

AP Capstone Seminar Syllabus

Course Overview

The AP Capstone Seminar course is a foundational course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. Students are empowered to collect and analyze information with accuracy and precision to craft and communicate evidence-based arguments. In addition, students will gain valuable research, writing and presentation skills in alignment with the Common Core Standards.

Course Goals: The focus of the course is on skill development. Students will....

- Engage with rigorous postsecondary curricula to develop critical thinking and reasoning skills necessary for success at University.
- Develop strategies for critical reading; discovering ideas and evaluating information in academic research reports, artistic works and literary texts.
- Develop and practice using a scholar's tools to investigate and explore new ideas and uncover new information.
- Utilize provided opportunities to practice disciplined and scholarly research skills while exploring relevant topics that appeal to personal interests and curiosity.
- Extend abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.
- Cultivate the ability to craft, communicate, and defend evidence-based arguments.
- Practice the art of oral communication to engage and persuade an audience.
- Develop a toolbox of collaboration and leadership strategies accomplish a team goal.

COURSE FOUNDATION The 5 Big Ideas of AP Capstone Seminar*

Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas (QUEST):

“Q – Question and Explore: Questioning begins with an initial exploration of complex topics or issues. Perspectives and questions emerge that spark one’s curiosity, leading to an investigation that challenges and expands the boundaries of one’s current knowledge.

U – Understand and Analyze: Understanding various perspectives requires contextualizing arguments and evaluating the author’s claims and lines of reasoning.

E – Evaluate Multiple Perspectives: Evaluating an issue involves considering and evaluating multiple perspectives both individually and in comparison to one another.

S – Synthesize Ideas: Synthesizing others’ ideas with one’s own may lead to new understandings and is the foundation of a well reasoned argument that conveys one’s perspective.

T – Team, Transform, and Transmit: Teaming allows one to combine personal strengths and talents with those of others to reach a common goal. Transformation and growth occur upon thoughtful reflection. Transmitting requires the adaptation of one’s message based on audience and context.”*

AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information

As this is an AP course, plagiarism will be treated under a zero tolerance policy. A grade of 0 will be given for any assignment found in violation of the AP Capstone Plagiarism Policy and will be documented on your student record. In addition to the aforementioned consequences, the AP Capstone Plagiarism Policy will also be applied...

***AP Capstone Plagiarism Policy**

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 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.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) 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 incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation

Evaluation & Grading – *(This is the basis for your Eastern Regional High School grade that will appear on your transcript.)*

Unit 3 – Performance Task 1
Unit 4 – Performance Task 2
Unit 5 – EOC Preparation

Course Text Materials

Elements of An Argument
The Bedford Researcher
The Bedford Reader
They Say, I Say

UNITS OF STUDY

Unit 1 – Foundations of Skills - Theme: Wealth & Poverty in the United States

September - October

Unit 1 will focus on developing student skills and building research foundations using teacher-selected topic. Students will engage in conversations about complex academic and real world issues through a variety of lenses, considering multiple perspectives. The first unit will explore a dimension of the theme of Wealth and Poverty in the United States that allows for deep interdisciplinary exploration. The 5 big ideas (QUEST) will be integrated throughout each unit and embedded within lessons and supporting assignments and activities.

Skills – the following skills will be targeted through the exploration of the theme, Wealth & Poverty in the U.S.

- Thinking Skills using Edward De Bono’s CoRT Thinking Programme – Throughout the course students will be taught and use 3 thinking strategies: PMI, CAF, and 6 Hats.
- Research using Databases – students will be directed to online databases available through Eastern and review types of sources, assess value of source to one’s work, develop effective cross-referencing techniques and how to achieve range in one’s research. Media Center Specialist will conduct lesson on databases and students will be directed to use specific sources for Unit 1 theme.
- Exploring Multiple Perspectives – introduce lenses/perspectives for students to approach topic
- MLA instruction, in text citation instruction, rubric & teacher expectations

