Unit 5: AP Test Prep

Content Area: **Social Studies**
Course(s): **AP Capstone Seminar**
Time Period: **Semester 2**
Length: **4-6 weeks**
Status: **Published**

Transfer Goals

Students will be able to independently examine evidence based research and multiple perspectives and integrated these into a concise argument for their own individual projects.

Student will be able to independently devise hypotheses that can be proven or disproven through in-depth research.

Standards

L.SS.9–10.1.A	Use parallel structure.
L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
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.
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.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.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.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.
W.IW.9–10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance 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.
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.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.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.
	Conventions of Standard English
	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.

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?

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

Knowledge & Skills

EK 4.1A3: Qualifiers place limits on how far a claim may be carried. Effective arguments acknowledge these limits, increasing credibility by reducing overgeneralization or oversimplification.

EK 4.1A6: The logic and reasoning of an argument may be deductive (claim followed by evidence) or inductive (evidence leads to a conclusion).

EK 4.1A9: The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.

EK 4.2A4: The evidence selected and attributed contributes to establishing the credibility of one's own argument.

EK 4.2B1: Commentary connects the chosen evidence to the claim through interpretation or inference, identifying patterns, describing trends, and/or explaining relationships (e.g., comparative, causal, correlational)

EK 4.4A1: Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.

EK 5.1C1: Effective organizational and design elements (e.g., headings, layout, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use or overuse of these elements disrupts audience engagement and understanding.

EK 5.1C2: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation.

EK 5.1C3: Effective communication requires choosing appropriate media (e.g., essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience.

EK 5.1D1: Arguments can be adapted by strategically selecting and emphasizing information considering audience, situation, medium, and purpose.

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

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

Multiple student-selected articles, essays, and other timely resources.

- 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.

Assessments

End-of-Course Exam (2 hours)

During the AP Exam administration window, students will take the AP Seminar End-of-Course Exam. The exam consists of four items (three short-answer and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students' skills in synthesizing and creating an evidence-based argument.

During this particular unit of the course, we will focus on preparations for the AP exam by giving AP-type assessments consisting of skill-based analysis of writing from different lenses to prepare the students for what the AP test will bring.

AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

Modifications

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