



Osceola School District
Pre-AP and AP Handbook
2017-2018

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Pre-Advance Placement Course List

Pre-AP 5th Grade Math-Osceola STEM Academy
Pre-AP 6th Grade Math-Osceola STEM Academy
Pre-AP 7th Grade Math-Osceola STEM Academy
Pre-AP 8th Grade Math-Osceola STEM Academy

Pre-AP 5th Grade Language Arts-Osceola STEM Academy
Pre-AP 6th Grade Language Arts-Osceola STEM Academy
Pre-AP 7th Grade Language Arts-Osceola STEM Academy
Pre-AP 8th Grade Language Arts-Osceola STEM Academy

Pre-AP Geometry-Osceola High School (17-18 is a transition year for incoming 9th grade students who have passed Alg I)
Pre-AP Algebra II-Osceola High School

Pre-AP 9th Grade Language Arts-Osceola High School
Pre-AP 10th Grade Language Arts-Osceola High School
Pre-AP 11th Grade Language Arts-Osceola High School

AP COURSES BASED ON STUDENT INTEREST

Advanced Placement-Biology
Advanced Placement-US History
Advanced Placement-Statistics
Advanced Placement-English Language & Composition
Advanced Placement- English Literature –*Note: AP Literature is currently offered to 11th Grade students who intend to enroll in AP Language and Composition in 12th Grade OR 12th Grade students who are currently enrolled in AP Language and Composition.*

Some courses have the option to be considered for blended concurrent courses through Arkansas Northeastern College

Goals:

1. Provide a rigorous pre-advanced placement course in math and language arts to begin preparing students for success in Advanced Placement courses.
2. Provide a program following the guidelines of the College Board and dual credit courses. College Board programs may provide acceleration and enrichment; activity based school-wide experiences, centered learning and field trips. The Advanced Placement Program offers students the opportunity to pursue college level studies while still in secondary school.
3. Afford high school studies and the opportunity to earn college credit through rigorous AP examinations and/or participating in dual credit courses.

**PRE-AP Contract
2017-2018**

The Advanced Placement (AP) program is cooperative educational endeavor between secondary schools and colleges and universities where college-level courses are taught in a high school program. The purpose of the Pre-Advanced Placement courses is to give students the opportunity to develop skills that will enable them to be in an AP class. Pre-AP courses are characterized by an immersion in content, an accelerated pace, and performance assessment at the synthesis and evaluative levels. Typically, successful Pre-AP students are task-oriented, proficient readers, about to prioritize their time, and have parental support.

Parents, students and teachers will read and sign a copy of the contract for each Pre-AP class.

General Course Expectations:

- Successful completion of each Pre-AP course requires individual study time outside of class on a regular basis.
- Students may need to purchase supplemental materials for some of the Pre-AP courses. This requirement will be made known through the course descriptions for the various courses.
- For a student whose grade average for the first 9 weeks is less than 70%, the student will be placed on probation for the next quarter. If the grade remains less than 70%, the student will be dropped from the class. If a student is dropped, parents will be contacted.
- The policy for makeup work after an excused absence is outlined in the Osceola School District handbook. For each absence from class, the student has one day to complete and turn in makeup work.
- There will be no makeup work given or graded for unexcused absences. The grade will result in a zero.
- Late work will not be accepted.
- Individual student integrity is a standard of excellence for Pre-AP students. All students are expected to do their own work.

Student Agreement

I am familiar with the expectations of this Pre-AP course and accept its academic challenges. I agree to organize my time and efforts to successfully complete the course. Due to the increased rigor and challenge of this course, I will notify the teacher, request help, and attend tutorials if I fall behind in class assignments or am having difficulty with course content. I understand that my success in this Pre-AP course is primarily my responsibility.

Student Signature

Date

Parent Agreement

I have read the description and syllabus for this Pre-AP course, am familiar with its requirements, and agree to support and encourage my son/daughter in his/her endeavors in this course. I will notify the teacher immediately of any concerns I have relating to the Pre-AP class or my child's progress.

Parent/Guardian Signature

Date

Teacher Agreement

I have read the agreement and understand the high expectations of this course. I will hold my students to these expectations and to the Osceola School District policy of no late work. I will keep my students so engaged in the coursework that discipline issues should be eliminated. I will make myself available to my students to help them with the work. I will seek advice or help from experienced staff and colleagues to ensure the integrity of Osceola High School's Advanced Placement program.

Teacher Signature

Date

Osceola School District Pre-AP & Advanced Placement



Differentiation Documentation Form

Date _____

Circle Quarter: 1st 2nd 3rd 4th

Teacher: _____ Course: _____ Grade _____

Lesson Topic _____ SLE's _____

Three Requirements:

- 1.) Completed Differentiation Documentation Form
- 2.) Attach *lesson plan* with areas related to differentiation *highlighted*
- 3.) Attach sample or picture of student work from lesson.

