

## AP CAPSTONE: SEMINAR 2020-2021

### CARNEGIE VANGUARD HIGH SCHOOL

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#### 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 to craft and communicate evidence-based arguments.

#### GOALS of AP Capstone Seminar course include:

- Engaging students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
- Extending students' abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.
- Empowering students to collect and analyze information with accuracy and precision.
- Cultivating students' abilities to craft, communicate, and defend evidence-based arguments.
- Providing 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 Capstone 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 will learn to consider multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation.

The inquiry process will expose students to a variety of primary and secondary print and nonprint sources such as articles, research studies, foundational, literary, and philosophical texts; speeches, broadcast, and personal accounts; and artistic works and performances. The wide variety of academic sources will 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 to real-world or academic problems.

#### AP CAPSTONE PLAGIARISM POLICY AS DEFINED BY COLLEGE BOARD:

A student who fails to acknowledge (i.e., through citation, through attribution, by reference, and/or through acknowledgement in a bibliographic entry) the source or author of any and all information or evidence taken from the work of someone else will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task Assessment. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the

Team Multimedia Project will receive a group score of 0 for that component of the Performance Task.

To the best of their ability, teachers will ensure that students understand ethical use and acknowledgement of the ideas and work of others, as well as the consequences of plagiarism. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

## COURSE CURRICULUM

College Board Requirements	Semester 1: Skills Development through Inquiry Units	Semester 2: College Board Assessments
<b>Big Idea 1:</b> Questions & Explore	Introduction to Critical Thinking	Intro to Performance Tasks
<b>Big Idea 2:</b> Understand & Analyze Arguments	Unit 1: Super Heroes	Performance Task 1
<b>Big Idea 3:</b> Evaluate Multiple Perspectives	Unit 2: New Activism	Performance Task 2
<b>Big Idea 4:</b> Synthesize Ideas		Performance Task 3
<b>Big Idea 5:</b> Team, Transform, & Transmit		

### AP SEMINAR COLLEGE BOARD GRADING SYSTEM:

During Seminar, students will complete the following AP Capstone Performance Based Assessments: two through-course performance assessment tasks and a written exam.

The following assessments are summative and will be used to calculate a final AP Score (using the 1-5 scale) for AP Seminar. This score will not factor into the student's grade for local credit through HISD.

Component	Weight	Scoring
<b>Performance Assessment Task #1</b>		
<b>Team Project &amp; Presentation</b>		
<b>Task Overview</b>		
Students work in teams of three to six to identify, investigate, analyze, and evaluate an academic or real-world problem, question, 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.		
<b>Individual Research Report</b> (approximately 1,200 words)	50% of 20%	College Board Scored
<b>Team Multimedia Presentation</b> (8-10 minutes) with follow-up questions	50% of 20%	Teacher scored
<b>Performance Assessment Task #2</b>		
<b>Individual Research-Based Essay &amp; Presentation</b>		
<i>Cross-curricular Stimulus Material Provided</i>		
<b>Task Overview</b>		

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The College Board’s AP Program will annually release cross-curricular source materials (texts) representing a range of perspectives focused on a single theme.

Students will read and analyze these texts to identify thematic connections among them and possible areas of 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 must paper must refer to and incorporate at least one of the provided sources.

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<b>Research-Based Argumentative Essay</b> (approximately 2,000 words)	<b>70% of 35%</b>	<b>College Board scored</b>
<b>Individual Multimedia Presentation</b> (6-8 minutes)	<b>20% of 35%</b>	<b>Teacher scored</b>
<b>Oral Defense of Presentation</b> (two questions from the teacher)	<b>10% of 35%</b>	<b>Teacher scored</b>
<b>Assessment Task #3</b> <b>End-of-Course Exam (3 Hours)</b>	<b>45% of score</b>	<b>College Board scored</b>

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### **Task Overview**

During the AP Exam administration window, students will take the AP seminar written exam. The exam consists of four items:

- **Part A: Three Short Answer Questions** **30% of 45%**  
Assesses student’s analysis of argument in a single source or document
  - **Part B: One Essay Question** **70% of 45%**  
Assesses student’s skills in synthesizing and creating an evidence-based argument
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- The inquiry-based nature of the Seminar course requires activities and assessments from a variety of resources (library/Internet research, audio/video equipment, etc.).
- Information used to address a problem may come from various print and nonprint secondary sources (e.g., articles, other students, 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., Google Scholar, EBSCO, GALE) that grant access to secondary and primary sources.
- As the AP Program engages students in college-level work, the AP Seminar course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. AP Seminar requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by the College Board of the content, ideas, or values expressed in the material.

