

AP Seminar Syllabus

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.

Plagiarism Policy

Adherence to College Board AP policies is critical to producing valid AP scores. According to the College Board, “Violations of program policies and/or exam procedures may result in the cancellation of student scores and/or the school being withdrawn from the AP Capstone program by the College Board’s AP Program.”

AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information [CR4b]

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

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.

[CR4b] — Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

To the best of their ability, teachers will ensure that students understand ethical use and acknowledgment 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.

Units of Curriculum/ Skills Development: September – May 2024-2025

Unit 1: Introduction to Inquiry through the theme of *Hope*

Unit 2: Performance Task 1

Unit 3: Performance Task 2

Unit 4: End of Course Exam – Part A and Part B

Performance Tasks

During the AP Seminar course, students complete the following assessments: two through-course performance tasks and an end-of-course exam, while adhering to AP College Board policies to ensure the validation of their scores. Performance tasks will be completed after Unit 4. **[CR5]**
[CR6]

[CR5] — Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

[CR6] — Students work independently to identify a research question based on provided stimulus 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.

The following assessments are summative and are used to calculate a final AP Score (using the 1–5 scale) for AP Seminar.

Performance Task #1: Team Project and Presentation [CR5]

[CR5] — Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

Task Overview:

Students work in teams of three to four to identify, investigate, and analyze an academic or real-world problem 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.

Scoring:

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

Weight: 20 percent of score

Performance Task #2: Individual Research-Based Essay and Presentation [CR6]

[CR6] — Students work independently to identify a research question based on provided stimulus 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.

Task Overview:

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

Scoring:

- Individual Written Argument (1,200 words): Internally scored, externally validated
- Individual Multimedia Presentation (6–8 minutes): Internally scored
- Oral Defense (two questions from the teacher): Internally scored Weight: 35 percent of score

AP Seminar End-of-Course Exam (2 Hours)

Task Overview:

During the AP Exam administration window, students take the AP Seminar End-of-Course Exam. The exam consists of four items: three short-answer questions and one essay question.

Scoring:

- Three Short-Answer Questions (analysis of argument in a single source or document): Externally scored
- One Essay Question (synthesizing and creating an evidence-based argument): Externally scored

Weight: 45 percent of score

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.

* 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., EBSCO, GALE, Google Scholar) that grant access to secondary and primary sources.

Expectations for Academic Success

This course is designed to have students work in groups/teams frequently. As such, some of the graded work will require students to function effectively as a member of a team. Issues regarding interpersonal communication and responsibilities to the group should be brought to the instructor's attention immediately; do not wait for grades to suffer before informing the instructor of any issues.

A student's grade for this course is based on several assignments for each quarter of the school year. Given the nature of these assignments, each takes on increased importance. Each assignment is given a due date and no credit will be given for late work.

It is the student's responsibility to make arrangements for any missed work outside of class time. If a student has an excused absence, he/she will be allowed to turn in the missed assignment upon return to class.

This course requires students' active participation in all activities and discussions. Lessons have been designed to create an open forum for the exchange of thoughts and opinions. Students are expected to be on task at all times, and respect the thoughts and opinions of classmates

Cooperative groups, discussions, debates, and projects involve daily participation. Absences will affect grades. Please be here and be on time.

Evaluation and Grading Assessment

Skill-based assessments include, but are not limited to:

1. Inquiry-based assessments
2. In-class timed writings: Analysis, argument, synthesis
3. Reflections
4. Team projects: Team building, cooperative learning, group presentations
5. Writing activities and assignments
6. AP preparation: Skill-based activities, practice essays
7. Online portfolios Grading Scale

Marking period grades will be derived from a variety assessments based on cumulative points for individual marking periods. Students should be astutely aware of the district's marking period dates. Participation will be approximately 10% of each students' grade which includes having a positive attitude and being respectful, being on time and present for each class, taking part in discussions and group work in a robust fashion, and timely completion of CW/HW . The following criteria will also be used to assign the participation component of a 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.

AP Seminar Curriculum Content Map

Unit 1: Introduction to Inquiry – Theme – Is hope necessary to success?

