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## Curricular Requirements

**CR 1** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: › Question and Explore › Understand and Analyze › Evaluate Multiple Perspectives › Synthesize Ideas › Team, Transform, and Transmit

- See page 3

**CR1a** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 1: › Question and Explore

- See pages 5,6,& 7

**CR1b** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 2: › Understand & Analyze

- See pages 6 & 7

**CR1c** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 3: › Evaluate Multiple Perspectives

- See pages 7 & 8

**CR1d** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 4: ›Synthesize Ideas

- See pages 7,8, & 10

**CR1e** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 5: › Team, Transform, and Transmit

- See pages 6, 7, 9, 10, 11 & 12

**CR2** Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.

- See page 4

**CR2a** Students develop an understanding of ethical research practices

- See page 9

**CR2b** Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.

- See page 9

**CR3** In the classroom and independently (while possibly consulting any expert advisers), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000–5,000 words that includes the following elements:

- › Introduction and Literature Review

- › Method, Process, or Approach
- › Results, Product, or Findings
- › Discussion, Analysis, and/or Evaluation
- › Conclusion and Future Directions
- › Bibliography

- See pages 4, 8, 9, & 10

**CR4** Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and any expert advisers as needed, and reflections on their thought processes. Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work.

- See page 3

**CR4a** Using a process and reflection portfolio (PREP), students learn how to approach self reflection and document their inquiry processes, communications with teachers and any expert

- See pages 6, 8, 9 & 10

**CR4b** Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work.

- See pages 3, 6, 7, 9, 10 & 11

**CR5** Students develop and deliver a presentation (using an appropriate medium) and an oral defense to a panel on their research processes, method, and findings.

- See pages 4, 11 & 12

**Course Overview:** AP Research is the second cornerstone course of the AP Capstone Diploma Program. Successful completion of the AP Seminar Course provided the essential skills necessary for exploration, research and dialogue into a thematic contemporary issue. Students will utilize these transferable skills in designing & implementing a Research program exploring a Gap in the scholarly Body of Knowledge (BoK) in an area of personal interest. Emphasis will be upon a student selected/driven investigation whereby the student explores an area of personal interest and delves into research that includes understanding and evaluation multiple perspectives as well as a variety of sources in order to understand the topic and discover an area of need or elaboration within the academic field of their Topic. From this juncture, students will refine Research and Topic into a Research Question with a Discipline based Plan of Research utilizing Methods aligned with Research Question. Collection, Analysis/Evaluation and Coding of Research will enable students to ascertain and discuss whether Hypotheses regarding their Research Question are supported or unsupported by evidentiary materials and the future implications of their Research upon the scholarly field. Students will utilize the QUEST Framework serves as the foundation to engage students in a recursive Research Process that emphasizes critical thinking. QUEST Framework includes 5 Big Ideas:

- Question and Explore: Challenge and expand the boundaries of your current knowledge
- Understand and Analyze: Contextualize arguments and comprehend author's claims
- Evaluate Multiple Perspectives: Consider individual perspectives and the larger conversation of varied points of view
- Synthesize Ideas: Combine knowledge, ideas and your own perspectives into an argument
- Team, Transform and Transmit: Collaborate, reflect and communicate your argument in a method suited to your audience

Individual student Research will culminate in two Performance Based Task Assessments; an Academic Paper of 4000-5000 words and Presentation and Oral Defense (POD) of 15-20 min with 3-4 panelist questions.

### **Course Textbooks:**

\*Booth, Wayne C. et al. "The Craft of Research" 4th ed. Chicago: The University of Chicago Press, 2016.

\*Dawson, Catherine. "100 Activities for Teaching Research Methods" Los Angeles: Sage Publications, 2016.

*\*AP Research Course and Exam Description*

**Student Expectations:** Students will engage in the Research Process utilizing a recursive approach to the QUEST Framework **(CR1)** in order to develop the skills and understandings associated with Research. In addition, students will document their process via a myriad of artifacts including but not limited to skill development artifacts, content/research connections artifacts, organizers, weekly reflective journals, peer review, and flipgrid video exercises. **(CR4)** In addition to the Reflective PREP component of course, students need to meet regularly with instructor for individualized feedback and support for duration of Research process. **(CR4)** Students will explore and integrate scoring rubric components into their process and works in order to understand effective Research Practices. In

order to learn about the Research Process, the expectation is that students will engage in all aspects of the Research Process outlined in the Curricular Requirements and Enduring Understandings, located in the AP Research Course and Exam Description. **(CR3)** Understanding and implementing Ethical Research, Copyright and Plagiarism guidelines are required to ensure student Research maintains the highest level of professionalism. **(CR2)** In order to justify and establish credibility for the Research conducted, students will create an Academic Paper and prepare/deliver a Presentation and Oral Defense that allows for a panel of academics to consider and evaluate your Research. **(CR5)** Students must adhere to the CCHS Honor Policy and Copyright/Plagiarism Policy as follows:

