

AP Seminar Summer Assignment 2025-26



AP[®] Seminar

Due Date: The first day of school

Teacher: Mr. Hazel

Contact Information: khazel@sylvaniaschools.org

AP Seminar offers the flexibility for you to choose the topics for many assignments. I hope that this class will give you the opportunity to follow your interests and passions, while developing critical skills for success in other AP courses, college and life in general.

Dear 2024-2025 AP Seminar students,

Welcome to AP Seminar! I am thrilled to have you join me for a year of intellectual exploration and critical thinking. I am aware that many of you may be feeling quite anxious at this time as new students to AP classes or because you've heard about the rigor associated with AP Seminar from past students. However, don't worry, as I will do everything I can to make it an enjoyable and rewarding experience.

The summer assignment is designed to help alleviate stress and build a strong foundation for the rest of the course, as it familiarizes you with key concepts and allows me to gain an understanding of your writing skills. Please approach the summer tasks with an open mind and a willingness to improve. While these tasks will be graded formatively, it is important to complete them to a high standard so that I can accurately gauge your current understanding and skill set. Your active participation will enable me to provide tailored instruction and support throughout the course, ensuring a meaningful and productive learning experience for all.

Please be advised that it is necessary to complete all of the tasks outlined here genuinely before our first day of class. If you have any questions about the assignment or the course that require clarification, please send a message to khazel@sylvaniaschools.org so that I can provide guidance to assist your progress. Thank you, and have a wonderful summer break!

Sincerely, Mr. Hazel

Task A: Understand the course and assessment

JUSTIFICATION: Seminar may be a very different course than you are accustomed to. It will be much more interdisciplinary than most of the courses we offer in high school, and it will require you to take a great deal of personal responsibility for the quality and integrity of your work. Read this to understand the philosophy that drives the design of the course and the procedures that will be used to determine your AP score.

1. Access the [AP Seminar Course and Exam Description](#), and familiarize yourself with the [AP Seminar Course Description](#), [AP Seminar Curricular Requirements](#), [AP Seminar Curriculum Framework](#), the five Big Ideas and assessments, [AP Capstone Policy on Use of Generative Artificial Intelligence \(AI\)](#), and [AP Seminar Assessment Overview](#). We will spend a significant amount of time at the beginning of the year going over what each assessment entails, but if you pre-read what is expected you will feel less overwhelmed at the start of the year. There are three overarching assessments that makeup your AP Seminar score:

