

AP[®] Seminar

Curriculum Framework
Part of the AP Capstone™ Program

Effective for the 2014-15 school year

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AP Seminar Course Description

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP Seminar Curriculum Framework

Overview of the Curriculum Framework

Based on the Understanding by Design (Wiggins and McTighe) model, this curriculum framework is intended to provide a clear and detailed description of the course requirements necessary for student success. This conceptualization will guide the development and organization of learning outcomes from general to specific, resulting in focused statements about content knowledge and skills needed for success in the course. The curriculum framework will contain the following structural components:

- ▶ The course is organized around five **big ideas**. Tied to each big idea are several **essential questions**. These are open-ended questions that encourage students to think deeply about a topic, ask additional questions and investigate solutions, and develop the deeper conceptual understanding that the course seeks to foster.
- ▶ Additionally, within each big idea are several **enduring understandings**. These are the long-term takeaways related to the big ideas that a student should have after exploring the content and skills. These understandings are expressed as generalizations that specify what students will come to understand about the key concepts in the course. Enduring understandings are numbered to correspond to each big idea.
- ▶ Linked to each enduring understanding are the corresponding **learning objectives**. The learning objectives articulate what students need to be able to do in order to develop the enduring understandings. The learning objectives will become targets of assessment for the course. Learning objectives are numbered to correspond with the appropriate big ideas and enduring understandings.
- ▶ For each of the learning objectives, **essential knowledge** statements describe the facts and basic concepts that a student should know and be able to recall in order to demonstrate mastery of the learning objective. Essential knowledge components are numbered to correspond with the appropriate big ideas, enduring understandings, and learning objectives.

Big Idea 1: Question and Explore

Inquiry and investigation begin when students encounter information about complex issues and problems that stimulates their intellectual curiosity. They then continue the research process by developing a critical question about one or more of those complex issues. Seeking answers to such questions requires exploration of numerous, often competing, perspectives; the context surrounding those perspectives; and the reliability and credibility of the perspectives. Through this exploration, students begin to develop their own perspectives, rather than simply accept those of others. They consider the purpose of their research — what is supposed to be achieved and why. Ideally, they also develop additional questions that lead to further inquiry. The intrinsic value of asking and answering questions cannot be overstated. Giving students the opportunity to dig deeper and feed their curiosity makes for meaningful discoveries and discussions.

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 others failed to ask?
- ▶ 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 keywords should I use to search for information about this topic?

Enduring Understandings

(Students will understand that . . .)

EU 1.1: Personal interest and intellectual curiosity lead to investigation of topics or issues that may or may not be clearly defined. A good question explores the complexity of an issue or topic. Further inquiry can lead to an interesting conclusion, resolution, or solution. Sometimes this inquiry leads to research and unexpected paths.

Learning Objectives

(Students will be skilled at . . .)

LO 1.1A: Identifying and contextualizing a problem or issue.

LO 1.1B: Posing complex questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.

Essential Knowledge

(Students will know that . . .)

EK 1.1A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.

EK 1.1B1: Strong research questions are open-ended and lead to an examination, taking into account the complexity of a problem or issue.

EK 1.1B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
<p>EU 1.2: New knowledge builds on prior knowledge. Strengthening understanding of a concept or issue requires questioning existing knowledge, using what is known to discover what is not known, and connecting new knowledge to prior knowledge.</p>	<p>LO 1.2A: Retrieving, questioning, organizing, and using prior knowledge about a topic.</p>	<p>EK 1.2A1: Understanding comes not only through collection of information but also from a variety of other factors (e.g., experience, external sources, culture, assumptions).</p> <p>EK 1.2A2: A variety of tools (e.g., brainstorming, concept mapping, prewriting exercises) can be used to illustrate, organize, and connect ideas.</p> <p>EK 1.2A3: Research confirms or challenges one’s existing understandings, assumptions, beliefs, and/or knowledge.</p>
<p>EU 1.3: The investigative process is aided by the effective organization, management, and selection of sources and information. Using appropriate technologies and tools helps the researcher become more efficient, productive, and credible.</p>	<p>LO 1.3A: Accessing information using effective strategies.</p>	<p>EK 1.3A1: Information used to address a problem may come from various 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 from experiments, surveys, questionnaires, interviews).</p>
	<p>LO 1.3B: Using technology to access and manage information.</p>	<p>EK 1.3B1: Online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and some primary sources.</p> <p>EK 1.3B2: Advanced search tools, Boolean logic, and key words allow researchers to refine, focus, and/or limit their searches based on a variety of factors (e.g., date, peer-review status, type of publication).</p>
	<p>LO 1.3C: Evaluating the relevance and credibility of information from sources and data.</p>	<p>EK 1.3C1: The scope and purpose of research and the credibility of sources determine the validity and reliability of the conclusion(s).</p> <p>EK 1.3C2: Credibility of an argument is established through the use of sources and data that are valid (relevant) and reliable (current, authoritative).</p>