[CR2a] - The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

Big Ideas

Big Idea 1: Question and Explore

Big Idea 2: Understand and Analyze

Big Idea 3: Evaluate Multiple Perspectives

Big Idea 4: Synthesize Ideas

Big Idea 5: Team, Transform, and Transmit

Skills:

- 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 through annotation
- 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 oversimplification
- 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
- Communicating an argument in an engaging written presentation that uses effective techniques of design delivery

Focus:

The concept that the ability to hope plays a large role in one's development and worldview. In this unit, students focus on hope's influence on the human experience and consider whether hope is a universal component to success or largely unnecessary. [CR1]

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and 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.

[CR3] - Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and

listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Culmination Written-Based Assessment:

Students present their arguments to their peers after using the Capstone QUEST Framework (pose questions, collect and analyze data to make and support conclusions with evidence, and report findings/conclusions to a larger audience) [CR2b] [CR2h] [CR4a]

[CR2b] - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

[CR2h] - Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit

[CR4a] - Students develop an understanding of ethical research practices.

Readings/Sources [CR3]:

Theme of Hope - Texts and multimedia texts used:

1. *Novella - Of Mice and Men by John Steinbeck*
2. *Poem - “Still I Rise” by Maya Angelou,*
3. *Book excerpt from Just Mercy - Chapter 1*
4. *Article - How children Survived 40 days in the Colombian Jungle BBC*
- <https://bbc.com/news/world-europe-65871238>
5. *Harvard Medical Review – Hope, Why It*

Matters <https://www.health.harvard.edu/blog/hope-why-it-matters-202107162547>

6. *Article – Seventy Miles in Hell/ Atlantic Monthly*
<https://www.theatlantic.com/magazine/archive/2024/09/darien-gap-route-migrants-panama/679156/>
7. *Graduation commencement address - <https://www.youtube.com/watch?v=Aqsbad5JiC8>*



8. Visual –



9. Dance



[Hope - Paris Cavanagh - Elite Company 2023](#)

10. Article - *Why I Don't Rely on Hope* by Robert Jensen

<https://www.commondreams.org/opinion/don-t-rely-on-hope-activism>

[CR3] - Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Activities:

- Discuss the definition of hope and its effect on people, cultures, nations [CR2c]
- Create an argument for or against the question “Does hope truly bring success?” and conduct research on their stance
- Source analysis: Students read and annotate articles, summarize them, and evaluate the strength of the argument [CR2c]
- Analyze multiple perspectives on the idea of hope is essential to the human experience [CR2d]
- Compare conflicting cultural, medical, economic, academic, futuristic, emotional/psychological, religious, ethical perspectives
- Analyze and synthesize data using the Capstone QUEST framework
- Students will reflect on perspectives based off group presentations on Hope - REFLECTION [CR2g]

Skills:

- 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 oversimplification
- 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

- Communicating an argument in an engaging written presentation that uses effective techniques of design delivery

[CR2b] - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

[CR2c] - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

[CR2d] - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

[CR2e] - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

Culmination Performance-Based Assessment:

Students present their arguments to their peers after using the Capstone QUEST Framework (pose questions, collect and analyze data to make and support conclusions with evidence, and report findings/conclusions to a larger audience) [CR2b] [CR2h] [CR4a]

[CR2b] - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

[CR2h] - Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR4a] - Students develop an understanding of ethical research practices.

[CR3] - Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Activities:

- Discuss the definition of hope and its impact on individuals, cultures, and nations in history [CR2c]
- Compare and contrast hope vs action
- Analyze excerpts from *Of Mice and Men* by John Steinbeck
- Listen to and Analyze may Angelou’s poem “Still I Rise”
- Collaborate to construct a research question [CR2b]
- Students will work on group inquiry-based research and reflections - REFLECTION [CR4a] [CR2g]
- Conduct a presentation representing different modalities – visual, dance, graduation commencement speech and articles conveying ideas and connections to hope

[CR2b] - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

[CR2c] - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

[CR2g] - Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR4a] - Students develop an understanding of ethical research practices.

Unit 2: Performance Task 1 – Team Project and Presentation [CR5]

[CR5] - Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

Skills:

- Questioning
- Research
- Arguments
- Lens
- Refining research
- Connecting evidence to reason
- Developing line of reasoning
- Development of team report
- Developing a group line of reasoning
- Connecting arguments to each other Group Paper and Presentation

Focus:

Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem 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. This task consists of two components: (1) Individual research report and (2) Team multimedia presentation and defense **[CR2f] [Cr2g] [CR2h] [CR4a]**

[CR2f] - Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR2g] - Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR2h] - Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR4a] - Students develop an understanding of ethical research practices.

