



AP Seminar Syllabus (2025 – 2026)

Corendis C. Hardy, Ed. S., Instructor

Coretta Scott King Young Women's Leadership Academy

1190 North West Drive, NW, Atlanta, Georgia 30318

Phone: 404.802.4900

Email: corendis.hardy@apsk12.org

page 1 of 22

College Board: [AP® Seminar Course and Exam Description, Effective Fall 2024](#)

Course Description

“AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, 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.”—College Board

Big Ideas

Question and Explore: Challenge and expand the boundaries of your current knowledge.

Understand and Analyze: Contextualize arguments and comprehend authors' claims.

Evaluate Multiple Perspectives: Consider individual perspectives and the larger conversation of varied points of view.

Synthesize Ideas: Combine knowledge, ideas, and your own perspective into an argument.

Team, Transform, and Transmit: Collaborate, reflect, and communicate your argument in a method suited to your audience

Course Work and Requirements

Students choose aspects of a real-world or academic topic to investigate based on the overarching theme: **wealth and poverty**. Students must find and use evidence from experts with different perspectives, and present the case from their own perspectives effectively, both through writing and multimedia presentations. Instruction and practice activities will be given to empower students to create the best possible products, including essays and videos. Student participation in discussions of topics is paramount for success. Additionally, all students are expected to work respectfully and collaboratively with peers (for team projects and presentations) as well as complete independent projects and presentations. The presentations will be recorded and submitted to the College Board.

Curricular Requirements

CR 1: Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

CR 2: Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas: Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit.

2A: The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

2B: Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

2C: Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

2D: Students develop and apply discrete skills identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives

2E: Students develop and apply discrete skills identified in the learning objectives within the Big Idea 4: Synthesize Ideas.

2F: Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

2G: Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

2H: Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

CR 3: Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

CR 4: Students develop an understanding of ethical research practices and the AP Capstone™ Policy on Plagiarism and Falsification or Fabrication of Information.

4A: Students develop an understanding of ethical research practices.

4B: Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

CR 5: Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

CR 6: Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

Required Performance Tasks

(CR5) Task # 1: Team Project and Presentation (20% of Total AP Score)

Description: Students work in teams of three to five to identify, investigate, and analyze an academic or real-world problem or issue. Each team designs and/or considers options and evaluates alternatives; develops a multimedia presentation to present the argument for their proposed solution or resolution; and provides

an oral defense to questions posed by the teacher. Each team develops a team research question, conducts preliminary research, and divides responsibilities among themselves for individual research that will address the team's research question.

Scoring:

*Individual Research Report (1,200 words): Internally scored, externally validated

*Team Multimedia Presentation and Defense (8–10 minutes, plus defense questions): Internally scored

*Presentations must be recorded and submitted to the College Board.

(CR 6) Task # 2: Individual Research Report (35% of Total AP Score)

Description: For the Individual Research Report, students individually investigate their assigned approach, perspective, or lens on the issue or topic of the team research question. Students present their findings and analyses to the group in a well-written individual report that ■ identifies the area of investigation and its relationship to the overall problem or issue; ■ summarizes, explains, analyzes, and evaluates the main ideas and reasoning in the chosen sources; ■ identifies, compares, and interprets a range of perspectives about the problem or issue; and ■ cites all sources used and includes a list of works cited or bibliography

Scoring:

*Individual Written Argument (2,000 words): Internally scored, externally validated

*Individual Multimedia Presentation (6–8 minutes): Internally scored

*Oral Defense (two questions from the teacher): Internally scored

*These presentations must be recorded and submitted to the College Board.

Digital Submission of Work

Students will submit their work for performance tasks 1 and 2 via an AP Digital Portfolio. Students must sign-in using the following website:

www.myap.collegeboard.org. **Failure to submit assignments by the due date will result in not getting credit for the task.**

Task # 3: End-of-course Exam (45% of Total AP Score)

Description: Students will take the AP Seminar End-of-Course Exam on **Wednesday, May 13, 2026.**

The AP Seminar Exam consists of four items: three short-answer questions and one essay question.

