

**NORTHERN BURLINGTON COUNTY REGIONAL SCHOOL DISTRICT  
2021 Course Map/Pacing Guide**

<b>Department</b>	Social Studies	<b>Course</b>	<b>AP Seminar</b>
-------------------	----------------	---------------	-------------------

**Source of Standards**

- New Jersey Student Learning [Standards 2020](#)
  - [English Language Arts](#) (Companion Standards for History, Social Studies, Science and Technical Subjects)
  - [Collegeboard](#)

**Sequence- Unit Titles and Number of weeks per unit (total = 18 semester/ 36 year)**

**Unit 1: QUEST (5 Weeks).** The AP Seminar framework is based on the QUEST principles. Question & Explore, Understand & Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform & Transmit. The first 5 weeks of the school year will focus on these five themes in order to prepare the students for the various tasks they are expected to complete throughout the course.

**Unit 2: Identity (4 weeks).** Unit 2 will introduce the first task to the students, the IRR and the TMP. Students will work to complete a mock paper and team presentation. The theme that will be woven in throughout this unit will be “identity” and students will use that theme to construct their research questions.

**Unit 3: Task 1 (10 weeks).** AP Seminar students are required to complete two tasks prior to April 30. Task 1 requires student groups to formulate a research question, determine which lenses/perspectives each group member will focus their paper on, craft a paper, and then work collaboratively to create and present a team presentation.

**Unit 4: Task 2 (12 Weeks).** AP Seminar students are required to complete two tasks prior to April 30. Task 2 begins after the College Board releases the yearly stimulus materials in January. The stimulus materials are related to a general theme, which changes yearly. Students read and discuss the stimulus sources and develop an individual research question that relates to the sources provided by the College Board. Students gather additional scholarly sources and begin writing a paper. After going through the writing and revision process, students present their findings through individual multimedia presentations.

**Unit 5: Change (4 Weeks).** During these weeks, students will study the theme of change as they prepare for the exam. Throughout the year, the students have been developing the skills necessary to perform well on the exam, so the time is not devoted to new concepts, but reinforcement through continued reading, writing, and collaborative activities.

**Unit 6: Community (4 Weeks).** The final unit for the year follows the completion of the AP Exam. Students will have an opportunity to prepare presentations that ask them to consider a potential area of inquiry that fits the unit’s theme of community.

Big Ideas/[Enduring Understanding](#) (link to guide)

*Students will understand that...*

- Research begins with an inquiry process that involves considering differing perspectives, lenses, and existing research.
- Research questions must consider divergent perspectives and arguments.
- Various sources must be explored throughout the research process.
- Academic research needs to be supported with evidence and reviewed by peers.
- The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.
- A variety of strategies (e.g., brainstorming, concept mapping, prewriting, exploration of space, drafting) can be used to illustrate, organize, and connect ideas.
- Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources.
- The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the type of information needed and the appropriate method of gathering it.
- A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.
- There are multiple ways to investigate questions, problems, and issues.
- Methods should be aligned with the purpose of the inquiry.
- Arguments have implications and consequences.
- Not all arguments are equal; some arguments are more credible/valid than others.
- Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.
- Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.
- The investigative process is aided by the effective organization, management, and selection of resources and information.
- Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.
- Methods should be aligned with the purpose of the inquiry.
- Different perspectives often lead to competing and alternative arguments.
- The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.
- Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.
- Arguments, choices, and solutions present intended and unintended opportunities, and consequences.
- How a perspective or argument is presented affects how people interpret or react to it.
- The same perspective or argument may be developed and presented differently depending on audience, purpose, and context.
- Scholarly works convey perspectives and demonstrate effective lines of reasoning that have been selected for the intended audience, purpose, and situation.
- Different perspectives often lead to competing and alternative arguments.

**Essential Questions (link to guide)**

- How does the context of a problem or issue affect how it is interpreted or presented?
- What questions have yet to be asked?
- How does my research question shape how I go about trying to answer it?

- How do I determine the validity of a source?
- What steps are next in the research process?
- What are the lenses and perspectives that I can consider as I begin my research?
- What sources do I need to successfully complete this paper?
- What are the implications, limitations, and/or benefits of my proposed solution?
- What are the strategies I can implement to prepare a multimedia presentation?
- What do I want to know, learn, or understand?
- Does this argument acknowledge other perspectives?
- How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
- How can I benefit from reflecting on my own work?
- How does my research question shape how I go about trying to answer it?
- What strategies will help me comprehend a text?
- What patterns or trends can be identified among the arguments about this issue?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- What is the argument's main idea and what reasoning does the author use to develop it?
- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What is an area of inquiry that I can identify?
- What are the various perspectives I need to consider in my research?
- How does this conclusion impact me and my community? Or my research?

### [Reporting Student Progress](#) (link to pyramid)

All courses follow a balanced assessment system with Practice and Assessments. Each category includes formative, summative and alternative assessments.

### [Accommodations and Modifications](#) (link to menu)

Integrated accommodations for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans.

## Resources (Text and Technology)

### Unit 1

- Fredrick Douglass, "What to a Slave is the Fourth of July?"
- *Changing the Education Paradigms* - video
- *LA Times*, "It's Time to Get Tough on COVID Vaccine Evaders"
- *Harvard Business Review*, "To Keep Women in the Workforce, Men Need to Do More at Home"
- *NY Times*, "So You Want to Save Women's Sports"
- *National Review*, "Republicans are Right to Push Back Against CRT in the Classroom"
- Cambridge: "Effects of Partial Sleep Deprivation on Information Processing Speed in Adolescence"
- ELSEVIER: "Parents' Contrasting Views on Diet Versus Activity of Children"

### Units 2 & 3

- [AP Seminar Performance Task 1: Scoring Guidelines](#)
- PSU, "Beyond Identity"
- Columbia: "Who am I? The Identity Crisis of the Middle East"
- Youth Adolescence: "Identity Formation in Adolescence"
- Academia: "What are you and where are you from?"

#### Unit 4

- [AP® Seminar Performance Task 2: Individual Research-Based Essay and Presentation Scoring Guidelines](#)
- [AP Seminar Performance Task 2: Scoring Guideline](#)
- Stimulus materials (released by the College Board every January)

#### Unit 5

- [AP Exam Scoring Guidelines](#)
- American Economic Association: Economic Effects of Climate Change
- Vienna Yearbook "Adaptation versus Mitigation Policies on Population Change in Europe"
- SIT Graduate Institute: "Fair and Lovely: Standards of Beauty and Globalization"

#### Unit 6

- Academia: "Contemporary Chinese America"
- LGBT Health: "Association between Community-Level LGBT Supportive Factors and Substance Use"
- Northwestern: "Comprehensive Approaches to Urban Development"
- Sociology: "Wider-Community Segregation and the Effect of Neighbourhood Ethnic Diversity on Social Capital"