

# AP Seminar 2019-2020

Mr. Hansen

The AP Seminar course is an inquiry-based 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 in order to craft and communicate evidence-based arguments.

## Goals

The goals of the AP Seminar course include:

- Engage students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
- Extend students' abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.
- Empower students to collect and analyze information with accuracy and precision.
- Cultivate students' abilities to craft, communicate, and defend evidence-based arguments.
- Provide opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their interest and curiosity.

## Expected Student Learning Outcomes

Throughout the program, students consider multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Seminar program provides students with a framework that allows students to develop, practice, and hone their critical and creative thinking skills as they make connections between issues and their own lives.

While helping students to develop and strengthen their critical and creative thinking skills, students learn to consider multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation.

The inquiry process exposes students to a variety of primary and secondary print and non-print sources such as articles, research studies, and foundational literary and philosophical texts; speeches, broadcasts, and personal accounts; and artistic works and performances. The wide variety of academic sources provide the opportunity to gain a rich appreciation and understanding of issues as students collaboratively or independently analyze and evaluate the evidence to consider options, alternatives, solutions, or resolutions of real-world or academic problems.

## Published Materials\*

To meet the course objectives, additional current media, magazines, journals, newspapers, and other secondary and primary sources may be included, as the instructor deems appropriate.

Enrichment supplements include material from the following:

- Palmquist, Mike. *The Bedford Researcher*. 4th edition. Boston, MA: Bedford/St. Martin's, 2012.
- Purdue OWL- Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>
- Graff, Gerald & Birkenstein, Cathy. *They Say, I Say*, 4<sup>th</sup> edition. W.W. Norton & Company, 2018
- Lunsford, Andrea A., Ryszkiewicz, John J., Walters, Keith. *Everything's an Argument*, 6<sup>th</sup> edition, Boston, MA :Bedford/St. Martin's, 2013

\* The inquiry-based nature of the AP Seminar course requires activities and assessments from a variety of resources (e.g., library/internet research, audio/video equipment, etc.).

\* Information used to address a problem may come from various print and non-print secondary sources (e.g., articles, other studies, analyses, reports) and/or primary sources (e.g., original texts

and works or personally collected data such as experiments, surveys, questionnaires, and interviews).

\*Students will be expected to use technology to access and manage information from online databases (e.g., JSTOR, EBSCO, GALE, and Google Scholar) that grant access to secondary and primary sources.

### **Evaluation and Grading Percentages:**

**Participation:** Evaluation will be based on how the student's participation (comments, ideas, and questions) helped to enhance the classes' overall collective understanding through critical discussion and listening. Participation will be based on:

Class attendance

Preparedness for class

Contribution to class and group discussions

Openness to ideas and views of others

Level of responsibility assumed for learning and working towards improvement

Level of assistance given to group/ classmates in learning and working toward improvement

**Daily Work:** Grades will be based on the points (weighted based on type of assessment) earned on in-class writings, homework, assignments, and reflections.

**Assessments:** All assessment scores will come from essays (definition, problem/solution, and argument/persuasion) or practice seminar assessments (team project and presentation, individual written essay and presentation, and written exam).

### **Grading Scale**

A: 90 and above

B: 80 –89

C: 70 –79

D: 60 –69

F: 59 or below

### **Participation in Class Discussion**

- Students must come prepared to participate actively in discussions, both online and in class. Based on each week's tasks, students write a brief commentary (one to two paragraphs) that addresses the key questions: How should we frame this issue? How can global civic action solve this issue? Evaluation will be based on how student participation (comments, ideas, and questions) helped to enhance and/or advance our overall collective understanding through critical discussion and listening. The following criteria will be used to assign the participation component of the student's overall grade:
- A: Highly Effective Participant: Near perfect attendance; insightful questions and comments; clearly completes the reading and goes beyond by introducing other relevant material.  
B: Consistent Participant: Good attendance; thoughtful questions and comments; clearly completes the reading.  
C: Occasional Participant: Regular attendance; sporadic involvement in discussions that is often based on personal opinion, rather than analysis of class material.  
D: Observer: Regular attendance, but does not get involved in class discussions.  
F: Occasional Observer: Sporadic attendance; no participation in class.

