

Abbott Lawrence Academy 2019-2020 Curriculum Map: Year-at-a-Glance

Subject: AP Seminar: Crime & Punishment

Grade: 12

Unit Title	Time Allocation (# of weeks based on 38 weeks in school year)	Essential Questions (for unit)	Core Texts & Supplemental Learnings (include major references)	Performance Tasks (How will you know that students have mastered the taught concepts?)	Cross-Content Connections
Defining Crime & Punishment	3 weeks (7 classes)	<p>AP Seminar</p> <ol style="list-style-type: none"> How does the context of a problem or an issue affect how it is interpreted or presented? What strategies will help me comprehend a text? What is the argument’s main idea and what reasoning does the author use to develop it? Why might the author view the issue this way? What biases may the author have that influence his or her perspective? <p>Crime & Punishment</p> <ol style="list-style-type: none"> What IS crime? What IS punishment? What historical forms of crime and punishment have contributed to 	<p>Anchor Resources</p> <ul style="list-style-type: none"> “Serial: The Case of Adnan Syed” (NPR) “True Crime: The Origins of Modern Sensationalism” (Wiltenburg, 2004) “Making a Genre: The Case of the Contemporary True Crime Documentary” (Bruzzi, 2016) <p>Supplemental Textual/Media Materials:</p> <ul style="list-style-type: none"> <i>Examination of a Witch</i> (Thompkins H. Matteson, 1853) 	<ul style="list-style-type: none"> image question development Performance Tasks presentations “Serial” class discussions MRE & credibility and bias analyses “What is crime? What is punishment” group mini-presentations Google Classroom discussion boards 	<p>Advanced Honors English I:</p> <ul style="list-style-type: none"> research paper <p>Pre-AP English II:</p> <ul style="list-style-type: none"> research paper <p>Pre-AP English III:</p> <ul style="list-style-type: none"> research paper <p>World History & U.S. History:</p> <ul style="list-style-type: none"> research paper

		<p>what we consider crime and punishment to be today?</p>	<ul style="list-style-type: none"> • <i>Graffiti Is a Crime</i> (Banksy, 2013) • images for research question development • “6 Cases That Changed Crime Analysis” and “The U.S. Criminal Justice System” (Portland State University) • “The U.S. Criminal Justice System” (Bureau of Justice Statistics, 1997) • <i>Forensic Files</i> 		
<p>True Crime</p>	<p>5 weeks (15 classes)</p>	<p>AP Seminar</p> <ol style="list-style-type: none"> 1. How do I know whether something is true? 2. Does this argument acknowledge other perspectives? 3. What line of reasoning and evidence would best support my argument? Is my reasoning logical? <p>Crime & Punishment</p> <ol style="list-style-type: none"> 1. What constitutes “true crime”? 2. Why are so many people fascinated by murder? 3. Is capital punishment immoral? 4. Why are some people so easily influenced by cults? 	<p>Anchor Resources</p> <ul style="list-style-type: none"> • “Serial: The Case of Adnan Syed” (NPR) • “The Hare Krishna Murders” (<i>American Scandal</i>, Wondery) • “Serial Killers and Their Easy Prey” (Lee & Reid, 2018) • “Statistical Study of Time Intervals Between Murders for Serial Killers” (Simkin & Roychowdhury, 2018) 	<ul style="list-style-type: none"> • “Serial” class discussions • “The Hare Krishna Murders” class discussions • MRE & credibility and bias analyses • Google Classroom discussion boards • bibliography and citations practice • Performance Task 1 (practice) 	<p>Advanced Honors English I:</p> <ul style="list-style-type: none"> • research paper <p>Pre-AP English II:</p> <ul style="list-style-type: none"> • research paper <p>Pre-AP English III:</p> <ul style="list-style-type: none"> • research paper <p>World History & U.S. History:</p> <ul style="list-style-type: none"> • research paper

			<ul style="list-style-type: none"> • “Weapons, Body Postures, and the Quest for Dominance in Robberies: A Qualitative Analysis of Video Footage” (Mosselman, Weenink, & Lindegaard, 2018) • “Serial Murder: Facts and Misconceptions” (Walters, Drislane, Patrick, & Hickey, 2015) • “Death Penalty on Trial” (Widgery, 2019) • “Fighting for Life on Death Row” (Gill, 2019) • “A Failed Experiment” (von Drehle, 2015) • “How Do You Know When You’re in a Cult?” (Crockford, 2018) <p>Supplemental Textual/Media Materials:</p> <ul style="list-style-type: none"> • prison interviews with famous serial killers • <i>Murderpedia</i> 		
--	--	--	--	--	--