Wealth & Poverty In the United States Resources

- *New York Times* Venezuela Dispatch “ How to Survive When Money is Worthless”
 - Wealth, Income, and Power by G. William Domhoff
 - Excerpts from Keynes and Hayek economic views (economic philosophy)
 - Excerpts from: Adam Smith (author of Wealth of Nations) on laissez-faire and the invisible hand; Milton Friedman; John Maynard Keynes (Keynesian economics); current politicians’ views (speeches from FDR, John F. Kennedy, Ronald Reagan, and President Barack Obama)
 - Pew Research Center – use of datasets including “Are You in the Middle Class?” Sept 20, 2018; “How wealth inequality has changed in the U.S. since the Great Recession, by race, ethnicity and income.” Nov. 1, 2017; “The many ways to measure economic inequality.” Sept 22, 2015
 - Stephen Colbert’s satirical report on the rhetoric surrounding the labor debate, “Minimum Wage and McDonald’s Spending Journal”
 - Minimum wage political cartoons
 - Michael Silverstein’s “The Minimum Wage Poem”
 - “Confronting the Myths of Suburban Poverty” by Tanvi Misra
 - The Eviction Lab at Princeton University, <https://evictionlab.org>
 - Interview with Matthew Desmond with Terry Gross on Fresh Air, NPR
 - Matthew Desmond’s *Evicted Poverty and Profit in the American City*
 - Norman Rockwell’s *Freedom from Want* (1943)
 - Shepard Fairey’s *Barack Obama/Hope*
- **Activities:**
- • Discussions of art, political cartoons and poetry related to wealth and poverty

- • Develop an info graphic of the current suburban poverty status
- • Analyze current data to redefine poverty
- • Source analysis: Students read articles, summarize them, and evaluate the strength of the argument
- • Discuss and analyze the Museum of Modern Art’s “Foreclosed: Re-housing the American Dream” art exhibit
- • Compare and evaluate definitions of poverty from a variety of perspectives
- • Group presentation in simulation: Use QUEST framework to report group’s argument. Participate in a Suburban Poverty Conference and make recommendations to address the needs of the suburban poor.

Reflection Assignments for Wealth & Poverty Unit

Having completed your reading of *Evicted* by Matthew Desmond, write a book review assessing its findings and research methods. Additionally, students are to present a critical discussion of the book.

Following weekly mini-presentations, students are to journal in their presentation notebooks assessing the content they presented along with recommendations for improvement.

Considering the recent jackpot in the state lottery systems, what would you do with the money? What charities would benefit from your good fortune? Would you consider giving the bulk of your winnings away as Bill Gates and Warren Buffet have when they committed to the *Giving Pledge*.

Learning Objectives

LO2.1B Summarizing and explaining a text’s main idea of 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 2.2C evaluating the validity of an argument

LO2.3B Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument

LO 3.2A evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives on arguments

LO 1.1A Identifying and contextualizing a problem of issue

LO1.1B posing complex questions and seeking out answers that reflect multiple, divergent, and contradictory perspectives

LO1.3B Evaluating the relevance and credibility of the source of information and data in relation to the inquiry

LO 4.1A formulating a complex and well-reasoned argument

LO4.2A Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources to develop and support an argument

LO4.2B providing insightful and cogent commentary that links evidence with claims

LO4.4A extending an idea, question, process, or product to innovate or create new understandings

LO4.5A offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications

LO 5.1A working both as an individual and with a team to plan, produce, and present a cohesive argument, considering audience, context, and purpose, and using appropriate media

LO5.2A providing individual contributions to overall collaborative effort

LO5.2B fostering constructive team climate, resolving conflicts, and facilitating the contribution of all team members to address complex, open-ended problems

Unit 2 – From Feast to Famine

October - November

Unit 2 will focus on identifying elements of an argument so that students are able to incorporate each element into their written work and presentations. Students will explore the theme, *From Feast to Famine*, through multiple lenses. From physical and mental health implications to impact on the environment, examining food issues will permit the students to connect with the theme and demonstrate their argumentative skills.

Skills – the following skills will be targeted through the exploration of the theme, Feast to Famine:

- Identifying and contextualizing a problem or issue
- Evaluating the relevance and credibility of information from sources and data
- Identifying and interpreting multiple perspectives or arguments on an issue
- Formulating a complex and well-reasoned argument
- Working both as an individual and with a team to plan, produce, and present a cohesive argument

From Feast to Famine Resources

Tristram Stuart, “The Global Food Waste Scandal” Ted Talk

“What’s the Future of Food” playlist – Ted Talks – series of 6 talks

Malthus, Thomas. “Malthusian Theory of Population”

Buettner, Dan. “How to Live to be 100+”. Ted Talk

Dobbs, Taylor. "The iPhone-Driven Farm."

Jenny Stevens “ The Friend Effect: Why the secret of health and happiness is surprisingly simple.”

“Make Them Eat Cake: How America is exporting its obesity epidemic.” John Norris

Argumentative text “What makes this an argument rather than an explanation?”