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
EU 1.4: There are multiple ways to investigate problems and issues. The question asked determines the kind of inquiry.	LO 1.4A: Identifying alternatives for approaching a problem.	EK 1.3C3: Determining the credibility of a source requires considering and evaluating the reputation and credentials of the author, publisher, site owner, and/or sponsor; understanding and evaluating the author’s perspective and research methods; and considering how others respond to their work. Scholarly articles are often peer reviewed, meaning the research has been reviewed and accepted by disciplinary experts. EK 1.3C4: When gathering data on individuals’ behaviors, attitudes, and preferences, the accuracy and validity of such data depends on the honesty, memory, and reliability of the respondents and/or observers as well as the design of the data collection instrument. EK 1.4A1: The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the way solutions are valued.

Big Idea 2: Understand and Analyze Arguments

Developing understanding starts with comprehension of the concepts and perspectives in question. Being able to summarize by identifying and explaining the salient ideas in a text is foundational. When students summarize and explain an author's perspective to others, they are building understanding. Students must comprehend a perspective or argument in order to be able to analyze it. That analysis, including consideration of the author's point of view and purpose, the reasoning and details the author selects, develops, and conveys, and the way the author chooses to situate those details, in turn leads to greater understanding of the topic or concept being explored. Students evaluate the strength of an argument by examining the line of reasoning and the quality of the evidence the author uses. This level of understanding allows students to recognize the implications and predict the consequences of an argument.

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?
- ▶ Does this argument acknowledge other perspectives?
- ▶ How do I know whether something is true?
- ▶ What are the implications of these arguments?
- ▶ How does this conclusion impact me and my community? Or my research?

Enduring Understandings

(Students will understand that . . .)

EU 2.1: Authors express their perspectives and arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading and thinking critically.

Learning Objectives

(Students will be skilled at . . .)

LO 2.1A: Employing appropriate reading strategies and reading critically for a specific purpose.

Essential Knowledge

(Students will know that . . .)

EK 2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.

EK 2.1A2: Strategies active readers use to preview and prioritize a written text include skimming, scanning, rereading, and questioning.

EK 2.1A3: Strategies active readers use to make meaning from texts include annotating, note-taking, highlighting, and reading aloud.

EK 2.1A4: Perspectives are shared through written, spoken, visual, or performance texts. A perspective includes the writer's attitude/ tone regarding the subject and is expressed through an argument.

Enduring Understandings	Learning Objectives	Essential Knowledge
(Students will understand that . . .)	(Students will be skilled at . . .)	(Students will know that . . .)
EU 2.2: Authors choose evidence to shape and support their arguments. Readers evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.	LO 2.1B: Summarizing and explaining the main idea and the line of reasoning, and identifying the supporting details of an argument, while avoiding generalizations and oversimplification.	<p>EK 2.1B1: The main idea of an argument is often stated in the thesis statement, claim, or conclusion, or implied throughout a work.</p> <p>EK 2.1B2: Authors use a line of reasoning to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.</p> <p>EK 2.1B3: A lack of understanding of the complexities of an argument (tone, implications, limitations, nuance, context) can lead to oversimplification and/or generalization.</p>
	LO 2.2A: Identifying, explaining, and analyzing the logic and line of reasoning of an argument.	<p>EK 2.2A1: An argument’s context (time and purpose) and situation (relation to the other related arguments) inform its interpretation.</p> <p>EK 2.2A2: An argument’s line of reasoning is organized based on the argument’s purpose (e.g., to show causality, to define, to propose a solution).</p> <p>EK 2.2A3: Inductive reasoning uses specific observations and/or data points to identify trends, make generalizations, and draw conclusions. Deductive reasoning uses broad facts or generalizations to generate additional, more specific conclusions about a phenomenon.</p>
	LO 2.2B: Describing and analyzing the relevance and credibility of evidence used to support an argument, taking context into consideration.	<p>EK 2.2B1: Writers use qualitative and/or quantitative evidence (e.g., facts, data, facts, observations, predictions, explanations, opinions) to support their claims.</p> <p>EK 2.2B2: Authors strategically include evidence to support their claims.</p> <p>EK 2.2B3: Writers appeal to (or possibly manipulate) readers through a variety of strategies and techniques (e.g., language, authority, qualifiers, fallacies, emphasis).</p> <p>EK 2.2B4: Evidence may be used to identify and explain relationships (comparative, causal, or correlational) and/or patterns and trends.</p> <p>EK 2.2B5: Credibility is compromised when authors fail to acknowledge and/or consider the limitations of their conclusions, opposing views or perspectives, and/or their own biases.</p>

