Course Title: AP Research  |  Course Code: S0391-S0392

Transcript Title: AP Research  |  Grades Levels: 11-12  |  Board Adoption Date: 05/22/18

Content Area: Social Science  |  GPA Scale: 5.0  |  Date Course Submitted:

Credential Required: Social Science  |  Graduation Subject Areas: Elective

UC/CSU “A-G” Area Approvals: G  |  School Site/person that wrote and submitted the course: Corona del Mar High School/Laura Mayberry

Recommend Skills: Critical thinking, writing, organization, the ability to consider and evaluate multiple points of view, and ability to work independently.

Next course(s): N/A

COURSE DESCRIPTION (catalog summary):
The course allows for deep interdisciplinary exploration based on global or international topics which are at the core of the Academy of Global Studies, the NMUSD Signature Academy at CdM, while simultaneously developing critical thinking and writing skills essential for success in college and beyond. The big ideas and learning objectives of the AP Capstone Program reflect the core academic skills for college, career and life readiness identified by leading education organizations and College Board including The American Association of Colleges and Universities, the Partnership for 21st Century Skills, the Association of College and Research Libraries and the Council of Writing Program Administrators. The course allows students to deeply explore an academic topic, problem or idea of individual interest. Students design, plan and implement a yearlong investigation to address a research question. Through this inquiry the skills of AP Seminar are furthered by learning 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 which culminates in an academic paper of 4,000-5,000 words and a 20-minute presentation with an oral defense.

GOALS (expected performance outcomes for students): The course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This course allows students to garner the experience of conducting research, synthesizing/analyzing data, writing a dissertation and then defending both their research and analysis through an oral and visual presentation.

EVALUATION (how the effectiveness of the course will be monitored and assessed):

Students will create and maintain a process and reflection portfolio (PREP) to document their development as they investigate their research questions, thereby providing evidence they have demonstrated a sustained effort during the entire inquiry process. This portfolio will be reviewed throughout the year as a formative assessment component of the course. Throughout the inquiry process, students will document their research or artistic processes, communication with their expert advisers, and reflections on their thought processes. Teacher will engage students in individual discussions and/or interviews to help them reflect on and document their work, organize their time, and reach appropriate milestones. This coursework will be used as opportunities to formatively assess students’ progress. The PREP will be used to inform regular progress reviews throughout the year. There will be in-class (teacher-directed) freewriting and exams about the inquiry process, resource lists, annotated bibliography of any source important to the student's work, collection of draft versions of selected sections of the academic paper and notes in preparation for presentation and oral defense. The course will culminate in an Academic paper of 4,000-5,000 words, a 15-20 minute presentation and an oral defense before a panel of three evaluators. The panel will consist of the AP Research teacher and two additional, adult panel members (preferably expert advisers or discipline-specific experts), chosen by the AP Research teacher. The paper, and a recording of the presentation and defense, will be sent to College Board to be scored for AP credit and to qualify for the AP Capstone diploma.
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>August-September</th>
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<tbody>
<tr>
<td><strong>Key Vocabulary</strong></td>
<td><strong>Standards (referenced)</strong></td>
</tr>
<tr>
<td>An Introduction to Academic Writing and Advanced Placement Research</td>
<td>Enduring Understanding 1.1 – Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.</td>
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**Differentiation**

- **Support -- for students who are struggling with the content**
  - There is a lot of support before school, intervention, break, lunch and after school but as an AP course, the content and assessments cannot be differentiated.