#### **Honor Code:**

Currituck County High School takes pride in promoting and upholding academic honesty, integrity, and respect. Therefore, cheating is wrong and will not be tolerated. Providing the means to cheat, and promoting it, is also unacceptable.

Cheating includes, but is not limited to:

1. Taking credit, consciously or unconsciously, for work that is not your own or attempting to do so (i.e. plagiarism).
2. Allowing another student to use/forgo your work as their own.
3. Talking to another student during any assessment (i.e. test, quiz).
4. Relaying or accepting information regarding an assessment.
5. Making illegal corrections to an assessment/assignment prior to submitting it to the teacher.
6. Using unauthorized supplemental materials (i.e. tools, notes) during an assessment.
7. Taking and/or using an assessment outside of the classroom without permission.
8. Failing to report students you have witnessed cheating.
9. Attempting to evade late penalties.

Teachers and students are asked to draw attention to the honor code on each test and assessment. The following “pledge” should be included on each test and assessment and signed by students:

**“I have neither given nor received any unauthorized help on this assessment.”**

Violations of the honor code may be referred to the honor court. Honor court referrals can be made by students, CCHS staff or administrators who have witnessed an infraction of the CCHS Honor Code. An accused student cannot be forced to come before the Honor Court. Rather, he/she has to consent to have his/her case reviewed by the Honor Court; he/she must turn in a permission and HC Confidentiality Parent Form signed by both accused student and parent. In the event that a student refuses to come before the Honor Court, the original referral will be turned over to CCHS administration for appropriate discipline.

#### **AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information**

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.

**Grading Policy:** AP Research Assessments will cover the breadth and scope of the Research Process utilizing Formative and Summative Assessments in accordance with Currituck County High

School Grading Policy. Major components of Research work will receive point values while skill exploration/development activities will receive teacher/peer feedback. In addition, students will engage in self reflection to assess their learning experiences. Final Paper (75%) and Oral Defense (25%) are considered part of the exam and will be assessed with point grades and entered into the AP Digital Portfolio. These assessments will not be considered as part of course grades as they constitute AP Exam grades.

### **Equitable Access to Technology and Research Resources:**

The school ensures that each student and teacher has access to appropriate instructional resources and technology (i.e., library and research databases, the internet, college-level texts, presentation software). The school ensures that each participating student is provided computer and internet access for completion of course requirements. In addition, students will work with Media Center Coordinator on Research Strategies for exploring databases and Search engines that will expedite research.

### **Unit 1: Week 1-2: Welcome and Introduction to AP Research**

This Unit will introduce students to the AP Research Framework, Ideas, Process, Requirements and Rubric essential to navigating the course. Students will explore the components of the AP Research course that promote a reflective process oriented approach to Research.

- \*Introduction:** Students will engage in introduction to the AP Research & the QUEST Framework in order to develop an understanding of the recursive process of AP Research
- \*Student Interest Survey:** Completion of 100 question Student Survey that includes a myriad of personal interest/choice questions will act as a possible topic exploration **CR1a**
- \*The Compass Activity:** develop student strategies in narrowing interests/ideas/questions into possible Research Topics **CR1a**
- \*Performance Components:** Students will explore the Performance Components of the AP Research Course by unpacking the Research Paper and Presentation and Oral Defense requirements.
- \*Personal Letter:** Students will create a letter to themselves that describe their intentions for AP Research, their goals, and words of encouragement for those times of challenge in order to articulate their needs and learning objections
- \*Puzzle Activity:** Utilizing a photograph of a street mural from Harlem highlighting figures in African American Cultural Heritage, students will work at putting together an online puzzle of the same image. A portion of the original photographic image is missing from the puzzle in order to promote dialogue and understanding of the Gap in Body of Knowledge that students should address through their own Research while making connections between the importance of finding the missing component in order to complete the puzzle and researching a Gap in BoK. **CR1a**
- \*Bridging AP Seminar to AP Research:** Reviewing Course Content, Assessment Structure & Tasks of both AP Seminar and AP Research, students will compare/contrast the two courses bridging Enduring Understandings from AP Seminar to AP Research in order to build upon Seminar skills to develop Research skills.