## AP CAPSTONE SEMINAR CURRICULUM CONTENT MAP

### UNIT 1: SUPERHEROES

#### **Units of Instructions Covered:**

- Analysis of Arguments
- Plagiarism
- Developing Arguments
- Identify Perspectives
- Building Community
- Introducing Sources

#### **Skills:**

- Identifying and contextualizing a problem or issue.
- Retrieving, questioning, organizing, and using prior knowledge about a topic.
- Accessing information using effective strategies.
- Using technology to access and manage information.
- Employing appropriate reading strategies and reading critically for a specific purpose.
- Summarizing and explaining the main idea and the line of reasoning, and identifying supporting details of an argument, while avoiding generalizations and oversimplification.
- Evaluating the validity of the argument.
- Identifying and interpreting multiple perspectives on or arguments about an issue.
- Formulating a complex and well-reasoned argument.
- Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
- Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.
- 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 (e.g., essay, poster, presentation, documentary, research report/thesis).
- Reflecting on and revising their own writing, thinking, and/or processes.

**Learning Objectives:** 1.1A, 1.2A, 1.3A, 1.3B, 2.1A, 2.1B, 2.2C, 3.1A, 4.1A, 4.2C,4.4A, 5.1A, 5.3A

#### **Activities:**

- Apply group and class definitions to real life situations.
- Analyze all documents from instructor assigned lenses.
- Identify arguments and evidence.
- Discuss society's need for heroes.
- Use RAVEN to analyze evidence. Introduce credibility of sources.
- Class Discussion: What makes a hero a hero?
- Introduce research question, refine question to fit multiple lenses and perspectives.
- Analyze comic book covers
- Discuss the importance of diversification of heroes.
- Discuss citation and plagiarism.
- Identify plagiarism and citation errors.
- Practice creating citations using MLA format.

#### **Assessments:**

- Students will write a 500-word research paper on Heroes
- Practice EOC A & B

#### **Resources:**

- Essentials of Argument, Nancy V. Wood
- Global Issues Local Arguments, June Johnson
- Critical Thinking, Thoughtful Writing, John Chaffee
- The Bedford Researcher 4<sup>th</sup> ed.
- Disney's Hercules 1997
- Superman Versus The Ku Klux Klan, Rick Bowers
- Pixar's Sanjay's Super Team 2015
- Ted Talk: "Comic Books, Demi-Gods, and Modern Day Philosophers", Gustavo Sanchez
- The Adventures of Superman: Clan of the Fiery Cross 1946
- The History Channel's Comic Book Superheroes Unmasked
- From Avengers to X-Men: A Brief History of Superhero Movies, Don Kaye

- Curves of Indifference Blog: Superheroes and Social Justice
- The Psychology Behind Superhero Origin Stories, Robin Rosenberg
- King Arthur and His Knights, Maude Radford Warren
- Illustrations in King Arthur and His Knights, Walter J. Enright
- Ms. Marvel Cover Issue 1 2014, Sara Pichelli
- Fantastic Four Cover Issue 292 1986, John Byrne
- Spider-Men Variant Cover Issue 2 2012, Sara Pichelli
- Action Comics Cover Issue 59 1947, Jack Burnley
- Action Comics Cover Volume 2 Issue 42, Aaron Kuder and Tomeu Morey
- Wonder Woman Cover Issue 206 1973, Nick Candy
- Invincible Iron Man: Ironheart Vol. 1 2017, Stefano Caselli
- Students will find additional resources to practice locating resources and evaluating the validity of resources.

