

**Glen Ridge Board of Education**  
**AP Research**  
**11th-12th Grade**  
***Elective***  
***Full Year***

***New Jersey Student Learning Standards***

## Social Studies Mission Statement:

The mission of Social Studies in the Glen Ridge schools is to ignite students' passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students' understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

## Course Description:

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

AP Research
Unit 1: Course Foundations
<b>Time Allotted (days of instruction): 15-20 days</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"><li>● RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li><li>● RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li><li>● RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</li><li>● RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</li></ul>
<ul style="list-style-type: none"><li>● W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li><li>● W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li><li>● W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under</li></ul>

investigation.

- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>● What are the details and complications of this course?</li><li>● What are the essential skills for proficiency in this course?</li><li>● What are the findings of our summer research?</li><li>● What do I want to know, learn, or understand?</li><li>● What questions have yet to be asked?</li></ul>	<ul style="list-style-type: none"><li>● Students will be able to retrieve, question, organize, and use prior knowledge about a topic.</li><li>● Students will be able to evaluate the relevance and credibility of the source of information and data in relation to the inquiry.</li></ul>	<ul style="list-style-type: none"><li>● Course Intro<ul style="list-style-type: none"><li>○ Presentations on summer research</li><li>○ Assessment Overview; evaluation of sample papers</li></ul></li><li>● Understanding Research Terminology<ul style="list-style-type: none"><li>○ Analyze existing research to build course vocabulary</li></ul></li><li>● Developing a Research Question<ul style="list-style-type: none"><li>○ Discuss and revise sample research questions</li><li>○ Refine research question through peer review process</li></ul></li><li>● Collecting Sources<ul style="list-style-type: none"><li>○ Review plagiarism and AI policies for GRHS and College Board</li><li>○ Apply credibility test to various sources of information</li><li>○ Begin building annotated bibliography</li></ul></li><li>● Research Ethics<ul style="list-style-type: none"><li>○ Explore controversial research experiments and discuss the importance of ethical research practices</li></ul></li><li>● PREP Site</li></ul>

		<ul style="list-style-type: none"> <li>○ Build Google Site to serve as PREP dashboard for the year</li> <li>○ Update progress on PREP Site</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Course documents (syllabus, AP Research Course and Exam Description, rubrics)</li> <li>● Access to multiple scholarly journals, such as JSTOR, EBSCOHost, and Google Scholar</li> <li>● Access to <a href="#">student samples</a> available on The College Board website</li> <li>● <a href="#">Replacing vacant lots with green spaces can ease depression in urban communities</a></li> <li>● <a href="#">Crash Course Statistics: Henrietta Lacks, the Tuskegee Experiment, and Ethical Data Collection</a></li> <li>● <a href="#">College Board Video: Understanding the Academic Paper Rubric</a></li> <li>● <a href="#">College Board Video: Reviewing Academic Paper Student Samples with the Rubric</a></li> </ul>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Cross-curricular connections with other AP courses is foundational to AP Research, as students may choose to conduct their research in any discipline. Interdisciplinary connections will vary based on a student's chosen field of research.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● AP Research completes the Life and Career requirements of High School students through the following standard: <ul style="list-style-type: none"> <li>○ <b>9.2 Career Awareness, Exploration, and Preparation</b> - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> </ul> </li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● <b>8.1 Educational Technology</b> - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> </ul>	
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>● Incorporation of diversity/inclusion topics will vary based on a student's chosen field of research. Students will be encouraged to view their topics through lenses of socioeconomic, racial, and gender diversity.</li> </ul>	
<b>Civics/Climate</b>		
<b>Amistad/Holocaust/AAPI</b>		