**\*PREP (Process and Reflection Portfolio):** organization and artifact possibilities activity engages teacher and students in group work brainstorming what authentic process reflection is and how it manifests into diverse components addressing diverse needs. All activities, organizers, reflection journals, etc will live in the PREP. **CR4a**

**Resources:** AP Research Course and Exam Description (CED), AP Research Puzzle, Google drive PREP folder

**Key Terms:** PREP

[**CR1a** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 1: › Question and Explore]

[**CR4a** Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and any expert advisers as needed, and reflections on their thought processes.]

## **Unit 2: Weeks 3-5: Topic Exploration & Evaluation/Analysis of Sources**

This Unit will emphasize the Exploration of a Topic through Research of Existing BoK utilizing a variety of Primary and Secondary sources and seeking multiple perspectives to provide breadth and depth to their explorations.

**\*Effective Peer Review Expectations & Guidelines Activity:** Students will engage in group activity developing criteria for effective peer feedback that will result in a course resource for respectful and impactful feedback. **CR1e**

**\*Topic Narrowing Pitch:** Students will engage in peer feedback pitching 2 possible Topic research areas and then meet with teacher to discuss Topic options **CR4b**

**\*Research Best Practices Workshop:** Working with Media Specialist, students will explore best research practices utilizing Ebsco, Google Scholar, Podcasts, NC Wise Owl, and Britanica in order to navigate databases and multiple source formats for a wider breadth/depth of search options. **CR1e**

**\*Deconstructing Essential Components of Research Annotated Bibliographies:**

Understanding and evaluation of sources is an essential component of the research process. Students will work in small groups with assigned Annotated Bibliographies to evaluate information and discuss the essential components for an Annotated Bibliography. Work will culminate in a Source Evaluation Criteria Matrix which students will utilize to color code their own Annotated Bibliographies to ensure essential components are present. **CR1b**

**\*Little “r” & Big “R” Research Activity:** Understanding differences between Little “r” research and Big “R” Research will enable students to begin the process of background research/exploration into topics. Students will create a graphic organizer that compares/contrasts the 2 for a course resource. **CR3**

**\*Initial Research:** Students will create a set of 5 Annotated Bibliographies exploring 2 connected possible Research Topics to begin bridging from Little “r” research to Big “R” Research. A second set of 5 Annotated Bibliographies will broaden source types to incorporate a variety of Primary documents in order to explore the topic in different ways. Students will organize connections in theme, methods, data, approach etc by creating Jamboard organizer **CR1a CR1b CR1c**

**\*Student/Teacher Conferences:** Teacher will meet individually with students to discuss Topic Research thus far and to assess student needs. Students will articulate their process thus far and discuss narrowing topic research **CR4b**



**\*Citations:** Exploring discipline specific citations using Perdue Online Writing Lab and course resources, students will break out into small groups to discuss the discipline specific needs of citations and information **CR1a**

**Resources:** Research Tips document, Source Evaluation Criteria Matrix, Perdue Online Writing Lab, Daniel's Research Strategies/Resources, "I wonder" document, A Bibs Jamboard Organizer, Noodle Tools to organize A Bibs

**Key Terms:** Peer Review, Little "r" Research, Big "R" Research

[**CR1a** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 1: › Question and Explore]

[**CR1b** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 2: › Understand & Analyze]

[**CR1c** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 3: › Evaluate Multiple Perspectives]

[**CR1e** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 5: › Team, Transform, and Transmit]

[**CR4b** Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work]

### **Unit 3: Weeks 6-8: Creating Research Questions and Continued Research**

This unit will create opportunities for students to continue to refine Topics into Research Questions and continue exploring, understanding and making connections between research into existing BoK.