### **Grading Scale:**

5 points	Extremely Well qualified	A	90 and above
4 points	Well qualified	B	80 - 89
3 points	Qualified	C	70 - 79
2 points	Possibly qualified	D	60 - 69
1 point	No recommendation	F	50 - 59
0 points	Not submitted		

## **AP Evaluation:**

	T.P.P.	I.R.E.P.	E.O.C.
Written Report	1,200 words	2,000 words	N/A
Presentation	8-10 min	6-8 min	N/A
% of Total Score	20%	35%	45%

**Writing Format** – Students will be taught how to write papers and cite sources using the Modern Language Association (MLA) Style. All typed assignments should be in MLA format. They should be written in Arial or Times New Roman in size 12 font and black ink. Each page should have the student’s last name. At the end of each student paper, there should be a word count.

## **Supplies:**

While other items that do not appear in this list may be required intermittently throughout the course by teacher request, the following materials are required of all AP Seminar students on a daily basis:

- Notebook paper (college rule preferred)
- Blue or black pens (pencils aren’t allowed on some assignments)
- Highlighters (pink, green, blue and yellow are helpful for marking texts)
- 2” ring binder with index tabs (at least five) to neatly store research, handouts, notes, graded work, etc.
- USB flash drive (to ensure a way to save work when there are connection troubles)
- Index cards (size/color does not matter)

## **Class Rules/Expectations:**

All students are responsible for maintaining appropriate behavior in class at all times. There are a few simple rules and expectations for students to remember when coming to class:

1. Participate actively in all class discussions and take notes during class
2. Be in your seat when the bell rings and be prepared.
3. There is NO talking while I or another student is speaking.
4. Students are expected to respect themselves, their classmates and their teacher.
5. Students are expected to come to class prepared each day.
6. Do not bring food or drinks (except water) to class.
7. Do not sleep in class. (each occurrence will result in a five point deduction from your life skills grade)
8. **CELL PHONES ARE TO BE TURNED OFF OR IN SILENT MODE!!!**
9. **ALL CELL PHONES WILL BE PLACED IN A BOX AT THE FRONT OF THE ROOM EACH DAY!!!(the “Nick” Rule)**

## **Assignments:**

**All assignments MUST BE TYPED OR THEY WILL NOT BE ACCEPTED!!! (Unless otherwise instructed by the teacher) Any assignment turned in without your name on it will be not graded and will be deposited in the round file (trash can). This will result in a grade of a zero.**

## **Late Work:**

**LATE WORK IS NOT ACCEPTED** unless a student has an excused absence. All homework assignments are due at the beginning of the period. Going to ones locker to retrieve an assignment or requesting to email it to me later will **NOT** occur so don’t ask!!! Only for extenuating circumstances, (when a student has approached me and discussed the matter BEFORE the due date), will a possible one-day extension be granted, at a penalty of one letter grade. My goal in class is to teach individual responsibility and prepare students for the real world.

## **Plagiarism Policy**

Cheating is not accepted in this or any class at WPHS. In order to avoid the temptation of cheating our class will create and implement the AP Capstone Plagiarism Policy:

*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.*

*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.*

**Support** – Understanding that this is a potentially difficult class due to the workload and style of content, it is important to understand the different classroom support available to students. Each is supplied a list of recommended text to utilize in class as they each are resources of information and sample AP tests questions; Our class CANVAS page is where information for class is posted & I am available for questions by appointment, after school (no after school on Friday's), as well as via my e-mail. Students are also encouraged to work with topics covered by other AP classes and utilize that content and those teachers as additional support for your assignments.

### **Course Outline:**

Throughout the Seminar class, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Capstone program provides students with a framework that allows them to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives.

The **QUEST** Instructional Foundation:

**Big Idea 1: Question and Explore-** challenge and expand the boundaries of your current knowledge

**Big Idea 2: Understand and Analyze-** contextualize arguments and comprehend authors' claims

**Big Idea 3: Evaluate Multiple Perspectives-** consider individual perspectives and the larger conversation of varied points of view

**Big Idea 4: Synthesize Ideas-** combine knowledge, ideas, and your own perspective into an argument

**Big Idea 5: Team, Transform, and Transmit-** collaborate, reflect, and communicate your argument in a method situated to your audience

During the fall, we will explore the themes 1) Rights and Responsibilities and 2) Technology-Social Media. They will be accomplished by looking through multiple perspectives and interdisciplinary lenses related to that theme and issues. The interdisciplinary lenses include: Cultural/Social • Artistic/Philosophical • Political/Historical • Environmental • Economic • Scientific • Futuristic • Ethical

### **Skills Development through Inquiry Units:**

Unit 1: Introduction to Seminar's QUEST and Rights and Responsibilities

Unit 2: Technology and Social Media

Unit 3: Technology- group generated topic, research question and presentation

Unit 4: Performance Task #1

Unit 5: Performance Task #2

**Unit 1: Introduction to Seminar's QUEST and Entering the conversation: Rights and Responsibilities:**

**1. National Anthem**

**2. Gun Control**

**Weeks 1-9**

**Essential Questions**

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?

