



Coretta Scott King Young Women's Leadership Academy

*AP Seminar Weekly Lesson Plan

- Good instruction is driven by the students' academic needs. Therefore, instruction will not always reflect what is in this lesson plan. Through continual assessments of students' performance, necessary adjustments of instruction will be made on a continual basis to maximize learning and mastery of content.**

Teacher Name	Corendis Hardy	Subject/ Grade	AP Seminar (1A and 2A)	Date range:	January 12 - 16 2026
	Monday, Jan. 12, 2026 (A-day)	Tuesday, Jan. 13 (B-day)	Wednesday, Jan. 14 (A-day)	Thursday, Jan. 15 (B-day)	Friday, Jan. 16 (A-day)
Big Ideas 1. Question and Explore 2. Understand and Analyze 3. Evaluate Multiple Perspectives 4. Synthesize Ideas 5. Team, Transfer, and Transmit https://apcentral.collegeboard.org	Students will be skilled at... LO4.2A Interpreting, using, and synthesizing qualitative and/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and		Students will be skilled at... LO4.2A Interpreting, using, and synthesizing qualitative and/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and		Students will be skilled at... LO4.2A Interpreting, using, and synthesizing qualitative and/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and

g/media/pdf/ap-seminar-course-and-exam-description.pdf	support an argument.		support an argument.		support an argument.
Learning Target	Students will know that... EK 4.2A1: Evidence can be collected from print and non-print sources (e.g. libraries, museums, archives), experts or data gathered in the field (e.g., interviews, questionnaires, observations).		Students will know that... EK 4.2A1: Evidence can be collected from print and non-print sources (e.g. libraries, museums, archives), experts or data gathered in the field (e.g., interviews, questionnaires, observations).		Students will know that... EK 4.2A1: Evidence can be collected from print and non-print sources (e.g. libraries, museums, archives), experts or data gathered in the field (e.g., interviews, questionnaires, observations).
Success Criteria	Students have met the success criteria when they investigate a topic and use		Students have met the success criteria when they investigate a topic and use		Students have met the success criteria when they investigate a topic and use

	the data and information to create an exemplar research report and presentation		the data and information to create an exemplar research report and presentation		the data and information to create an exemplar research report and presentation
Differentiated Instruction	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing		Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing		Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing
Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min.	Student-led: Our Daily Read		Student-led: Our Daily Read		SEL activity

<p>Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.</p>	<p>(I do.) Discuss using EBSCO when doing research for projects. How to Use EBSCO in AP Capstone Courses – College Board Blog (We do.) Watch and discuss sample video for group project earning a perfect score</p> <p>(They do.) Work in teams on projects</p>		<p>(I do.) Lesson on understanding differences between “limitations vs implications” and how to share them in the presentation (We do.) Watch and discuss sample group project with a medium score AP® Seminar Performance Task 1: Team Project and Presentation - 2025 Scoring Guidelines</p> <p>(They do.) Work in teams on projects</p>		<p>(I do.) Lesson on using data bases through “My Backpack” (We do.) Watch and discuss sample group project with a low score (They do.) Work in teams on projects</p>
--	--	--	---	--	--

<p>Self-Reflect (Closing) Closing (more ideas) 10 min.</p>	<p>Exit Ticket: Write everything you learned about EBSCO</p>	<p>.</p>	<p>T-chart: Compare limitations vs implications (4 factors)</p>	<p>.</p>	<p>411: Write one paragraph about the information you learned</p>
<p>Homework</p>	<p>Research for Team Projects AP Central Videos</p>	<p>Research for Team Projects AP Central Videos</p>	<p>Research for Team Projects AP Central Videos</p>	<p>Research for Team Projects AP Central Videos</p>	<p>Research for Team Projects AP Central Videos</p>

*Changes were made to the previous week's lesson plans.