Mark **only** the types of differentiation used with the attached lesson plan

I. Content/Pace: *What the students are expected to learn.* Depth, Pace, Kind

___ **Depth:** ___ Understanding ___ Application ___ Analysis ___ Synthesis ___ Evaluation

Explanation: _____

___ **Pace:** Vary rate / speed of learning / task completion for student

Explanation: _____

___ **Kind:** Vary information *learned*

Explanation: _____

II. Process: *How the student learns:* Activities that help students *connect to content*

___ **Creativity – Synthesis-** *Create something that was not obviously there before*

Explanation: _____

___ **Thinking Skills** _____, _____, _____.

Explanation: _____

III. Product: *Outcome to be presented to an appropriate audience*

Audience product presented to: _____ Date Presented: _____

Choice of three products: ___ Poster ___ Skit ___ Poem ___ Diagram/chart ___ Oral Report

___ Create invention ___ Power Point ___ Written Report ___ Write song lyrics ___ Create a survey

___ Analyze trends and patterns ___ Prediction ___ Write a story ___ Other: _____

Please share a summary regarding the content, learning activities and products of knowledge created by your students this 9 weeks as a result of the differentiation strategies explained above. _____

Teacher Signature _____

Date _____

Osceola School District Pre-AP & Advanced Placement



Course Name

Teacher

Pre-AP Syllabus

EXAMPLE

Course Overview:

This course is designed to help prepare students for

Some of the features of the class include emphasis on

Students will be expected to do a significant amount of work at home, and most students will find the course demanding and fast-paced.

Throughout the year, students will be

In addition AP curriculum, students will

Students will also each quarter.

Texts Used:

Classroom Expectations:

Course Outline:

Examples:

Independent Reading

Projects

Enrichment Opportunities

Research Projects

Units of Study

Acceptance into Pre-AP and AP courses

Student placement into Pre-AP and AP courses will be completed for those students meeting the specific achievement and intelligence testing criteria based on the following criteria: Standardized test score in specific subject, pre-requisite course grade, and teacher evaluation (see rubric). The criteria will be evaluated for upcoming 5th grade, 7th grade and 9th grade. The population for the designated gifted and talented students will be provided the option to enroll in course.

PreAP/AP Exit Guidelines

Exit processes are in place to assist students in making sound course selection decisions. Students and parents must be aware that grades earned in a PreAP or AP course follow the student to the on-level course and will be included in the student's overall course average.

1. It is expected that students seek assistance when needed to be successful in the course.
2. Students are expected to remain in the PreAP or AP course at least one full semester.
3. Students petitioning to exit a PreAP or AP course must request a conference with the teacher and counselor.

Pre-AP Differentiation

Students in Pre-AP courses should expect at least 1 advanced course project each quarter. This project may be completed during class time or as an additional home project at the discretion of the teacher.

Pre-AP Literacy courses will include additional reading of novels and texts, along with an additional writing assignment per quarter. The additional reading and writing is important to prepare for AP Literature and AP Language and Composition.

Pre-AP Math courses will include additional enrichment projects each quarter.

AP Academy

Advanced Placement students will be provided an opportunity for additional support through evening AP tutoring sessions. During this time, AP teachers will provide small group support, APEX training and provide guest tutors.

AP Handbook Guidelines:

5.21—ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and HONORS COURSES Students in grades 7-12 who take advanced placement courses, International Baccalaureate courses, honors or concurrent credit college courses approved for weighted credit by the Arkansas Department of Education shall be graded according to the following schedule. A = 100 – 90 B = 89 – 80 C = 79 – 70 D = 69-60 F = 59 and below For the purpose of determining grade point averages, the numeric value of each letter grade shall be A = 5 points B = 4 points C = 3 points D = 2 point F = 0 points For a student to be eligible to receive weighted credit for an AP, or IB course, the student's course must have been taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and ADE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan. Additionally, for students taking AP or International Baccalaureate courses to receive weighted credit they must take the applicable AP or IB examination after completing the entire course . Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable AP exam. Students who do not take the AP exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP course. "Honors Courses" are those courses that have been approved by a Department of Education Committee as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation, Arkansas Public Schools. Students who transfer into the district will be given weighted credit for the Advanced Placement courses, International Baccalaureate courses, honors courses approved by the Arkansas Department of Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

Teacher Professional Development

Teachers assigned to teach a Pre-AP and/or AP course must meet Arkansas Teacher Licensure requirements in the appropriate teaching area and must attend the appropriate required College Board training.