What strategies help me comprehend a text?

What is the argument's main idea and what reasoning does the author use to develop it?

Why does the author view the issue this way?

What patterns or trends can be identified among the arguments about this issue?

What biases may the author have that influence his or her perspective?

How might others see the problem or issue differently?

*Learning Objectives/Essential Knowledge:*

**LO:** 1.1A, 1.1B, 1.2A, 1.3C, 2.1A, 2.1B, 2.2A, 2.2B, 2.2C, 3.1A, 4.1A, 4.2A, 5.2A, 5.3A, 5.3B

**EK:** 1.1A1, 1.1B1, 1.1B2, 1.2A2, 1.2A3, 1.3C1, 1.3C2, 1.3C3, 1.3C4, 2.1A1, 2.1A2, 2.1A3, 2.1B1, 2.1B2, 2.2A1, 2.2A2, 2.2B1, 2.2B2, 2.2B4, 2.2C1, 3.1A1, 4.1A1, 4.1A2, 4.1A5, 4.1A6, 4.1A7, 4.1A8, 4.1A9, 4.2A1, 4.2A2, 4.2A3, 4.2A4, 4.2B1, 4.2C1, 4.2C2, 4.2C3, 4.2C4, 5.2A1, 5.2B1, 5.2B2, 5.2B3, 5.2B4, 5.3A1, 5.3B2

Skills to be introduced include:

- Identifying and contextualizing a problem or issue.
- Accessing information using effective strategies.
- Using technology to access and manage information.
- Evaluating the relevance and credibility of information from sources and data.
- Employing appropriate reading strategies and reading critically for a specific purpose.
- Summarizing the main idea and explaining the line of reasoning and supporting details of an argument avoiding generalizations and oversimplifications.
- 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.
- Communicate arguments in an engaging oral presentation that uses effective techniques of design and delivery.

*Unit Goals:*

- Students will be introduced to the topic through a variety of articles relating to the unit topic.
- This will be a unit "modeled" to introduce and begin applying the elements of QUEST.
- Students will practice effective reading of different types of text (informational and argument) and will be practicing *Questioning and Exploring* on the topic itself as well as the provided reading materials.
- Students will *Understand* and *Analyze* credibility of sources and arguments made by authors.
- Students will *Evaluate* the credibility of each of the sources will serve as an introduction to further understanding as well as analysis of what research would be required to appropriately address the topic.
- Students will *Synthesize* the content of different sources to understand evidence and context of arguments made.

- Students will practice in *Teams to Transform* a variety of arguments to the point of *Transmitting* that information to a new audience.

### Essential Questions

- 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?
- Why might the author view the issue this way?
- What biases may the author have that influence his or her perspective?
- What patterns or trends can be identified among the arguments about this issue?
- How can I explain contradictions within or between arguments?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- How might I adapt my argument for different audiences and situations?
- What is the benefit of revision?
- How can I benefit from reflecting on my own work?

### *Learning Objectives/Essential Knowledge:*

**LO:** 1.2A, 1.3A, 1.3B, 1.4A, 2.1A, 2.1B, 2.2A, 2.2B, 2.3A, 2.3B, 3.1A, 3.2A,

**EK:** 1.2A1, 1.3A1, 1.3B1, 1.3B2, 1.4A1, 2.1A4, 2.1B3, 2.2A3, 2.2B3, 2.2B5, 2.3A1, 2.3B1, 3.1A2, 3.2A1, 3.2A2, 4.1A3, 4.1A4, 4.3A1, 4.4A1, 5.1A1, 5.1A2

### Skills to be introduced include:

- Writing research questions that deepen inquiry.
- Analyzing credibility, relevance, and reliability of sources.
- Developing and refine research topics.
- Constructing thesis statements from research questions and topics. Applying process for annotating research.
- Comparing and contrasting inductive and deductive reasoning in text examples/research.
- Comparing and contrasting lines of reasoning in text examples/research.
- Identifying concurring and oppositional perspectives in text examples/research.
- Following a procedure in writing a research paper. Assigning and coordinating workloads within a group.
- Using multimedia platforms with oral presentations to communicate research topic.
- Reflecting and defending work process and outcomes.