## UNIT 2: NEW ACTIVISM

### Units of Instructions Covered:

- Themes and Lenses
- Analysis of Arguments
- Plagiarism
- Developing Arguments
- Identify Perspectives
- Finding Sources
- Choosing Sources
- Evaluating the Credibility of Sources
- Research Question Development
- Summative Assessment (practice)

### Skills: *All prior skills as well as...*

- Evaluating the relevance and credibility of information from sources and data.
- Identifying alternatives for approaching a problem.
- Identifying, explaining, and analyzing the logic and line of reasoning of an argument.
- Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.
- Evaluating potential resolutions, conclusions, or solutions to problems or issues in an argument.
- Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.
- Providing insightful and cogent commentary that links evidence with claims.
- Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
- Extending an idea, question, process, or product to innovate or create new understandings.
- Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.
- Communicating an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.
- Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.
- Reflecting on personal contributions to overall collaborative effort.
- Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
- Connecting an argument to broader issues by examining the implications of the author's claim.
- Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.

**Learning Objectives:** *All prior objectives as well as* 1.3C, 1.4A, 2.2A, 2.2B, 2.3B, 3.2A, 4.2B, 4.2C, 4.3A, 4.4A, 5.1C, 5.2B, 5.3B, 1.1B, 2.3A, 4.2A

### Activities:

- Discuss potential theme and its relevance to students' lives.
- Analyze instructor provided documents and identify arguments, reason, and evidence.

- Small group to large group discussion on lenses and perspectives.
- Students will generate potential research questions in groups.
- Students will create MLA references pages.
- Debate: Student picked topic
- Students will refine research questions.
- Students in pairs will create and present an argument (including reasons and evidence).
- Socratic Seminar over practice stimulus materials
- Discuss theme and its relevance to students' lives.
- In groups, students will research a position on selected theme.
- RAVEN analysis on all group sources.
- Students will create MLA references pages
- Small group to large group discussion on lenses and perspectives.
- Students will generate potential research questions in selected groups.
- Students will refine research questions.

**Assessments:**

- 5-8 minute Group Presentation Heroism in the real world
- 500-word Argument
- 5-7 minute multimedia presentation including class critiques.

**Resources:**

- Essentials of Argument, Nancy V. Wood
- Global Issues Local Arguments, June Johnson
- Critical Thinking, Thoughtful Writing, John Chaffee
- The Bedford Researcher 4<sup>th</sup> ed.
- "In Twitter We Trust-Can Social Media Sway Voters?", NPR
- "Is Social Media enlarging or stifling democracy", Cynthia M. Allen
- How Change.org became a legitimate force in Australian politics, Ariel Bogle
- Pantsuit Nation Had the Potential to Mobilize Millions. Instead, it's Just a Feel-Good Commodity, Annie Correal
- How effective is social media activism? Erin Lee
- The Case for Social Media and Hashtag Activism, Sabina Khan-Ibarra
- How Live Streaming is Transforming Activism Around the World, Lexi Pandell
- Wired Documentary: How Social Media is Shaping Activism in America
- PBS Learning's Civil Rights: Then and Now Collection
- CBS News: Activists Using Social Media Trying to Shame White Supremacists
- J.J. Watt's Hurricane Harvey Fundraiser Surpasses \$27M After \$5M Donation, Adam Wells
- CSPAN: History of Student Activism, Angus Johnston
- TedxSIT: Moving Youth Towards and Activism, Sam Stevens
- #occupywallstreet, #blacklivesmatter #houstonstrong #charlottesville #icebucketchallenge #marchforourlives #timesup
- Students will find additional resources to practice locating resources and evaluating the validity of resources.

**AP SEMINAR OUTLINE CALENDAR**

<b>SEMESTER 1 Goals: Learn &amp; master skills needed to exceed the expectations of AP Seminar Assessments</b>	
<b>In Class</b>	<b>Culminating Activities</b>
<i>UNIT ONE TOPIC:</i> Superheroes	<ul style="list-style-type: none"> <li>▪ Research essay 500 words (+/-) 10% of word count</li> <li>▪ Practice EOC</li> </ul>
<i>UNIT TWO TOPIC:</i> New Activism	<ul style="list-style-type: none"> <li>▪ 5-8 min Team Presentation</li> <li>▪ Oral Defense</li> <li>▪ Argument essay 500 words (+/-) 10% of word count</li> <li>▪ 5 min Individual Presentation</li> <li>▪ Oral Defense</li> </ul>
<b>STUDENTS ARE NOT TO WORK DURING THE THAKSGIVING BREAK.</b>	

