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CR 1 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. (pg 4,6, 12, 14-16)

CR 2 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, and Team, Transform, and Transmit

>   **CR 2a** The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process. (pg 4,5, 6,11,12,14, 16)
>   **CR 2b** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore. (pg 4,5,6,7,8,11)
>   **CR 2c** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze. (pg 4,5,7,11,12,14)
>   **CR 2d** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives. (pg4,5,6,9,11,12)
>   **CR 2e** Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas. (pg4,5,6,11,12,14)
>   **CR 2f** Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. (pg4,5,6,10,11)
>   **CR 2g** Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. (pg4,5,6,11,12)
>   **CR 2h** Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit. (pg4,5,6,11,12)

CR 3 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. (pg4,6,11,12,14,16)

CR 4 Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information. (pg4,5,6,11,12,15)

CR 5 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. (pg11,12,14)

CR 6 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. (pg11,12,14)

Course Overview

The AP Seminar Course will engage students in the exploration, skill development and implementation of skills and processes in Research of cross curricular content in order to understand how we engage in and with the scholarly conversation regarding Global topics and Issues. Emphasis will be upon engaging in analyzing multimedia materials that comprise multiple perspectives which challenge students to synthesize information enabling them to evaluate their own world perspectives and formulate evidence based claims/solutions to questions that arise from engagement with the academic community. Additionally, students will develop the collaborative and independent skills essential to communicating their insights to the Academic community though written and oral platforms.

Students will utilize the QUEST Framework which 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.

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/forge 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
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)

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.

Grading Policy & Assessments
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 Seminar 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. Exam Assessments will include Team…

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.

Instructional Materials
Cross curricular materials will delve into the overarching theme of Myth & Mayhem. Materials will include Visual and Performing Art, articles, podcasts, interviews, ethnographic studies and the foundational book *Braiding Sweetgrass* by Robin Wall KImmerer. Work on this thematic unit will encompass skill development in reading a variety of texts using multiple lenses in order to identify a line of reasoning that supports a well crafted argument. In addition, students will craft original research questions based upon their work with the texts.

Unit 1: Intro to AP Seminar and Exploring the Big Ideas of the Quest Framework 1-7 weeks (CR2, CR2a, CR2b, CR2c, CR2d, CR2e, CR2f, CR3, CR4)

Resources: Quest infographic, 16 Personalities: Teachers, Students and Personality Types website, Purdue OWL Annotated Bibliographies resource, OPTIC visual text reading strategy and SOAPSTone reading strategy

Focus & Essential Questions	Instructional Learning	Learning Objectives
	Overview of Quest Framework: Students will engage with the infographic on the Quest in order to understand the process of engaging in research, individually and collaboratively, in order to formulate evidence based arguments that communicate effectively. Whole class investigation & discussion on what each aspect of the Quest means and how that might look in their current courses. (CR2, CR2a, CR2b, CR2c, CR2d, CR2e, CR2f)	LO 1.1A: Contextualizing and identifying the complexities of a problem or issue. LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives. LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic. LO 1.3A: Accessing and managing information using effective strategies. LO 1.4A: Evaluating the relevance and credibility of the source of information and data in relation to the inquiry. LO 1.5A: Identifying the information needed for the context of the inquiry.
	16 Personalities: Teachers, Students and Personality Types. Students will engage in the online personality test and discuss personality type conclusions.Students will develop an understanding of individual personality types in terms of collaborative learning and how use of this knowledge can be utilized to form collaborative groups/teams. Students will evaluate the varied personalities and how they impact team work. Based upon the new understanding, students will form small group teams and assign roles to begin collaborative team work, research and problem solving . Students will work in small groups to discuss what effective peer feedback is, create an effective peer feedback matrix and how we utilize it in providing	LO 5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal. LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.

	essential feedback to our peers in written and oral communications. (CR4)	