Part A (30 minutes) consists of three short-answer questions in which students interpret, analyze, evaluate, and summarize the argument in a single source or document.

Part B (90 minutes) consists of one essay question. Students must read four sources and construct an argumentative essay using at least two of those sources.

Scoring: External by the College Board

Materials

Each student is required to bring the following materials to class:

- 1 Notebook/folder
2. Laptop or IPAD
3. Black or blue pens
4. Highlighters

Texts:

The Craft of Research, Fifth Edition (Chicago Guides to Writing, Editing, and Publishing) (2024) by Wayne C. Booth & others

Optional: *Doing Academic Research: A Practical Guide to Research Methods and Analysis* (2019) by Ted Gournelos, Joshua R. Hammonds, and Maridath A. Wilson

Useful Websites and Data Bases:

1. Purdue Online Writing Lab (OWL): [Purdue OWL® - Purdue OWL® - Purdue University](#)
2. Harvard College Writing Center: [Home | Harvard College Writing Center](#)
3. JSTOR: [JSTOR Home](#)
4. EBSCO: [Research Databases | EBSCO](#)

5. AP Central: [Supporting Students from Day One to Exam Day – AP Central | College Board](#)
6. Google Scholar: [Google Scholar](#)

Grading

Grades for practice assignments and assessments required by CSK are based on the following:

Classwork	20%
Notebook	10%
Tests	25%
Quizzes	15%
Projects	20%
Homework	10%

“Missing” will be recorded in Infinite Campus for assignments not submitted by the assigned due date.

Students will have up to three weeks to complete make-up or recovery work.

Please allow up to three days for late work to be graded and recorded.

Atlanta Public Schools uses the following grading scale:

A: 90 to 100 Advanced mastery of state standards

B: 80 to 89 Proficient mastery of state standards

C: 70 to 79 Basic mastery of state standards

D: N/A

F: 0 to 69 Below basic mastery of state standards

Grading Point Quality: A= 4.0; B= 3.0; C= 2.0; F= 0

Plagiarism Policy (C4)

Adherence to the College Board's policies is paramount to producing valid AP scores. According to the College Board, "Violations of program policies and/or exam procedures may result in the cancellation of student scores and/or the school being withdrawn from the AP Capstone program by the College Board's AP Program."

AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information (C4B)

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

A student who submits work that has been generated by artificial intelligence will receive a score of 0 on that particular component of the AP Seminar Performance Task. A team of students that incorporates information generated by AI tools will receive a group score of 0 for that component of the Team Project and Presentation.

Course Plan

The overarching theme of study is **“Wealth and Poverty”**.

After the introductory unit (August and September) on research methodology and ethics in academic inquiry, students will explore and investigate the theme through the lenses of multiple perspectives and content areas.

We will more specifically look at:

Unit 1 (August - September): Introduction to Research

A. Investigation Topic: Understanding Research Methodology and Ethics in Academic Inquiry

B. Learning Plan:

Weeks 1 and 2: Foundations of Research & QUEST Process

Weeks 3 and 4: Research Ethics & Academic Integrity

Week 5 and 6: Research Methods & Source Evaluation

Week 7 and 8: Synthesis & Communication of Research

C. Materials:

Academic databases (JSTOR, Google Scholar)

AP Capstone™ Policy documentation

Sample research papers and case studies

Multimedia presentation tools

Research journals/logs

D. Essential Questions:

What constitutes ethical research practices?

How do researchers evaluate source credibility?

How do multiple perspectives enhance research quality?

E. Enduring Understandings:

Students will understand that:

Research is a systematic process of inquiry

Ethical research requires integrity and accountability

Multiple perspectives strengthen academic investigation

F. Learning Objectives:

Students will be able to:

Apply QUEST process in research

Evaluate source credibility and bias

Synthesize multiple perspectives

Present research findings effectively

G. Essential Knowledge:

Research methodology principles

Academic integrity guidelines

Source evaluation criteria

Synthesis techniques

Communication strategies

H. Evidence of Learning:

Research process documentation

Source evaluation worksheets

Synthesis matrices

Multimedia presentations

I. Formative Assessments:

Research proposal drafts

Peer review sessions

Ethics case study analyses

Source evaluation exercises

J. Summative Assessment:

Individual Research Project:

Research question development

Literature review

Evidence evaluation

Multimedia presentation

Written reflection

Supporting Resources:

Purdue Online Writing Lab (OWL)

Harvard College Writing Center

AP Seminar Course and Exam Description

Academic database tutorials

Citation management tools

Note: This unit aligns with CR1-CR6, emphasizing cross-curricular connections, ethical research practices, and both collaborative and independent research skills.

