



~Mr. Herman's AP Seminar ~
Summer Assignment
2025-2026

ALL Students and their Parents must read and sign the AP Contract.

Completed summer assignments are **due when students arrive on the first day of class**. If you have questions about the assignment, email your teacher. Summer assignments will be collected and recorded in PowerSchool as a grade. Your performance on these assessments will be part of your MP 1 grade.

Dear 2025-2026 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 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, 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 **therman@holmdelschools.org** so that I can provide guidance to assist you. Thank you, and have a wonderful summer break!

Sincerely,

Mr. Herman

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 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](https://apcentral.collegeboard.org/media/pdf/ap-seminar-course-and-exam-description.pdf), (<https://apcentral.collegeboard.org/media/pdf/ap-seminar-course-and-exam-description.pdf>) 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

Task B: Provide a writing sample

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** (this is the first part of the AP exam you will take in May 2026).*

Directions: *The way that I would approach this assignment is to begin by reading and annotating the article. While you read, look for the main thesis of the ENTIRE article, circle any claim you see, and underline any evidence that supports those claims. Then, respond to the following three questions. You will only be submitting the answers to the three questions...not your annotation.*

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

****If you are unfamiliar with the terms THESIS, LINE OF REASONING, CLAIMS, or EVIDENCE please look them up (just Google them). These are concepts that we will review in class during the first weeks of school.****

“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.