**SEMESTER 2 Goals: Apply learned & mastered skills to AP Seminar Assessments**

In Class	Culminating Activities
<p><i>PERFORMANCE TASK 1</i>  <i>PERFORMANCE TASK 2</i>  <i>AP EXAM EOC</i>  <i>INTRODUCE AP RESEARCH</i></p> <p><b>STUDENTS ARE NOT TO WORK DURING THE SPRING BREAK.</b></p>	<ul style="list-style-type: none"> <li>▪ Individual Research Report 1200 words (+/-) 10% of word count</li> <li>▪ 6-10 min Team Multimedia Presentation</li> <li>▪ Individual Written Argument 2000 words (+/-) 10% of word count</li> <li>▪ 6-8 min Individual Multimedia Presentation</li> <li>▪ Upload AP Tasks 1 and 2</li> <li>▪ Review for EOC Performance Task 3</li> <li>▪ Decide on a potential topic for Research/TPSP</li> <li>▪ Create a working thesis for research next year.</li> </ul>

**EXPECTATIONS FOR ACADEMIC SUCCESS:**

- Give your best effort every day.
- Seek knowledge and understanding, don't wait for it to seek you.
- Help others and uplift your classmates. This is not a competition. It is a collaboration.
- Take chances and push yourself.
- Learn from your mistakes.
- Give solutions not excuses.
- Be open-minded and receptive.
- **Thoughtfulness:** It is expected that you will thoroughly and thoughtfully complete all work assigned in this course.
- Remember your work is a reflection of you.
- **Written assignments must be black ink**
- Typed assignments must be submitted in Times New Roman 12-point, black font, double spaced and saved as a PDF.
- **BE PROACTIVE:** The nature of this course is designed to have you work in groups/teams frequently. As such, some of the graded work you do in this class will require you to function effectively as a member of a team. Issues regarding interpersonal communication and responsibilities to the group should be brought to my attention immediately. **DO NOT** wait for your grade to suffer before you inform me of any issues. **With that said, groups once established cannot be changed.** Your grade for this course will be based on several assignments for each grading term of the school year. Assignments are designed to build upon one another. Given the nature of these assignments, each takes on increased importance. Therefore, assignments need to be turned in as a prerequisite for the next. So, please be sure to manage your time wisely.

**Late Work:** Students will be given a total of **two days** to turn in assignments for a **HISD/Class credit**. Assignments turned in after the **two-day** period will result in a zero score.

AP Assessments (IRR, TMP, IWA, IMP, OD) are assigned weeks in advance and College Board sets the due dates and therefore, **No AP Assessments will be accepted late.**

**Field Lessons:** Students attending a field lesson or any other off campus activities must turn in assignments **beforehand** or assignments will be considered late.

It is **your responsibility to make arrangements for any missed work outside of class time**. If a student has an absence, they will be allowed to turn in the missed assignment according to district policy. **If a student is absent on a class discussion day, it is the student's responsibility to discuss with me ways to complete the discussion assignment.**

**Participation in Class Discussion:**

You will be evaluated weekly based on your participation. Your participation should demonstrate a mastery of concepts presented in this course. I will determine your level of mastery through your products, comments, ideas, and questions must enhance and/or advance our overall collective understanding through critical discussion and listening.

Name:		Date:			
<b>Class Participation Rubric</b>					
	<b>5pts A</b>	<b>4pts B</b>	<b>3pts C</b>	<b>2pts D</b>	<b>1pt F</b>
<b>Process</b>	Extensive evidence of student progress is shown through notes, questions and steps taken to reach goals.	Some evidence of student progress is shown through notes, questions and steps taken to reach goals.	Evidence of student progress is shown.	Little evidence of student progress is shown.	<b>No evidence</b>
<b>Attitude</b>	Student attitude is consistently positive and evident in communications with instructors and peers.	Student attitude is usually positive and evident in communications with instructors and peers.	Student attitude is somewhat positive and evident in communications with instructors and peers.	Student attitude is inconsistently positive.	<b>No evidence</b>
<b>Listening</b>	Proactively listens to teacher and peers. Consistently follows directions and able to answer questions. Never needs redirecting.	Usually listens to teacher and peers. Often follows directions and able to answer questions. Occasionally needs redirecting.	Sometimes listens to teacher and peers. Sometimes follows directions but needs repeating or redirection.	Rarely listens to teacher and peers. Rarely follows directions and often needs repeating or redirection.	<b>No Evidence</b>
<b>Participation</b>	Actively participates at appropriate times.	Often participates.	Rarely participates and rarely engaged.	Seldom participates and seldom engaged.	<b>No Evidence</b>
<b>Comments:</b>					