- **Extension – for high achieving students.**
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**Formative Assessments (ongoing & mid-lesson):**

- Problem Statement and Topic Ideas; start PREP; review Leedy Chapters 1–3, Annotated Bibliography

**Summative Assessments (unit final evaluation):**

Students will submit three possible topics and make sure they answer the following:

- "Will it keep me interested for a long period?"
- "Can I answer it with the time and resources I have?"
- "Is there someone (an expert advisor) who can—and is willing to—supervise me?"
- "Do I have some idea of how to go about answering it?" With three possible topics chosen, using the background resources provided on the course website, the student will develop three topics of interest for the research project, and generally discuss his/her:
  - Initial curiosity that led to this inquiry
  - Lenses from AP Seminar that he/she is planning to look into
  - Anticipated potential sources of information
### Unit 2  
**October - November**

#### Key Vocabulary
- Qualitative Research
- Methodology

#### Standards (referenced)
- **[CR1d]** — Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.
- **[CR1g]** — Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- **[CR1e]** — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.
- **[CR4b]** — Students have regular work-in-progress interviews with their teachers to review their progress and to receive feedback on their scholarly work as evidenced by the PREP.

#### Model Tasks
Present preliminary inquiry proposal via a single PowerPoint slide for peer review; identify the type of expert advisor needed and begin seeking assistance; finalize and submit proposals; reflect on feedback provided; complete the background component of inquiry through annotated bibliographies; finalize the choice and design of the inquiry method, as well as the research question; (if necessary) submit a revised version of proposal and give formal poster presentation and elevator speech. Approval for all inquiry proposals is November 30.

#### Tools / Texts
- Textbook, EBSCO, Course Website, PREP

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<tr>
<th>Evaluation</th>
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**Course Title:** AP Research  
**Course Code:** [Office use only]

### Formative Assessments (ongoing & mid-lesson):
- Draft of inquiry proposal by October 12
- Peer review of poster proposal with discussion starting October 26

### Summative Assessments (unit final evaluation):
- Final version of inquiry proposal by November 30
- Formal poster presentation and elevator speech (#2) starting October 26
- PREP Monday check-ins
- Additional Formative Assessments: Hopping on Board; From Passenger to Participant; Taking the Helm from Participant to Captain; Common Knowledge, Copyright, and Plagiarism; Approach, Design, and Method in Inquiry; Choose a Method; Check Your Alignment; Healthy Halos Experiment; Evaluating and Revising Surveys; Qualitative Research Techniques; Implementing a Mixed Method; Articulating Rationale for Method Choices; Checking for Ethical and Safe Research Practices; Introducing the Proposal Form; Bridging AP Seminar to AP Research and Beyond; Preparing to Cross the Bridge from AP Seminar to AP Research; The Top 10 Peer-Review Personalities; We’re All in This Together; What Makes a Good Presentation?; The Best and Worst Presentations; and review Leedy Chapters 4-5.
<table>
<thead>
<tr>
<th>Unit 3</th>
<th>November–December</th>
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<tbody>
<tr>
<td>Key Vocabulary</td>
<td>Standards (referenced)</td>
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<tr>
<td>Implementing the Inquiry Plan Methods, Mentors, and the Literature Review</td>
<td>[CR1e] — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.</td>
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<td>Differentiation</td>
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<td>Evaluation</td>
<td>Formative Assessments <em>(ongoing &amp; mid-lesson)</em>:</td>
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<tr>
<td></td>
<td>PREP Monday check-ins, review Leedy Chapters 6-12</td>
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<tr>
<td>Summative Assessments <em>(unit final evaluation)</em>:</td>
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</table>
**Newport-Mesa Unified School District**  
Office of Secondary Curriculum and Instruction  
High School Course of Study

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<tr>
<th>Unit 4</th>
<th>January–February</th>
<th>Standards (referenced)</th>
<th>Model Tasks</th>
<th>Tools / Texts</th>
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</table>
| Preparing the Academic Paper — Drafting Components, Presentation Preparation, and Utilizing Peer Reviews | [CR3] — In the classroom and independently (while possibly consulting any expert advisors), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000-5,000 words that includes the following elements:  
• Introduction  
• Method, Process, or Approach  
• Results, Product, or Findings  
• Discussion, Analysis, and/or Evaluation  
• Conclusion and Future Directions  
• Bibliography | Complete drafts of the methods (in so doing, students should understand the methods they did not choose—and why—and how they will use their selected methods to support their inquiry); complete any original work (interviews, surveys, additional products, products, or performances) required to support the paper; complete remaining portions of their paper with peer review; present poster at AP Parent Night to justify their choices and to stimulate additional discussion about their topics and about AP Capstone; engage in peer reviews of student work. | Textbook, EBSCO, Course Website, PREP |