### *Unit Goals:*

- Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real world academic issue, consider options, alternatives, solutions, or resolutions; develop a written report, multimedia presentation, and defense to communicate a conclusion or recommendation.
- This will be a unit “modeled” through continued use of QUEST.

### **Focus:**

Students demonstrate an understanding and appreciation of the debate gun control debate and responsibilities and rights of citizens on the debate over the national anthem.

Students will demonstrate an understanding and appreciation about the issues surrounding the national anthem and the rights and responsibilities of citizens and governments to define what a patriot is.

## Unit Assessment:

1. Should the U.S. Government ban the sale of assault style guns?
  2. Would universal background checks reduce the number of mass shootings in the United States?
  3. Should sports team require their players to stand for the National Anthem?
  4. Do you agree that national unity is a basis for national security? If so, should the government be able to compel national unity by requiring the Pledge of Allegiance?
- As a group you must create additional research questions following the different lenses.
  - As small groups you apply the elements of QUEST to research evidentiary articles, papers, etc. for your research question.
  - Students will work individually to write a 500-600 word position paper, answering their unit assessment question #3, using evidence for support. Position paper due **September 24<sup>th</sup>**
  - Students will work individually to write a 750-850-IRR paper, answering their group generated research questions relevant to unit assessment questions 1 & 2 using evidence for support. Individual Research Report Due : **October 10th**

## Resources:

### Gun Control

- *It's time to bring back the assault weapons ban, gun violence experts say*  
<https://www.washingtonpost.com/news/wonk/wp/2018/02/15/its-time-to-bring-back-the-assault-weapons-ban-gun-violence-experts-say/>
- *What Drives People to Mass Shootings?* <https://www.nytimes.com/2019/08/05/health/mass-shootings-mental-health.html>
- *No, Mr. Trump. Guns are the reason for mass shootings.*  
[https://www.washingtonpost.com/opinions/no-mr-trump-guns-are-the-reason-for-mass-shootings/2019/08/05/97e58686-b7a0-11e9-b3b4-2bb69e8c4e39\\_story.html](https://www.washingtonpost.com/opinions/no-mr-trump-guns-are-the-reason-for-mass-shootings/2019/08/05/97e58686-b7a0-11e9-b3b4-2bb69e8c4e39_story.html)
- *Gun Violence is a Safety Issue, Not an Infringement on our Rights*  
<http://www.nea.org/home/55527.htm>
- *Gun Control Is Thrust Into 2020 Campaign, but New Laws Face Hurdles*  
<https://www.wsj.com/articles/after-shootings-democrats-call-for-gun-laws-blame-trumps-rhetoric-11564933379>
- *America's Gun-Culture Problem*  
<https://www.theatlantic.com/politics/archive/2018/03/american-gun-culture/554870/>
- *The Second-Amendment Case for Gun Control*  
<https://newrepublic.com/article/154651/second-amendment-case-gun-control-el-paso-dayton-shootings>
- *Why banning AR-15s and other assault weapons won't stop mass shootings*  
<https://www.washingtonpost.com/news/local/wp/2016/06/16/why-banning-ar-15s-and-other-assault-weapons-wont-stop-mass-shootings/>
- LaFollette, Hugh. "Gun Control." *Ethics*, vol. 110, no. 2, 2000, pp. 263–281. *JSTOR*, [www.jstor.org/stable/10.1086/233269](http://www.jstor.org/stable/10.1086/233269).
- *Is there a constitutional right to have a rapidly firing assault gun?*  
<https://constitutioncenter.org/blog/is-there-a-constitutional-right-to-have-a-rapidly-firing-assault-gun/>
- *In Gunned Down: The Power of the NRA* <https://www.pbs.org/wgbh/frontline/film/gunned-down/>