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>● Summer Presentations work as both formative and summative, as they are a grade unto themselves, and they serve to develop practices assessed through the AP assessments.</li> <li>● Rubric and evaluation of sample papers (to identify different levels of achievement)</li> <li>● Annotated Bibliography I:</li> </ul>	<ul style="list-style-type: none"> <li>● Summer Presentations work as both formative and summative, as they are a grade unto themselves, and they serve to develop practices assessed through the AP assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● Summer Assignments are introduced on move-up day and benchmarked using Classroom over the summer.</li> <li>● PREP entries and WIP conferences allow students to review their progress and receive feedback on their work</li> </ul>	<ul style="list-style-type: none"> <li>● Students are provided with purposeful freedom, leaving room for alternatives which will serve as instructional aids for the year.</li> </ul>

Topic of Inquiry Background • Peer Review of Research Questions			
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students.</li> <li>Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process.</li> </ul>	<ul style="list-style-type: none"> <li>Student's educational modifications are easily woven into the curriculum. Prior to the AP deadline, all deadlines and assignments are adaptable per student need.</li> </ul>	<ul style="list-style-type: none"> <li>The AP curriculum is such that G&amp;T students can be more directly routed to the top of the guide.</li> <li>Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.</li> </ul>

AP Research
Unit 2: Collecting Sources & Literature Review
<b>Time Allotted (days of instruction): 20-25 days</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</li> <li>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</li> </ul>
<ul style="list-style-type: none"> <li>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> <li>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and</li> </ul>

following a standard format for citation (MLA or APA Style Manuals).

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>● What patterns or trends can be identified among the arguments about this issue?</li><li>● What are the implications and/or consequences of accepting or rejecting a particular argument?</li><li>● How can I connect the multiple arguments? What other issues, questions, or topics do they relate to?</li></ul>	<ul style="list-style-type: none"><li>● Students will be able to retrieve, question, organize, and use prior knowledge about a topic.</li><li>● Students will be able to evaluate the relevance and credibility of the source of information and data in relation to the inquiry.</li><li>● Students will be able to summarize and explain a text's main idea or aim while avoiding faulty generalizations and oversimplification.</li><li>● Students will be able to explain and analyze the logic and line of reasoning of an argument.</li><li>● Students will be able to identify, compare, and interpret multiple perspectives on or arguments about an issue.</li><li>● Students will be able to evaluate objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.</li></ul>	<ul style="list-style-type: none"><li>● Update progress on PREP Site</li><li>● Continue collecting and evaluating sources for inclusion in a Literature Review</li><li>● Examine Introduction and Literature Review sections from sample papers, identifying key elements of each</li><li>● Compose a draft of the Introduction and Literature Review for their own papers</li><li>● Engage in Peer Review of Intro/Lit Review drafts</li><li>● Create a research poster and deliver presentation to class</li></ul>
Resources/Materials	<ul style="list-style-type: none"><li>● Course documents (syllabus, AP Research Course and Exam Description, rubrics)</li><li>● Access to multiple scholarly journals, such as JSTOR, EBSCOHost, and Google Scholar</li><li>● Access to <a href="#">student samples</a> available on The College Board website</li><li>● <a href="#">NYU Guide to Creating Research Posters</a></li></ul>	

<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Cross-curricular connections with other AP courses is foundational to AP Research, as students may choose to conduct their research in any discipline. Interdisciplinary connections will vary based on a student's chosen field of research.</li> </ul>
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>• AP Research completes the Life and Career requirements of High School students through the following standard: <ul style="list-style-type: none"> <li>◦ <b>9.2 Career Awareness, Exploration, and Preparation</b> - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> </ul> </li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>• <b>8.1 Educational Technology</b> - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> </ul>
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>• Incorporation of diversity/inclusion topics will vary based on a student's chosen field of research. Students will be encouraged to view their topics through lenses of socioeconomic, racial, and gender diversity.</li> </ul>
<b>Civics/Climate</b>	
<b>Amistad/Holocaust/AAPI</b>	

