



# **Advanced Placement Program Manual (Pre-AP/AP)**

**2017 - 2018**

*MCSD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.*

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## **Message from the Superintendent**

*Greetings!*

*We are excited to offer a challenging Advanced Placement program for our students. We believe that our future is and will be directly related to how well we prepare our students to be successful. We desire for all of our students to be College and Career ready. This advanced programming will provide a springboard for our students starting in the upper elementary. We want to graduate and send off into the workforce and to universities graduates who are not just prepared, but who are very competitive because they finished at our schools. We are Marion County!*

*Inspiring Excellence,*

*Wendy Bracey, Superintendent*

## **Marion County School District Advanced Placement Philosophy**

The Marion County School District is committed to the belief that all students deserve the opportunity to participate in a rigorous and challenging curriculum in order to prepare them for postsecondary success. Based on this premise, students are highly encouraged to enroll in Pre-AP/AP courses. According to research, upon entering college, the type of courses taken by students in high school is more important than test scores, class rank, or grade averages. Students participating in AP courses are significantly more likely to attain a college degree than those without an AP experience (Adelman, 1999).

## **The College Board's Equity and Access Policy Statement**

AP® Equity and Access Policy The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved. More information about College Board can be found on their website at <https://www.collegeboard.org/>.

## Mississippi Department of Education on Advanced Placement

Advanced Placement courses are college-level courses offered by trained high school teachers in the regular high school setting. AP<sup>®</sup> courses guarantee rigor in our classrooms. The high school teachers who offer AP<sup>®</sup> courses are trained by The College Board to offer the course at a college-level and have a syllabus approved by The College Board. AP<sup>®</sup> courses are challenging and require significant study time on a daily basis. Assessments in these classes require sophisticated critical thinking skills. In May of each year, AP students take the AP<sup>®</sup> exam(s). Students who score at the 3, 4 or 5 level may be able to earn college credit for these courses taken in the high school. Policies for credit differ from college to college, so take care to check college admissions and credit policies.

Performing well on an AP<sup>®</sup> exam means more than just the successful completion of a course. Research suggests that students who complete an AP<sup>®</sup> Coursework are:

- Better prepared for college-level work
- Stand-outs in college admissions process
- More likely to continue beyond their freshman year in college
- More likely to graduate within 4-5 years
- More competitive in qualifying for scholarships

More information about Advanced Placement can be found at <http://www.mde.k12.ms.us/ESE/advanced-placement>

### Pre-Advanced Placement (Pre-AP) Courses at a Glance

Pre-AP courses are advanced courses (5th–12th) for students to help begin preparing for college and are designed to be a rigorous preparation for AP courses at the high school level. Students enrolled in Pre-AP courses are expected to be hard workers who recognize the importance of a college education. Students have to qualify for the course by meeting the following criteria:

- B or higher in prerequisite, and
- two teacher recommendations, and
- successful completion of summer assignment(s), and
- AP Contract/Compact signed by the student and parent, and
- optional pre-assessment to be determined by each course's teacher.

Also, they will be expected to participate in and successfully demonstrate completion of above-grade level readings, projects, and activities. The class is intended to be challenging, but the benefits to students are well worth the extra work.

Pre – AP courses provide students with the strategies and tools they need to engage in active, high-level learning to develop the skills, habits of mind, and concepts necessary to succeed in Advanced Placement courses and achieve college readiness. Some of the benefits of taking Pre-AP and AP courses are that students are prepared to be successful in college and may even receive credit for college courses while still in high school through AP exam scores. Students earning 3 or better on an AP exam may earn college credit (see to find specific credits offered by college and university <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies> )

According to the College Board Advanced Placement Program, Pre-AP Curriculum is one that is different in pace, depth, breadth, and/or complexity. All

students are taught in accordance with the College and Career Readiness Standards.

***Differing pace means:***

- moving through the content at a more rapid pace
- compacting the curriculum
- proving needed knowledge by testing and/or projects

***Differing depth means:***

- exploring further into the content by going past facts and concepts into generalizations, principles, theories, and laws
- analyzing from the concrete to the abstract, from the familiar to the unfamiliar, know to unknown
- investigating layers within a discipline through patterns, trends, unanswered questions, and ethical considerations

***Differing breadth means:***

- extending the content through higher-order thinking activities at the introductory or guided level,
- seeing the broader picture
- extending the content through learning centers, bulletin boards, and enrichment activities
- building comprehension by designing content-related extension projects

***Differing complexity means:***

- extending content in, between, and across disciplines through the study of themes, problems, and issues
- seeing relationships between and among ideas in and within the topic, discipline, and disciplines
- examining relationships in, between, and across disciplines over time, and from multiple points of view

## **Advanced Placement (AP) at a Glance**

Advanced Placement (AP) participation offers a unique learning experience with a connection to post secondary success with special emphasis on:

- Earning college credit
- Standing out in the college admission process
- Expanding intellectual and academic skills

The primary goal of the AP Program is to enrich the secondary school experience of students ready to apply themselves to college-level courses. The College Board indicates that AP high school courses help students qualify for scholarships, improve skills necessary for college level work, and effectively compete in the college admissions process. AP participation promotes college readiness both in academics and maturity.