**\*Developing Problem Statements:** Students engage in whole class activity utilizing course Narrowing Topic resource to develop strategies to focus Topics by considering components such as context, scope, parts, etc and working through student workbook activity *Developing Problem Statements*. Upon completion of Whole class activity, students will utilize the template from Developing Problem Statement activity to create 2 Problem statements culminating in a digital poster presentation pitch to peers for feedback. **CR1d CR1e**

**\*Existing BoK Research:** Students will explore the PAARC model to evaluate credibility of information in order to assess what sources will contribute to student research. Students will continue to research existing BoK and create a set of 5 Annotated Bibs guided by Developing Problem Statements Resource in order to address additional research questions and multiple perspectives raised by Narrowing Topic into Possible Problem Statements **CR1b CR1c**

**\*Criteria for Effective Research Problems:** Students will work together to discuss what qualities make an effective Research Question in order to create a resource document to utilize when developing a Research Question **CR1e**

**\*Developing Research Questions:** Students will utilize feedback from Poster Presentations on Problem Statements and activity on transforming Problem Statements into Research Questions in order to engage in the process of creating Research Questions that consider the qualities essential for Effective Research Questions **CR1d**

**\*Annotated Bibliography Set #4:** Students continue Research into existing BoK that focuses upon the components of their developed Research Question. Students will continue to make connections between source information through Jamboard organizers **CR1b CR1c**

**Resources:** PAARC graphic, Narrowing Topic ResourceDeveloping Problem Statements workbook activity,

**Key Terms:** Problem Statements, Research Question, PAARC



[CR1b Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 2: › Understand & Analyze]

[CR1c Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 3: › Evaluate Multiple Perspectives]

[CR1d Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 4: ›Synthesize Ideas]

[CR1e Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 5: › Team, Transform, and Transmit]

#### **Unit 4: Weeks 9-16: Situating, Aligning, Designing Research & Conducting Research**

This unit will move students toward creating Research Plans by Situating Research within Individual ways of acquiring information, exploring Discipline specific needs to Align Research within scholarly community, and Developing a Plan for conducting Research

**\*Situating & Align:** Students will explore how to utilize a recursive process to continually situate & align their research with individual research ideas and discipline based approaches to Research by engaging in the Situate & Align Small Group Activity **CR1c CR1d**

**\*Quantitative, Qualitative, Mixed Method and Creative Research Methods:** Students will explore the various Method approaches to research as they pertain to particular Research needs. Students will participate in whole group seminar on Big 4 Methods culminating in infographic for student resource. In addition, students will view and discuss the *Aligning Approach, Design and Method in Inquiry* information from workbook in order to understand the myriad of approaches to research within these Methods. Students will receive Methods Matrix Resource to assist in Situating and Aligning their own Research in a reflective manner. **CR3**

**\*Brainstorming Session Journal Entry:** Using Reflective Journals, students will engage in reflective writing to brainstorm discipline specific needs and characteristics for research.

**\*Methods Justification:** Students will pitch a Research Method to peer for feedback to utilize in writing a Methods Justification as part of designing a Research plan. **CR4a**

**\*Content Analysis Method:** Whole class instruction on conducting Content Analysis Method Research will provide students with the opportunity to explore a particular Research Method and how it aligns with Research Design. **CR3**

**\*The Story Activity:** Understanding of Definitions, Assumptions and Hypotheses and how they impact Research Plans: Students will engage in activity that explores how our assumptions, our definitions and our hypotheses can affect how we understand and interpret information so that students can create a clear and concise Research Plan **CR3**

**\*Survey of Surveys:** Whole group instruction/exploration into Surveys. Students will focus upon reviewing multiple surveys to determine effectiveness of survey questions in gathering essential information. As whole group application of skills, students will create a class survey on school related topic of choice. Students will reflect upon collection of and synthesis of information **CR3**

**\*Findings:** Students will explore how to collect and code data/information in order to plan for Research. Activity will culminate in a Findings resource document students can utilize in developing Research Plan **CR3**

**\*Design a Research Plan:** In order to understand the important components of a Research Plan, students will do independent 10 min quick write creating a list of important components for Research Plan. After 10 min, students will play game using dice to roll a number which will correspond to the important components they will share with class. Game will culminate in a

resource document for course. Using the resource, students will develop a Research Plan that includes Hypotheses, Discipline Based Research Method, Justification for Method, Possible Constraints, Team approach, and Data Synthesis/Evaluation plan. **CR3**

**\*Inquiry Proposal Form:** Initially students will view a student feedback/revision version of the Inquiry Proposal Form to serve as initial draft. Students will meet with teacher virtually to discuss components, direction and ultimately, revisions to the draft in order to complete the CED Inquiry Proposal Form for submission to AP **CR3**

**\*Expert Advisors:** Students will utilize resource from AP Research CED on Expert Advisor Role. In addition, students will brainstorm expectations guideline resource to utilize in contacting, communicating and journaling experiences with Expert Advisors. **CR1e**