Enduring Understandings	Learning Objectives	Essential Knowledge
(Students will understand that . . .)	(Students will be skilled at . . .)	(Students will know that . . .)
EU 2.3: Arguments have implications.	LO 2.2C: Evaluating the validity of an argument.	EK 2.2C1: An argument is valid when there is logical alignment between the line of reasoning and the conclusion.
	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 in an argument.	EK 2.3A1: The implications and consequences of arguments may be intended or unintended. EK 2.3B1: Arguments are significant and have real-world impact because they can influence behavior (e.g., call one to action, suggest logical next steps).

Big Idea 3: Evaluate Multiple Perspectives

Evaluating arguments on a complex issue requires students to compare and contrast differing perspectives. These multiple perspectives, which may support, oppose, compete with, or otherwise vary from one another, come together to create the conversation on the issue. Students must consider the biases and assumptions behind those arguments in order to evaluate their relevance and importance in the conversation. Evaluating multiple perspectives and arguments allows students to better understand the complexities of an issue or topic.

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 these 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?

Enduring Understandings (Students will understand that . . .)	Learning Objectives (Students will be skilled at . . .)	Essential Knowledge (Students will know that . . .)
EU 3.1: Different perspectives often lead to competing and alternate arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation about it.	LO 3.1A: Identifying and interpreting multiple perspectives on or arguments about an issue.	EK 3.1A1: An individual's perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and world view, as well as by external sources. EK 3.1A2: Perspectives are not always oppositional; they may be concurring, alternating, or competing.
EU 3.2: Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others' arguments, personal arguments can be situated within a larger conversation.	LO 3.2A: Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.	EK 3.2A1: Critical thinkers are aware that some arguments may appeal to emotions, core values, personal biases and assumptions, and logic for the purpose of manipulation. EK 3.2A2: When evaluating multiple perspectives or arguments, consideration must be given to how personal biases and assumptions influence a reader's judgment.

Big Idea 4: Synthesize Ideas

Once enough information is gathered and evaluated, students synthesize their accumulated knowledge and emerging ideas, perspectives, and conclusions into an argument of their own. In order to situate their perspectives within the larger conversation, students must consider other perspectives and points of view. Strong arguments have a clear purpose and are grounded in a logical line of reasoning supported by carefully chosen and relevant evidence. Effective arguments analyze the material and develop a perspective on it. Information from other sources should not stand in for students' own thinking. The goal is for students to think critically about the information and then add to, not simply repeat, the ideas of others. Building arguments on the ideas of others recognizes and acknowledges their perspectives while also establishing one's unique voice in the conversation.

Essential Questions

- ▶ 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?
- ▶ What are the consequences of plagiarism?

Enduring Understandings

(Students will understand that . . .)

EU 4.1: People express their ideas, points of view, perspectives, and conclusions through arguments. Crafting an argument requires a clear line of reasoning, considering audience, purpose, and context.

Learning Objectives

(Students will be skilled at . . .)

LO 4.1A: Formulating a complex and well-reasoned argument.

Essential Knowledge

(Students will know that . . .)

EK 4.1A1: Arguments use reason and evidence to convey a perspective, point of view, or some version of the truth that is stated or implied in the thesis and/or conclusion.

EK 4.1A2: Arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.

EK 4.1A3: Qualifiers place limits on how far a claim may be carried. Effective arguments acknowledge these limits, increasing credibility by reducing generalization or oversimplification.