AP encourages critical and creative thought and fine-tunes analytical skills. It stretches students' reasoning ability. AP courses teach students how to manage their time while they learn how to deal with college-level work. The classes emphasize the development of independent study skills and self-management of learning/growth.

Students entering high school need to plan with their counselors to insure that

any prerequisite courses are scheduled early enough to allow them to take the AP course(s) of their choice at the senior high level. Highly qualified teachers who have received advanced training through AP workshops, conferences, and university coursework teach these courses. While our schools may not offer each course in the College Board AP program, students may take advantage of over 15+ Pre-AP/AP courses at each of our schools, and may potentially qualify for ones not offered on site via online studies. They are listed below and linked to the AP Central Courses website <https://apstudent.collegeboard.org/apcourse>

<p><b>AP Capstone</b>  <a href="#">AP Research</a>  <a href="#">AP Seminar</a></p>	<p><b>Arts</b>  <a href="#">AP Art History</a>  <a href="#">AP Music Theory</a>  <a href="#">AP Studio Art: 2-D Design</a>  <a href="#">AP Studio Art: 3-D Design</a>  <a href="#">AP Studio Art: Drawing</a></p>
<p><b>English</b>  <a href="#">AP English Language and Composition</a>  <a href="#">AP English Literature and Composition</a></p>	<p><b>History &amp; Social Science</b>  <a href="#">AP Comparative Government and Politics</a>  <a href="#">AP European History</a>  <a href="#">AP Human Geography</a>  <a href="#">AP Macroeconomics</a>  <a href="#">AP Microeconomics</a>  <a href="#">AP Psychology</a>  <a href="#">AP United States Government and Politics</a>  <a href="#">AP United States History</a>  <a href="#">AP World History</a></p>
<p><b>Math &amp; Computer Science</b>  <a href="#">AP Calculus AB</a>  <a href="#">AP Calculus BC</a>  <a href="#">AP Computer Science A</a>  <a href="#">AP Computer Science Principles</a>  <a href="#">AP Statistics</a></p>	<p><b>Sciences</b>  <a href="#">AP Biology</a>  <a href="#">AP Chemistry</a>  <a href="#">AP Environmental Science</a>  <a href="#">AP Physics C: Electricity and Magnetism</a>  <a href="#">AP Physics C: Mechanics</a>  <a href="#">AP Physics 1: Algebra-Based</a>  <a href="#">AP Physics 2: Algebra-Based</a></p>
<p><b>World Languages &amp; Cultures</b>  <a href="#">AP Chinese Language and Culture</a>  <a href="#">AP French Language and Culture</a>  <a href="#">AP German Language and Culture</a>  <a href="#">AP Italian Language and Culture</a>  <a href="#">AP Japanese Language and Culture</a>  <a href="#">AP Latin</a>  <a href="#">AP Spanish Language and Culture</a>  <a href="#">AP Spanish Literature and Culture</a></p>	

## Benefits of Taking Pre-AP and/or AP Course

Students who take Pre-AP/AP courses will challenge themselves, sharpen their academic skills, and learn to think independently. Students who take advantage of the entire Pre-AP/AP program starting in 5th grade will be highly competitive for top slots in colleges and universities and increase their likelihood being successful at the tertiary level and beyond. Studies have shown that AP students are:

- Higher ACT/SAT scores
- Better prepared academically for college admission on all measures of ability and achievement

- Earn college credit
- Exposed to a more rigorous curriculum
- Able to perform significantly better over four years in college
- More likely to be leaders and have significant accomplishments
- Earn a higher 1st year GPA than other students
- Strong likelihood of returning the following fall in contrast to students who entered college with no college credit
- Financially helps with the cost of college (Save Money)
- More likely to graduate from college in four years
- Typically qualify for scholarships

## AP Exam Information

The examinations are structured to measure depth of knowledge, completeness of thought, and synthesis of ideas. Approximately 1200 institutions of higher learning award credit based on a student's AP examination scores. Exams are graded on a five-point scale with college credit usually given for scores of 3 or higher. The score requirement and number of college credit hours or placement credit awarded varies among universities and colleges. The exams are administered in May of each school year to students enrolled in AP courses. All Spring MCSD AP students are expected to take AP exams for the corresponding courses taken during the semester/year. Please note the AP exam fee is paid by the MCSD after fee waivers and fee reductions are applied. Below you will find the AP exam schedule for 2017-18 school year:

<b>Week 1</b>	<b>Morning 8 a.m.</b>	<b>Afternoon 12 noon</b>
Monday, May 7, 2018	Chemistry  Spanish Literature and Culture	Psychology
Tuesday, May 8, 2018	Seminar  Spanish Language and Culture	Art History  Physics 1: Algebra-Based
Wednesday, May 9, 2018	English Literature and Composition	Japanese Language and Culture  Physics 2: Algebra-Based
Thursday,	United States Government and Politics	Chinese Language and Culture

May 10, 2018		Environmental Science
Friday, May 11, 2018	German Language and Culture  United States History	Computer Science Principles
	Studio Art — last day for coordinators to submit digital portfolios (by 8 p.m. EDT) and to gather 2-D Design and Drawing students for physical portfolio assembly.	

<b>Week 2</b>	<b>Morning 8 a.m.</b>	<b>Afternoon 12 noon</b>	<b>Afternoon 2 p.m.</b>
Monday, May 14, 2018	Biology  Music Theory	Physics C: Mechanics	Physics C: Electricity and Magnetism
Tuesday, May 15, 2018	Calculus AB  Calculus BC	French Language and Culture  Computer Science A	
Wednesday, May 16, 2018	English Language and Composition	Italian Language and Culture  Macroeconomics	
Thursday, May 17, 2018	Comparative Government and Politics  World History	Statistics	

Friday, May 18, 2018	Human Geography  Microeconomics	European History  Latin
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**AP Exam Resources:** <http://www.appracticeexams.com/>

## AP Grades and Quality Point System (MCSD Board Policy IHEA)

Advanced Placement (AP) classes that carry a Carnegie Units are classified under MCSD Policy IHEA as phase 3, and as such carry greater weight in both class rank and give a greater advantage to students competing for scholarships and college entrance.

For a list of courses offered under each phase, see policy IHEA online, or click here <http://marion.msbapolicy.org/Portals/marion/Exhibits/IHEA-%20Appendix%20C.pdf>

For a breakdown on the Phase system and numerical grade with quality point equivalents, see policy IHEA online, or click here <http://marion.msbapolicy.org/Portals/marion/Exhibits/IHEA-%20Appendix%20A.pdf>

## Advanced Placement Course Sequencing

MCSD Pre-AP/AP Sequencing				
Grade	ELA	Math	Science	History
5 <sup>th</sup>	Acc. 5 <sup>th</sup> Grade ELA	Acc. 5 <sup>th</sup> Grade Math	Acc. 5 <sup>th</sup> Grade Science	Acc. US History Pre-Columbian to Colonization
6 <sup>th</sup>	Pre-AP 6 <sup>th</sup> Grade ELA	Pre-AP 6 <sup>th</sup> Grade Math	6 <sup>th</sup> Pre-AP Science	Acc. World Geography & Global Studies
7 <sup>th</sup>	Pre-AP 7 <sup>th</sup> Grade ELA	Pre-AP Compacted Math	7 <sup>th</sup> Grade Pre-AP Science	Acc. World History Pre-Historic Era to Enlightenment
8 <sup>th</sup>	Pre-AP 8 <sup>th</sup> Grade ELA	8 <sup>th</sup> Grade Compacted Math/Algebra I	8 <sup>th</sup> Pre-AP Science	Acc. MS. Studies/Geography* (No extra QP awarded)
9 <sup>th</sup>	Pre-AP 9 <sup>th</sup> Grade CCR English	Acc. Geometry/Algebra II (Block)	Pre-AP Physical Science/Biology I (Block)	AP Human Geography/STEM CTC
10 <sup>th</sup>	Pre-AP ELA Elective/CCR	Algebra III	Chemistry or Chemistry/Physics	AP World History

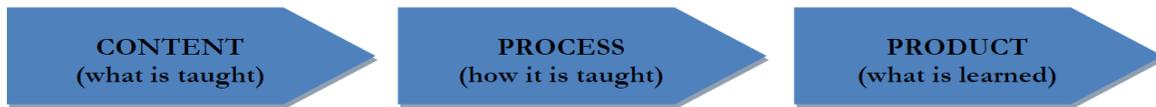
	English II (Block)		(Block)	
11 <sup>th</sup>	AP English Language/AP English Literature	AP Calculus or AP Statistics	AP Biology/AP Chemistry	AP US History/US Gov./Economics
12 <sup>th</sup>	AP English Language/AP English Literature/Dual Credit	Dual Credit	AP Physics/ Dual Credit	AP Gov./Economics /Dual Credit

## Placement

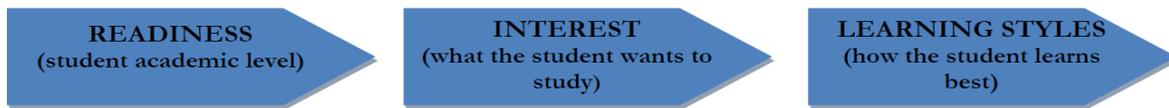
A teacher's response to learner's needs is guided by general principles of differentiation such as...