**Resources:** Methods Matrix Resource:

[https://fid.medicine.arizona.edu/sites/default/files/u4/project\\_rq\\_methods\\_matrix\\_kse.pdf](https://fid.medicine.arizona.edu/sites/default/files/u4/project_rq_methods_matrix_kse.pdf), AP Research Workbook, Research Plan Dice Activity from *100 Activities for Teaching Research Methods*, AP Research CED

**Key Terms:** Situate, Align, Method, Quantitative, Qualitative, Mixed Methods & Creative Method

[**CR1c** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 3: › Evaluate Multiple Perspectives]

[**CR1d** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 4: › Synthesize Ideas]

[**CR1e** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 5: › Team, Transform, and Transmit]

[**CR4a** Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and any expert advisers as needed, and reflections on their thought processes.]

[**CR3** In the classroom and independently (while possibly consulting any expert advisers), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000–5,000 words that includes the following elements:

- › Introduction and Literature Review
- › Method, Process, or Approach
- › Results, Product, or Findings
- › Discussion, Analysis, and/or Evaluation
- › Conclusion and Future Directions
- › Bibliography]

## **Unit Five: weeks 17-26: Ethical Research & the Research Paper**

This unit will explore what comprises Ethical Research and how to implement those practices into student Research. Students will also discuss and engage with Copyright & Plagiarism Policies in order to ensure professionalism in all aspects of the Research Process. Utilizing the scoring rubric for the Paper Performance Task to understand and evaluate components from Research Papers, students will identify the essential information for each component and apply the knowledge to creation of their own Research Paper components. Students will recognize vocabulary/terms appropo to their Discipline and Research process and utilize in writing their own components.

**\*Ethical Research:** Small breakout group work reviewing Research scenarios and determining Ethical and Unethical practices/approaches in order to understand how to engage in Research that is respectful and follows a code of ethical behavior. **CR2a**

**\*Ethics: Copyright & Plagiarism:** Whole class Family Feud style game format to explore, learn and understand Copyright & Plagiarism guidelines **CR2b**

**\*Introduction to the Paper and Scoring Rubric:** Introduction to POD and Scoring Rubric in order for students to develop an understanding of this Performance task. **CR3**

**\*Paper: Literature Review:** Students will work together to review and evaluate the Literature Review component of Research Papers by color coding essential components in order to approach own Literature Review. Students will utilize Outline Resource and Jamboard Organizer of Annotated Bibliographies in order to begin draft of Literature Review. Students will meet with Peers for feedback as well as conference with instructor to evaluate progress. **CR1e CR3 CR4a CR4b**

**\*Paper: Methods, Process or Approach:** Students will work together to review and evaluate the Methods, Process or Approach component of Research Papers by color coding essential components in order to approach their own Methods, Process or Approach component. Students will utilize PREP resources on Alignment/Situate, Methods, Methods Justification and Surveys in order to begin draft of this component for their own work. Students will meet with Peers for feedback as well as conference with instructor to evaluate progress. **CR1e CR3 CR4a CR4b**

**\*Paper: Results, Product, or Findings:** Students will work together to review and evaluate the Results, Product, or Findings component of Research Papers by color coding essential components in order to approach own Results, Product, or Findings component. Students will utilize PREP resources on Findings in order to begin draft of this component for their own work. Students will meet with Peers for feedback as well as conference with instructor to evaluate progress. **CR1e CR1d CR3 CR4a CR4b**

**\*Paper: Discussion, Analysis, and/or Evaluation component:** Students will work together to review and evaluate the Discussion, Analysis, and/or Evaluation component of Research Papers by color coding essential components in order to approach own Discussion, Analysis, and/or Evaluation component. Students will meet with Peers for feedback as well as conference with instructor to evaluate progress. **CR1e CR3 CR4a CR4b**

**\*Paper: Conclusion and Future Directions component:** Students will work together to review and evaluate the Conclusion and Future Directions component of Research Papers by color coding essential components in order to approach own Conclusion and Future Directions component. Students will meet with Peers for feedback as well as conference with instructor to evaluate progress. **CR1e CR3 CR4a CR4b**

**\*Paper: Bibliography and Appendix component:** Students will work together to review and evaluate the Bibliography and Appendix component of Research Papers by color coding essential components in order to approach own Bibliography and Appendix component. Students will meet with Peers for feedback as well as conference with instructor to evaluate progress. **CR1e CR3 CR4a CR4b**

**\*Paper: Introduction:** Students will color code Intro sections of Research papers in order to understand that this component is a result of previous written components. Students will review and outline key points from own paper components to articulate and introduce ideas and Research impetus. Students will meet with Peers for feedback as well as conference with instructor to evaluate progress. **CR1e CR3 CR4a CR4b**

**\*Paper Component Peer Review:** Students will engage in speed dating activity on each component of their papers to receive and provide feedback upon the individual components to assess for clarity, flow, and understanding. **CR1e CR4a**

**\*Paper Component Teacher Conference/Review:** Students will house Paper Components in Noodle Tools in order to organize and revise components based upon Teacher conference.