EK 4.1A4: An argument may acknowledge other arguments and/or respond to them with counterarguments (e.g., via concession, refutation, and/or rebuttal).

Enduring Understandings	Learning Objectives	Essential Knowledge
(Students will understand that . . .)	(Students will be skilled at . . .)	(Students will know that . . .)
<p>EU 4.2: Evidence is strategically selected to support a line of reasoning that appeals to or influences others.</p>	<p>LO 4.2A: Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.</p> <p>LO 4.2B: Providing insightful and cogent commentary that links evidence with claims.</p>	<p>EK 4.1A5: The line of reasoning is a clear, logical, sequential path leading the audience through the reasons toward the conclusion.</p> <p>EK 4.1A6: The logic and reasoning of an argument may be deductive (claim followed by evidence) or inductive (evidence leads to a conclusion).</p> <p>EK 4.1A7: A line of reasoning is organized based on the argument’s purpose (e.g., to show causality, to evaluate, to define, to propose a solution).</p> <p>EK 4.1A8: Claims and supporting evidence are arranged (e.g., spatially, chronologically, order of importance) to convey reasoning and relationship (e.g., comparative, causal, correlational).</p> <p>EK 4.1A9: The same argument may be organized, arranged, or supported in multiple ways depending on audience and context.</p> <p>EK 4.2A1: Evidence can be collected from print and nonprint sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).</p> <p>EK 4.2A2: Compelling evidence is used to support the claims and reasoning of an argument. Evidence should be sufficient, typical, relevant, current, and credible to support the conclusion.</p> <p>EK 4.2A3: Evidence is chosen based on purpose (e.g., to align an argument with authority; to define a concept, illustrate a process, or clarify a statement; to set a mood; to provide an example; to amplify or qualify a point).</p> <p>EK 4.2A4: Evidence is strategically included or excluded to appeal to or influence a particular audience.</p> <p>EK 4.2B1: Commentary connects the chosen evidence to the claim through interpretation or inference, identifying patterns, describing trends, and/or explaining relationships (e.g., comparative, causal, correlational).</p>

Enduring Understandings	Learning Objectives	Essential Knowledge
(Students will understand that . . .)	(Students will be skilled at . . .)	(Students will know that . . .)
	LO 4.2C: Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.	<p>EK 4.2C1: Plagiarism is a serious offense that occurs when a person presents another's ideas or words as his or her own. Plagiarism may be avoided by acknowledging sources thoroughly and accurately.</p> <p>EK 4.2C2: Source material should be introduced, integrated, or embedded into the text of an argument.</p> <p>EK 4.2C3: Quoted and paraphrased material must be properly attributed, credited, and cited following a style manual. Quoting is using the exact words of others; paraphrasing is restating an idea in your own words.</p> <p>EK 4.2C4: Academic disciplines use specific style guides for citing and attributing sources (e.g., APA, MLA, Chicago, AMA).</p>
EU 4.3: Achievement of new understandings involves the careful consideration of existing knowledge, imagination, innovation, and risk taking and incorporates personally generated evidence.	LO 4.3A: Extending an idea, question, process, or product to innovate or create new understandings.	EK 4.3A1: Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.
EU 4.4: Arguments and solutions have intended and unintended consequences and implications.	LO 4.4A: Offering resolutions, conclusions, and/or solutions based on evidence while considering consequences and implications.	EK 4.4A1: When proposing a solution, the advantages and disadvantages of the options and alternatives should be weighed against the goal within its context.

Big Idea 5: Team, Transform, and Transmit

Collaboration, communication, and reflection are fundamental 21st-century skills that provide opportunities for students to use their learning. When collaborating, students draw upon their own strengths and the strengths of teammates to achieve a common goal. Students should engage in peer review and personal revision to refine and tailor their arguments. Arguments are effectively communicated when their purpose is clear, they are tailored to a specific audience and context, and they are conveyed through a medium appropriate and appealing to the intended audience. Adhering to standard language conventions and engaging delivery techniques establishes a writer's or speaker's credibility with his or her audience. Whether working alone or in a group, students reflect on their work and learning processes, which can lead to personal growth as well as even more effective inquiry, learning, and collaboration.

Essential Questions

- ▶ How can I best appeal to and engage my audience?
- ▶ What is the best medium or genre through which to reach my audience?
- ▶ What common misconceptions might my audience have?
- ▶ How do I adapt my argument for different audiences and situations?
- ▶ How do 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?