## National Anthem

- *Standing for the national anthem does not make you a patriot. Here's what does.*  
[https://www.washingtonpost.com/news/checkpoint/wp/2017/09/28/standing-for-the-national-anthem-does-not-make-you-a-patriot-heres-what-does/?utm\\_term=.47529f068a55](https://www.washingtonpost.com/news/checkpoint/wp/2017/09/28/standing-for-the-national-anthem-does-not-make-you-a-patriot-heres-what-does/?utm_term=.47529f068a55)
- *Everyone Should Stand for the National Anthem*  
<https://www.youtube.com/watch?v=EuymzkaPagM>
- The First Amendment and restricting professional athlete protests  
<https://constitutioncenter.org/blog/the-first-amendment-and-restricting-professional-athlete-protests>
- *Minersville Sch. Dist. v. Board of Educ.*, 310 U.S. 586 (1940)  
<https://supreme.justia.com/cases/federal/us/310/586/#tab-opinion-1936814>
- “They Took a Knee” *Atlantic Magazine*  
<https://www.theatlantic.com/entertainment/archive/2017/09/why-the-nfl-is-protesting/540927/>
- “TV ratings down, team revenues up: have protests really hurt the NFL?” *The Guardian*.  
<https://www.theguardian.com/sport/2018/jul/20/nfl-anthem-protests-revenue-tv-ratings-attendance>
- Is It Moral to Take a Knee? <https://www.scu.edu/ethics/all-about-ethics/is-it-moral-to-take-a-knee/>
- Can schools require students to say the Pledge of Allegiance?  
<https://thehill.com/opinion/education/431719-can-schools-require-students-to-say-the-pledge-of-allegiance>
- Just patriotism?  
<http://www.princeton.edu/~macedo/Papers/Macedo%20Just%20Patriotism%20Ph&SocCirit%20uncor.pdf>
- Dissent & Patriotism <https://www.nationalreview.com/corner/dissent-patriotism-jonah-goldberg/>
- KAMPELMAN, MAX M. “DISSENT, DISOBEDIENCE, AND DEFENSE IN A DEMOCRACY.” *World Affairs*, vol. 133, no. 2, 1970, pp. 124–132. *JSTOR*, [www.jstor.org/stable/20671187](http://www.jstor.org/stable/20671187) .
- *There are two sides to the NFL anthem debate, and both are right. And wrong.* Sally Jenkins, Washington Post [https://www.washingtonpost.com/sports/there-are-two-sides-to-the-nfl-anthem-debate-and-both-are-right-and-wrong/2017/10/09/9bcffa36-ad27-11e7-9e58-e6288544af98\\_story.html?utm\\_term=.37027f84627c](https://www.washingtonpost.com/sports/there-are-two-sides-to-the-nfl-anthem-debate-and-both-are-right-and-wrong/2017/10/09/9bcffa36-ad27-11e7-9e58-e6288544af98_story.html?utm_term=.37027f84627c)
- *Kneeling during the national anthem isn't disrespectful. It's a protest steeped in religion.*  
<https://www.washingtonpost.com/news/made-by-history/wp/2018/05/29/kneeling-during-the-national-anthem-isnt-disrespectful-its-a-protest-steeped-in-religion/>

## Unit 2: Technology and Social Media

### Weeks 10-13

#### Focus:

The issue of social media use in recent years has generated impassioned debate. In this unit, students focus on social media, its impact and implications for the future.

#### Unit Assessments:

1. What are some of the unforeseen challenges that social media has had on the society and other aspects of life?
2. How has social media changed how humans interact with each other?

### 3. Schools are open to social media but what are the advantages and disadvantages of doing this?

- As a group you must create additional research questions following the different lenses related to question #1.
- As small groups you apply the elements of QUEST to research evidentiary articles, papers, etc. for research question #1.
- Students will work individually to write a 750-1000-word mini synthesis paper, answering their research question, using evidence for support.
- *Individual Synthesis Research Report Due: October 25<sup>th</sup>*
- Students will work as a group to create a four to six minute presentation answering the research question.