\	***THE BASICS:** Students will explore the QUEST process and the Basics of Inquiry/ Research process.through smaller chunked skill development work utilizing a previous Stimulus packet from AP Seminar (CR1, CR2, CR2a, CR2b, CR2c, CR2d, CR2e, CR2f, CR2g, CR2h, CR3, CR4) The Basics will be broken down into the following instructional components:*	
QUESTION & EXPLORE ESSENTIAL QUESTIONS * How does the context of a problem or issue affect how it is interpreted or presented? * How might others see the problem or issue differently? * What questions have yet to be asked? § What voices or perspectives are missing from my research? * What do I want to know, learn, or understand? *How does my research question shape how I go about trying to answer it? * What information do I need to answer my question? *What keywords should I use to search for information about this topic?	***-Understanding Information Searches:** Students will create a list of topics of interest and do a brief search for information on the topic using google. In small groups, students will pitch their topic ideas referencing the initial search information. Student teams will narrow the topic list to 2-3 topic options. Students will engage in whole class discussion of credibility and how it applies to potential searches and sources. Small group teams will create initial searches using Google, Google Advanced, Google Scholar and EBSCO by employing Broad to Narrow search word options. We will bring our experiences together as whole groups to compare/contrast search experiences between all four options in order to understand Broad to Narrow searches have different needs and produce different results. (CR2b)*	Understanding Information Searches: LO 1.1A: Contextualizing and identifying the complexities of a problem or issue. LO 1.1B: Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives. LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic. LO 1.3A: Accessing and managing information using effective strategies. LO 1.4A: Evaluating the relevance and **credibility** of the source of information and data in relation to the inquiry. LO 1.5A: Identifying the information needed for the context of the inquiry.
UNDERSTAND & ANALYZE ESSENTIAL QUESTIONS *What strategies will help me comprehend a text? *What is the argument's main idea and what reasoning does the author use to develop it? *Why might the author view the issue this way? *What biases may the author have that influence his or her perspective?	**Critical Reading:** *Students will explore the PAARC credibility model to understand how to identify and evaluate source material as potential. Students will engage in whole class discussion and work on understanding strategies for critical reading. Exploration will continue with Annotated Bibliographies as not only a tool for topic exploration*	LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose. LO 2.1B: Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification. LO 2.2A: Explaining and analyzing the logic and line of reasoning of an argument. LO 2.2B: Evaluating the relevance and credibility of evidence used to support

* Does this argument acknowledge other perspectives? *How do I know if a source is trustworthy? *What are the implications of these arguments? *How does this conclusion impact me and my community? Or my research?	*but also an integral component of organizing information, making connections between sources, formulating questions that arise from the exploration, and summarizing content. Students will read Purdue OWL Annotated Bibliography examples and as a whole class, formulate a graphic organizer on essential components of an Annotated Bibliography that contribute to the understanding and synthesis of information. . Students will utilize Annotated Bibs and knowledge learned from Understanding Searches to conduct research into topic selections. Students will engage in Peer Review using the Peer Feedback matrix to inform revisions. (CR2b, CR2c)* **Research Questions:** *To form a basis understanding of moving from topic to Research Question, students will read excerpts from Wayne Booth's "The Craft of Research" in order to gain insight into effective Research Questions. Students will utilize the practice materials set they utilized to explore themes, utilize lenses, and identify perspectives. They will continue to develop upon those research skills by learning how to utilize text materials to formulate Research Questions derived from their previous work. In small group teams, students will develop a Research Question based upon their work with the practice set of materials and pitch the question to the whole class for peer feedback/review. Whole class will work to assist in revisions to Research Questions in order to develop an understanding of how to craft effective Research Questions.(CR2b)*	an argument, taking context into consideration. LO 2.2C: Evaluating the validity of an argument. LO 2.3A: Connecting an argument to broader issues by examining the implications of the author's claim. LO 2.3B: Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

