



# Somerville Public Schools

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## Office of Curriculum and Instruction

### Advanced Placement Seminar

The AP Capstone Seminar course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. This course is designed around six essential skills and their development—critical thinking and reasoning, critical reading, inquiry and research, argumentation, communicating publicly, and collaboration. Students in this course will be working collaboratively toward the completion of a team research project and presentation, an individual research project and presentation, and an end-of-course examination administered by the AP College Board. It is essential that students come to this class self-motivated, willing to step outside the bounds of their comfort zone, and ready to work hard as they will be making several presentations in front of classes, peers, and potentially professional colleagues. This course places great emphasis on reading, writing, and presentation both in and out of class.

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Reviewed by: Valentina Carleo, Supervisor of Humanities  
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Approved by the Somerville Board of Education on September 20, 2020



Subject: AP Seminar Grade Level: 10-12						
Units and Pacing	Unit 1: Introduction and QUEST 1 week	Unit 2: Surviving within a Class System 5 Weeks	Unit 3: How to Survive Evolution 3 weeks	Unit 4: A Struggle for Survival and Demand for Resources 4 weeks	Unit 5: Team Project and Presentation 9 weeks	Unit 6: Individual Research-Based Essay and Presentation 10 weeks
<b>Transfer Goals</b>	<ul style="list-style-type: none"> <li>-Understand MLA Format</li> <li>-Employ team collaboration with a focus on incorporating multiple lenses and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to write a claim/thesis statement based on topic research</li> <li>- Write a summary of research</li> <li>-Determine credibility of sources after completing research</li> </ul>	<ul style="list-style-type: none"> <li>-Applying alternate/competing arguments to a claim</li> <li>-Find evidence to support a claim</li> <li>-Develop line of reasoning in argument</li> </ul>	<ul style="list-style-type: none"> <li>-Incorporate visuals, data, and media into argument and presentation</li> <li>-Research counter-arguments to strengthen claim/thesis</li> </ul>	<ul style="list-style-type: none"> <li>-Create a team multi-media presentation</li> <li>-Identify and research a real-world problem or issue</li> <li>- After identifying a real-world problem, develop a solution or resolution to the problem</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze stimulus materials from the College Board</li> <li>-Write a 2000 word research paper incorporating stimulus material</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>-Fostering constructive team climate, resolving conflict, and facilitating the contributions of all members allow teams to address complex, open-ended problem</li> <li>-Students explore complexities of one</li> </ul>	<ul style="list-style-type: none"> <li>-Students gain an understanding of the issues of the day through a variety of activities</li> </ul>	<ul style="list-style-type: none"> <li>-Alternate or competing arguments can help to strengthen a claim</li> <li>-Claims need to be linked with evidence</li> </ul>	<ul style="list-style-type: none"> <li>-Visuals, media, and data help to support an argument</li> <li>-Inductive and deductive reasoning help to form hypotheses and theories</li> </ul>	<ul style="list-style-type: none"> <li>- According to College Board students will be working independently on their research project. Teacher will be facilitating work following guidelines outlined by College Board.</li> </ul>	<ul style="list-style-type: none"> <li>- According to College Board students will be working independently on their research project. Teacher will be facilitating work following guidelines outlined by College Board.</li> </ul>



	<p>or more themes by making connections within, between, and/or among multiple cross-curricular areas by exploring s and multiple perspectives and lenses related to those themes</p>					
<p><b>Essential Questions</b></p>	<p>-How can information be effectively transmitted?</p> <p>-How are multiple perspectives/lenses incorporated into an argument</p>	<p>-What makes a claim credible?</p> <p>-How does one write a summary that avoids faulty generalizations and oversimplifications?</p>	<p>-What role do opposing or coms can help to strengthen a claim?</p> <p>-How do pieces of evidence link with a claim?</p>	<p>-How do visuals, graphs, and media strengthen an argument?</p> <p>-What are possible solutions to resource depletion?</p> <p>-Based on inductive and deductive reasoning, do predictions change?</p>	<p>- According to College Board students will be working independently on their research project. Teacher will be facilitating work following guidelines outlined by College Board.</p>	<p>- According to College Board students will be working independently on their research project. Teacher will be facilitating work following guidelines outlined by College Board.</p>
<p><b>Major Skills</b> <b>(verb - the action students need to take in order to achieve the knowledge)</b></p>	<p>-Groups are to develop a participatory activity for their assigned letter of the QUEST framework</p> <p>-Research different lenses of an issue (Environmental,</p>	<p>-Put an article in the order in which it should be told</p> <p>-Write a claim/thesis statement based on evidence gained from researching a topic</p>	<p>-Using research on an issue determine if a source is credible</p> <p>-Choose articles on research topic to determine what sources should be included</p>	<p>Explain what the consequences are of the claim</p> <p>Research and incorporate data, media, and visuals in the argument</p>	<p>-Researching their selected topic</p> <p>-Selecting the most relevant sources</p> <p>-Vetting sources for credibility</p> <p>-Composing solutions</p>	<p>-Researching their selected topic</p> <p>-Selecting the most relevant sources</p> <p>-Vetting sources for credibility</p>