(Unit 2/October) Cultural and Philosophical Perspectives on Wealth

Research Question: How do different cultural and philosophical frameworks understand wealth and poverty?

Essential Questions:

How do various religions and philosophical traditions view material wealth?

What role does social capital play in economic success?

How do different cultures define prosperity and well-being?

What is the relationship between happiness and material wealth?

Enduring Understanding

Students will understand that perspectives on wealth and poverty are deeply influenced by cultural, philosophical, and religious frameworks, leading to diverse interpretations of prosperity and well-being across societies.

Learning Objectives

- Analyze multiple cultural and philosophical perspectives on wealth and poverty (CR2D)
- Evaluate the relationship between material wealth and human happiness across different societies
- Synthesize information from diverse sources to develop complex arguments (CR2E)
- Apply ethical research practices in investigating cultural perspectives (CR4A)

Essential Knowledge

- Religious and philosophical frameworks regarding material wealth
- Cultural definitions of prosperity and success
- Social capital theory and economic mobility
- Correlation between wealth and happiness across cultures

Learning Plan & Materials

1. Primary Sources (CR3):
 - Buddhist texts on materialism
 - Adam Smith's "Wealth of Nations" excerpts
 - Contemporary economic research papers
 - Cultural case studies on prosperity
2. Multimedia Resources:
 - TED Talks on happiness economics
 - Documentaries on global wealth distribution
 - Cultural interviews on prosperity definitions

Evidence of Learning

1. Formative Assessments:
 - Research journal entries
 - Peer discussion contributions
 - Source analysis worksheets
 - Team progress reports (CR5)
2. Summative Assessments:
 - Individual research paper analyzing multiple perspectives (CR6)

Team multimedia presentation on cultural wealth concepts (CR5)

Reflection portfolio demonstrating QUEST process application (CR2A)

Supporting Resources

- Library databases for scholarly articles
- Cultural organization contacts
- AP Capstone™ research guidelines
- Academic integrity resources (CR4B)

Learning Activities

1. Individual Research:
 - Develop research questions
 - Analyze multiple perspectives
 - Synthesize findings
 - Present conclusions
2. Team Projects:
 - Collaborative investigation
 - Cross-cultural analysis
 - Multimedia presentation development
 - Peer review sessions

This unit aligns with AP Seminar requirements by incorporating multiple perspectives (CR1), developing research skills (CR2), utilizing diverse sources (CR3), emphasizing ethical research practices (CR4), and fostering both collaborative (CR5) and independent (CR6) learning experiences.

(Unit 3/November-December) Global Perspectives on Resource Distribution

Research Question: How does geographical location influence access to resources and economic opportunity?

Essential Questions:

How do developing and developed nations differ in their approach to poverty reduction?

What impact does climate change have on global poverty patterns?

How do international trade policies affect wealth distribution between nations?

What role do multinational corporations play in global wealth inequality?

AP Seminar Unit Plan: Global Perspectives on Resource Distribution

Unit Overview

This unit explores global resource distribution through multiple lenses, addressing CR1 and CR2 through cross-curricular connections in economics, environmental science, political science, and social studies.

Enduring Understanding

Students will understand that geographical location significantly influences resource access and economic opportunities, shaped by complex interactions between environmental, political, and socioeconomic factors.

