

Abbott Lawrence Academy 2018-2019 Curriculum Map: Year-at-a-Glance

Subject: AP Seminar

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
What Is Performance?	5 weeks (11 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>Performance</p> <ol style="list-style-type: none"> What IS performance? Is “performance” the same <i>to</i> everyone? Is “performance” the same <i>for</i> everyone? 	<p>Anchor Texts</p> <ul style="list-style-type: none"> <i>Theatre Histories: An Introduction</i> (Phillip Zarilli et al.) <i>Theatre Studies: The Basics</i> (Robert Leach) <p>Supplemental Textual/Media Materials:</p> <ul style="list-style-type: none"> images for research question development “In Defense of American Drama” (Salim E. Al-Ibia, 2017) “Evolution of Dance” (Judson Laipply, 2006) 	<ul style="list-style-type: none"> image question development Performance Tasks presentations history of theatre learning stations source analysis learning stations “What is performance?” PT1 Practice #1 history of theatre article analysis (Exam Part A Practice #1) 	<p>Advanced Honors English I:</p> <ul style="list-style-type: none"> research paper Shakespeare <p>Pre-AP English II:</p> <ul style="list-style-type: none"> research paper Shakespeare <p>Pre-AP English III:</p> <ul style="list-style-type: none"> research paper Shakespeare <p>World History & U.S. History:</p> <ul style="list-style-type: none"> research paper <p>Theatre:</p>

		<p>3. What historical forms of performance have contributed to what we consider performance to be today?</p> <p>4. How do we analyze performance?</p>	<ul style="list-style-type: none"> • “Teacher: Why I don’t want to assign Shakespeare anymore (even though he’s in the Common Core)” (Valerie Strauss, 2015) • “Mamet’s New Play Detonates The Fury of Sexual Harassment” (Frank Rich, 1992) • “Et tu, Mamet? The Misogyny of <i>Oleanna</i>” (Sarah Seltzer, 2009) • “Sir Ian McKellen on Why Shakespeare Is Still Relevant” (YouTube, 2016) • <i>Shakespeare Remains: Theater to Film, Early Modern to Postmodern</i> (Courtney Lehmann) • <i>Gypsy</i> (Arthur Laurents) • <i>M. Butterfly</i> (David Henry Hwang) • student-selected sources 		<ul style="list-style-type: none"> • basic performance methods
<p>Performing the Self</p>	<p>4 weeks (11 classes)</p>	<p>AP Seminar</p> <p>1. How do I know whether something is true?</p>	<p>Anchor Texts</p> <ul style="list-style-type: none"> • <i>The Presentation of Self in Everyday Life</i> (Erving Goffman) 	<ul style="list-style-type: none"> • American blackface learning stations • bibliography & citations practice 	<p>Advanced Honors English I:</p> <ul style="list-style-type: none"> • research paper

		<p>2. Does this argument acknowledge other perspectives?</p> <p>3. What line of reasoning and evidence would best support my argument? Is my reasoning logical?</p> <p>Performance</p> <p>1. What does it mean to perform ourselves?</p> <p>2. What are the prevailing theories about race and gender performance?</p> <p>3. Are we always performing?</p> <p>4. Who is our audience?</p>	<ul style="list-style-type: none"> • <i>Gender Trouble: Feminism and the Subversion of Identity</i> (Judith Butler) • <i>Fires in the Mirror</i> (Anna Deveare Smith) <p>Supplemental Textual/Media Materials:</p> <ul style="list-style-type: none"> • <i>Doing Race: 21 Essays for the 21st Century</i> (Ed. Hazel Rose Markus) • <i>Undoing Gender</i> (Judith Butler) • <i>Appropriating Blackness: Performance and the Politics of Authenticity</i> (E. Patrick Johnson) • “Depersonalized Intimacy: The Cases of Sherry Turkle and Spike Jonze” (Eva-Lynn Jagoe, 2016) • “Self-Representation in Social Media” (Jill Walker Rettberg, 2017) • “Meaning and Identity in Cyberspace: The Performance of Gender, Class, and Race Online” (Lori Kendall, 1998) 	<ul style="list-style-type: none"> • PT1 Practice #2 (race and gender) 	<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 • race & gender <p>World History & U.S. History:</p> <ul style="list-style-type: none"> • research paper
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			<ul style="list-style-type: none"> • “The Jazz Singer” (Alan Crosland, 1927) • student-selected sources 		
Performance & Culture	4 weeks (11 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? 11. How can I benefit from reflecting on my own work? <p>Performance</p>	<p>Anchor Texts</p> <ul style="list-style-type: none"> • <i>Theatre Histories: An Introduction</i> (Phillip Zarilli et al.) • <i>Theatre Studies: The Basics</i> (Robert Leach) • <i>The Colored Museum</i> (George C. Wolfe) <p>Supplemental Textual/Media Materials:</p> <ul style="list-style-type: none"> • “Obama Meet & Greet” (Key and Peele via Youtube, 2014) • <i>By Means of Performance: Intercultural Studies of Theatre and Ritual</i> (Richard Schechner) • “Donald Trump Masqueraded as Publicist to Brag About Himself” (Marc Fisher & Will Hobson, 2016) • “The ‘Mill Worker’s Son’ Heuristic: How Voters Perceive Politicians from 	<ul style="list-style-type: none"> • performance and national culture jigsaw discussion • sacred cultural performances learning stations • <i>The Colored Museum</i> discussion • blind sources evaluation • PT1 Practice #2: (race and gender) 	<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>Spanish:</p> <ul style="list-style-type: none"> • cultural studies (specifics TBD)