	<p>Scientific, Economic, Political and Historical, Artistic and Philosophical, Cultural, and Social.</p> <p>-Students work in small groups are to develop a presentation which take into account the perspectives of all members</p>	<p>- Write a summary using one of the articles from unit resources</p> <p>-Using the RAVEN technique, determine if sources are credible</p> <p>-</p>	<p>-Research in order to connect sources to topic</p> <p>-compare different search engines such as Google Scholar and Ebsco</p> <p>-Using research sources develop a line of reasoning on research topic</p>		<p>-Writing the research paper</p> <p>-Collaborating with team members to generate a multimedia presentation</p>	<p>-Composing solutions</p> <p>-Writing the research paper</p> <p>-Generating multi-media presentation individually</p>
<p><b>Performance Task</b></p>	<p><b>PBL Name: Team Presentation in Surviving the College Game</b></p> <p>-Goal: -incorporate all lenses into presentation; all members speak; adhere to time limit for presentation; respond to teacher follow-up questions</p> <p>-Audience: Teacher, other groups</p> <p>-Product: two-minute presentation from all groups</p>	<p><b>PBL Name: Document Analysis and Group Presentation</b></p> <p>-Goal: Identify main idea, line of reasoning, and evaluate evidence of a given document; Document validation; Creation of research question; Prepare argument and counter-argument</p>	<p><b>PBL Name: Invasive Species Essay, Reflection, and Personal Presentation</b></p> <p>-Goal: Write a 500-750 word essay incorporating a research question, identifying both sides of an issue, defend a claim about invasive species.</p> <p>-Role:</p> <p>-Audience: Other students, teacher</p>	<p><b>PBL Name: Debate and Reflection</b></p> <p>-Goal: Create an argument surrounding the role of natural resources in the world</p> <p>-Audience: Teacher, group members</p> <p>- Product: Position paper outing the individual perspective in the overall debate; Participate in a class debate; One-page reflection on overall</p>	<p><b>PBL Name: Team Project and Presentation</b></p> <p>-Goal: Work in team of 3-5 to identify, investigate and analyze an academic or real-world problem</p> <p>-Audience: Teacher, other groups, College Board</p> <p>-Product: Individual Research Report; Team multi-media presentation and defense</p>	<p><b>PBL Name: Individual Research-Based Essay and Presentation</b></p> <p>Goal: Write a 2000 word essay that refers to and incorporates at least one of the provided sources</p> <p>Audience: Teacher, other students, College Board</p> <p>Product: Individual Research-Based Essay, Individual Multi-Media Presentation, and</p>



		<p>-Audience: Teacher, other groups</p> <p>-Product: In-class writing evaluation Identify and critique’s author’s work; Submit research question and bibliography; Five minute verbal argument with partner</p>	<p>-Product:1. Ask a research question, research both sides of the issue 2. Cite sources using MLA format and provide a bibliography; Record a two-minute presentation of the essay and post it to Google classroom; Post questions on Google on classroom other’s presentations; Authors will respond to two questions of their choice; Write a reflection of the process</p>	<p>position, role, and findings</p>		<p>Individual Oral Defense</p>
<p><b>Formative Assessment</b></p>	<p>-Groups define and present a participatory activity that helps explain letter in QUEST</p> <p>-One-page lens perspective</p>	<p>-Formulate questions using Question Formulation Technique (QFT)</p> <p>-Write quality summaries</p>	<p>-Evaluate Darwin’s argument (RAVEN)</p> <p>-Evaluate objections, implications, and limitations of alternate arguments</p>	<p>-Brainstorm activity on alternatives to lack of resources</p> <p>-Take a resource issue and discuss potential solutions to real-world problems</p>	<p>-AP Capstone Rubric - Students are working to develop presentation according to College Board requirements.</p>	<p>-AP Capstone Rubric - Students are working to develop presentations according to College Board requirements.</p> <p>-Individual Presentation</p>