	Identifying Themes & Utilizing Lenses: *-We will work as a whole class to explore Themes. Emphasis will be upon defining themes and creating a list of universal themes that occur in communications. Putting the knowledge into practice, students will work with a practice set of stimulus materials that contains cross curricular materials that include written, oral, visual and creative works in order to identify themes in each and themes represented across sources. Using the practice set, students will continue to develop research skills by exploring lenses that help us focus upon aspects of a topic/issue to ensure we are considering multiple ways of analyzing information. Students will work in small group teams to brainstorm possible lenses and then present a list of lenses to the whole class. When all groups have presented, we will formulate a class resource list of lenses. Students will practice utilizing lenses by working in their small group teams by assigning a lens to each group member to read over each practice materials set and use textual evidence to support lens information. Work will be saved on a group document for further development. Each member will peer review each team member's work. (CR2b)* **Argument & Perspective:** *We will develop skills in research by exploring Arguments & Perspective. For Argument, we will have whole class discussion and group work on defining "Argument" and identifying Argument within our Critical reading of a text by surveying multiple text formats such as speech, visual artwork,*	LO 3.1A: Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue. LO 3.2A: Evaluating alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.
EVALUATE MULTIPLE PERSPECTIVES ESSENTIAL QUESTIONS * 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?	*and essay. We will begin by viewing materials from the online source "Allsides" and "The Perspective" in order to understand ;possible bias, right/left/centrist perspectives and pros/cons of current issues. Whole class will discuss/work through perspective and then work in small groups on the sample materials packet for this unit and determine the perspective of the author/creator by citing SPECIFIC textual evidence. For The Perspective source, small groups will pick a topic from sources. BEFORE students read source materials to identify perspective, each group member will write down preconceived ideas on the topic. After writing preconceived notions, Students will read through material. Each group will then discuss how preconceived notions were impacted by presentation of both "sides" of a topic. Next, students will utilize AllSides to explore topic issues and dig into bias ratings and determining perspective leanings. We will look at an issue through 3 perspectives and analyze how language and writing persuade or create an argument/perspective contained within a particular bias leaning. Students will learn to identify the Line of Reasoning an author/creator posits and how to identify the line of reasoning through textual evidence that connects with each other to support an argument/perspective. (CR2c, CR2d)* **Synthesizing Information & Crafting an Argument:** *Students will continue to develop skills associated with research by reading excerpts from "The Craft of*	LO 4.1A: Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration. LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument. LO 4.2B: Providing insightful and cogent **commentary** that links evidence with claims.
SYNTHESIZE IDEAS *How do I connect and analyze the evidence in order to develop an argument and support a conclusion?		

* What line of reasoning and evidence would best support my argument? Is my reasoning logical? *Are there other conclusions I should consider? *What am I taking for granted? How do I acknowledge and account for my own biases and assumptions? * What is the best way to acknowledge and attribute the work of others that was used to support my argument? *How can I avoid committing plagiarism?]	*Research" that address the reasons why we write in research and the role of author/audience. Students will employ research skills developed thus far to research the small group formulated Research Question by utilizing all parts of QUEST process learned thus far. Students will craft a line of reasoning that builds upon textual evidence that utilizes lenses to focus intent and multiple perspectives to ensure the inclusion of multiple narratives/ideas upon the topic. In addition, students will employ best research practices by creating Annotated Bibliographies upon relevant source materials that assists the researcher in organizing and synthesizing information. Students will work independently and within their small group teams to explore the relationships of and make connections between information, arguments, and perspectives. Students will exemplify crafting arguments by creating an evidence based line of reasoning. Small group teams will engage in peer review of work in order to provide insights into areas of needed revision. .In addition, students will explore and discuss the AP Capstone Policy on Plagiarism and Falsification and Fabrication of Information in order to understand the use of another's material without attribution or credit given as well as the ethics beyond presenting information that is not fabricated(CR2e,)* **Communication:** *Small groups will explore various presentation platforms and effective research presentation sample videos in order to develop*	LO 4.3A: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style. LO 4.4A: Extending an idea, question, process, or product to innovate or create new understandings. LO 4.5A: Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications
TEAM,TRANSFORM & TRANSMIT *How can I best appeal to and engage my audience?		LO 5.1A: Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose. LO 5.1B: Adhering to established **conventions** of grammar, usage, style, and mechanics. LO 5.1C: Communicating information through appropriate media using effective techniques of design. LO 5.1D: Adapting an argument for context, purpose, and/or audience.

*What is the best medium or genre through which to engage my audience? *What common misconceptions might my audience have? *How might I adapt my argument for different audiences and situations? *How might my communication choices affect my credibility with my audience? *What contributions can I offer to a team? *What is the benefit of revision? *How can I benefit from reflecting on my own work?	*an understanding of the best communication practices and create multimedia presentations that will best communicate their Students will present information to the whole class and write up a journal reflection upon the Team use of QUEST and presentation by utilizing the presentation rubric and class feedback. (CR2f, CR2g, CR2h)*	LO 5.1E: Engaging an audience by employing effective techniques of delivery or performance. LO 5.2A: Providing individual contributions to overall collaborative effort to accomplish a task or goal. LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems. LO 5.3A: Reflecting on and revising their own writing, thinking, and creative processes. LO 5.3B: Reflecting on experiences of collaborative effort.