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|----------------|----------------------------------------------------------|
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**Evaluation**  
*Formative Assessments (ongoing & mid-lesson):*  
- Peer review of literature reviews discussion (using rubric) starting January 5  
- Peer review of methods Harkness discussion (using rubric) starting January 14  
- Peer review of results, products, or findings draft Harkness discussion (using rubric) starting January 26  
- Peer review of analysis and/or evaluations draft starting February 4  
- Peer review of conclusions and future directions draft starting February 16  
- Peer review of bibliography draft Harkness discussion starting February 25
<table>
<thead>
<tr>
<th>Course Title</th>
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<th>Course Code</th>
<th>[Office use only]</th>
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<tbody>
<tr>
<td><strong>Summative Assessments (unit final evaluation):</strong></td>
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<tr>
<td>• Methods drafts by January 13</td>
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<td>• Results, products, or findings draft by January 22</td>
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<td>• Analysis and/or evaluations draft by February 3</td>
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<td>• Conclusions and future directions draft by February 12</td>
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<td>• Bibliography draft by February 24</td>
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# Course Title
**AP Research**

## Course Code
[Office use only]

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>March - April</th>
<th>Standards (referenced)</th>
<th>Model Tasks</th>
<th>Tools / Texts</th>
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</thead>
<tbody>
<tr>
<td><strong>Wrapping Up the Deliverables</strong>&lt;br&gt;– Academic Paper, Presentation, and Oral Defense</td>
<td></td>
<td>[CR2a] — Students develop an understanding of ethical research practices.&lt;br&gt;[CR1e] — Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.&lt;br&gt;[CR5] — Students develop and deliver a presentation (using an appropriate medium) and an oral defense to a panel on their research processes, method, and findings.</td>
<td>Write, proof, peer review, and submit academic papers ensuring all components are present and meet rubric criteria; utilize TurnItIn.com to ensure against misattribution and/or plagiarized work; submit additional scholarly work used to support the paper (e.g., project, product, or performance).&lt;br&gt;Presentations and oral defense peer review and delivery. The AP Research teacher finalizes scores and uploads the results to the College Board prior to April 30.</td>
<td>Textbook, EBSCO, Course Website, PREP</td>
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## Differentiation
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## Evaluation
**Formative Assessments (ongoing & mid-lesson):**
- Peer review of academic paper draft discussion starting March 7
- Oral defense practice in groups of four starting April 15
- Videotaped presentation peer review Harkness discussion starting April 12

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<table>
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<tr>
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**Summative Assessments (unit final evaluation):**
- Academic paper draft due by March 4
- Final academic paper due by March 28
- Oral defense questions due by April 1
- Oral presentations and defense given on April 21 and 22
# Course Title
*AP Research*

## Unit 6
*May - June*

<table>
<thead>
<tr>
<th>Key Vocabulary</th>
<th>Standards (referenced)</th>
<th>Model Tasks</th>
<th>Tools / Texts</th>
</tr>
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<tbody>
<tr>
<td>Moving Beyond the Advanced Placement Research Course</td>
<td>[CR1f] — Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.</td>
<td>Deliver final, curated copy of the PREP which articulates moments of insight, challenge, and change experienced in the course; present their work and discuss the AP Research course with current AP Seminar students; complete additional Advanced Placement exams to qualify for the AP Capstone Diploma.</td>
<td>Textbook, EBSCO, Course Website, PREP</td>
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<tr>
<th>Summative Assessments <em>(unit final evaluation):</em></th>
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<tbody>
<tr>
<td>PREP due by May 9</td>
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<tr>
<td>AP Research presentations to current sophomores (AP Seminar Classes)</td>
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<tr>
<td>AP Research presentations (after/before school) in showcase</td>
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</table>
Content Overview AP (Advanced Placement)
Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