Activities:

- Learning appropriate citations based on the MLA style guide. **[CR4a]**

- Team project assignment [CR2f] [CR2h]
 - Each student group will be assigned to research and construct
 - a position paper
 - a visual presentation addressing the question.
 - Teams will produce the following benchmark items:
 - Project schedule
 - Team member task assignments
 - Team-produced position paper
 - Team-produced and presented visual presentation
 - Post-presentation reflection on how the team functioned during the project with constructive suggestions for improvement (to be completed by each team member individually) [CR2g]

[CR2f] - Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR2g] - Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR2h] - Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR4a] - Students develop an understanding of ethical research practices.

Unit 3: Performance Task 2 – Individual Research-Based Essay and Presentation [CR6]

[CR6] - Students work independently to identify a research question based on provided stimulus 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.

Skills:

- Questioning
- Research
- Arguments
- Lens Refining research
- Connecting evidence to reason
- Developing line of reasoning

Focus:

The College Board will release cross-curricular source material 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 paper must refer to and incorporate at least one of the provided sources. This task consists of three components: (1) Individual written argument, (2) Individual multimedia presentation, and (3) Individual oral defense.

[CR2e] - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

[CR4a] - Students develop an understanding of ethical research practices.

Readings/Resources [CR3]:

- 2024-2025 Stimulus Packet

[CR3] - Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

Activities:

- Read and analyze the stimulus texts to identify thematic connections among them/areas for inquiry [CR1] [CR2e] [CR6] [CR4a]
 - Compose a research question of their own
 - Conduct research
 - Analyze, evaluate, and select evidence to develop an argument
 - Present and defend their conclusions.
 - Create a final paper that incorporates at least one of the provided stimulus sources

[CR1] - Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and 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.

[CR2e] - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

[CR4a] - Students develop an understanding of ethical research practices.

[CR6] - Students work independently to identify a research question based on provided stimulus 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.

Unit 4: Preparing for EOC PART A AND PART B, AND REVIEWING FOR NYS ENGLISH REGENTS

[CR1] — Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and 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.

Skills:

- 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 oversimplification
- 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
- Communicating an argument in an engaging written presentation that uses effective techniques of design delivery

Culmination Written-Based Assessment:

Students engage in self/peer scoring and feedback after using the Capstone QUEST Framework (pose questions, collect and analyze data to make and support conclusions with evidence, and report findings/conclusions to a larger audience) [CR2b] [CR2g] [CR2h] [CR4a]

[CR2b] - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

[CR2g] - Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR2h] - Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR4a] - Students develop an understanding of ethical research practices.

Readings/Sources [CR3]:

Previous released AP Seminar EOC Part A and Part B as samples for practice with review of AP scoring feedback and in accordance to AP rubrics.

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Excerpts from “50 Great Essays” for NYS English Regents practice as well as previous releases of Regents exams with argument thesis and four convergent and divergent sources with NYS scoring feedback and in accordance to NYS Regent’s rubrics.

Activities:

- Students will practice reading, annotating, analyzing and crafting responses for the AP Seminar EOC Part A and Part B as use previous samples with review of AP scoring feedback and in accordance to AP rubrics.
- Students will use excerpts from the anthology “50 Great Essays” for NYS English Regents practice as well as previous releases of Regents exams with central idea/ literary device analysis and argument thesis with four convergent and divergent sources with NYS scoring feedback and in accordance to NYS Regent’s rubrics to familiarize themselves with the June NYS Regents exam

Curricular Requirements

- CR1 - Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and 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.
- CR2a - The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.
- CR2b - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.
- CR2c - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.
- CR2d - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

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- CR2e - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.
- CR2f - Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- CR2g - Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- CR2h - Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- CR3 - Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.
- CR4a - Students develop an understanding of ethical research practices.
- CR4b - Students develop an understanding of the AP Capstone™ Board Policy on Plagiarism and Falsification or Fabrication of Information.
- CR5 - Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.
- CR6 - Students work independently to identify a research question based on provided stimulus 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.