Adam Chandler “Why Americans Lead the World in Food Waste.”

Colino, Stacey. "Can You Undo Your Past Health Mistakes?"

Conner, Chris. "Global Experts Illustrate Climate Change's Destabilizing Impacts on Food Security."

Gibbons, Ann. "The Evolution of Diet."

Patterson, Thom. “Why does America have so many hungry kids?”

Documentary “What the Health”

Pew Research Center – “The politics and demographics of food stamp recipients” July 12, 2013

Chop Suey, Edward Hopper (1929); *Peasant Wedding Feast*, Pieter Bruegel (1556); *Gebakken Ei*, Tjalf Sparnaay (2009); *Campbell’s Soup Cans*, Andy Warhol (1962); *Barbecue*, Archibald Motley (1960)

Activities

Argumentative essay on nutrition topics

Discuss views on food through the ages using art

Debate – *New York Times Room for Debate*: Food Stamps: The Economics of Eating Well; Feeding the Family, Feeding Resentment
Student Presentations on Ted Talks Future of Food playlist
Socratic Seminar: Future of Food

Reflection Activities for Feast to Famine Unit

Search famous works of art featuring food and select the artwork that best reflects your perspective on food in the United States. Students are to write a 2 page reflection essay connecting the artwork selected to their perspectives.

Student Journals – students will reflect after each ‘presentation’ style activity noting both strengths and weaknesses. Students should generate a strategies list for areas in need of improvement incorporating teacher’s feedback.

Learning Objectives

LO 1.1A identifying and contextualizing a problem of issue

LO 3.1A Identifying, comparing, and interpreting multiple perspectives on an argument about an issue

LO3.2A Evaluating objections, implications, and limitations of alternative, opposing, or competing perspectives on arguments

LO1.3A Accessing and managing information using effective strategies

LO1.3B evaluating the relevance and credibility of the source of information and data in relation to the inquiry

LO2.2A Identifying, explaining, and analyzing the logic and line of reasoning of an argument

LO2.2B describing and analyzing the relevance and credibility of evidence used to support and argument, taking context into consideration

LO2.2C evaluating the validity of an argument

LO2.3B evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument

LO4.1A formulating complex and well-reasoned arguments

LO4.3A attributing knowledge and ideas accurately and ethically, using and appropriate citation style

LO4.4A extending an idea, question, process, or product to innovate or create new understandings

LO5.1A. Working both as an individual and with a team to plan, produce, and present a cohesive argument, considering audience, context, and purpose, and using appropriate media

LO5.1B Communicating an argument in an evidence-based written essay adhering to established conventions of grammar usage, style, and mechanics.

**Unit 3 - Performance Task 1 – Team Project and with Group Presentation (student selected)
November 26 – February 4**

Unit Overview: This unit will have the students focus on the completion of Task 1 for the AP Seminar Score. Once the students are reminded of the parameters of the task, the instructor will focus on facilitating a productive academic environment as the groups and individuals set about their given tasks. Unit will start roughly the week of December 1st and go through the week of February 27th. Particular focus will be given on the stimulus materials once they are released by College Board to help facilitate a productive academic environment.

Task 1 Components:

- **Individual Research Report (1200 words) – 50% of the 20% for the AP Seminar Score (college board scored)**
- **Team Multimedia Presentation and Defense (8–10 minutes, plus defense questions) – 50% of the 20% for the AP Seminar Score**

Task Overview

Eight students currently enrolled in AP Seminar so students will work in two teams of four. Students will work 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.

Task Guidelines

In this project, three to five students collaborate as a team to identify a problem or issue (e.g., local, national, global, academic/theoretical/philosophical). Each team develops a team research question and conducts preliminary research. They identify approaches, perspectives, or lenses and divide responsibilities among themselves for individual research that will address the team's research question.

Individually, students investigate their assigned approach, perspectives, or lens on the issue or topic of the team research question. Each student presents his or her findings and analysis to the group in a well-written individual report that:

- ▶ identifies the area of investigation and its relationship to the overall problem or issue;
- ▶ summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the chosen sources;
- ▶ identifies, compares, and interprets a range of perspectives about the problem or issue; and
- ▶ cites all sources used and includes a list of works cited or bibliography.

Working collaboratively, the team considers all of the research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions. The team:

- ▶ collaboratively synthesizes and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue;
- ▶ considers potential solutions or resolutions and conducts additional research in order to evaluate different solutions within the context of the problem; and
- ▶ proposes one or more solutions or resolutions and prepares an argument to support their proposal.