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Finalization of research question and purpose of inquiry</li> <li>• Annotated Bibliography</li> <li>• Review and discussion of sample papers</li> <li>• Peer Review of Introduction and Literature Review draft</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and Literature Review draft</li> <li>• Poster presentation of research proposal</li> </ul>	<ul style="list-style-type: none"> <li>• PREP entries and WIP conferences allow students to review their progress and receive feedback on their work</li> <li>• Individual work will be scaffolded and supported through class processes, instruction, lessons, and homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are provided with purposeful freedom, leaving room for alternatives which will serve as instructional aids for the year.</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students.</li> <li>• Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's educational modifications are easily woven into the curriculum. Prior to the AP deadline, all deadlines and assignments are adaptable per student need.</li> </ul>	<ul style="list-style-type: none"> <li>• The AP curriculum is such that G&amp;T students can be more directly routed to the top of the guide.</li> <li>• Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.</li> </ul>

AP Research		
Unit 3: Research Design & Methods		
<b>Time Allotted (days of instruction): 20-25 days</b>		
<b>New Jersey Student Learning Standards (NJSLS)</b>		
<ul style="list-style-type: none"> <li>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</li> <li>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</li> </ul>		
<ul style="list-style-type: none"> <li>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> <li>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</li> </ul>		
<ul style="list-style-type: none"> <li>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</li> <li>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</li> <li>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</li> </ul>		
<ul style="list-style-type: none"> <li>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>How does my research question shape how I go about trying to answer it?</li> <li>How does my project goal shape the research or inquiry I engage in to achieve it?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to design, plan, and implement a scholarly inquiry.</li> <li>Students will be able to recognize and employ ethical research practices.</li> </ul>	<ul style="list-style-type: none"> <li>Update progress on PREP Site</li> <li>Research Methods and Design - students will review various research methods and discuss how to design a method that will align with their research question</li> <li>Method Element</li> </ul>



<ul style="list-style-type: none"> <li>What information/evidence do I need to answer my research question?</li> </ul>		<ul style="list-style-type: none"> <li>Examine and evaluate Methods sections in sample papers</li> <li>Begin designing research plan</li> <li>Research proposal presentation</li> <li>Composition of research method and instruments (if approved by IRB)</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>Course documents (syllabus, AP Research Course and Exam Description, rubrics)</li> <li>Access to multiple scholarly journals, such as JSTOR, EBSCOHost, and Google Scholar</li> <li>Access to <a href="#">student samples</a> available on The College Board website</li> <li><a href="#">College Board Video: Choosing and Aligning Your Research Method</a></li> <li><a href="#">Crash Course Statistics: Sampling Methods and Bias with Surveys</a></li> </ul>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>Cross-curricular connections with other AP courses is foundational to AP Research, as students may choose to conduct their research in any discipline. Interdisciplinary connections will vary based on a student's chosen field of research.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>AP Research completes the Life and Career requirements of High School students through the following standard: <ul style="list-style-type: none"> <li><b>9.2 Career Awareness, Exploration, and Preparation</b> - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> </ul> </li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li><b>8.1 Educational Technology</b> - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> </ul>	
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>Incorporation of diversity/inclusion topics will vary based on a student's chosen field of research. Students will be encouraged to view their topics through lenses of socioeconomic, racial, and gender diversity.</li> </ul>	
<b>Civics/Climate</b>		
<b>Amistad/Holocaust/AAP</b>		

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>Inquiry Method Design</li> <li>Peer Review</li> <li>WIP Conferences</li> <li>IRB proposal</li> <li>Method/instrument draft and peer review</li> </ul>	<ul style="list-style-type: none"> <li>Research Proposal and presentation to IRB</li> </ul>	<ul style="list-style-type: none"> <li>PREP entries and WIP conferences allow students to review their progress and receive feedback on their work</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with purposeful freedom, leaving room for alternatives which will serve as instructional aids for the year.</li> </ul>