School districts seeking to employ Pre-Advanced Placement (Pre-AP) and/or Advanced Placement (AP) teachers who have not attended the required College Board Training will use the Additional Training Plan (ATP) attached.

AP teachers attend national AP conferences for training. Teachers will have continues in district planning and training.



**ARKANSAS
DEPARTMENT
OF EDUCATION**

**PRE-ADVANCED PLACEMENT AND ADVANCED PLACEMENT
ADDITIONAL TRAINING PLAN**

SCHOOL DISTRICT & TEACHER GUIDELINES:

Teachers assigned to teach a Pre-AP and/or AP course must meet Arkansas Teacher Licensure requirements in the appropriate teaching area and must attend the appropriate required College Board training. School districts seeking to employ Pre-Advanced Placement (Pre-AP) and/or Advanced Placement (AP) teachers who have not attended the required College Board Training will use the Additional Training Plan (ATP) to meet that requirement as follows:

*The employing district will file this completed ATP with the ADE Office of Gifted and Talented within 30 days of the teaching assignment.

*The employing district understands that a teacher will have no more than three (3) calendar years from the date of filing with the ADE to meet full requirements as stipulated in 4.01, 4.02 and 4.03 of Rules Governing Advanced Placement Courses in the Four Core Areas in High School (Act 102, 2003 Special Legislative Session).

*Pre-AP teachers must attend a College Board sponsored or endorsed training institute, conference or workshop within three (3) years of beginning the ATP.

*AP teachers must attend a College Board Advanced Placement Summer Institute within three (3) years of beginning the ATP.

Teacher Name: _____ Last four SS#: _____

AP Coordinators Name: _____

AP Coordinators Email: _____

Pre-Advanced Placement Course(s):

Advanced Placement Course(s):

Course Name: _____

Course Name: _____

Course Name: _____

Course Name: _____

Course Name: _____

Course Name: _____

School District Assurance: I certify that the above statements are true and correct to the best of my knowledge.

District Name: _____ LEA#: _____

School Name: _____ LEA#: _____

Printed name of school authority: _____ Position Title: _____

Signature of school authority: _____ Date: _____

Signature of teacher/applicant: _____ Date: _____

MAIL COMPLETED FORM TO:

Gifted & Talented and Advanced Placement
Four Capitol Mall, Mail Slot #28
Little Rock, AR 72201

OR FAX TO:

Attn: Gifted & Talented and Advanced Placement
501-682-4220

Osceola School District Pre-AP & Advanced Placement



AP Criteria Rubric

All students who wish to enter any Pre-AP or AP classes taught within the Osceola School District must meet the following requirements:

- An essay application process is provided for upcoming 5th, 7th and 9th grade students.
- Students must score at grade level on their required state standardized exam or MAP assessment.
- Students must have had a “C” average or higher in their previous class of the same content area.
- Students must be recommended by a Pre-AP or AP instructor based on the following criteria:
 - -Highly motivated and committed to completing tasks
 - -Consistently prepared for class and assignments
 - -Willing and able to engage in higher order/advanced level class work
 - -Consistently completed assignments of an advanced quality
- All AP classes recommend a minimum ACT score of a 19 in the related content area.

Students who do not meet the recommended acceptance criteria but still wish to be considered for AP course placement should request a meeting with the principal within 10 days of the notification. In special circumstances, a student can submit a written essay or portfolio of work demonstrating their ability and desire to pursue AP coursework.

Acceptance Criteria Rubric

Student Name: _____

Score: _____

Course: _____

Acceptance: _____

CATEGORY	3	2	1	0
<i>State standardized test or MAP</i>	Above grade level	At grade level	One year below grade level	2 or more years below grade level
<i>Pre-requisite Average Grade for Year</i>	A	B	C	D
<i>Content Level Teacher Recommendation</i>	The student demonstrates all three of the following characteristics: 1-highly motivated and demonstrates a commitment to tasks. 2- Consistently prepared for class and assignments 3-willing and able to engage in higher order/advanced level activities	The student demonstrates two of the following characteristics: 1-highly motivated and demonstrates a commitment to tasks. 2- Consistently prepared for class and assignments 3-willing and able to engage in higher order/advanced level activities	The student demonstrates only one of the following characteristics: 1-highly motivated and demonstrates a commitment to tasks. 2-Consistently prepared for class and assignments 3-willing and able to engage in higher order/advanced level activities	The student does not demonstrate any of the following characteristics 1-highly motivated and demonstrates a commitment to tasks. 2- Consistently prepared for class and assignments 3-willing and able to engage in higher order/advanced level activities

Students who do not meet the recommended acceptance criteria, but still wish to be considered for AP course placement should request a meeting with the principal within 10 days of the notification. In special circumstances, a student can submit a written essay or portfolio of work demonstrating their ability and desire to pursue AP coursework.