a. Performance Task 1

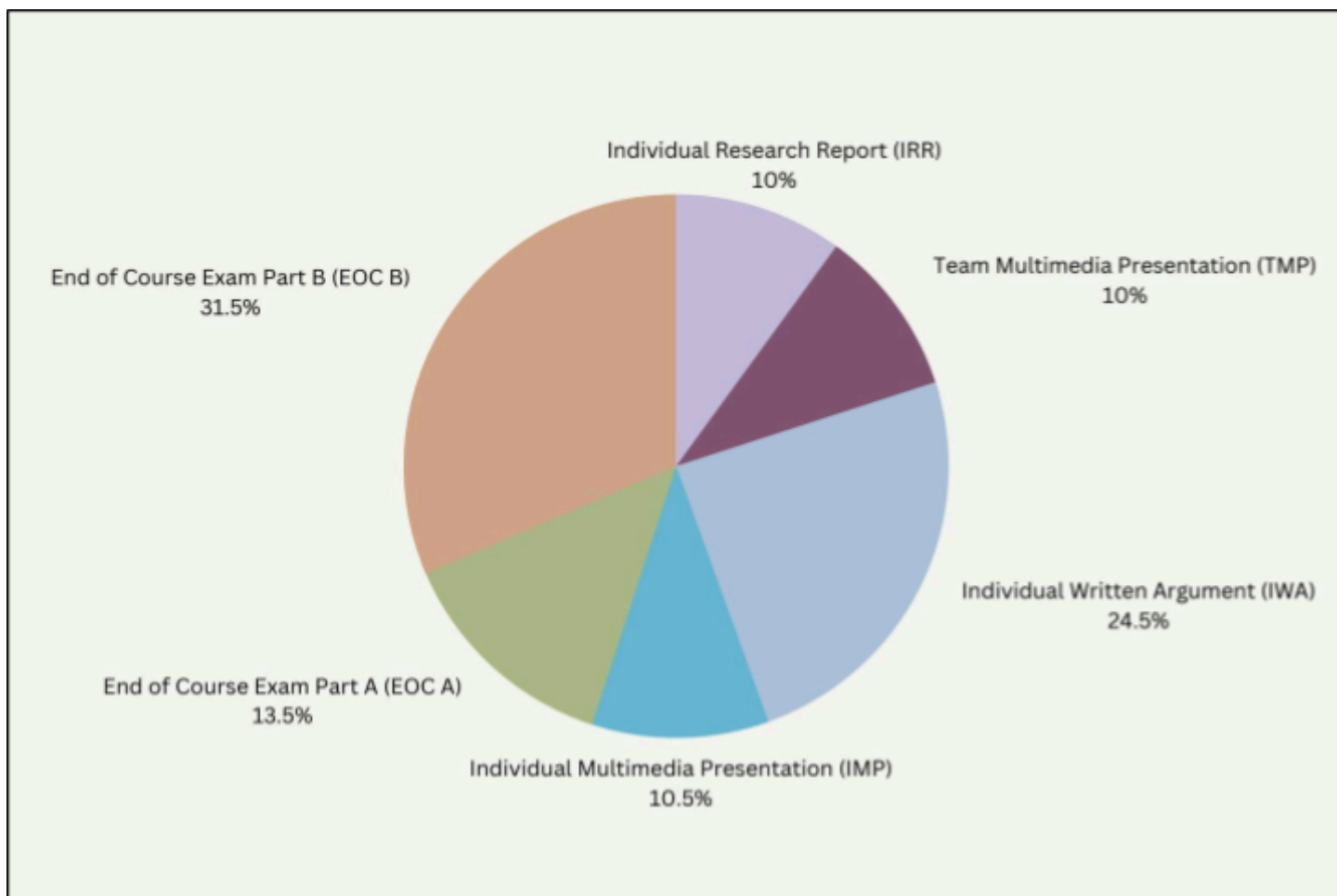
- i. Individual Research Report (**IRR**) + Team Multimedia Presentation (**TMP**)

b. Performance Task 2

- i. Individual Written Argument (**IWA**) + Individual Multimedia Presentation (**IMP**)

c. End-of-Course Exam (EOC)

- i. EOC Part A
- ii. EOC Part B



Examples of high, medium, low scoring assessments can be found [here](#).

Task B: Provide a writing sample

Student Example

Note: *Keep in mind that when you complete the End-of-Course exam in May, it will be timed, and you won't know what the stimulus sources are until you open the exam book. Therefore, I recommend completing this assignment under timed conditions and without outside help. This way, you can get a feel for what it will actually be like.*

- This writing assignment is structured exactly like **EOC Part B**.

Suggested time — 1 hour and 30 minutes

Directions: Read the four sources carefully, focusing on a theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on the theme or issue you identified. You **must** incorporate **at least two of the sources** provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge. In your response, refer to the provided sources as Source A, Source B, Source C, or Source D, or by the author's name.

- **DO NOT:**

- Conduct additional research. Rely solely on the four provided stimulus sources, your own knowledge, and personal anecdotes.
- Utilize AI or external assistance. This assessment aims to diagnostically gauge your individual abilities accurately, and resorting to external aid would distort this assessment.
- Craft a comprehensive research essay. This exercise is designed for timed writing. I strongly advise approaching it as you would the actual EOC Part B, to offer a precise reflection of your current proficiency level.