Learning Objectives

- Analyze multiple perspectives on global resource distribution (CR2D)
- Evaluate the relationship between climate change and poverty patterns (CR2C)
- Synthesize information from various sources to develop arguments about wealth inequality (CR2E)
- Apply research skills to investigate international trade policies (CR2B)
- Demonstrate effective teamwork and communication skills (CR2F, CR2H)

Essential Knowledge

- Economic disparities between developing and developed nations
- Impact of climate change on resource accessibility
- International trade policy frameworks
- Role of multinational corporations in global economics

Learning Plan & Materials

Students will engage with:

- Academic journals and research studies (CR3)
- Economic data and statistical reports
- Documentary films and news broadcasts

- Expert interviews and presentations
- Ethical research guidelines (CR4A, CR4B)

Evidence of Learning*Formative Assessments:*

- Research progress checks
- Team collaboration evaluations
- Source analysis worksheets
- Peer review sessions

Summative Assessments:

- Team multimedia presentation on a chosen aspect of resource distribution (CR5)
- Individual research paper analyzing a specific case study (CR6)
- Final reflection on learning process (CR2G)

Supporting Resources

- Academic databases
- Economic data platforms
- Global development organization websites
- Climate change research institutes
- International trade organization resources

This unit plan aligns with AP Seminar requirements while engaging students in complex global issues through multiple perspectives and research methodologies.

(Unit 4/January): Technology and Economic Disruption in the Digital Age

Research Question: How is technological advancement reshaping wealth creation and economic opportunity?

Essential Questions:

How does automation impact employment and income distribution?

What role does digital literacy play in economic opportunity?

How are cryptocurrencies and digital assets affecting traditional wealth structures?

What ethical considerations arise from AI-driven economic systems?

Curricular Requirements Addressed: CR1, CR2 (2A-2H), CR3, CR4, CR5, CR6

Enduring Understanding:

Students will understand that technological advancement fundamentally reshapes economic systems, wealth creation, and societal opportunities, requiring critical analysis of multiple perspectives and ethical considerations.

Learning Objectives:

- Analyze the relationship between technological innovation and economic disruption
- Evaluate multiple perspectives on automation's impact on employment
- Synthesize research on digital literacy and economic opportunity
- Develop ethical frameworks for analyzing AI-driven economic systems
- Create evidence-based arguments about cryptocurrency's role in wealth structures

Essential Knowledge:

- Economic principles of technological disruption
- Automation and labor market dynamics

- Digital literacy and economic mobility
- Cryptocurrency and blockchain fundamentals
- AI ethics and economic implications

Learning Plan & Materials:**1. Research Articles:**

- Academic journals on automation and employment
- Case studies on digital transformation
- White papers on cryptocurrency economics
- Ethics publications on AI governance

2. Multimedia Resources:

- Expert interviews
- Industry documentaries
- Economic data visualizations
- Tech innovation podcasts

Evidence of Learning:**Formative Assessments:**

- Research process journals
- Peer feedback sessions
- Discussion board contributions

- Mini-presentations on subtopics

Summative Assessments:

- Individual Research Paper (CR6):
Students develop research questions about specific technological disruptions and their economic impacts
- Team Multimedia Presentation (CR5):
Groups investigate real-world examples of economic disruption through technology
- Digital Portfolio:
Collection of research, reflections, and multimedia artifacts

Supporting Resources:

- Academic databases
- Economic data repositories
- Technology news sources
- Industry expert connections
- Research ethics guidelines
- AP Capstone™ plagiarism policy

Note: This unit integrates cross-curricular perspectives (economic, technological, ethical, social) while developing QUEST process skills through research, analysis, and presentation of findings.

(Unit 5/February-March): Economic Inequality and Social Mobility

Research Question: How do systemic barriers affect intergenerational wealth and poverty cycles?

Essential Questions:

How do educational opportunities correlate with economic mobility?

What role do historical policies play in current wealth distribution?

How do different societies approach wealth redistribution?

What innovative solutions are being proposed to address income inequality?

Learning Plan

- Week 1: Historical Context & Data Analysis
- Week 2: Educational & Economic Systems
- Week 3: Policy Analysis & Solutions
- Week 4: Research & Presentation Development

Materials

- Academic journals on wealth inequality
- Economic data sets from reputable sources
- Historical policy documents
- Current news articles on social mobility
- Research methodology guides
- Multimedia presentation tools

Enduring Understanding

Students will understand that economic inequality and social mobility are complex, interconnected systems influenced by historical, social, and political factors, requiring multi-faceted solutions and critical analysis.