Unit 2: Engaging with Myth & Mayhem: cross curricular thematic unit: Students will work with a variety of written, oral and visual text and utilize the QUEST framework throughout all aspects of the unit to engage in topic exploration, research and teams will present arguments orally and through written evidence based arguments and use reflection to consider changes in perspective from research process (CR1, CR2, CR3, CR4, CR5, CR6)
QUEST

● 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.

Unit Materials

Preston Singletary: The Raven and the Box of Light: https://youtu.be/qy_WIrfWG38 &
https://youtu.be/t-ZBNZGA1ZQ

Modern Myths: https://lithub.com/why-are-we-so-resistant-to-the-idea-of-a-modern-myth/

The mythological perspective of modern media: Cross-cultural consciousness and modern myths:
https://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1543&context=honors201019

NY Times Article [“Cool Tribal Tattoo, Is it From the '90's?”](#)

BBC news article [“How did Disney get Moana so Right and Maui so wrong?”](#)

Jay Wright: *[Benjamin Banneker Helps to Build A City](#)*

Stephen L Chew: *[Myth: We only use 10% of our brains?](#)*

Folktexts: A library of Folklore & Mythology https://sites.pitt.edu/~dash/folktexts.html

Braiding Sweetgrass, Robin Wall Kimmerer

Supplemental Resources:

[Nicholas Black Elk](#)

Focus & Essential Questions	Instructional Learning	Curricular Requirements
* How do we define Myth? *Is the definition or concept of Myth applicable to all cultures? *What are the universal qualities of Myths? *What themes do we find in Myths? *How do we distinguish between folklore and myth? *What are the many ways people view Myth??	*Students will engage with Jay Wright: *Benjamin Banneker Helps to Build A City* and with initial readings from *Braiding Sweetgrass,* in order to answer questions about the universal qualities found in Myth. In addition, the function and purpose of Myths vs Folklore will be discussed via a whole class seminar with students developing a Jamboard to house universal qualities and universal themes with distinctions between Myth and Folklore. *As a class, we will explore one universal quality of Myths. Students will engage in individual research to find a myth that addresses the class universal quality. We will utilize the resource: https://sites.pitt.edu/~dash/folktexts.html in order to locate myths from different cultures that represent the universal quality. As a whole class, we will create an installation of string connections of a global map of the represented myths in order to manifest a physical representation of our understanding of universal ideas represented by myths.	CR1, CR2a-e, CR3
*What are the functions of Myth in Culture?	Students will engage with Preston Singletary: The Raven and	CR1, CR2a-h CR3,CR4, CR5, CR6

*What are the cultural implications of Myth? *Do we view Myths from other cultures in the same way we view our own? *How do traditional Myths transcend temporal boundaries? *When engaging with Myths, what contextual knowledge is necessary to understand the import of the story? *How does appropriation impact the Cultural traditions associated with Myth?	the Box of Light: https://youtu.be/qy_WIrfWG38 & https://youtu.be/t-ZBNZGA1ZQ in order to explore essential questions regarding Myth and Culture. Students will begin by formulating a series of questions that begin with "I wonder…" to put in their Research Journals. Next, we will engage in analyzing and evaluating the visual/audio text from Singletary's work that embodies the ideas of a cultural group and what visual text helps us understand the story by using the OPTIC process and teacher generated visual analysis document to individually deconstruct the work. Students will write a summary of the myth, utilize the analysis/evaluation of the visual myth representation to synthesize ideas on WHY people create stories to explain the phenomena of interactions between the physically observed world and supernatural forces. Students will compare the origin ideas with those from a different cultural lens by looking at the story of the creation of the Earth through the book of Genesis. Reading the text, The mythological perspective of modern media: Cross-cultural consciousness and modern myths: https://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1543&context=honors201019 STudents will explore the role of myth in modern media, and create a podcast about myth as a means of phenomena explanation using supporting evidence with proper citations from our materials. Work will culminate in exploration of traditional Maori tattoos and the contemporary Western "tribal" tattoos. Students will be divided into 2 groups and each group will focus upon one subset of tattoos and apply OPTIC and analytical deconstruction to summarize and evaluate the visual text. Both groups will engage in debate in	