Enduring Understandings

(Students will understand that . . .)

EU 5.1: How an argument is presented affects how people interpret or react to it.

Learning Objectives

(Students will be skilled at . . .)

LO 5.1A: Working both as an individual and with a team to plan, produce, and present a cohesive argument, considering audience, context, and purpose, and using appropriate media (e.g., essay, poster, presentation, documentary, research report/thesis).

Essential Knowledge

(Students will know that . . .)

EK 5.1A1: An argument may include the following elements:

- ▶ Introduction: engage the audience by providing background and/or context
 - ▶ Claim: convey the main idea of an argument
 - ▶ Reasons, evidence, and commentary: provide support for the argument
 - ▶ Concession, refutation, and rebuttal: acknowledge and/or respond to opposing arguments
 - ▶ Conclusion: reinforce points, offer additional analysis, possible implications for the future, tie back to the introduction
 - ▶ References
-

Enduring Understandings	Learning Objectives	Essential Knowledge
(Students will understand that . . .)	(Students will be skilled at . . .)	(Students will know that . . .)
	<p>LO 5.1B: Communicating an argument in an evidence-based written essay adhering to established conventions of grammar usage, style, and mechanics.</p> <p>LO 5.1C: Communicating an argument in an engaging oral presentation using appropriate media, incorporating effective techniques of design and delivery.</p>	<p>EK 5.1A2: Coherence is achieved when the elements and ideas in an argument flow logically and smoothly. Transitions are used to move the audience from one element or idea to another by illustrating the relationship between the elements or ideas.</p> <p>EK 5.1A3: Effective organizational and design elements (e.g., headings, layout, illustrations, pull quotes, captions, lists) may aid in audience engagement and understanding by calling attention to important information and/or creating emotional responses in the audience. Ineffective use or overuse of these elements disrupts audience engagement and understanding.</p> <p>EK 5.1A4: Data and other information can be presented graphically (e.g., infographics, graphs, tables, models) to aid audience understanding and interpretation.</p> <p>EK 5.1B1: A writer or speaker expresses tone or attitude about a topic through word choice, sentence structure, and imagery.</p> <p>EK 5.1B2: Effective sentences create variety, emphasis, and interest through structure, agreement of elements, placement of modifiers, and consistency of tense.</p> <p>EK 5.1B3: Precision in word choice reduces confusion, wordiness, and redundancy.</p> <p>EK 5.1B4: Spelling and grammar errors detract from credibility.</p> <p>EK 5.1C1: Speakers vary elements of delivery (e.g., volume, tempo, movement, eye contact, vocal variety, energy) to emphasize information, convey tone, and engage their audience.</p>
<p>EU 5.2: Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.</p>	<p>LO 5.2A: Providing individual contributions to overall collaborative effort.</p>	<p>EK 5.2A1: Knowing and communicating one’s strengths and challenges to a group allows one’s contributions to be more effective.</p>

Enduring Understandings	Learning Objectives	Essential Knowledge
(Students will understand that . . .)	(Students will be skilled at . . .)	(Students will know that . . .)
	<p>LO 5.2B: Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.</p>	<p>EK 5.2B1: Teams are built around tasks. Low-risk teambuilding activities and simulations enhance a team’s performance.</p> <p>EK 5.2B2: Teams function at their best when they understand the diversity of their social–cultural perspectives, talents, and skills.</p> <p>EK 5.2B3: Teams function at their best when they practice effective interpersonal communication, consensus building, conflict resolution, and negotiation.</p> <p>EK 5.2B4: Effective teams consider the use of online collaborative tools.</p>
<p>EU 5.3: Reflection increases learning, self-awareness, and personal growth through the slowing down of thinking processes to identify and evaluate personal conclusions and their implications.</p>	<p>LO 5.3A: Reflecting on and revising their own writing, thinking, and/or processes.</p> <p>LO 5.3B: Reflecting on personal contributions to overall collaborative effort.</p>	<p>EK 5.3A1: Reflection is an ongoing and recursive process in inquiry, often leading to changes in understanding. Strategies for reflection may include journal writing, self-questioning, and/or guided contemplation.</p> <p>EK 5.3B1: Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.</p> <p>EK 5.3B2: Reflective contributors acknowledge the impact of their actions on the outcome of the group’s efforts, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group’s goals.</p>

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