#### Interdisciplinary Resources:

- Claypoole, Theodore F. "Privacy and Social Media." *Business Law Today*, 2014, pp. 1–4. JSTOR, [www.jstor.org/stable/businesslawtoday.2014.01.05](http://www.jstor.org/stable/businesslawtoday.2014.01.05).
- Teens' Rising Social Media Use Is Not All Bad News By Benjamin Herold from Education Week. <https://www.edweek.org/ew/articles/2018/09/19/teens-rising-social-media-use-is-not.html>
- Kessler, Edward. "SOCIAL MEDIA AND THE MOVEMENT OF IDEAS." *European Judaism: A Journal for the New Europe*, vol. 46, no. 1, 2013, pp. 26–35. JSTOR, [www.jstor.org/stable/42751114](http://www.jstor.org/stable/42751114).
- When Social Media Is Really Problematic for Adolescents from *The New York Times*. <https://www.nytimes.com/2019/06/03/well/family/teenagers-social-media.html>
- Regulate social media now. The future of democracy is at stake from *Washington Post*. [https://www.washingtonpost.com/opinions/global-opinions/regulate-social-media-now-the-future-of-democracy-is-at-stake/2019/02/01/781db48c-2636-11e9-90cd-dedb0c92dc17\\_story.html?utm\\_term=.8ce718b69fec](https://www.washingtonpost.com/opinions/global-opinions/regulate-social-media-now-the-future-of-democracy-is-at-stake/2019/02/01/781db48c-2636-11e9-90cd-dedb0c92dc17_story.html?utm_term=.8ce718b69fec)
- ZIA, AFIYA S. "Social Media Politics in Pakistan." *Economic and Political Weekly*, vol. 47, no. 7, 2012, pp. 16–18., [www.jstor.org/stable/41419789](http://www.jstor.org/stable/41419789).
- "Why you should quit social media." [https://www.ted.com/talks/cal\\_newport\\_why\\_you\\_should\\_quit\\_social\\_media](https://www.ted.com/talks/cal_newport_why_you_should_quit_social_media)
- Chamberlain, P. R. "Twitter as a Vector for Disinformation." *Journal of Information Warfare*, vol. 9, no. 1, 2010, pp. 11–17. JSTOR, [www.jstor.org/stable/26480487](http://www.jstor.org/stable/26480487).
- McCole, Dan, et al. "Integrating Facebook into the College Classroom: Student Perceptions and Recommendations for Faculty." *NACTA Journal*, vol. 58, no. 3, 2014, pp. 244–249. JSTOR, [www.jstor.org/stable/nactajournal.58.3.244](http://www.jstor.org/stable/nactajournal.58.3.244).
- Do We Really Need To Start Regulating Social Media? By Andrew Arnold, *Guardian*. <https://www.forbes.com/sites/andrewarnold/2018/07/30/do-we-really-need-to-start-regulating-social-media/#3c090c72193d>

### Unit 3: Technology and Rights and Responsibilities

#### Weeks 12-15

*Learning Objectives/Essential Knowledge:*

LO: 5.1A, 5.1B, 5.1C, 5.3B

EK: 5.1A3, 5.1A4, 5.1B1, 5.1B2, 5.1B3, 5.1B4, 5.1C1, 5.3B1

Skills to be introduced include:

- Refining and extending research techniques

- Realizing/predicting implications and consequences of arguments Understanding forms of arguments and appeal to different audience Analyzing work for biases
- Expanding types of evidence support Proposing solutions and potential outcomes Developing tone and attitude in writing
- Refining writing by practicing editing and revising techniques
- Creating presentations for a specific audience Incorporating data and visual elements into a presentation Developing speaking and presenting skills
- Examining models for the group work process
- Refining and reflecting on roles for producing quality work in groups

### *Unit Goals:*

- For this unit, students, in teams, are to explore their own interests in the Technology theme. Teams will need to work together to come up with specific, researchable, and debatable research questions. Then, each student in a group will be in charge of researching a specific perspective. Each team member will need to write an individual paper, outlining his/her perspective in reference to the research question. After all of the individual papers are completed, students will synthesize all of the different perspectives to come up with a qualified, specific thesis that answers the research question. Students will also need to synthesize their papers to make one cohesive, cogent argument. Students should carefully consider their organization and reasoning as well as acknowledge alternate perspectives and/or counterarguments, so their argument is balanced and responsibly pursued. Once the papers are completed, students will give a team multimedia presentation to further those skills. Aside from the presentations giving the students an opportunity to practice their presenting skills, it also allows the other students to learn more in-depth about technology. Concurrently, students will be reading several arguments, so they will continue to develop the skills they need to deconstruct an argument and its reasoning. Those arguments will also provide a more holistic view at the myriad of complexities and perspectives embedded within the concept of Technology.
- Students explore the complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.
- Students will work independently and within a group to identify a research question based on provided source material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.
- Students will continue applying the elements of QUEST in their individual preparation of the unit assessment.