Teachers can differentiate the...



of the lesson according to the student's...



by using a range of instructional and management strategies, such as

- Multiple intelligences and entry points into learning
- Advanced Organizers and Foldables
- Advanced Leveled Texts & Supplementary Materials
- Literature Circles
- Socratic Questioning
- Philosophical Chairs
- Tiered Lessons & Products
- Learning Contracts
- Investigations & Research Opportunities
- Technology Integration

- Independent Study & Research
- Gallery Walks
- Interest Learning Centers & Stations
- Higher Level Questioning
- Academic Competitions
- Intellectual Mentors
- Entrepreneurship
- 21<sup>st</sup> Century Learning Skills
- Compacting Instruction
- Academic Readiness, Interest, and Learning Style Small Groups

that are at an appropriate level of depth, complexity, and pacing to engage advanced level learners and gifted students.

*Adapted from The Differentiated Classroom. Responding to the Needs of All Learners. Carol Ann Tomlinson, ASCD, 1999.*

## Pre-AP/AP PORTFOLIO DESCRIPTION

In Pre-AP and AP classes students will use a double portfolio system. The first portfolio will be the *Working Portfolio* and shall contain all relevant work and materials. The *Exhibition Portfolio* will contain items selected both by the student and the teacher that reflect the student's progress.

The following categories provide examples of items to be included in the Exhibition Portfolio:

**Resumé:** students prepare a one-two page resumé describing their philosophy, goals, experiences, skills, and three letters of recommendation.

**Learning Resumé:** students will create and update each quarter a resumé that details what they learn and how they can apply those skills. *This will be evaluated by the teacher, student, and parent.*

**Learning Styles/Intelligence area of strength:** students evaluate their learning styles/multiple intelligence. (How they learn.)

**Personality Color Scheme:** students will evaluate their personalities to determine their strengths and weaknesses. This assessment provides a profile of their personality and learning styles.

**Work Samples:** students and the teacher will select various samples of students' work which reflect both weaknesses and strengths. The key focus being to show progress. *(i.e. writing samples, journals, quizzes, tests, exams, recorded group discussions, recorded performances, and live debates/presentations)*

**Performance Video:** students will periodically record presentations on various topics. These can be kept by the parents at the end of the year as "keep-sakes."

**Pre-AP/AP Performance/Presentation Night:** students will be required to perform/present at scheduled parent nights in which they will model and teach what they have learned.

Pre-AP and Advanced Placement (AP) courses offer students the opportunity to enroll in college level courses while attending high school. Marion County School District encourages and will support any student who accepts the challenges of advanced courses. The primary goals of Pre-AP/ AP courses are for students to gain a deeper understanding of the content material and to expose students to college level coursework.

***As an Advanced Placement Student I agree:***

- To be independent learners, willing to read, learn, ask questions, pursue outside reading and research, integrate and discuss material from diverse resources.
- To accept that enrollment in AP courses does not guarantee an A or B grade point average;
- To openly accept assignments, suggestions, and coaching from the teacher;
- To dedicating ample time to study in that AP courses may require as much as five hours of homework weekly;
- To transfer from an AP course to another course after the first progress reporting period. Transferring out of an AP course after the first progress reporting period could possibly affect my Grade Point Average (GPA) and loss of credit;
- To take the corresponding Advanced Placement exam in May. (Funding for this exam will be paid by the district);
- I understand if a student begins to fail he/she may be moved to a regular course.

***As a parent of an Advanced Placement student I agree:***

- To be familiar with the district's policies and procedures pertaining to Advanced Placement;
- To be familiar with expectations set forth for each Pre-AP/ AP class my child is taking;
- To check weekly agenda and help my child stay on top of assignments and, deadlines, etc.;
- To sign and return progress reports and meet with the teacher to discuss my child's preparation for the AP exam.

***As a teacher of an Advanced Placement class I agree:***

- To complete and stay abreast all Advanced Placement requirements set forth by the College Board and/or the MCSD to be considered highly qualified to teach Pre-AP/AP courses;
- To actively participate in professional organizations/ professional development specific to the field to which the course I am teaching is related;
- To research, plan, and deliver highly engaging learning opportunities for my students that will prepare them to be successful on the AP exam.

Pre-AP /AP Course(s):		
Student Name(Print)	Parent Name (Print)	Teacher Name (Print)
Signature/Date	Signature/Date	Signature/Date