AP Research is not tied to a specific content area, rather it emphasizes and strives for competency in core academic skills. Students gain Essential Knowledge (EK; “What students will know...”) and develop and apply discrete skills identified in the Learning Objectives (LO; “What students will demonstrate...”) of the Enduring Understandings (EU; “What students will remember in the long term...”) within the five big ideas represented by the acronym QUEST introduced in the prerequisite AP Seminar course:

- Question and Explore: Read critically; pose questions and identify issues that compel you to want to explore further.
- Understand and Analyze: Use specific tools – such as re-reading, questioning in the text, and considering multiple perspectives – to break down an idea or argument into parts that make sense to you.
- Evaluate Multiple Perspectives: Identify a variety of perspectives, viewpoints, and/or arguments of an issue and consider any bias to determine the validity of that point of view.
- Synthesize Ideas: Create new perspectives after evaluating other varying perspectives and establishing a unique position or claim using a variety of resources designed for a specific audience.
- Team, Transform, and Transmit: Communicate the message clearly and effectively so as to transform both participants and audience.

Advanced Placement Performance Task
While the topic of each research study will vary, the course requires students to plan and conduct a study or investigation. The course provides opportunities (activities/assignments) for students to understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed) to develop, manage, and conduct an in depth study or investigation in an area of student’s own interest in order to fill a gap in the current field of knowledge. The final output of these efforts includes:

- A 4,000 – 5,000 word Academic Paper [75 percent of the grade] that includes several components as follows:
  - Introduction: This section introduces and contextualizes the research question and initial student assumptions and/or hypotheses. Additionally it reviews the previous work in the field to synthesize information and a range of perspectives related to the research question (e.g., literature review) to allow for the student to identify the gap in the current field of knowledge to be addressed.
  - Method, Process, or Approach: This section explains and provides justification for the chosen method, process, or approach.
  - Results, Products, or Findings: This section explains and presents findings, evidence, results, or product from the student’s work.
  - Discussion, Analysis, and/or Evaluation: This section interprets the significance of the findings, results, or product and explores connections to the original research question while discussing the implications and limitations of the research or creative work.
    - Conclusion and Future Directions: This section reflects on the process and how this project could impact the field while discussing the possible next steps and/or future directions.
  - Bibliography: This section provides a complete list of sources cited and consulted in the appropriate disciplinary style.
Course Title: AP Research

A 15-20 minute Presentation and Oral Defense [25 percent of the grade]: This presentation may be accomplished in a variety of formats, so long as it reflects the depth of their research. Prior to this performance, the students whose academic paper was accompanied by an additional piece of scholarly work (e.g., performance, exhibit, etc.) will arrange for the teacher and panelists to view the scholarly work. The defense will include up to four questions from a panel consisting of the AP Research teacher and two additional members (chosen at the AP Research teacher’s discretion).

Inquiry Proposal Form
Prior to engaging in their research, students must submit to the AP Research Teacher an Inquiry Proposal Form that clearly identifies the topic of study, research question, preliminary research, and the relevant methodological and ethical considerations. Only once approval has been granted will the student be allowed to seek a consulting expert and begin the research process in earnest. If the proposed inquiry requires a more extensive consideration of ethics and potential harm (e.g., involvement of human subjects), approval will not be granted until the inquiry proposal has also passed review by an Institutional Review Board (IRB).

