

# SCHOOL DISTRICT OF THE CHATHAMS

## AP Research Grade 12 Full Year

### Course Overview

As the culminating course of the AP Capstone program, AP Research allows students to design, plan, and implement a yearlong investigation to address a research question of individual interest. Students build upon and further develop the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information to develop, present, and defend an argument. Students will reflect on their own skill development, while documenting their academic processes and curating the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

### New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at [www.nj.gov/education/cccs/2020/](http://www.nj.gov/education/cccs/2020/).

### Technology Standards

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

### 21st Century Integration | NJSLS 9

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.

9.1.12.EG.2: Explain why various forms of income are taxed differently

9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.

9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed  
9.1.12.PB.1: Explain the difference between saving and investing

### Career Ready Practice

CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural/global competence.

## **Interdisciplinary Connections**

### **English Language Arts**

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

## **Units of Study**

### Unit 1: Question and Explore (~10 days)

- What do I want to know, learn, or understand?
- What questions have yet to be asked?
- How does my research question shape how I go about trying to answer it?
- How does my project goal shape the research or inquiry I engage in to achieve it?
- What information/evidence do I need to answer my research question?

### Unit 2: Understand and Analyze (~17 days)

- What strategies will help me comprehend a text?
- What is the main idea of the argument or artistic work and what reasoning does the author use to develop it?
- What biases may the author have that influence his or her perspective?
- Does this argument acknowledge other perspectives?
- How can I assess the quality or strength of others' research, products or artistic works?

### Unit 3: Evaluate Multiple Perspectives (~17 days)

- How might others see a problem or issue differently?
- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I connect the multiple arguments? What other issues, question or topics do they relate to?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?

### Unit 4: Synthesize Ideas (~24 days)

- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- Are there other conclusions I should consider?
- How does my scholarly work emerge from my perspective, design choices or aesthetic rationale?
- How do I acknowledge and account for my own biases and assumptions?

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- What is the most appropriate way to acknowledge and attribute the work of others that was used to support my argument?
- How do I ensure the conclusions I present are my own?

#### Unit 5: Team, Transform, and Transmit (~20 days)

- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to reach my audience?
- How might I adapt my written and oral presentations for different audiences and situations?
- How might my communication choices affect my credibility with my audience?
- Which revision strategies are most appropriate to developing and refining my project at different stages?
- How do I provide feedback that is valuable to others? How do I act upon feedback I have received?
- How can I benefit from reflecting on my own work?

<h3>Learning Objectives/Discipline Standards of Practice</h3>
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#### Learning Objectives:

- Analyze Sources and Evidence
  - Understand and Analyze Argument
  - Evaluate sources and evidence
- Construct an Evidence-Based Argument
  - Establish Argument
  - Select and Use Evidence
- Understand Content and Perspective
  - Understand and analyze context
  - Understand and analyze perspective
- Communicate (interpersonal and intrapersonal)
  - Engaging Audience
  - Apply Conventions
  - Collaborate

#### Discipline Standards of Practice:

- Developing Questions and Planning Inquiry
  - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- Gathering and Evaluating Sources
  - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
- Seeking Diverse Perspectives
  - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and

others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

- Developing Claims and Using Evidence
  - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations
  - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
- Engaging in Civil Discourse and Critiquing Conclusions
  - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
- Taking Informed Action
  - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

### **Instructional Resources and Materials**

*Whole class resources have been identified with an asterisk.*

*Teachers may assign, recommend, and make available supplemental instructional resources and materials in the form of book excerpts, articles, essays, data-sets, video clips, maps, charts, photographs, art, music and web-based materials book excerpts, articles, essays, video clips, maps, charts, photographs, art, music, and web-based digital materials in connection with lessons throughout the year. Instructional and reference materials to support student learning are recommended by the College Board and the Social Studies Department and are included in Units of Study outlines.*

*The instructional materials vary in order to explore course content and essential questions while meeting the learning needs of students.*

### **Resources**

- College Board - AP Classroom
- Exemplary Supplemental Resources
  - AllSides

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- Cato Unbound
- CQ Researcher Online
- Ebsco
- Infobase Publishing: Facts On File
- Intelligence Squared
- Gale In Context
- Infobase Publishing: Facts On File
- PBS Learning Media
- ProQuest
- Pew Research Center
- Purdue Owl
- Stanford History Education Group
- Ted-ed
- The Perspective
- Worldbook Online

### **Assessment Strategies**

*Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).*

*Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:*

- Written and regularly updated Process and Reflection Portfolio (PREP)
- Milestone achievements and performance points on research and writing of 4,000 to 5,000 word academic paper.
- Design, development and practice of presentation and oral defense
- Guided peer review exercises
- Assessment and scoring guidelines consonant with the College Board's Advanced Placement AP Research course description.