	<ul style="list-style-type: none"> <li>-Share perspective within group/group members provide 30 second responses</li> <li>-Develop a rubric for scoring presentations</li> <li>-Skills pre-test on End of Course assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Argument analysis- -introduction, claim, reasons, concessions, rebuttal, conclusion, references</li> <li>-Identify flaws in reasoning</li> <li>-Apply RAVEN technique to readings</li> <li>-In-class writing using AP Seminar rubric</li> <li>-Practice argument strategy</li> </ul>	<ul style="list-style-type: none"> <li>-Collect data and analyze its relevance in supporting an argument</li> <li>-Complete essay on gluten intolerance in selected country</li> <li>-Develop questions that reflect multiple perspectives about invasive species</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze validity of arguments and counter-arguments</li> <li>-Evaluate strengths and weaknesses of student solutions</li> <li>-Create an advertisement supporting solutions to real-world problems</li> <li>-Assess effectiveness of political cartoons</li> </ul>		
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>-Identify challenges of applying to college and deciding which college to attend</li> <li>-Select one lens on which to focus</li> <li>-Present findings in two-minute group presentation</li> </ul>	<ul style="list-style-type: none"> <li>-Document Analysis Essay</li> <li>-Group presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Debate and reflection</li> <li>-Position of paper</li> </ul>	<ul style="list-style-type: none"> <li>-Debate and Reflection</li> <li>-Position paper</li> </ul>	<ul style="list-style-type: none"> <li>-AP Capstone Rubric - Students are working to develop presentation according to College Board requirements.</li> <li>-Team Project and Presentation</li> </ul>	<ul style="list-style-type: none"> <li>-AP Capstone Rubric - Students are working to develop presentations according to College Board requirements.</li> <li>-Individual Presentation</li> </ul>



<p><b>Alternate Assessment</b></p>	<p>-Individual Research Report (IRR)</p> <p>-End of Course assessment (EOC) pre-test</p>	<p>-End of course assessment</p> <p>-Team Multi-Media Presentation (TMP)</p>	<p>-Individual Research Report (IRR)</p>	<p>-Individual Research Report (IRR)</p>	<p>-AP Capstone Rubric - Students are working to develop presentations according to College Board requirements.</p> <p>-Team Project and Presentation</p>	<p>-AP Capstone Rubric - Students are working to develop presentations according to College Board requirements.</p> <p>-Individual Presentation</p>
<p><b>Technology Integration</b></p>	<p>-Chromebooks</p> <p>-Google Classroom</p> <p>-EBSCO</p>	<p>-Chromebooks</p> <p>-EBSCO</p> <p>-On-line search engines</p> <p>-Google Scholar</p> <p>-Google Classroom</p>	<p>-Chromebooks</p> <p>-EBSCO</p> <p>-On-line search engines</p> <p>-Google Scholar</p> <p>-Google Classroom</p>	<p>-Chromebooks</p> <p>-EBSCO</p> <p>-On-line search engines</p> <p>-Google Scholar</p> <p>-Google Classroom</p>	<p>-Chromebooks</p> <p>-EBSCO</p> <p>-On-line search engines</p> <p>-Google Scholar</p> <p>-Google Classroom</p>	<p>-Chromebooks</p> <p>-EBSCO</p> <p>-On-line search engines</p> <p>-Google Scholar</p> <p>-Google Classroom</p>
<p><b>Resources</b></p>	<p><i>-Ideas that Matter</i> Chapter 4 answer four questions</p> <p>-Syllabus</p> <p>-QUEST</p>	<p><i>-Women Worldwide</i> (Chapter 10)</p> <p>-Nicholas Kristof and Sheryl WuDunn</p> <p>-RAVEN</p> <p><i>-Foreign Funding of NGOs: Donors Keep Out</i> (The Economist)</p>	<p>-“An Experiment on a Bird in the Air Pump, by Joseph Wright Derby in <i>Reading the World: Ideas that Matter</i></p> <p>Read and answer questions 1,4,5,6</p> <p>-Scientists that worked prior to Darwin</p>	<p>-“Man’s Nature is Good” by Mencius in <i>Reading the World: Ideas that Matter</i></p> <p>-“Man’s Nature is Evil” by Hsun Tzu in <i>Reading the World: Ideas that Matter</i></p> <p>-“Life Boat Ethics” The Case Against</p>	<p>-Student driven resources</p> <p>-Students are develop presentation according to College Board requirements.</p> <p>-Team Project and Presentation</p>	<p>-Stimulus materials provided by College Board</p>



