**Individual Project Mock Task**

**Opened on 11/16/17 Final presentation on December 13/14/15**

**Final Paper due December 20th**

**Task Components (per Carlisle and this assignment)**

* Individual Written Research Paper and Multimedia Presentation
* 1,500 words
* 6-8 minutes presentation
* 2 questions from oral defense

**(per the College Board from Task #2)**

**Task Overview**  The College Board’s AP Program will annually release cross-curricular stimulus material (texts) representing a range of perspectives focused on a single theme. Students will read and analyze the texts to identify thematic connections among them and possible areas for inquiry; compose a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions. The nal paper must incorporate at least one of the provided sources.

**Criteria for Stimulus Material**  On or about January 2 of each year, the College Board will release academic, cross- curricular stimulus material (texts) focused on a theme representing a range of perspectives from each of the following domains:

▶  Natural Sciences, Technology, Mathematics, Environment

▶  Social Sciences, Politics, Economics, Psychology

▶  Arts (Visual Arts, Music, Dance, Theater)

▶  Culture, Languages, Linguistics

▶  History

▶  Literature, Philosophy, Critical Theory/Criticism

***The following will be represented in the texts:***

▶  Visual text and/or multimedia

▶  Quantitative data

**Task Guidelines (information about stimulus materials does not apply to this assignment)**

***Teachers*** *must ensure that students will have at least 30 school days to complete this project upon distribution of the stimulus materials. Students must be given at least 30 school days to complete their research, compose their essays, and develop their presentations. Student presentations must be scheduled after the 30-day window.*

***Teachers*** *engage students in discussions of emerging issues from the cross- curricular stimulus material supplied by the College Board. Materials are released on or about January 2 of each year, and students must address the current year’s stimulus material in their written responses.*

* **Students** read and analyze the provided stimulus materials to identify thematic connections among the sources and possible areas for inquiry. They compose a research question prompted by their analysis of the stimulus materials. They then gather additional information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument of 2,000 words. The final paper must refer to and incorporate at least one of the sources provided.
* **Students** must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper and including a bibliography (see the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information).
* **Students** each develop a 6–8 minute presentation using appropriate media and present it to an audience of their peers. This presentation is an opportunity for students to present their conclusions by building arguments that convey their perspectives. The presentations should use the evidence to support students’ own arguments and situate their perspectives in their larger contexts rather than merely summarizing student research. Finally, students defend their research process, use of evidence, and conclusion through oral responses to two questions asked by the teacher.
* **Instructions for the Oral Defense**  Following the presentation, teachers should ask two questions of the student. This component is designed to assess the student’s response to and understanding of the two criteria below, and a question must be asked to address each of them. Teachers may select questions from the list or formulate more speci c questions appropriate to a student’s presentation, as long as the questions posed address the two criteria below. Teachers may also ask follow-up clarifying questions to allow students the opportunity to fully explain their answers.
* **1. Reflection on the Research Process**
	1. What information did you need before you began your research, and how did that information shape your research?

What evidence did you gather that you didn’t use? Why did you choose not to use it?

* 1. How valid and reliable are the sources you’ve used? How do you know? Which sources didn’t work?
	2. How did you select the strategies you used to gather information or conduct research? Were they effective?
	3. How did your research question evolve as you moved through the research process? Did your research go in a different direction than you originally planned/hypothesized?

What information did you need that you weren’t able to find or locate? How did you go about trying to find that information?

How did you handle the differing perspectives in order to reach a conclusion?

**2. Extending argumentation through effective questioning and inquiry**

* What additional questions emerged from your research? Why are these questions important?
* What advice would you have for other researchers who consider this topic?
* What might be the real-world implications or consequences (influence on others’ behaviors or decision-making processes) of your findings? What are the implications to your community?
* If you had more time, what additional research would you conduct related to this issue?
* Explain the level of certainty you have about your conclusion, solution, or recommendation.
* How does your conclusion respond to any of the other research or sources you examined? How did you use the conclusions and questions of others to advance your own research?