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>The course is largely based around verbal and written language, but expectations</li> </ul>	<ul style="list-style-type: none"> <li>Student's educational modifications are easily woven into the curriculum. Prior to the AP</li> </ul>	<ul style="list-style-type: none"> <li>The AP curriculum is such that G&amp;T students can be more directly routed to the top of the guide.</li> </ul>

and scaffolding can be used to adapt for ELL students. <ul style="list-style-type: none"> <li>Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process.</li> </ul>	deadline, all deadlines and assignments are adaptable per student need.	<ul style="list-style-type: none"> <li>Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.</li> </ul>
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AP Research
Unit 4: Gathering & Interpreting Data
<b>Time Allotted (days of instruction): 20-25 days</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</li> <li>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</li> </ul>
<ul style="list-style-type: none"> <li>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> <li>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</li> </ul>
<ul style="list-style-type: none"> <li>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</li> <li>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</li> <li>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings,</li> </ul>

reasoning, and evidence and to add interest.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>● How do I connect and analyze the evidence in order to develop an argument and support a conclusion?</li><li>● Are there other conclusions I should consider?</li><li>● How does my scholarly work emerge from my perspective, design choices, or aesthetic rationale?</li><li>● How do I acknowledge and account for my own biases and assumptions?</li><li>● What is the most appropriate way to acknowledge and attribute the work of others that was used to support my argument? How do I ensure the conclusions I present are my own?</li></ul>	<ul style="list-style-type: none"><li>● Students will be able to design, plan, and implement a scholarly inquiry.</li><li>● Students will be able to interpret, use, and synthesize qualitative and/or quantitative data/information from various perspectives and sources to develop and support an argument.</li><li>● Students will be able to provide insightful and cogent commentary that links evidence with claims.</li><li>● Students will be able to extend an idea, question, process, or product to innovate or create new understandings.</li><li>● Students will be able to offer resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.</li></ul>	<ul style="list-style-type: none"><li>● Update progress on PREP Site</li><li>● Quantitative/Qualitative Data<ul style="list-style-type: none"><li>○ Students will examine how quantitative and qualitative data is used in sample research papers and discuss how they might incorporate similar techniques in their own papers.</li></ul></li><li>● Raw Data Work and Cohort Conferencing<ul style="list-style-type: none"><li>○ Students will analyze the data collected through their selected inquiry method and prepare to incorporate it in their academic paper.</li><li>○ Students will have opportunities to meet with peers to review and reflect on their data.</li></ul></li><li>● Establishing Final Elements of Academic Paper<ul style="list-style-type: none"><li>○ Students will review the Discussion and Conclusion sections of sample research papers and identify common elements in these sections. Students will then use these common elements to draft an outline of their own Discussion and Conclusion sections.</li></ul></li><li>● Data presentation: findings, discussion, and conclusions</li></ul>
Resources/Materials	<ul style="list-style-type: none"><li>● Course documents (syllabus, AP Research Course and Exam Description, rubrics)</li><li>● Access to multiple scholarly journals, such as JSTOR, EBSCOHost, and Google Scholar</li><li>● Access to <a href="#">student samples</a> available on The College Board website</li><li>● <a href="#">Analyze This! Tutorial</a></li><li>● <a href="#">College Board Video: Building Your Argument and New Understanding</a></li></ul>	
Interdisciplinary Connections	<ul style="list-style-type: none"><li>● Cross-curricular connections with other AP courses is foundational to AP Research, as students may choose to conduct their research in any discipline. Interdisciplinary connections will vary based on a student's chosen field of research.</li></ul>	
21st Century Life and Careers	<ul style="list-style-type: none"><li>● AP Research completes the Life and Career requirements of High School students through the following standard:<ul style="list-style-type: none"><li>○ <b>9.2 Career Awareness, Exploration, and Preparation</b> - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about</li></ul></li></ul>	