		<p>-Lifeboat Ethics: <i>The Case Against Helping the Poor</i></p> <p>-Women Worldwide (Chapter 10) Nicholas Kristof and Sheryl WuDunn</p> <p>-RAVEN</p> <p>-Foreign Funding of NGOs: <i>Donors Keep Out</i> (The Economist)</p> <p>-Lifeboat Ethics: <i>The Case Against Helping the Poor</i></p>	<p>-Compare Air Pump with "Gin Lane"</p> <p>-"Darwin's Ancestors: the Evolution of Evolution" by Michael Rectenwald</p> <p>-"Natural Selection" by Charles Darwin in <i>Reading the World: Ideas that Matter</i></p> <p>-"Gluten Intolerance? Gluten Intolerance Data Analysis" activity</p> <p>-Comparison of Google Scholar and EBSCO</p> <p>-Teacher presentation on invasive species</p>	<p>Helping the Poor" by Garrett Hardin</p> <p>-"An Essay on Principle of Population" by Thomas Malthus <i>Reading the World: Ideas that Matter.</i> Read page 324</p> <p>-"Ester Boserup: An interdisciplinary visionary relevant for sustainability" <i>Proceedings of the National Academy Sciences</i>, 107 no. 51 (December 2 2010) Turner, B.L. and Marina Fischer-Kowalski</p> <p>-"Malthus, the false prophet" <i>The Economist</i>, May 15, 2008</p> <p>-Gore, Al. "The Climate Emergency." Lecture presented at Battell Chapel Yale University, New</p>		
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				Haven, CT, April 13, 2004  -Political cartoons concerning climate change and evaluate effectiveness		
College Board Standards for AP Seminar	<p>-(CR1) Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross curricular areas by exploring multiple perspectives and lenses related to those themes</p> <p><b>Big Idea 1: Question and Explore</b> -LO1.1A-- Contextualizing and identifying the complexities of a problem or issue</p> <p><b>Big Idea 2: Team, Transform, and Transmit</b> -LO5.2A Individual contributions to</p>	<p>-(CR1)-Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas by exploring multiple perspectives and lenses</p> <p><b>Big Idea 1: Question and Explore</b> -LO1.1B--Posing complex questions and seeking out answers that reflect <b>multiple</b>, divergent, or contradictory perspectives</p> <p>-LO1.4A--Evaluating the relevance and credibility of the source of</p>	<p>-(CR1) Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross curricular areas and by exploring multiple perspectives and lenses related to those themes</p> <p><b>Big Idea 1: Question and Explore</b> -LO1.2A Retrieving, questioning,</p>	<p>-(CR1) Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross curricular areas and by exploring multiple perspectives and lenses related to those themes</p> <p>-<b>(CR2)</b> The course provides multiple opportunities for students to practice refine their skills by engaging in the QUEST process</p>	<p><b>(CR5)</b> Students work collaboratively with a team to identify, investigate, and analyze, an academic or real-world 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</p>	<p><b>(CR6)</b> 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 multi-media presentation to be delivered to their peers</p>