		<ol style="list-style-type: none"> 1. How does performance shape the culture of a nation? Of a community? Of a race? 2. How can politics be performative? 3. How are sports a type of performance? 4. What role does the economy play in determining who has access to performance? 	<p>Working-Class Families— and How They Really Behave in Office” (Nicholas Carnes & Meredith L. Sadin, 2015)</p> <ul style="list-style-type: none"> • “Hillary’s Too Fake. Donald’s Too Real.” (David Greenberg, 2015) • “Mommy, Why Do Politicians Act This Way?” (Lisa Cavallaro, 2017) • “I’m Not A Sexist, I Just Don’t Like Hillary Clinton for a Bunch of Sexist Reasons” (Megan Ford, 2016) • “Obama: Racist in Word/Deed” (Stephen R. Maloney, 2008) • student-selected sources 		
<p>Reimagining Performance</p>	<p>5 weeks (13 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? 	<p>Anchor Texts</p> <ul style="list-style-type: none"> • <i>Theatre Histories: An Introduction</i> (Phillip Zarilli et al.) • <i>The Shipment</i> (Young Jean Lee) • <i>Theatre Studies: The Basics</i> (Robert Leach) 	<ul style="list-style-type: none"> • experimental theatre, street theatre, and performance art learning stations • <i>The Shipment</i> discussion 	<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>4. What contributions can I offer a team?</p> <p>Performance</p> <ol style="list-style-type: none"> 1. What is experimental theatre? Why is it powerful? 2. What is the future of performance? 3. How will science and technology shape the way we produce and consume performance? 4. What role does audience play in performance? 5. How can performance challenge our preconceived notions about society? 	<p>Supplemental Textual/Media Materials</p> <ul style="list-style-type: none"> • <i>365 Days/ 365 Plays</i> (Suzan-Lori Parks) • <i>3nomial Voices</i> (Paolo Buzzì) • “The Shipment” (dir. Young Jean Lee, 2009) • <i>Postdramatic Theatre</i> (Hans-Thies Lehmann) • “Thailand’s Red Shirt Protests: Popular Movement or Dangerous Street Theatre?” (Tim Forsyth, 2010) • “Just Looking and Staring Back: Challenging Ableism Through Disability Performance Art” (Jennifer Eisenhauer, 2007) • images from performance art (Ai Weiwei, Marina Abramović, Casey Jenkins, rupi kaur) • “Science on the Stage” (Giovanni Frazzetto, 2002) • <i>Ubu Roi</i> (Alfred Jarry) 	<ul style="list-style-type: none"> • bibliography & citation practice • source quality analysis • PT2 Practice #2: Reimagining Performance 	<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>Science & Engineering:</p> <ul style="list-style-type: none"> • TBD
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			<ul style="list-style-type: none"> • “4:33 for Piano” (John Cage, 1952) • “The 25 Best Performance Pieces of All Time” (Dale Eisinger, 2013) • “What Do Theatre Audiences Want?” (Lyn Gardner, 2014) • “Audience Inter/active: Interactive Media, Narrative Control and Reconceiving Audience History” (Rob Cover, 2006) • “Do you know your audience? Are they sports fans or spectators?” (Jakob Wikenstål, 2013) • student-selected sources 		
<p>Performance Task #1: Team Project & Presentation</p>	<p>8 weeks (19 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 their proposed solution or resolution; and provides a defense to questions posed by the Instructor.</p> <p>ALA Submission Deadline: February 28 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 	

			World History & U.S. History: <ul style="list-style-type: none"> • research paper
Performance Task #2: Individual Research-Based Essay & Presentation	8 weeks (24 classes)	<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 21 Presentation Dates: April 24-26 Submission Deadline to College Board: April 30</p>	Advanced Honors English I: <ul style="list-style-type: none"> • research paper Pre-AP English II: <ul style="list-style-type: none"> • research paper Pre-AP English III: <ul style="list-style-type: none"> • research paper World History & U.S. History: <ul style="list-style-type: none"> • research paper
Exam Prep & Reflection	4 weeks (12 classes)	<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 7</p>	Advanced Honors English I: <ul style="list-style-type: none"> • synthesis and analysis Pre-AP English II: <ul style="list-style-type: none"> • synthesis and analysis Pre-AP English III: <ul style="list-style-type: none"> • synthesis and analysis World History & U.S. History: <ul style="list-style-type: none"> • DBQs