**CR1e CR4b**

**Resources:** AP Research CED Paper Scoring Rubric handout, Sample Research Papers, Copyright & Plagiarism guide

### **Key Terms: Ethical Research, Copyright, & Plagiarism**

**[CR1d]** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 4: ›Synthesize Ideas]

**[CR1e]** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 5: ›Team, Transform, and Transmit]

**[CR2a]** Students develop an understanding of ethical research practices]

**[CR2b]** Students develop an understanding of the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information]

**[CR4a]** Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and any expert advisers as needed, and reflections on their thought processes.]

**[CR4b]** Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work]

**[CR3]** In the classroom and independently (while possibly consulting any expert advisers), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000–5,000 words that includes the following elements:

- › Introduction and Literature Review
- › Method, Process, or Approach
- › Results, Product, or Findings
- › Discussion, Analysis, and/or Evaluation
- › Conclusion and Future Directions
- › Bibliography]

### **Unit 6: weeks 26-30: Presentation and Oral Defense (POD)**

This unit will delve into learning activities that explore Presentations by identifying topic, relevance, and justification of work in concert with the Scoring Rubric for the POD to understand the components essential in developing a POD that engages and informs the viewer. In addition, students will engage in activities that develop the skills essential to synthesizing Research into a presentation media that supports Research and the presentation.

**\*Introduction to POD:** Students will engage in oral defense of favorite food activity which will develop an understanding of how to support claims with evidence and not beliefs. Students will develop quick Research Question, Why this information is important for people to know, Background Research, Methods of collecting information to investigate Hypotheses, Synthesize/Code findings and Conclusion/Future Implications. This Activity will span multiple days and culminate with students presenting their Favorite Food using presentation appropriate media. **CR5**

**\*POD and Scoring Rubric:** Introduction to POD and Scoring Rubric in order for students to develop an understanding of this Performance task. **CR5**

**\*Guest Speaker:** TedTalk of Sinan Arnal's speech on "How we can protect truth in the age of misinformation" will be a platform for student analysis/evaluation of effective POD strategies to include but not limited to: topic identification, justification, relevance, appropriate dress, eye contact, gestures, posture, presentation tempo, presentation media, and timing. Students will

utilize their understanding of effective POD by organizing and hosting a guest speaker who specializes in POD, such as a lawyer. **CR5**

**\*Media for POD:** Explore and experiment with various media platforms for supporting POD by creating quick samples for PREP **CR5**

**\*POD Practice:** Speed Dating Activity will allow students to begin oral articulation of their Research in order to gain feedback from peers on Rubric components. **CR1e CR5**

**\*POD Panelist Questions:** students will participate in a “Tag...You’re It” game to practice responding to Panelist Questions. Students will tag other students and ask Panelist Questions in order to provide opportunity for students to practice answering questions but with the caveat of not knowing when or what content they will address. This activity should build skills of answering based upon ease and understanding of what needs to be addressed to answer clearly and concisely.

**\*POD Panelist survey:** Students will complete survey as to POD needs and wishes, including but not limited to presentation date preference/time, people for panel, technology needs, and links/access to materials Panelists need to view prior to POD in order to organize and assist in structure of their POD thus developing skills essential to delivering Research. **CR5**

**\*POD Gallery Walk:** Student/instructor organized event to act as full dress rehearsal for POD. Members of School Board, Admin, Teachers, Parents, Expert Advisors, Community Members, and AP Seminar students will be invited to the event in order to provide an opportunity for students to hone presentation skills and answer questions pertinent to Research. **CR5**

**Resources:** AP Research CED Scoring Rubric for POD, TedTalk, Panelist Questions, POD Survey

**Key Terms:** none

[**CR1e** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the Big Idea 5: › Team, Transform, and Transmit]

[**CR5** Students develop and deliver a presentation (using an appropriate medium) and an oral defense to a panel on their research processes, method, and findings]