[CR2a] [CR3] — Students develop an understanding of ethical research practices.
[CR3] — In the classroom and independently (while possibly consulting any expert advisors), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest, culminating in an academic paper of 4,000-5,000 words that includes the following elements:
- Introduction
- Method, Process, or Approach
- Results, Product, or Findings
- Discussion, Analysis, and/or Evaluation
- Conclusion and Future Directions
- Bibliography

Process and Reflection Portfolio (PREP)
AP Research is not merely about collecting evidence or facts and then piecing them together. Instead, the research process is about true inquiry—asking questions and coming to solutions and conclusions through serious thinking, discussion, and reflection. The student researcher will seek relevant information in articles, books, and other sources and develop an informed perspective built upon, but not merely a derivative of, the ideas in the examined material. As a result, the research process is recursive, meaning that students will regularly revisit ideas, seek new information when necessary, and reconsider and refine their research question, topic, and/or approach.

While the academic paper, presentation, and oral defense are the assessed manifestations of this process, other products, exhibits, and/or performances may be used by students to develop their ideas further. Specifically to keep track of the inquiry process, students are required to keep a digital Process and Reflection Portfolio (PREP)—a formative assessment tool that will be shared in real time with their AP Research Teacher. [CR4a]

The PREP will allow students to document their experiences in the course and to manage specific checkpoints along the way. In any given week, students should expect to make five or more entries in their PREP to document their engagement with the QUEST ideas, with special attention paid to the following:
- Choice of the research question and interest in the subject matter
Course Title: AP Research

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- Research process, including resources (documents, people multimedia), analysis of evidence, directions in which the inquiry or project seems to lead, changes to initial assumptions, etc.
- Ways in which students have worked both on their own and as a part of a larger community
- Challenges encountered and solutions attempted

[CR4a] — Students document their inquiry processes, communicate with their teachers and any expert advisors, and reflect on their thought processes.

The final version of the PREP will be due the Friday following the April 30 grading submission. It will include the following:

- Title page and table of contents
- Copy of the completed and approved Inquiry Proposal Form
- PREP entries made throughout
- Specific pieces of work the student feels best showcases his/her work, including
  - Annotated bibliography of sources important to the student’s work
  - Photographs, charts, spreadsheets, and/or links to videos or other relevant visual research/project artifacts
  - Draft versions of selected portions of the paper
  - Notes in preparation for the presentation and oral defense
  - Copy of the academic paper
- Documentation of permission(s) received from primary sources, if required, such as IRB permission [CR2a]
- Documentation or log of the student’s interactions with expert advisor(s) and the role the expert advisor(s) played in the student’s learning and inquiry process (e.g., what areas of expertise did they have, did they give the help the student needed, areas the expert advisor was able to help, etc.)
- Questions asked to and feedback received from peer and adult reviewers both in the initial stages and at key points
- Reflections on whether or not the feedback was accepted or rejected and why
- Attestation signed by the student which states, “I hereby affirm that the work contained in this Process and Reflection Portfolio is my own and that I have read and understand the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.”

[CR2a] — Students develop an understanding of ethical research practices

**AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information**

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their course work. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.
A student who incorporates falsified or fabricated information (e.g., evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation. [CR2b]

AP Capstone students will be held to exceptionally high standards of academic honesty and ethics. Preparing fairly and effectively for the completion of the paper and presentation tasks requires advanced planning and time management. Many difficulties with plagiarism arise when students leave work to the last minute. Keep track of all the sources used to ensure you do not misattribute information. As an additional safeguard against plagiarism, Advanced Placement Research work—even the drafts—will be submitted to Turnitin.com. [CR2a]

Success in AP Capstone—and in life—is not about reporting information, it is about synthesizing and creating new ideas. Your work in this class is the doorway to that reality.

[CR2b] — Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.
[CR2a] — Students develop an understanding of ethical research practices.

Course Textbook, Readings, and Supplementary Materials
- Steven D. Levitt and Stephen J Dubner. Think Like a Freak: The Authors of Freakonomics Offer to Retrain Your Brain. 2015
- AP Research Course and Exam Description.
- Various academic papers (philosophical texts, writing guides, peer-reviewed articles) for specific lessons. Some student research will be directed to/accomplished in EBSCOhost.