	postsecondary and career options, career planning, and career requirements.
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● <b>8.1 Educational Technology</b> - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> </ul>
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>● Incorporation of diversity/inclusion topics will vary based on a student's chosen field of research. Students will be encouraged to view their topics through lenses of socioeconomic, racial, and gender diversity.</li> </ul>
<b>Civics/Climate</b>	
<b>Amistad/Holocaust/AAPI</b>	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>● Peer Review of paper components</li> <li>● WIP Conferences</li> <li>● Draft and peer review of academic paper components</li> </ul>	<ul style="list-style-type: none"> <li>● Data presentation</li> </ul>	<ul style="list-style-type: none"> <li>● PREP entries and WIP conferences allow students to review their progress and receive feedback on their work</li> </ul>	<ul style="list-style-type: none"> <li>● Students are provided with purposeful freedom, leaving room for alternatives which will serve as instructional aids for the year.</li> </ul>

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students.</li> <li>● Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process.</li> </ul>	<ul style="list-style-type: none"> <li>● Student's educational modifications are easily woven into the curriculum. Prior to the AP deadline, all deadlines and assignments are adaptable per student need.</li> </ul>	<ul style="list-style-type: none"> <li>● The AP curriculum is such that G&amp;T students can be more directly routed to the top of the guide.</li> <li>● Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.</li> </ul>

AP Research
Unit 5: Final Composition of Academic Paper
<b>Time Allotted (days of instruction): 15-20 days</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>● RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>● RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> </ul>

<ul style="list-style-type: none"> <li>● RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</li> <li>● RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</li> </ul>		
<ul style="list-style-type: none"> <li>● W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>● W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> <li>● W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>● W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</li> </ul>		
<ul style="list-style-type: none"> <li>● SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>● SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</li> <li>● SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</li> <li>● SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</li> </ul>		
<ul style="list-style-type: none"> <li>● L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>● How can I best appeal to and engage my audience?</li> <li>● How might I adapt my written and oral presentations for different audiences and situations?</li> <li>● How might my communication choices affect my credibility with my audience?</li> <li>● What revision strategies are most appropriate to developing and refining my project at different stages?</li> <li>● How do I provide feedback that is valuable to others? How do I act upon feedback I have received?</li> <li>● How can I benefit from reflecting on my</li> </ul>	<ul style="list-style-type: none"> <li>● Students will adhere to established conventions of grammar, usage, style, and mechanics.</li> <li>● Students will be able to adapt an argument for context, purpose, and/or audience.</li> <li>● Students will be able to defend their inquiry choices and final product with clarity, consistency, and conviction.</li> <li>● Students will be able to reflect on and revise their own writing, thinking, and creative processes.</li> <li>● Students will reflect on the larger significance of engaging in the overall</li> </ul>	<ul style="list-style-type: none"> <li>● Update progress on PREP Site</li> <li>● Peer revision of Academic Paper; draft submitted to turnitin.com</li> <li>● Students will submit a hard copy of their final draft to the instructor and upload their Academic Paper to their online portfolio.</li> </ul>

own work?	inquiry process and producing a completed scholarly work.	
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>Course documents (syllabus, AP Research Course and Exam Description, rubrics)</li> <li>Access to multiple scholarly journals, such as JSTOR, EBSCOHost, and Google Scholar</li> <li>Access to <a href="#">student samples</a> available on The College Board website</li> <li><a href="#">College Board Video: Reflecting Upon, Completing, and Submitting Your Academic Paper</a></li> </ul>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>Cross-curricular connections with other AP courses is foundational to AP Research, as students may choose to conduct their research in any discipline. Interdisciplinary connections will vary based on a student's chosen field of research.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>AP Research completes the Life and Career requirements of High School students through the following standard: <ul style="list-style-type: none"> <li><b>9.2 Career Awareness, Exploration, and Preparation</b> - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> </ul> </li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li><b>8.1 Educational Technology</b> - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> </ul>	
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>Incorporation of diversity/inclusion topics will vary based on a student's chosen field of research. Students will be encouraged to view their topics through lenses of socioeconomic, racial, and gender diversity.</li> </ul>	
<b>Civics/Climate</b>		
<b>Amistad/Holocaust/AAPI</b>		