	<p>overall collaborative efforts to accomplish a task or goal</p> <p><b>-LO5.2B</b> Fostering constructive team climate, resolving conflict, and facilitating the contributions of all team members to address complex, open-ended problems</p>	<p>information and data in relation to the inquiry</p> <p><b>Big Idea 2: Understand and Analyze</b></p> <p><b>-LO2.1A</b> Employing appropriate reading strategies and reading critically for a specific purpose</p> <p><b>-LO2.1B</b> Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplifications</p> <p><b>-LO2.2A</b> Explaining and analyzing the logic and line or reasoning of an argument</p> <p><b>Big Idea 3: Evaluating Multiple Perspectives</b></p> <p><b>-LO3.1A</b></p>	<p>organizing, and using prior knowledge about a topic</p> <p><b>-LO1.3A</b> Accessing and managing information using effective strategies</p> <p><b>-LO1.4A</b> Evaluating the relevance and credibility of the source of information and data in relation to the inquiry</p> <p><b>Big Idea 2: Understand and Analyze</b></p> <p><b>-LO2.2B</b> Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration</p>	<p><b>-(CR2C)</b> -Students develop and apply discrete skills identify in the learning objectives within the Big Idea 2: Understand and Analyze</p> <p><b>-(CR3)</b> Students gain a rich 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</p>		
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		<p>Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue</p> <p><b>Big Idea 4: Synthesize Ideas</b></p> <p><b>-LO4.2A-</b> 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</p> <p><b>Big Idea 5: Team, Transform, and Transmit</b> Planning, producing, and presenting a cohesive argument, considering</p>	<p><b>Big Idea 3: Evaluate Multiple Perspectives</b></p> <p><b>-LO3.2A</b> Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments</p> <p><b>Big Idea 4: Synthesize Ideas</b> <b>Lo4.2B</b> Providing insightful and cogent commentary that links evidence with claims</p> <p><b>-LO4.3A</b> Attributing knowledge and ideas accurately and ethically, using appropriate citation style</p>	<p><b>-(CR2e)</b> Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas</p> <p><b>-(CR2g)</b> Students develop and apply reflection skills identified in the learning objective: Synthesize Ideas</p> <p><b>-(CR2f)</b> Students develop and apply discrete skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit</p> <p><b>-(CR2e)</b> Students develop and apply discrete skills identified in the learning objectives within the Big Idea</p>		
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		<p>audience, context, and purpose</p> <p><b>-CR2a--</b>The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process</p>	<p><b>Big Idea 5: Team, Transform, and Transmit</b></p> <p><b>-LO5.1B</b> Adhering to established conventions of grammar, usage, style, and mechanics</p> <p><b>-LO5.3A</b> Reflecting on and revising their own writing, thinking, and creative processes</p>	<p><b>Big Idea 1: Question and Explore</b></p> <p><b>-LO1.3A</b> Accessing and managing information using effective strategies</p> <p><b>Big Idea 2: Understand and Analyze</b></p> <p><b>-LO2.2C</b> Evaluating the validity of an argument</p> <p><b>-LO2.3A</b> Connecting an argument to broader issues by examining the implications of the author's claims</p> <p><b>-LO2.3B</b> Evaluating potential resolutions, conclusions, or solutions to problems raised by an argument</p> <p><b>Big Idea 4: Synthesize Idea</b></p>		
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				<p><b>-LO4.1A</b> Formulating a well-reasoned argument, taking the complexities of the program or issues into consideration</p> <p><b>-LO4.4A</b> Extending an idea, question, process, or product to innovate or create new understandings</p> <p><b>-LO4.5A</b> Offering resolutions, conclusions, and/or solutions <b>based on</b> evidence as well as considering consequences or implications</p> <p><b>Big Idea 5: Team, Transform, and Transmit</b></p> <p><b>-LO5.1A</b> Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose</p>		
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				<p><b>-LO5.1C</b> Communicating information through appropriate media using effective techniques of design</p> <p><b>-LO5.1D</b> Adapting an argument for context, purpose, and/or audience</p> <p><b>-LO5.1E</b> Engaging an audience by employing effective techniques of delivery or performance</p>		
<b>NJSLS - CLKS</b>	<p><a href="#">Standard 9</a> -9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>	<p><a href="#">Standard 9</a> -9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>	<p><a href="#">Standard 9</a> -9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>	<p><a href="#">Standard 9</a> -9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>	<p><a href="#">Standard 9</a> -9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>	<p><a href="#">Standard 9</a> -9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
<b>Interdisciplinary Standards</b>	<p><a href="#">CS&amp;DT (Standard 8)</a> -8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p>-8.1.12.IC.2: Test and refine</p>	<p><a href="#">CS&amp;DT (Standard 8)</a> -8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p>	<p><a href="#">CS&amp;DT (Standard 8)</a> -8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p>	<p><a href="#">CS&amp;DT (Standard 8)</a> -8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p>	<p><a href="#">CS&amp;DT (Standard 8)</a> -8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p>-8.1.12.IC.2: Test and refine computational</p>	<p><a href="#">CS&amp;DT (Standard 8)</a> -8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p>-8.1.12.IC.2: Test and refine</p>