Learning Objectives

Students will:

- Analyze quantitative and qualitative data on economic inequality
- Evaluate multiple perspectives on wealth distribution
- Synthesize research from various disciplines
- Develop evidence-based arguments
- Create and present solutions through multimedia presentations

Essential Knowledge

- Economic indicators and measurements
- Historical policies affecting wealth distribution

- Contemporary approaches to economic mobility
- Research methodology and ethical practices
- Critical analysis frameworks

Evidence of Learning

- Research process documentation
- Written analyses
- Team collaboration records
- Multimedia presentations
- Peer evaluations

Formative Assessments

- Research question development
- Source evaluation exercises
- Team progress reports
- Peer feedback sessions
- Analysis drafts

Summative Assessments

- Individual research paper
- Team multimedia presentation
- Final reflection portfolio
- Oral defense of findings

Supporting Resources

- Academic databases
- Economic data repositories
- Style guides and citation tools
- Presentation software
- Collaborative platforms

This unit addresses AP Seminar requirements CR1-CR6 through:

- Cross-curricular exploration (economics, sociology, history)
- QUEST process implementation
- Multiple perspective evaluation
- Ethical research practices
- Team and individual research components
- Multimedia presentation development

(Unit 6/April – May) Test Preparation and Review

Choice Board of Activities:

- Turn & Learn: *What is wealth? What is poverty? How do they impact human behavior and interactions?*
- Read and interpret various genres of literature and sources that explore multiple viewpoints on the wealth and poverty and the modern issues that hinder the attainability of American and global ideals.
- Identify authors' claims and line of reasoning.
- Evaluate the effectiveness of authors' rhetorical choices and arguments about the topic. **[CR2D]**
- Create a group-based oral argument answering the question: *Does poverty (or wealth) lead people to become immoral?* **[CR2F]**
- Reflect on ideas discussed during oral arguments by formulating questions to ask peers, individually. **[CR2G]**
- Create an annotated bibliography that consists of credible sources to answer the question: *How can wealth become more attainable for those who were not born with it? while following appropriate citation based on the APA style guide* **[CR2B]**
- Create a digital, informational booklet to present findings to the question, *What actions must people take to rise above poverty without governmental assistance?* which will be presented to peers in groups. **[CR2H]**
- Students write a 3-page reflection paper discussing what they think is the most effective solution to eliminating poverty for as many people as possible, based on their research and class texts. **[CR2G]**

Each unit aligns with AP Seminar requirements by:

Incorporating multiple perspectives (economic, social, cultural, technological)

Requiring research across diverse sources

Encouraging evaluation of complex arguments

Promoting ethical research practices

Supporting both collaborative and independent investigation

Developing multimedia presentation skills

Fostering critical analysis and synthesis of information

Class Rules and Procedures (Norms for a safe learning environment)

1. Respect yourself and others.
2. Follow instructions.
3. Be on time.
4. Bring required materials to class. (No cell phones during school hours. No backpacks except fourth block)
5. Ask questions for clarity and understanding.
6. Collaborate with peers and learning partners.
7. Come to tutorial.
8. TRY. Effort counts.

Consequences for Classroom Disruptions

1st infraction – verbal reprimand and warning

2nd infraction – personal conference and parent contact

3rd infraction – discipline referral

Tutorial and Conferences

Tutorial is offered every Wednesday after school from 3:45 pm to 4:45 pm in room C357. For additional assistance and/or conferences, please email corendis.hardy@apsk12.org to set up a date and time.

Appendix

Interpretation of Exam Scores

AP SCORE	US GRADE	CORRESPONDING SCORE BOUNDARIES (%)
5	A: Excellent	90-100%
4	B: Good	80-90%
3	C: Average / Fair	70-80%
2	D: Poor (but passing)	60-70%
1	F: Failure	Lower than 60%