

Advanced Placement Research

Curriculum/Content Area: Elective	Course Length: 2 Terms
Course Title: AP Research	Date last reviewed: October 2017
Prerequisites: Grade 11-12 Students Advanced Placement Seminar	Board approval date: December 2017
Primary Resource:	

Desired Results

Course description and purpose:

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4000 - 5000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Enduring Understandings:	Essential Questions:
<ol style="list-style-type: none">1. Complex issues and problems require exploration of numerous, often competing perspectives, the context surrounding those perspectives, and the reliability and credibility of those perspectives.2. Deep understanding of a concept or perspective requires both comprehension and analysis of the concept/perspective.3. Evaluating multiple perspectives and arguments allows for a better understanding of the complexities of an	<ol style="list-style-type: none">1. How are solutions to complex issues and problems determined?2. How is a deep understanding of a concept or perspective developed?3. How can I build a credible argument?4. How can I effectively communicate an argument?

<p>issue or topic.</p> <p>4. Building arguments through the synthesis of others' ideas recognizes and acknowledges their perspectives while also establishing one's unique voice.</p> <p>5. An argument is effectively communicated when its purpose is clear, it is tailored to a specific audience and context, and it is conveyed through a medium appropriate and appealing to the intended audience.</p>	
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Assessment Evidence

Performance Assessment Options

May include, but is not limited to the following:

- Academic Paper (4000 - 5000 words)
- Presentation and Oral Defense
 - 15 - 20 min presentation
 - 3-4 questions from panel of three evaluators

Question and Explore

Essential Questions:

- A. What do I want to know, learn, or understand?
- B. What questions have yet to be asked?
- C. How does my research question shape how I go about trying to answer it?
- D. How does my project goal shape the research or inquiry I engage in to achieve it?
- E. What information/evidence do I need to answer my research question?

Standards:

WI Standards for Literacy in All Subjects:

1. **WI.Literacy.R.1.11-12** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. **WI.Literacy.R.2.11-12** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships

among the key details and ideas.

3. **WI.Literacy.R.8.11-12** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
4. **WI.Literacy.W.8.11-12** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5. **WI.Literacy.W.9.11-12** Draw evidence from informational texts to support analysis, reflection, and research.

Learning Targets:

1. I can contextualize and identify the complexities of a problem or issue.
2. I can pose questions and seek out answers that reflect multiple, divergent, or contradictory perspectives.
3. I can identify a topic of inquiry.
4. I can articulate the purpose and significance of scholarly inquiry.
5. I can develop and revise a focused research question/project goal.
6. I can retrieve, question, organize, and use prior knowledge about a topic.
7. I can access and manage information using effective strategies.
8. I can evaluate the relevance and credibility of the source of information and data in relation to the inquiry.
9. I can identify the information needed for the context of the inquiry.
10. I can design, plan, and implement a scholarly inquiry.
11. I can demonstrate perseverance through setting goals, managing time, and working independently on a long-term project.
12. I can employ ethical research practices.

Assessment Evidence: *To be completed following AP Research Training*

Performance Assessment Options

May include, but is not limited to the following:

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Other assessment options

May include, but are not limited to the following:

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Understand and Analyze

Essential Questions:

- A. What strategies will help me comprehend a text?
- B. What is the main idea of the argument or artistic work and what reasoning does the author use to develop it?
- C. What biases may the author have that influence his or her perspective?
- D. Does this argument acknowledge other perspectives?
- E. How can I assess the quality or strength of others' research, products, or artistic works?

Standards:

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5. **WI.Literacy.W.9.11-12** Draw evidence from informational texts to support analysis, reflection, and research.

Learning Targets:

1. I can employ appropriate reading strategies and read critically for a specific purpose.
2. I can summarize and explain a text's main idea or aim while avoiding faulty generalizations and oversimplification.
3. I can explain and analyze the logic and line of reasoning of an argument.
4. I can evaluate the relevance and credibility of evidence used to support an argument, taking context into consideration.
5. I can evaluate the validity of an argument.
6. I can evaluate and critique others' inquiries, studies, artistic works, and/or

<p>perspectives.</p> <p>7. I can connect an argument to broader issues by examining implications of the author's claim.</p> <p>8. I can evaluate potential resolutions, conclusions, or solutions to problems or issues raised by an argument.</p>	
Assessment Evidence: <i>To be completed following AP Research Training</i>	
Performance Assessment Options <i>May include, but is not limited to the following:</i>	Other assessment options <i>May include, but are not limited to the following:</i> <ul style="list-style-type: none"> •