### *Unit Assessment:*

- The technology topic research question is for you, the student, to develop as a group.
- As a group you must create eight additional research questions following the different lenses.
- As small groups you apply the elements of QUEST to research evidentiary articles, papers, etc. for your research question.
- Students will work individually to write a 900-1000 word paper answering the research question, using the evidence researched as a group.
- Groups present a six to eight minute visual presentation answering the research question, providing solutions and limitations. Grading will incorporate the TMP and IRR rubrics for individual research papers and team presentations.

- *Technology Mock individual research paper-* **November 7<sup>th</sup>**
- *Technology Mock group presentations-* **November 20<sup>th</sup> and 21<sup>st</sup>**

## **Units 4 & 5**

### **Weeks 16-30**

#### **Performance Task #1-Team Project and Presentation**

##### *Unit Goals:*

Students work in teams of three to five to identify, investigate, analyze, and evaluate an academic or real-world problem, question, or issue. Each team designs and/or considers options, alternatives, and approaches and develops a written report and multimedia presentation to communicate its conclusion, solution, or recommendation.

##### Scoring:

- Individual Research Report (1,200 words): externally scored
- Team Multimedia Presentation and Defense (8–10 minutes, plus defense questions): Internally scored

Weight: 20 percent of score

Class Discussion of Team Proposal: **December 10<sup>th</sup>**

Peer Thesis Review: **December 12<sup>th</sup>**

Class Annotated Bibliography Review: **January 11<sup>th</sup>**

##### Status Checks:

1. **December 20<sup>th</sup>**
2. **January 10<sup>th</sup>**
3. **January 17<sup>th</sup>**
4. **January 24<sup>th</sup>**
5. **January 31<sup>st</sup>**
6. **February 7<sup>th</sup>**

IRR rough draft submission to Turnitin: **January 24<sup>th</sup>**

IRR due: **February 7<sup>th</sup>**

TMP Slides: **February 7<sup>th</sup>**

Team Multi Media Presentations: **February 13<sup>th</sup>**

#### **Performance Task #2-Individual Written Essay and Presentation**

##### *Unit Goals:*

The College Board's AP Program will annually release cross-curricular source material (texts) representing a range of perspectives focused on a single theme or topic. Students will use these texts to identify 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 must paper must refer to and incorporate at least one of the provided sources.

Students have 30 school days to complete their research, compose their essays, and develop their presentations. **College Board deadline to submit materials is April 30!!!**

##### Scoring:

- Individual Written Argument (1,200 words): Externally scored.
- Individual Multimedia Presentation (6–8 minutes): Internally scored
- Oral Defense (two questions from the teacher): Internally scored

Weight: 35 percent of score

#### **Distribute Stimulus Materials: Feb 18<sup>th</sup>**

Class Discussion of Proposal: **February 27<sup>th</sup>**

Peer Thesis Review: **March 2<sup>nd</sup>**

Class Annotated Bibliography Review: **March 5<sup>th</sup>**

Status Checks:

1. **February 28<sup>th</sup>**
2. **March 6<sup>th</sup>**
3. **March 12<sup>th</sup>**
4. **March 25<sup>th</sup>**
5. **April 2<sup>nd</sup>**
6. **April 10<sup>th</sup>**

**Individual Written Assignment Submission Deadline: April 20<sup>th</sup>**

**IMP Slides: April 20<sup>th</sup>**

**Individual Multi-Media Presentations: April 23<sup>rd</sup>**

### **Written Exam**

During the AP Exam administration window, students will take the AP Seminar written exam. The exam consists of five items (three short-answer and two essay questions). The three short-answer questions assess analysis of an argument in a single source or document. The first essay question requires the students to perform a close reading of two documents and perform a comparative analysis and evaluation of the authors' arguments. The second essay question assesses students' skills in synthesizing and creating an evidence-based argument. The written exam will take place the afternoon of May 5<sup>th</sup>

**Mr. Hansen**  
**Room 237**

**Email: [stephen.hansen@ocps.net](mailto:stephen.hansen@ocps.net)**

Student Name: \_\_\_\_\_ (please print)

I have read and understand the information contained in the syllabus for AP Seminar

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent or Guardian Signature