<p><b>Grading Policy</b>          Projects: 40%          Classwork/Quizzes: 30%          Homework 20%          Participation: 10%</p>	<p><b>Supplies Needed</b>          2 Packs of black pens only (I only accept assignments submitted in black ink)          2 Packs of highlighters          1 Google Drive account.</p>
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## AP CAPSTONE QUEST FRAMEWORK

### Big Idea Enduring Understandings, Learning Objectives and Essential Knowledge

EU 1.1: Personal interest and intellectual curiosity lead to investigation of topics or issues that may or may not be clearly defined. A good question explores the complexity of an issue or topic. Further inquiry can lead to an interesting conclusion, resolution, or solution. Sometimes this inquiry leads to research and unexpected paths.

LO 1.1A Identifying and contextualizing a problem or issue.

EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.

LO 1.1B Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.

EK 1.1B1: Strong research questions are open-ended and lead to an examination, taking into account the complexity of a problem or issue.

EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.

EU 1.2: New knowledge builds on prior knowledge. Strengthening understanding of a concept or issue requires questioning existing knowledge, using what is known to discover what is not known, and connecting new knowledge to prior knowledge.

LO 1.2A Retrieving, questioning, organizing, and using prior knowledge about a topic.

EK 1.2A1: Understanding comes not only through collection of information but also from a variety of other factors (e.g., experience, external sources, culture, assumptions).

EK 1.2A2: A variety of tools (e.g., brainstorming, concept mapping, prewriting exercises) can be used to illustrate, organize, and connect ideas.

EK 1.2A3: Research confirms or challenges one's existing understandings, assumptions, beliefs, and/or knowledge.

EU 1.3: The investigation process is aided by the effective organization, management, and selection of sources and information. Using appropriate technologies and tools helps the researcher become more efficient, productive, and credible.

LO 1.3A Accessing information using effective strategies.

EK 1.3A1: Information used to address a problem may come from various 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 from experiments, surveys, questionnaires, interviews).

LO 1.3B Using technology to access and manage information.

EK 1.3B1: Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources.

EK 1.3B2: Advanced search tools, Boolean logic, and key words allow researchers to refine, focus, and/or limit their searches based on a variety of factors (e.g., date, peer-review status, type of publication).

LO 1.3C Evaluating the relevance and credibility of information from sources and data.

EK 1.3C1: The scope and purpose of research and the credibility of sources determine the validity and reliability of the conclusion(s).

EK 1.3C2: Credibility of an argument is established through the use of sources and data that are valid (relevant) and reliable (current, authoritative).

EK 1.3C3: Determining the credibility of a source requires considering and evaluating the reputation and credentials of the author, publisher, site owner, and/or sponsor; understanding and evaluating the author's perspective and research methods; and considering how others respond to their work. Scholarly articles are often peer reviewed, meaning the research has been reviewed and accepted by disciplinary experts.

EK 1.3C4: When gathering data on individuals' behaviors, attitudes, and preferences, the accuracy and validity of such data depends on the honesty, memory, and reliability of the respondents and/or observers as well as the design of the data collection instrument.

### Q Question & Explore

EU 1.4 There are multiple ways to investigate problems and issues. The question asked determines the kind of inquiry.

LO 1.4A Identifying alternatives for approaching a problem.

EK 1.4A1: The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the way solutions are valued.

EU 2.1 Authors express their perspectives and arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading and thinking critically.

LO 2.1A Employing appropriate reading strategies and reading critically for a specific purpose.

EK 2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.