Evaluate Multiple Perspectives
<p>Essential Questions:</p> <ol style="list-style-type: none"> How might others see a problem or issue differently? What patterns or trends can be identified among the arguments about this issue? What are the implications and/or consequences of accepting or rejecting a particular argument? How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to? How can I explain contradictions within or between arguments? From whose perspective is this information being presented, and how does that affect my evaluation?
Standards:
<p><u>WI Standards for Literacy in All Subjects:</u></p> <ol style="list-style-type: none"> WI.Literacy.R.1.11-12 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. WI.Literacy.R.8.11-12 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. WI.Literacy.W.8.11-12 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoiding plagiarism and overreliance on any one source and following a standard format for citation.

4. WI.Literacy.W.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.	
Learning Targets:	
9. I can identify, compare, and interpret multiple perspectives on or arguments about an issue. 10. I can evaluate objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.	
Assessment Evidence: <i>To be completed following AP Research Training</i>	
Performance Assessment Options <i>May include, but is not limited to the following:</i>	Other assessment options <i>May include, but are not limited to the following:</i> <ul style="list-style-type: none"> •

Synthesize Ideas
Essential Questions: A. How do I connect and analyze the evidence in order to develop an argument and support a conclusion? B. Are there other conclusions I should consider? C. How does my scholarly work emerge from my perspective, design choices, or aesthetic rationale? D. How do I acknowledge and account for my own biases and assumptions? E. What is the most appropriate way to acknowledge and attribute the work of others that was used to support my argument? F. How do I ensure the conclusions I present are my own?
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3. **WI.Literacy.R.8.11-12** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
4. **WI.Literacy.W.1.11-12** Write arguments focused on discipline-specific content.
5. **WI.Literacy.W.2.11-12** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
6. **WI.Literacy.W.8.11-12** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7. **WI.Literacy.W.9.11-12** Draw evidence from informational texts to support analysis, reflection, and research.
8. **WI.Literacy.SL.1.11-12** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9. **WI.Literacy.SL.4.11-12** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and organization, development, substance, and style are appropriate to purpose audience and a range of formal and informal tasks.

Learning Targets:

1. I can formulate a well-reasoned argument, taking the complexities of the problem or issue into consideration.
2. I can select and consistently apply an appropriate disciplinary or interdisciplinary approach to form a scholarly argument or aesthetic rationale.
3. I can interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources to develop an argument.
4. I can provide insightful and cogent commentary that links evidence with claims.
5. I can attribute knowledge and ideas accurately and ethically using an appropriate citation style.
6. I can extend an idea, questions, process, or product to innovate or create new understandings.
7. I can offer resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.

Assessment Evidence: <i>To be completed following AP Research Training</i>	
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Team, Transform, Transmit
<p>Essential Questions:</p> <ul style="list-style-type: none"> A. How can I best appeal to and engage my audience? B. What is the best medium or genre through which to reach my audience? C. How might I adapt my written and oral presentations for different audiences and situations? D. How might my communication choices affect my credibility with my audience? E. Which revision strategies are most appropriate to developing and refining my project at different stages? F. How do I provide feedback that is valuable to others? G. How do I act upon feedback I have received? H. How can I benefit from reflecting on my own work?
Standards:
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citation.

7. **WI.Literacy.W.9.11-12** Draw evidence from informational texts to support analysis, reflection, and research.
8. **WI.Literacy.SL.1.11-12** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9. **WI.Literacy.SL.4.11-12** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and organization, development, substance, and style are appropriate to purpose audience and a range of formal and informal tasks.

Learning Targets:

1. I can plan and produce a cohesive academic paper, considering audience, context, and purpose.
2. I can adhere to established conventions of grammar, usage, style, and mechanics.
3. I can communicate information through appropriate media using effective techniques of design.
4. I can adapt an argument for context, purpose, and/or audience.
5. I can engage an audience by employing effective techniques of delivery or performance.
6. I can defend inquiry choices and final product with clarity, consistency, and conviction.
7. I can provide individual contributions to overall collaborative effort to accomplish a task or goal.
8. I can foster constructive team climate, resolve conflicts, and facilitate the contributions of all team members to address complex, open-ended problems.
9. I can reflect on and revise my own writing, thinking, and creative processes.
10. I can reflect upon experiences of collaborative effort.
11. I can reflect on the larger significance of engaging in the overall inquiry process and producing a completed scholarly work.
12. I can engage in peer review to provide constructive responses to one another's work, appropriate to the stage of the project's development.
13. I can engage in peer review to receive and consider responses to their work.

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