	<p>computational artifacts to reduce bias and equity deficits.</p> <p>-8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</p> <p>ELA: -RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p>	<p>-8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.</p> <p>-8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</p> <p>ELA: -RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p>	<p>-8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.</p> <p>-8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</p> <p>ELA: -RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p>	<p>-8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.</p> <p>-8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</p> <p>ELA: -RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p>	<p>artifacts to reduce bias and equity deficits.</p> <p>-8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</p> <p>ELA: -RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p>	<p>computational artifacts to reduce bias and equity deficits.</p> <p>-8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</p> <p>ELA: -RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p>
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<p><b>Modification s/ Accommoda tion</b></p>	<p><b>-Intervention Students:</b> The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>-Enrichment/Gifted:</b> Tiered graphic organizers to add complex layers, raise levels of intellectual demands,  differentiate content, process, or product, according to student’s readiness, interests, and/or learning styles,</p>	<p><b>-Intervention Students:</b> The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>-Enrichment/Gifted:</b> Tiered graphic organizers to add complex layers, raise levels of intellectual demands,  differentiate content, process, or product, according to student’s</p>	<p><b>-Intervention Students:</b> The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>-Enrichment/Gifted:</b> Tiered graphic organizers to add complex layers, raise levels of intellectual demands,  differentiate content, process, or product, according to student’s</p>	<p><b>-Intervention Students:</b> The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>-Enrichment/Gifted:</b> Tiered graphic organizers to add complex layers, raise levels of intellectual demands,  differentiate content, process, or product, according to student’s</p>	<p><b>-Intervention Students:</b> The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>-Enrichment/Gifted:</b> Tiered graphic organizers to add complex layers, raise levels of intellectual demands,  differentiate content, process, or product, according to student’s readiness, interests, and/or learning styles,</p>	<p><b>-Intervention Students:</b> The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>-Enrichment/Gifted:</b> Tiered graphic organizers to add complex layers, raise levels of intellectual demands,  differentiate content, process, or product, according to student’s</p>
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	<p>expended open-ended abstract questions.</p> <p><b>-ELL Students:</b> SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. <a href="#">If/Then Resource</a></p> <p><b>-Special Education:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading</p> <p><b>-504 Students:</b> Students will be provided with all 504 accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary,</p>	<p>readiness, interests, and/or learning styles, expended open-ended abstract questions.</p> <p><b>-ELL Students:</b> SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. <a href="#">If/Then Resource</a></p> <p><b>-Special Education:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading</p> <p><b>-504 Students:</b> Students will be provided with all 504 accommodations and modifications, extra</p>	<p>readiness, interests, and/or learning styles, expended open-ended abstract questions.</p> <p><b>-ELL Students:</b> SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. <a href="#">If/Then Resource</a></p> <p><b>-Special Education:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading</p> <p><b>-504 Students:</b> Students will be provided with all 504 accommodations and modifications, extra</p>	<p>readiness, interests, and/or learning styles, expended open-ended abstract questions.</p> <p><b>-ELL Students:</b> SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. <a href="#">If/Then Resource</a></p> <p><b>-Special Education:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading</p> <p><b>-504 Students:</b> Students will be provided with all 504 accommodations and modifications, extra time as</p>	<p>expended open-ended abstract questions.</p> <p><b>-ELL Students:</b> SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. <a href="#">If/Then Resource</a></p> <p><b>-Special Education:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading</p> <p><b>-504 Students:</b> Students will be provided with all 504 accommodations and modifications, extra time as needed, repeated directions, graphic organizers,</p>	<p>readiness, interests, and/or learning styles, expended open-ended abstract questions.</p> <p><b>-ELL Students:</b> SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. <a href="#">If/Then Resource</a></p> <p><b>-Special Education:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading</p> <p><b>-504 Students:</b> Students will be provided with all 504 accommodations and modifications, extra</p>
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