The team develops an 8–10 minute presentation that presents a convincing argument for the proposed solutions or recommendations. The team should ensure the claims made are supported by evidence and that they have considered different perspectives and the limitations and implications of their proposed solutions or recommendations. The presentation and the media used to enhance the presentation should consider audience, context, and purpose. Teacher will collect presentation media from all teams in the school's AP Seminar course(s) before any team actually delivers the oral presentation. Following the presentation, the team will defend its argument, with each student responding to a question posed by the teacher. Each team member should be prepared to answer questions about any part of the presentation.

Individual Research Report (1200 words) EK1.1B1, EK1.1B2, EK2.1B1, EK2.1B2, LO2.2A, EK2.2A3, EK2.2B1, EU2.3, EU4.1, LO4.1A, EK4.1A2, EK4.1A4, EK4.1A5, EK4.1A6, EK4.1A7, EK4.1A8, EU4.2, LO4.2A, EK4.2A1, EK4.2A2, EK4.2A3, EK4.2A4, LO4.2B, EK4.2B1, LO4.2C, EK4.2C1, EK4.2C2, EK4.2C3, EK4.2C4, EU4.3, LO4.3A, EK4.3A1, EU4.4, LO4.4A, EK4.4A1, EU5.1, LO5.1A, EK5.1A1, EK5.1A2, EK5.1A4, LO5.1B, EK5.1B1, EK5.1B2, EK5.1B3, EK5.1B4

Group Multimedia Presentation (8-10 Minutes) and defense EK1.1B1, EK1.1B2, EK2.1B1, EK2.2B2, EU2.3, LO3.2A, EU4.1, LO4.1A, EK4.1A2, EK4.1A4, EK4.1A5, EK4.1A7, EK4.1A8, EK4.1A9, EU4.2, LO4.2A, EK4.2A1, EK4.2A2, EK4.2A3, EK4.2A4, LO4.2B, EK4.2B1, LO4.2C, EK4.2C1, EK4.2C2, EK4.2C3, EK4.2C4, EU4.3, LO4.3A, EK4.3A1, EU4.4, LO4.4A, EK4.4A1, EU5.1, LO5.1A, EK5.1A1, EK5.1A2, EK5.1A3, EK5.1A4, EK5.1B1, EK5.1B3, EK5.1B4, LO5.1C, EK5.1C1, EU5.2, EK5.2B2

*Team research and analysis to prep for presentation EU1.1, LO1.1A, EK1.1A1, LO1.1B, EK1.1B2, EU1.2, LO1.2A, EK1.2A2, EU1.3, LO1.3A, LO1.3B, EK1.3A1, EK1.3B1, EK1.3B2, LO1.3C, EK1.3C1, EK1.3C2, EK1.3C3, EU1.4, LO1.4A, EK1.4A1, EU2.1, LO2.1A, LO2.1B, EK2.1A1, EK2.1A2, EK2.1A3, EK2.1B1, EU2.2, LO2.2A, EK2.2A2, LO2.2B, LO2.2C, EK2.2C1, LO2.2A, LO3.1A, EU3.2, LO3.2A, EK3.2A1, EK3.2A2, EU4.1, LO4.1A, EK4.1A1, EK4.1A2, EK4.1A3, EK4.1A4, EK4.1A5, EK4.1A6, EK4.1A7, EK4.1A8, EK4.2A1, EK4.2A2, EU4.3, LO4.3A, EU5.2, LO5.2A, EK5.2A1, LO5.2B, EK5.2B2, EK5.2B3, EK5.2B4

Deliver individual research report (1200 words) EK1.1B1, EK1.1B2, EK2.1B1, EK2.1B2, LO2.2A, EK2.2A3, EK2.2B1, EU2.3, EU4.1, LO4.1A, EK4.1A2, EK4.1A4, EK4.1A5, EK4.1A6, EK4.1A7, EK4.1A8, EU4.2, LO4.2A, EK4.2A1, EK4.2A2, EK4.2A3, EK4.2A4, LO4.2B, EK4.2B1, LO4.2C, EK4.2C1, EK4.2C2, EK4.2C3, EK4.2C4, EU4.3, LO4.3A, EK4.3A1, EU4.4, LO4.4A, EK4.4A1, EU5.1, LO5.1A, EK5.1A1, EK5.1A2, EK5.1A4, LO5.1B, EK5.1B1, EK5.1B2, EK5.1B3, EK5.1B4