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>Draft and peer review of final Academic Paper</li> </ul>	<ul style="list-style-type: none"> <li>Final Academic Paper</li> </ul>	<ul style="list-style-type: none"> <li>PREP entries and WIP conferences allow students to review their progress and receive feedback on their work</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with purposeful freedom, leaving room for alternatives which will serve as instructional aids for the year.</li> </ul>

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students.</li> <li>Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process.</li> </ul>	<ul style="list-style-type: none"> <li>Student's educational modifications are easily woven into the curriculum. Prior to the AP deadline, all deadlines and assignments are adaptable per student need.</li> </ul>	<ul style="list-style-type: none"> <li>The AP curriculum is such that G&amp;T students can be more directly routed to the top of the guide.</li> <li>Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.</li> </ul>

AP Research		
Unit 6: Oral Presentations		
<b>Time Allotted (days of instruction): 10-15 days</b>		
<b>New Jersey Student Learning Standards (NJSLS)</b>		
<ul style="list-style-type: none"> <li>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</li> <li>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</li> </ul>		
<ul style="list-style-type: none"> <li>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> <li>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</li> </ul>		
<ul style="list-style-type: none"> <li>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</li> <li>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</li> <li>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</li> </ul>		
<ul style="list-style-type: none"> <li>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>How can I best appeal to and engage my audience?</li> </ul>	<ul style="list-style-type: none"> <li>Students will adhere to established conventions of grammar, usage, style,</li> </ul>	<ul style="list-style-type: none"> <li>Update progress on PREP Site</li> <li>Review AP Research POD rubric</li> </ul>

<ul style="list-style-type: none"> <li>How might I adapt my written and oral presentations for different audiences and situations?</li> <li>How might my communication choices affect my credibility with my audience?</li> <li>What revision strategies are most appropriate to developing and refining my project at different stages?</li> <li>How do I provide feedback that is valuable to others? How do I act upon feedback I have received?</li> <li>How can I benefit from reflecting on my own work?</li> </ul>	<p>and mechanics.</p> <ul style="list-style-type: none"> <li>Students will be able to communicate information through appropriate media using effective techniques of design.</li> <li>Students will be able to engage an audience by employing effective techniques of delivery or performance.</li> <li>Students will be able to defend their inquiry choices and final product with clarity, consistency, and conviction.</li> </ul>	<ul style="list-style-type: none"> <li>Review effective components of multimedia presentations from the AP Seminar course. After designing the multimedia format, students prepare a script outline and practice delivering the presentation via self-recording.</li> <li>Presentation Practice and peer review</li> <li>Oral Defense Practice and peer review</li> <li>Examine three types of oral defense questions they may be asked by the panel members <ul style="list-style-type: none"> <li>Student groups will serve as oral defense panels, asking potential oral defense questions and providing feedback</li> </ul> </li> <li>Final POD panels</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>Course documents (syllabus, AP Research Course and Exam Description, rubrics)</li> <li>Access to multiple scholarly journals, such as JSTOR, EBSCOHost, and Google Scholar</li> <li>Access to <a href="#">student samples</a> available on The College Board website</li> </ul>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>Cross-curricular connections with other AP courses is foundational to AP Research, as students may choose to conduct their research in any discipline. Interdisciplinary connections will vary based on a student's chosen field of research.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>AP Research completes the Life and Career requirements of High School students through the following standard: <ul style="list-style-type: none"> <li><b>9.2 Career Awareness, Exploration, and Preparation</b> - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> </ul> </li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li><b>8.1 Educational Technology</b> - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> </ul>	
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>Incorporation of diversity/inclusion topics will vary based on a student's chosen field of research. Students will be encouraged to view their topics through lenses of socioeconomic, racial, and gender diversity.</li> </ul>	
<b>Civics/Climate</b>		
<b>Amistad/Holocaust/AAPi</b>		