			<ul style="list-style-type: none"> • “The Brain of a Serial Killer” (NowSourcing, 2013) • <i>The Invention of Murder</i> (Flanders, 2013) • student-selected sources 		
Politics & Crime	6 weeks (15 classes)	<p>AP Seminar</p> <ol style="list-style-type: none"> 1. What keywords should I use to search for information about this topic? 2. How can I explain contradictions within or between arguments? 3. How do I connect and analyze the evidence in order to develop an argument and support a conclusion? 4. What is the best way to acknowledge and attribute the work of others that was used to support my argument? 5. What are the consequences of plagiarism? 6. How can I best appeal to and engage my audience? 7. What is the best medium or genre through which to reach my audience? 8. How do I adapt my argument for different audiences and situations? 9. How do my communication choices affect my credibility with my audience? 10. What is the benefit of revision? 	<p>Anchor Resources</p> <ul style="list-style-type: none"> • “The Hare Krishna Murders” (<i>American Scandal</i>, Wonderly) • “Dr. Death” (Wonderly) • “The Role of Presidential Rhetoric in the Creation of a Moral Panic: Reagan, Bush, and the War on Drugs” (Hawdon, 2001) • “Why Does the United States Intervene Abroad? Democracy, Human Rights Violations, and Terrorism” (Choi & James, 2016) • <i>From Exception to Normalcy: The United States and the War on</i> 	<ul style="list-style-type: none"> • “The Hare Krishna Murders” class discussions • “Dr. Death” class discussions • MRE & credibility and bias analyses • Google Classroom discussion boards • Performance Task 1 (practice) 	<p>Advanced Honors English I:</p> <ul style="list-style-type: none"> • research paper <p>Pre-AP English II:</p> <ul style="list-style-type: none"> • research paper <p>Pre-AP English III:</p> <ul style="list-style-type: none"> • research paper <p>World History & U.S. History:</p> <ul style="list-style-type: none"> • research paper • others TBD <p>Politics:</p> <ul style="list-style-type: none"> • presidential rhetoric • foreign policy

		<p>11. How can I benefit from reflecting on my own work?</p> <p>Crime & Punishment</p> <ol style="list-style-type: none"> 1. What is the history of America's "War on Drugs"? 2. How does presidential and government involvement shift the way we view crime? 3. Is terrorism still a threat in the United States? 4. What impact can bioterrorism have on a community? 5. What is white collar crime? Why isn't it considered as serious as true crime? 	<p><i>Terrorism</i> (Thimm, 2018)</p> <ul style="list-style-type: none"> • "History of Biological Warfare and Bioterrorism" (Barras & Greub, 2014) <p>Supplemental Textual/Media Materials:</p> <ul style="list-style-type: none"> • <i>Oxyana</i> (dir. Sean Dunne, 2013) • <i>How to Make Money Selling Drugs</i> (dir. Matthew Cooke, 2012) • <i>Kony, M23, and the Real Rebels of Congo</i> (Vice, 2012) • various presidential speeches • <i>Manhunt: Boston Bombers</i> (dir. Miles O'Brien, 2013) • <i>Anthrax War</i> (dir. Bob Coen, 2009) • "Defining White-Collar Crime" (University of Southern California) • student-selected sources 		
--	--	---	--	--	--

<p>(Rethinking) Punishment</p>	<p>5 weeks (15 classes)</p>	<p>AP Seminar</p> <ol style="list-style-type: none"> 1. What questions have others failed to ask? 2. What are the implications of these arguments? 3. How does this conclusion impact me and my community? How does it impact my research? 4. What contributions can I offer a team? <p>Crime & Punishment</p> <ol style="list-style-type: none"> 1. How have the media and pop culture impacted the way we talk about crime? 2. What is the school-to-prison pipeline? 3. What kinds of reform do U.S. prisons need? 4. How do we end police brutality? 5. Is assisted suicide ethical? 	<p>Practice PT2 Stimulus Materials</p> <ul style="list-style-type: none"> • “Scheduling of Newly Emerging Drugs: A Critical Review of Decisions over 40 Years” (Coulson & Caulkins, 2011) • “Killing Fields: Explaining Police Violence Against Persons of Color” (Jones, 2017) • “False Rape Accusations” (The Enliven Project, 2013) • “Hell You Talmhout” (Janelle Monae) • photo from the Stonewall protests • “Final Interview with Ted Bundy” (Dobson, 1989) • “Victim’s Statement on Brock Turner” (“Emily Doe,” 2016) <p>Anchor Resources</p> <ul style="list-style-type: none"> • “Dr. Death” (Wondery) • “Good TV Makes Bad Justice: How the Rules 	<ul style="list-style-type: none"> • “Dr. Death” class discussions • MRE & credibility and bias analyses • Google Classroom discussion boards • Performance Task 2 (practice) • team debate 	<p>Advanced Honors English I:</p> <ul style="list-style-type: none"> • research paper <p>Pre-AP English II:</p> <ul style="list-style-type: none"> • research paper <p>Pre-AP English III:</p> <ul style="list-style-type: none"> • research paper <p>World History & U.S. History:</p> <ul style="list-style-type: none"> • research paper <p>Politics: TBD</p> <p>Science & Engineering:</p> <ul style="list-style-type: none"> • TBD
---------------------------------------	---------------------------------	---	---	--	--