	order to communicate ideas. We will as a whole explore ideas of cultural appropriation through reading the NY Times article "Cool Tribal Tattoo, Is it From the '90's?" and the BBC news article "How did Disney get Moana so Right and Maui so wrong?" Students will use information from both articles to explore and engage in class debate regarding the diverse perspectives upon this contemporary topic/issue.	
*What disciplines engage with Myth and how are they represented in those disciplines? *What is the relationship between Modern Science and Myth?	Using readings from *Braiding Sweetgrass* and the TEdtalk: https://www.ted.com/talks/hiromi_ozaki_how_i_bring_myth_and_magic_to_life students will create a list of "I wonder…." statements in their Research Journals. We will then explore the essential questions by summarizing the ideas of the speaker, analyzing the text and work toward synthesizing the ideas by working in small teams to combine science and myth to create a new myth that extends a traditional myth. Students will explore the relationship between science and myth as well as Art and myth and conceptualize how to manifest a physical manifestation of a myth. Peer review and reflection of team members will allow for revised synthesis of visual communication and oral presentation of works.	CR1, CR2a-f, CR3, CR5, CR6

*What truths can be found in Myth? *What falsehoods can be found in Myths? *How does Myth support and drive ideas about our collective future? *How do Myths shape our actions today?	*Students will continue to utilize readings in Braiding Sweetgrass and read _Myth: We only use 10% of our brains?_ _As well as watch the Tedtalk:_ _https://www.ted.com/talks/luisa_neubauer_the_fairy_tales_of_the_fossil_fuel_industry_and_a_better_climate_story_ . Students will formulate a list of "I wonder…" statements based upon text explored. In small groups, students will develop a RQ based upon the "I wonder…"statements and develop an argument/solution that will look for divergent or multiple perspectives to the ideas proposed by two of the materials covered. Work will be written as a group effort with student groups following proper citation and information attribution in supporting their arguments in a line of reasoning that leads to their own perspective upon the issue.	CR1, CR2a-, CR3, CR4
Assessment: The Team Project	Process	Completion Dates and Scoring
The Team Project and Presentation Assessment: Students will utilize the QUEST framework throughout the assessment to navigate the Research Process	Students will form teams of 3-5 using the skill sets developed through the semester on effective creation, roles and working expectations of collaborative teams to explore a contemporary question/problem/issue that expands upon our unit work in Myth & Mayhem. Students will select lenses in which to engage in research and work collaboratively to develop a solution/argument with evidence based line of reasoning. The work will culminate with a group led multimedia presentation to communicate the team work. Students will respond as group members to Oral Defense questions posed by the panel.	20% of overall score Completion date by Mid Jan *Individual Research Report (IRR) (1,200 words) College Board scored (individual score) 50% of 20% *Team Multimedia Presentation and Defense (TMP) (8–10 minutes, plus oral defense questions) Teacher scored (group score) 50% of 20%
Individual Research Based Essay & Presentation. Students will utilize the QUEST framework throughout the assessment to navigate the Research Process	Teacher will introduce ways for students to engage with the materials in ways that explore various issues and perspectives.Students will engage with AP generated stimulus materials and make cross curricular thematic connections between a minimum of 2 stimulus sources to begin the Research process. Students will formulate a Research Question	35% of overall score Completion date by the end of Mar *Individual Written Argument (IWA) (2,000 words) College Board scored 70% of 35% *Individual Multimedia Presentation (IMP) (6–8 minutes) Teacher scored 20% of 35% *Oral Defense (OD) (two

	based upon their analytical work with the stimulus materials, conduct research to explore the RQ to develop possible solution/argument and support their ideas through an evidence based line of reasoning. Information from the work will be presented in a multimedia presentation with Oral Defense Questions.	questions from the teacher) Teacher scored 10% of 35
End of Course Exam	Students will complete a 4 part exam comprised of Part A: 3 short answer prompts associated with AP provided text and Part B: 1 prompt engages students with stimulus materials that require thematic connections between at least 2 materials, identification of issues/questions derived from stimulus materials,understand perspectives inherent in the works and evidence based argument.	Part A: 30% of 45% 70% of 45%

Unit 3: Crafting Individual Research: (CR6) Students will engage in the Individual Written Assessment