, 2017. Print. (Foundational, Literary, or Philosophical Text)
- Thematic readings and discussion from Uncharted Territory:
- “Blue Color Brilliance,” Mike Rose
- “Education Pays 2019,” College Board
- “The Mindsets,” Carol Dweck
- “Want to Get into College? Learn to Fail,” Angel B. Perez
- “When I Heard the Learn’d Astronomer,” Walt Whitman
- “Remarks at the Topeka School District Senior Recognition Day,” Michelle Obama
- “On Listening to Your Teacher Take Attendance,” Aimee Nezhukumatathil
- Several student-selected articles, essays, and other resources. (Varies)

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 1 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%
- 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