Choose **ONE** of the following stimulus source sets and write your response based on only that set (Individual knowledge and anecdotes are welcomed):

EOC B Outline

- Option 1 Stimulus Set
 - "Handlebars" Flobots [**Song**]
 - "The Third of May 1808" by Francisco Goya [**Painting**]
 - "Frankenstein" Mary Shelley [**Excerpt**]
 - "Authority, Power, Influence and Social Control: A Theoretical Synthesis" A. J. Grimes [**Excerpt**]
- Option 2 Stimulus Set
 - "Welcome to the Machine" Pink Floyd [**Song**]
 - "Pedagogy of the Oppressed" by Paulo Freire [**Excerpt**]
 - "Plato's School, the Academy" by Matthias Baltes [**Excerpt**]
 - "The effect of high-stakes testing on suicidal ideation of teenagers with reference-dependent preferences" Liang Choon Wang [**Excerpt**]

Task C: Analyze author's argument

Note: *Keep in mind that when you complete the End-of-Course exam in May, it will be timed, and you won't know what the article is until you open the exam book. Therefore, I recommend completing this assignment under timed conditions and without outside help. This way, you can get a feel for what it will actually be like.*

*This writing assignment is structured exactly like **EOC Part A**.*

[EOC A Template](#)

Suggested time — 30 minutes

Directions: Read the passage below and then respond to the following three questions.

- Identify the author's argument, main idea, or thesis.
- Explain the author's **line of reasoning** by identifying the claims used to build the argument and the connections between them.
- Evaluate the **effectiveness** of the **evidence** the author uses to support the claims made in the argument.

[“Using video games to teach youth valuable life skills”](#)

The Seattle Times Nov. 24, 2023

It is generally acknowledged that a mental health crisis exists among children and youth. “The pandemic exacerbated this,” says Mei-Ling Morrison-Beals, director of Behavioral Health, Atlantic Street Center. “Children and youth were socially isolated for over a year and then asked to return ‘to normal’ to systems that weren’t quite ready to support the mental health needs intensified by the pandemic, especially for children and youth from marginalized communities.”

Because of this, she explains, organizations like theirs have been impacted by an overwhelming demand for services. This comes paired with present-day challenges like a lack of diverse funding and a workforce shortage.

Morrison-Beals explains that, contrary to what many assume, gaming can be effective in helping youth learn different skills by meeting young people where they already are, engaging their interests, and helping to make learning new concepts fun and accessible. Experiential learning benefits the most.

“Caregivers and others can think of video games as a source of tension, noneducational, brain-numbing, a waste of time, etc.,” she says. “The reality is that video games can help foster important skills such as problem solving, collaboration and teamwork, leadership, critical thinking, creativity, even financial planning”

As part of their behavioral health program, the team at Atlantic Street Center has created a resource called the CoRe Gaming Group which engages middle-school students in improving mental health and social skills through co-op [multiplayer] video games. The majority of participants served are low-income youth who come from single-parent households. CoRe has been designed to develop and instill the values of “Courage, Cooperation, Respect and Resourcefulness,” teaching youth skills that help them stay safe, remain calm under pressure, communicate respectfully and persuasively, expand their connection to their family and community, make lasting and valuable friendships, and develop achievable goals for themselves and their communities.

“In CoRe, youth play games that our team has hand selected that provide opportunities to practice specific skills,” she explains. “To practice interpersonal effectiveness, youth play a cooperative game called ‘Overcooked.’ Together they must run a kitchen successfully. To do so they must communicate effectively and calmly, otherwise, it’s chaos and the game is lost.”

Video games prove ideal as a teaching tool since youth typically already have positive associations with this form of technology, so covert learning can and does happen.

Organizations like Atlantic Street Center, which prides itself on being an agency that truly wraps around an entire family, create a ripple effect into the greater community. “We have services for children as young as 16 months to great-grandparents who are caring for their grandchildren, and all those in between,” says Morrison-Beals. Their services range from prevention and maintenance to intervention, and the behavioral health program focuses on supporting children and youth in learning about themselves, processing trauma, building skills that will help them navigate difficult situations and building deeper connections. “CoRe is an opportunity to reach youth who may not be quite ready or need their own therapist as well as youth who have graduated therapy and are wanting to maintain the skills they discovered,” says Morrison-Beals