EK 2.1A2: Strategies active readers use to preview and prioritize a written text include skimming, scanning, rereading, and questioning.

EK 2.1A3: Strategies active readers use to make meaning from texts include annotating, note-taking, highlighting, and reading aloud.

EK 2.1A4: Perspectives are shared through written, spoken, visual, or performance texts. A perspective includes the writer's attitude/tone regarding the subject and is expressed through an argument.

LO 2.1B Summarizing and explaining the main idea and the line of reasoning, and identifying the supporting details of an argument, while avoiding generalizations and oversimplification.

EK 2.1B1: The main idea of an argument is often stated in the thesis statement, claim, or conclusion, or implied throughout a work.

EK 2.1B2: Authors use a line of reasoning to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.

EK 2.1B3: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.

EU 2.2 Authors choose evidence to shape and support their arguments. Readers evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.

LO 2.2A Identifying, explaining, and analyzing the logic and line of reasoning of an argument.

EK 2.2A1: An argument's context (time and purpose) and situation (relation to the other related arguments) inform its interpretation.

EK 2.2A2: An argument's line of reasoning is organized based on the argument's purpose (e.g., to show causality, to define, to propose a solution).

EK 2.2A3: Inductive reasoning uses specific observations and/or data points to identify trends, make generalizations, and draw conclusions. Deductive reasoning uses broad facts or generalizations to generate additional, more specific conclusions about a phenomenon.

LO 2.2B Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.

EK 2.2B1: Writers use qualitative and/or quantitative evidence (e.g., facts, data, rants, observations, predictions, explanations, opinions) to support their claims.

EK 2.2B2: Authors strategically include evidence to support their claims.

EK 2.2B3: Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis).

EK 2.2B4: Evidence may be used to identify and explain relationships (comparative, causal, or correlation) and/or patterns and trends.

EK 2.2B5: Credibility is compromised when authors fail to acknowledge and/or consider the limitations of their conclusions, opposing views or perspectives, and/or their own biases.

LO 2.2C Evaluating the validity of an argument.

## U Understand & Analyze Arguments

EK 2.2C1: An argument is valid when there is logical alignment between the line of reasoning and the conclusion.

EU 2.3 Arguments have implications.

LO 2.3A Connecting an argument to broader issues by examining the implications of the author's claim.

EK 2.3A1: The implications and consequences of arguments may be intended or unintended.

LO 2.3B Evaluating potential resolutions, conclusions, or solutions to problems or issues in an argument.

EK 2.3B1: Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps).

EU 3.1 Different perspectives often lead to competing and alternate arguments. The complexity of an issue emerges when people bring these differing multiple perspectives to the conversation about it.

LO 3.1A Identifying and interpreting multiple perspectives on or arguments about an issue.

EK 3.1A: An individual's perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and world view, as well as by external sources.

EU 3.2 Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, personal arguments can be situated within a larger conversation.

LO 3.2A Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

EK 3.2A1: Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic for the purpose of manipulation.

LO 3.2A Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.

EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how personal biases and assumptions influence a reader's judgment.

EU 4.1 People express their ideas, points of view, perspectives, and conclusions through arguments. Crafting an argument requires a clear line of reasoning, considering audience, purpose, and context.

LO 4.1A Formulating a complex and well-reasoned argument.

EK 4.1A1: Arguments use reason and evidence to convey a perspective, point of view, or some version of the truth that is stated or implied in the thesis and/or conclusion.

EK 4.1A2: Arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.

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

EK 4.1A4: An argument may acknowledge other arguments and/or respond to them with counterarguments (e.g., via concession, refutation, and/or rebuttal).

EK 4.1A5: The line of reasoning is a clear, logical, sequential path leading the audience through the reasons toward the conclusion.

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 4.1A7: A line of reasoning is organized based on the argument's purpose (e.g., to show causality, to evaluate, to define, to propose a solution).

EK 4.1A8: Claims and supporting evidence are arranged (e.g., spatially, chronologically, order of importance) to convey reasoning and relationship (e.g., comparative, causal, correlation).

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

**E**  
Evaluate  
Multiple  
Perspectives

**S**  
Synthesize  
Ideas

EU 4.2 Evidence is strategically selected to support a line of reasoning that appeals to or influences others.