			<p>of Professional Conduct Can Protect Fair Trial Rights” (Irwin, 2017)</p> <ul style="list-style-type: none"> • <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> (Alexander, 2010) • “The School-to-Deportation Pipeline” (Dillard, 2018) • “Understanding the Discouraged Child Within the School System: An Adlerian View of the School-to-Prison Pipeline” (Emmons & Belangee, 2018) • “School Resource Officers and the School to Prison Pipeline: Discovering Trends of Expulsions in Public Schools” (Pigott, Stearns, & Khey, 2018) • “The Ethical Landscape of Assisted Suicide: A Balanced Analysis” (Sullivan & Taylor, 2018) • “Euthanasia and Physician-Assisted 		
--	--	--	---	--	--

			<p>Suicide Are Unethical Acts” (Goligher, et al., 2019)</p> <p>Supplemental Textual/Media Materials</p> <ul style="list-style-type: none"> • various infographics on the prison-industrial complex and prison reform • <i>Mapping Police Violence</i> • <i>Do Not Resist</i> (dir. Craig Atkinson, 2016) • <i>13th</i> (dir. Ava DuVernay, 2016) • “Phoenix Cops’ Extreme Response to Shoplifting Caught on Tape” (<i>The Daily Show</i>, 2019) • <i>Strong Island</i> (dir. Yance Ford, 2017) • “Assisted Suicide” (<i>Make Me a Fan</i>, Stitcher) • student-selected sources 		
<p>Performance Task #1: Team Project & Presentation</p>	<p>6 weeks (14 classes)</p>	<p>Task Overview Students work in teams of three to five to identify, investigate, analyze, and evaluate an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for</p>	<p>Advanced Honors English I:</p> <ul style="list-style-type: none"> • research paper <p>Pre-AP English II:</p>		

		<p>their proposed solution or resolution; and provides a defense to questions posed by the Instructor.</p> <p>ALA Submission Deadline: February 29 Submission Deadline to College Board: April 30</p>	<ul style="list-style-type: none"> • research paper <p>Pre-AP English III:</p> <ul style="list-style-type: none"> • research paper <p>World History & U.S. History:</p> <ul style="list-style-type: none"> • research paper
<p>Performance Task #2: Individual Research-Based Essay & Presentation</p>	<p>9 weeks (23 classes)</p>	<p>Task Overview The College Board’s AP Program will annually release cross-curricular stimulus material (texts and print media) representing a range of perspectives focused on a single theme. Students will use these texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The final paper must refer to and incorporate at least two of the provided sources. Students have at least 30 school days to complete their research, compose their essays, and develop their presentations.</p> <p>ALA Submission Deadline: April 24 Presentation Dates: April 27-29 Submission Deadline to College Board: April 30</p>	<p>Advanced Honors English I:</p> <ul style="list-style-type: none"> • research paper <p>Pre-AP English II:</p> <ul style="list-style-type: none"> • research paper <p>Pre-AP English III:</p> <ul style="list-style-type: none"> • research paper <p>World History & U.S. History:</p> <ul style="list-style-type: none"> • research paper
<p>Exam Prep & Reflection</p>	<p>1.5 weeks (4 classes)</p>	<p>END-OF-COURSE EXAM Task Overview During the AP Exam administration window, students will take the AP Seminar end-of-course exam. The exam consists of four items (three short-answer and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students’ skills in synthesizing and creating an evidence-based argument.</p> <p>AP Seminar End-of-Course Exam Date: May 12</p>	<p>English courses:</p> <ul style="list-style-type: none"> • synthesis and analysis <p>World History & U.S. History:</p> <ul style="list-style-type: none"> • DBQs