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>Practice Presentations and Peer Panels</li> </ul>	<ul style="list-style-type: none"> <li>Final POD panels</li> </ul>	<ul style="list-style-type: none"> <li>PREP entries and WIP conferences allow students to review their progress and receive feedback on their work</li> </ul>	<ul style="list-style-type: none"> <li>Students are provided with purposeful freedom, leaving room for alternatives which will serve as instructional aids for the year.</li> </ul>



Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students.</li> <li>Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process.</li> </ul>	<ul style="list-style-type: none"> <li>Student's educational modifications are easily woven into the curriculum. Prior to the AP deadline, all deadlines and assignments are adaptable per student need.</li> </ul>	<ul style="list-style-type: none"> <li>The AP curriculum is such that G&amp;T students can be more directly routed to the top of the guide.</li> <li>Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.</li> </ul>

AP Research
Unit 7: Post-Exam
<b>Time Allotted (days of instruction): 15-20 days</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>
<ul style="list-style-type: none"> <li>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</li> <li>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</li> </ul>
<ul style="list-style-type: none"> <li>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> <li>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</li> </ul>
<ul style="list-style-type: none"> <li>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</li> </ul>

<ul style="list-style-type: none"> <li>● SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</li> <li>● SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</li> <li>● SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</li> </ul>		
● L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>● What are the skills required in AP Research?</li> <li>● How can students best prepare to be ready for the challenges presented over the course of AP Research?</li> <li>● How can a student use a personal interest to both drive inquiry and determine needs for research?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will reflect on their experiences in AP Research and make recommendations for the success of future students.</li> </ul>	<ul style="list-style-type: none"> <li>● Update progress on PREP Site</li> <li>● “AP Research Survival Guide” project</li> <li>● TED Talk Analysis</li> <li>● Exit survey and interview</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Course documents (syllabus, AP Research Course and Exam Description, rubrics)</li> </ul>	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Cross-curricular connections with other AP courses is foundational to AP Research, as students may choose to conduct their research in any discipline. Interdisciplinary connections will vary based on a student’s chosen field of research.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● AP Research completes the Life and Career requirements of High School students through the following standard: <ul style="list-style-type: none"> <li>○ <b>9.2 Career Awareness, Exploration, and Preparation</b> - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> </ul> </li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● <b>8.1 Educational Technology</b> - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> </ul>	
<b>Diversity/Inclusion</b>	<ul style="list-style-type: none"> <li>● Incorporation of diversity/inclusion topics will vary based on a student’s chosen field of research. Students will be encouraged to view their topics through lenses of socioeconomic, racial, and gender diversity.</li> </ul>	
<b>Civics/Climate</b>		
<b>Amistad/Holocaust/AAP</b>		

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>● PREP entries</li> </ul>	<ul style="list-style-type: none"> <li>● AP Research survival guide</li> <li>● Exit interview</li> </ul>	<ul style="list-style-type: none"> <li>● PREP entries allow students to review their progress and receive feedback on their work</li> </ul>	<ul style="list-style-type: none"> <li>● Students are provided with purposeful freedom, leaving room for alternatives which</li> </ul>

			will serve as instructional aids for the year.
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>The course is largely based around verbal and written language, but expectations and scaffolding can be used to adapt for ELL students.</li> <li>Students will find most readings from online sources and academic journal databases, and can therefore use online translating tools to benefit their process.</li> </ul>	<ul style="list-style-type: none"> <li>Student's educational modifications are easily woven into the curriculum. Prior to the AP deadline, all deadlines and assignments are adaptable per student need.</li> </ul>	<ul style="list-style-type: none"> <li>The AP curriculum is such that G&amp;T students can be more directly routed to the top of the guide.</li> <li>Idea generation, information synthesis, and product creation can all be pushed through more intense brainstorming and peer processes.</li> </ul>