Deliver group multimedia project (8-10 minutes) and defense EK1.1B1, EK1.1B2, EK2.1B1, EK2.2B2, EU2.3, LO3.2A, EU4.1, LO4.1A, EK4.1A2, EK4.1A4, EK4.1A5, EK4.1A7, EK4.1A8, EK4.1A9, EU4.2, LO4.2A, EK4.2A1, EK4.2A2, EK4.2A3, EK4.2A4, LO4.2B, EK4.2B1, LO4.2C, EK4.2C1, EK4.2C2, EK4.2C3, EK4.2C4, EU4.3, LO4.3A, EK4.3A1, EU4.4, LO4.4A, EK4.4A1, EU5.1, LO5.1A, EK5.1A1, EK5.1A2, EK5.1A3, EK5.1A4, EK5.1B1, EK5.1B3, EK5.1B4, LO5.1C, EK5.1C1, EU5.2, EK5.2B2

Mock Exam EK1.3B1, LO2.1A, EK2.1A1, EK2.1B1, EK2.1B2, EK2.1B3, LO2.2A, EK2.2A2, EK2.2C1, EU2.1, EU2.3, EU4.1, LO4.1A, EK4.1A1, EK4.1A2, EK4.1A3, EK4.1A4, EK4.1A5, EK4.1A6, EK4.1A7, EK4.1A8, LO4.2A, EK4.2A1, EK4.2A2, EK4.2A3, EK4.2A4, LO4.2B, EK4.2B1, LO4.2C, EK4.2C1, EK4.2C2, EK4.2C3, EU4.3, LO4.3A, EK4.3A1, EU4.4, LO4.4A, EK4.4A1, EK5.1A1, EK5.1A2, LO5.1B, EK5.1B1, EK5.1B2, EK5.1B3, EK5.1B4

Reflection/Evaluation EU5.3, LO5.3A, EK5.3A1, LO5.3B, EK5.3B1, EK5.3B2

College Board Assessments:

Individual Research Report (1200 words)

Team Multimedia Presentation (8-10 minutes)

Unit Assessments

Primary Assessments

- Annotated bibliography
- Argument Analysis Test
- Communications Packet – students will be required to conduct 3 interviews with experts on their topics
- Student Reflections/Self Evaluation – students will complete self-assessment inventory and write up a summary discussing next steps as a researcher and presenter

Secondary Assessments

- Weekly logs documenting status of working and identifying pitfalls
- Reading quizzes
- World Café Activities

Unit Resources

- Elements of an Argument
- Library Catalog & Databases
- Ted Talks The Official Guide to Public Speaking
- A World of Ideas
- The Bedford Researcher

Unit 4 - Performance Task 2 – Individual Research-Based Essay and Individual Presentation – Topics based on stimulus materials

February- April 15(note: due to PARCC testing and spring break students will only have 8 class meetings in the month of April)

Unit Overview: This unit will have the students focus on the completion of Task 2 for the AP Seminar Score. Once the students are reminded of the parameters of the task, the instructor will focus on facilitating a productive academic environment and provide an opportunity to examine the released stimulus materials. The unit will begin on the week of February 6th and run until the week of April 15th. Particular focus will be on keeping students on task and self-motivated for meeting self-set deadlines towards the end of the task.

Task 2 Components:

- **Individual Written Argument (2,000 words) – 70% of the 35% for the AP Seminar Score (college board scored)**
- **Individual Multimedia Presentation (6–8 minutes) – 20% of the 35% for the AP Seminar Score**
- **Oral Defense (two questions from the teacher) – 10% of the 35% for the AP Seminar Score**

Task Overview

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.

Task Guidelines

Teachers must ensure that students will have at least 30 school days to complete this project upon distribution of the stimulus materials. Students must be given at least 30 school days to complete their research, compose their essays, and develop their presentations. Student presentations must be scheduled after the 30-day window.

Teachers engage students in discussions of emerging issues from the cross-curricular stimulus material supplied by the College Board. Materials are released on or about January 2 of each year, and students must address the current year's stimulus material in their written responses.

Students read and analyze the provided stimulus materials to identify thematic connections among the sources and possible areas for inquiry. They compose a research question prompted by their analysis of the stimulus materials. They then gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of 2,000 words. The final paper must refer to and incorporate at least one of the sources provided.

Students must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper and including a bibliography (see the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information).

