

SCHOOL DISTRICT OF THE CHATHAMS

AP Seminar Grade 11 Full Year

Course Overview

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at 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: Foundational Skills & Exploration of Perspective: Individual vs. Group Identity (~ 42 classes)

- 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?

Unit 2: Divisions: Deconstructing the Divisive Issues of the Day (~ 42 classes)

- What strategies will help me comprehend a text?
- How do I know if a source is trustworthy?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical?
- How does my research question shape how I go about trying to answer it?
- What is the argument's main idea and what reasoning does the author use to develop it?
- What patterns or trends can be identified among the arguments about this issue?
- How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How can I avoid committing plagiarism?
- How might my communication choices affect my credibility with my audience?
- What is the benefit of revision?

Unit 3: Entering the Conversation through Study of Conflict: Local, National, Global (~ 42 classes)

- What voices or perspectives are missing from my research?

Revision Date: September 2021

- What information do I need to answer my question?
- What keywords should I use to search for information about this topic?
- What are the implications of these arguments?
- How does this conclusion impact me and my community? Or my research?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I explain contradictions within or between arguments?
- Are there other conclusions I should consider?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- What is the best medium or genre through which to engage my audience?
- What common misconceptions might my audience have?
- How might I adapt my argument for different audiences and situations?

Learning Objectives/Discipline Standards of Practice

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 introapersonal)
 - 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 in the discipline of 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
 - Cato Unbound
 - CQ Researcher Online

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- 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:

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.
- Written assessments and projects
- Project-Based representations, drawings, image collages and sketched representations of definitions and concepts.
- Formative assessment utilizing the College Board's My AP Classroom unit Progress Checks.
- Quizzes and tests consisting of question types and scoring guidelines consonant with the College Board's Advanced Placement exam in AP Seminar including short-answer questions and evidence-based argument essay.
- 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.