LO 4.2A Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.

EK 4.2A1: Evidence can be collected from print and non-print sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).

EK 4.2A2: Compelling evidence is used to support the claims and reasoning of an argument. Evidence should be sufficient, typical, relevant, current, and credible to support the conclusion.

EK 4.2A3: Evidence is chosen based on purpose (e.g., to align an argument with authority; to define a concept, illustrate a process, or clarify a statement; to set a mood; to provide an example; to amplify or qualify a point).

EK 4.2A4: Evidence is strategically included or excluded to appeal to or influence a particular audience.

LO 4.2B Providing insightful and cogent commentary that links evidence with claims.

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, correlation).

LO 4.2C Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.

EK 4.2C1: Plagiarism is a serious offense that occurs when a person presents another's ideas or words as his or her own. Plagiarism may be avoided by acknowledging sources thoroughly and accurately.

EK 4.2C2: Source material should be introduced, integrated, or embedded into the text of an argument.

EK 4.2C3: Quoted and paraphrased material must be properly attributed, credited, and cited following a style manual. Quoting is using the exact words of others; paraphrasing is restating an idea in your own words.

EK 4.2C4: Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA).

EU 4.3 Achievement of new understandings involves the careful consideration of existing knowledge, imagination, and risk taking and incorporates personally generated evidence.

LO 4.3A Extending an idea, question, process, or product to innovate or create new understandings.

EK 4.3A1: Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.

EU 4.4 Arguments and solutions have intended and unintended consequences and implications.

LO 4.4A Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.

EK 4.4A1: When proposing a solution, the advantages and disadvantages of the options and alternatives should be weighed against the goal within its context.

EU 5.1 How an argument is presented affects how people interpret or react to it.

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 (e.g., essay, poster, presentation, documentary, research report/thesis).

EK 5.1A1: An argument may include the following elements:

- Introduction: engage the audience by providing background and/or context
- Claim: convey the main idea of an argument
- Reasons, evidence, and commentary: provide support for the argument
- Concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments
- Conclusion: reinforce points, offer additional analysis, possible implications for the future, tie back to the introduction

- References

EK 5.1A2: Coherence is achieved when the elements and ideas in an argument flow logically and smoothly. Transitions are used to move the audience from one element or idea to another by illustrating the relationship between the elements or ideas.

EK 5.1A3: 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 5.1A4: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation.

LO 5.1B Communicating an argument in an evidence-based written essay adhering to established conventions of grammar, usage, style, and mechanics.

EK 5.1B1: A writer or speaker expresses tone or attitude about a topic through word choice, sentence structure, and imagery.

EK 5.1B2: Effective sentences create variety, emphasis, and interest through structure, agreement of elements, placement of modifiers, and consistency of tense.

EK 5.1B3: Precision in word choice reduces confusion, wordiness, and redundancy.

EK 5.1B4: Spelling and grammar errors detract from credibility.

LO 5.1C Communicating an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.

EK 5.1C1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.

EU 5.2 Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems

LO 5.2A Providing individual contributions to overall collaborative effort.

EK 5.2A1: Knowing and communicating one's strengths and challenges to a group allows one's contributions to be more effective.

LO 5.2B Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.

EK 5.2B1: Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team's performance.

EK 5.2B2: Teams function at their best when they understand the diversity of their social-cultural perspectives, talents, and skills.

EK 5.2B3: Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation.

EK 5.2B4: Effective teams consider the use of online collaborative tools.

LO 5.3A Reflecting EU 5.3 Reflection increases learning, self-awareness, and personal growth through the slowing down of thinking processes to identify and evaluate personal conclusions and their implications on and revising their own writing, thinking, and/or processes.

EK 5.3A1: Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, and/or guided contemplation.

EU 5.3 Reflection increases learning, self-awareness, and personal growth through the slowing down of thinking processes to identify and evaluate personal conclusions and their implications.

LO 5.3B Reflecting on personal contributions to overall collaborative effort.

EK 5.3B1: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.

EK 5.3B2: Reflective contributors acknowledge the impact of their actions on the outcome of the group's efforts, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group's goal.

**T**  
Team,  
Transform,  
Transmit