Students each develop a 6–8 minute presentation using appropriate media and present it to an audience of their peers. This presentation is an opportunity for students to present their conclusions by building arguments that convey their perspectives.

The presentations should use the evidence to support students' own arguments and situate their perspectives in their larger contexts rather than merely summarizing student research. Finally, students defend their research process, use of evidence, and conclusion through oral responses to two questions asked by the teacher.

2000 Word Individual written argument EK1.3C1, EK1.3C2, EK2.1B2, EU2.3, EU4.1, LO4.1A, EK4.1A1, EK4.1A2, EK4.1A3, EK4.1A4, EK4.1A5, EK4.1A6, EK4.1A7, EK4.1A8, EK4.1A9, EU4.2, LO4.2A, EK4.2A1, EK4.2A2, EK4.2A3, EK4.2A4, LO4.2B, EK4.2B1, LO4.2C, EK4.2C1, EK4.2C2, EK4.2C3, EU4.3, LO4.3A, EK4.3A1, LO4.4A, EK4.4A1, LO5.1A, EK5.1A1, EK5.1A2, EK5.1B3, EK5.1B4, EK5.3B1

Individual multimedia presentation (6-8 minute) and oral defense EU1.1, LO1.1A, EU1.3, LO1.3A, LO1.3B, EK1.3B1, EK1.3B2, EK1.3C2, LO2.2A, EK2.2A2, EK2.2B2, EK2.2C1, EU2.3, LO4.1A, EK4.1A1, EK4.1A2, EK4.1A3, EK4.1A4, EK4.1A5, EK4.1A6, EK4.1A7, LO4.2A, EK4.2A1, EK4.2A2, EK4.2A3, EK4.2A4, LO4.2B, EK4.2B1, LO4.2C, EK4.2C1, EK4.2C2, EK4.2C3, EK4.2C4, EU4.3, LO4.3A, EK4.3A1, EU4.4, LO4.4A, EK4.4A1, EU5.1, LO5.1A, EK5.1A1, EK5.1A2, EK5.1A3, EK5.4, EK5.1B4, LO5.1C, EK5.1C1

Unit Materials

- Library Catalog & Databases
- AP Capstone Stimulus Materials
- A World of Ideas
- The Bedford Researcher

Unit Assessments:

Primary Assessments

- Annotated Bibliography
- Socratic Seminars
- Self-Assessment/Reflection – students will evaluate their work on Performance Task 2 including use of stimulus materials as foundation for task.

Secondary Assessments

- Weekly logs tracking individual research progress
- Reading quizzes
- Target Calendar that reflects areas of concern from self-evaluation of Performance Task 1

Unit 5 – Preparation for EOC

Overview:

Students will be given all necessary information and support to insure they have every opportunity to make outstanding scores on their AP Exams and prepare them for the AP Research course. During this time, activities, which students will engage in, will also be utilized for district formative and summative assessments. Students will be prepared to take the EOC exam on May 8, 2019.

Task Components

Part A: Suggested time: 30 minutes

One source provided

Students are asked to analyze an argument using evidence.

1. Identify the author's argument, main idea, or thesis.
2. Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them.
3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument.

Part B

Suggested time: 90 minutes

Four sources provided

Students are asked to build their own arguments using at least two of the four provided sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach the topic.

Read the four sources carefully, focusing on a theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on the theme or issue you identified. You must incorporate at least two of the sources provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge. In your response, refer to the provided sources as Source A, Source B, Source C, or Source D, or by the authors' names.

Task Overview

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.

Description of End-of-Course Exam

Five sources will be included with each end-of-course exam. Sources and readings on the end-of-course exam will represent a range of disciplines and perspectives. The four questions listed in the table below will remain the same on the end-of-course exam from year to year.

The written exam will take place May 8, 2019, during the AP Exam administration window.

Unit Assessments

Primary Assessments

- **Argument Analysis Test**
- **Practice Essays and short response using released AP exams.**

Secondary Assessments

- **Current Affairs Scavenger Hunt** - Students will be required to monitor news outlets and adopt a specific article to bring to class. They must then find a relation between fellow classmate's articles and work on an analytical piece of writing that shows the correlation between the amassed articles.

Citations and Acknowledgements

AP Course and Exam Description, AP Seminar (CED)

AP Capstone Course Policies

*Note: syllabus formatting borrows from "Sample Syllabus 2, 3, 5," AP Seminar Workshop handbook and Resources, College Board, 2017. P. 200 – 257.