Unit 3: Academic Contexts and Education (PT1)

Content Area: **Social Studies**
Course(s): **AP Capstone Seminar**
Time Period: **Semester 1**
Length: **6 weeks**
Status: **Published**

Standards

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.
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.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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.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.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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.
W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.9–10.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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.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.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.
	Presentation of Knowledge and Ideas
	Knowledge of Language
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 3 Transfer Goals

Students will engage in individual lens research that evaluates a teacher-chosen theme for the first performance task utilizing the QUEST method of research from the first two units, as well as the writing skills that they have worked on.

Students will then complete a presentation based on the communication and presentation skills from the first two units as a group for the second portion of their first performance task.

Enduring Understandings

All prior learning objectives and essential knowledge as well as:

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

Big Idea 2: Understand and Analyze

Enduring Understandings:

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

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

EU 2.3: Arguments have implications and consequences.

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

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

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

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

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

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

Essential Questions

Essential Questions:

1. What voices or perspectives are missing from my research?
2. What information do I need to answer my question?
3. What keywords should I use to search for information about this topic?
4. What are the implications of these arguments?
5. How does this conclusion impact me and my community? Or my research?
6. What are the implications and/or consequences of accepting or rejecting a particular argument?
7. How can I explain contradictions within or between arguments?
8. Are there other conclusions I should consider?
9. What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?

10. What is the best medium or genre through which to engage my audience?
11. What common misconceptions might my audience have?
12. How might I adapt my argument for different audiences and situations?
13. What are the best types of presentation skills to prepare for the presentation portion of the first performance task?
14. How do you effectively communicate and work within groups?
15. How do you properly situation your academic research within specific academic contexts?

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

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

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

Resources

Tharoor, Ishaan. "The Importance of Talking to Terrorists." Washington Post, 23 June 2017. (Interview) Web. 14 July 2017https://www.washingtonpost.com/news/worldviews/wp/2017/06/23/the-importance-of-talking-to-terrorists/?utm_term=.00a77ad8177d

- "Fighting, While Funding Extremists." Editorial. New York Times 19 June 2017: n. pag. The New York Times. Web. 14 June 2017. <https://www.nytimes.com/2017/06/19/opinion/saudi-arabia-qatar-isis-terrorism.html>.
- https://www.washingtonpost.com/news/made-by-history/wp/2017/07/02/the-civil-rights-act-was-a-victory-against-racism-but-racists-also-won/?nid&utm_term=.a254413e8859
- Civil Rights Act of 1964 (transcript; historical document)https://www.ourdocuments.gov/doc.php?flash=false&doc=97&page=transcript
- "Ted Talk by Dan Ariely: How Equal Do You Want the World to Be? You'd Be Surprised." Ted.com, March 2015,https://www.ted.com/talks/dan_ariely_how_equal_do_we_want_the_world_to_be_you_d_be_surprised (Speech)
- "Ted Talk by Pope Francis: Why the Only Future Worth Building Includes Everyone." Ted.com, April 2017,https://www.ted.com/talks/pope_francis_why_the_only_future_worth_building_includes_everyone?language=en (Speech)
- Gladwell, Malcolm. "Small Change: Why the Revolution Will Not Be Tweeted." New Yorker, 2010. (Article)
- Rockwell, Norman. "Freedom of Speech." 1943. (Artistic Work)
- Carnegie, Andrew. "The Gospel of Wealth." 1889. (Foundational, Literary, or Philosophical Text)
- Singer, Peter. "The Singer Solution to World Poverty." New York Times Magazine, 1999. (Article)

- Zapiro. “World Economic Forum.” (Artistic Work)
- Johnson, June. Global Issues, Local Arguments. New York: Longman, 2014.
- http://bigthink.com/genius-or-crazy/genius-or-crazy-the-weaponization-of-internet-trolling

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

- This unit will focus on part 4 of the writing text to help students prepare for the first performance task.

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

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.

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

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

Performance Task 2: Individual Research-based Essay and Presentation

The College Board's AP Program will annually release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme. Students will read and analyze the texts to identify thematic connections among them and possible areas for inquiry; compose a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must incorporate at least one of the provided sources.

Components:

- Individual Written Argument (IWA)—2,000 words
- Individual Multimedia Presentation (IMP)—6-8 minutes

- Oral Defense (OD)—two questions from the teacher

Modifications

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