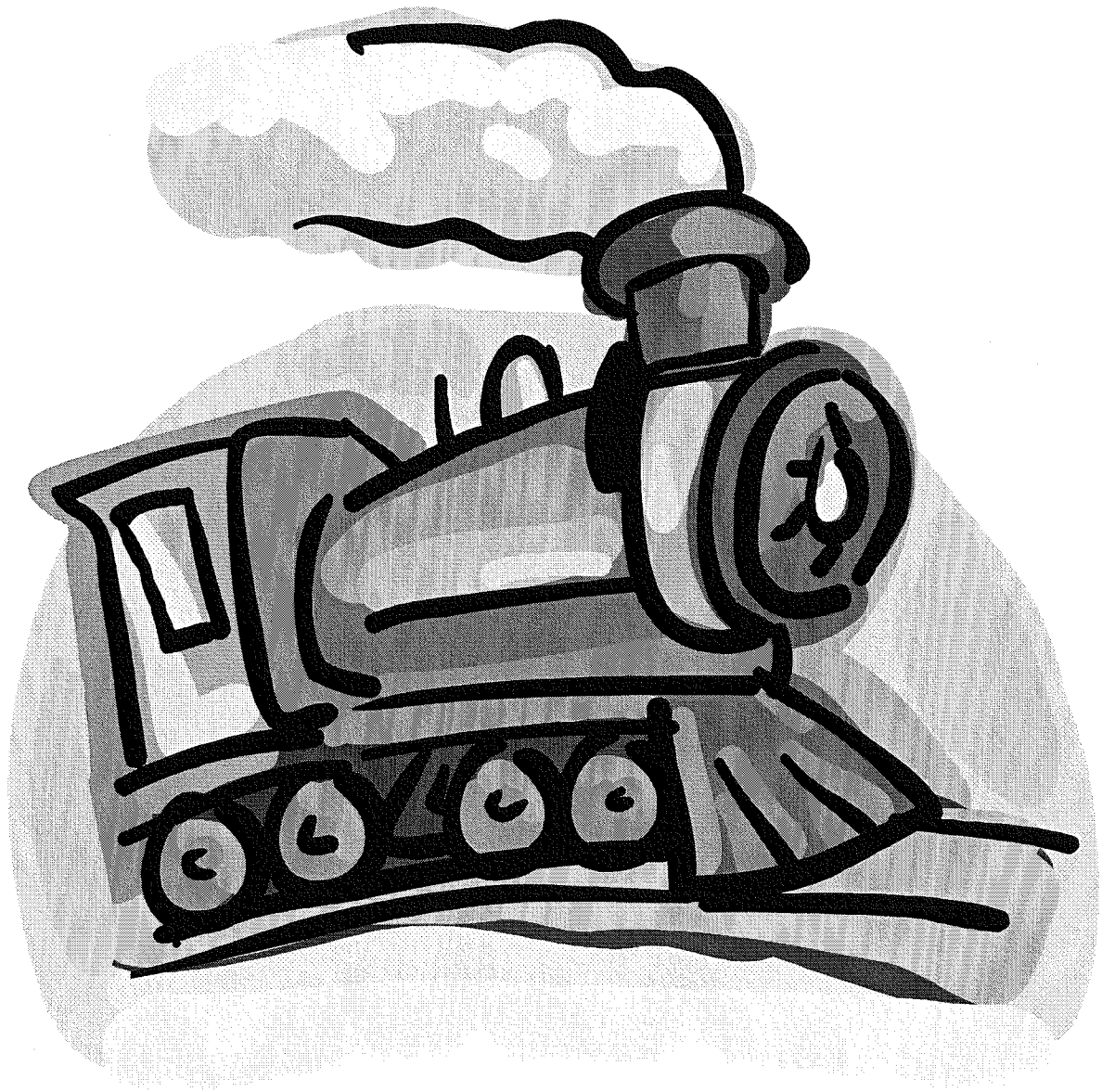


*GET ABOARD THE
Pre-AP/AP TRAIN*



Responsibilities of the Stakeholders

Responsibilities of the Teacher

- Support the concept of Pre-AP and Vertical Teams.
- Teach the strategies, skills, concepts, and material needed to prepare students to participate in AP.
- Participate in Pre-AP and AP professional development opportunities.
- Be open to new ideas and new learning.

Responsibilities of Parents

- Become familiar with the concept of Pre-AP courses and knowledgeable about AP courses.
- Be aware that good grades are not always synonymous with academic rigor or academic excellence.
- Encourage students to strive toward academic excellence.
- Accept the study of diverse and ambiguous material.
- Support the teachers.

Responsibilities of the Student in the Pre-AP Class

- Accept the challenge of higher academic standards.
- Develop independent learning skills.
- Seek academic assistance when necessary.
- Accept the study of diverse and ambiguous material.
- Manage time appropriately.

What does a Pre-AP class look like?

The AP Social Studies Vertical Team has created this document to describe Pre-AP instruction.

The Pre-AP and Pre-AP/GT curriculum

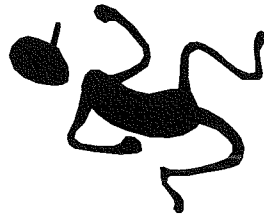
- Uses the KISD Pre-AP and Pre-AP/GT curriculum
- Assesses student performance with a variety of methods including practice with multiple choice and free response testing formats
- Employs periodic timed assessments
- Holds students increasingly accountable for independent reading
- Uses a variety of instructional materials, including the designated reader for the grade level/course and supplemental primary sources
- Employs a variety of instructional strategies which includes opportunities for students to engage in discussion about complex and provocative issues in the discipline
- Is efficient in the use of instructional time
- Concentrates on building student capacity to understand rigorous content through the development of skills as defined by the Social Studies Skills Continuums
- Allows for students to participate in a variety of grouping formats
- Allows for students to reflect on learning and make connections across concepts

What the Pre-AP and Pre-AP/GT classroom is NOT

- It is not worksheet driven or textbook driven
- It is not copying notes but IS about students making their own personal notes
- It is not about the questions at the end of the section, but the questions students generate about provocative materials
- It is not about memorizing detail, but about understanding concepts

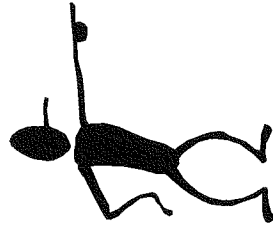
Thesis Writing in the Pre-AP Social Studies Class

The student is expected to:



5th Grade

Write an essay on a social studies topic.



7th Grade

Answer a question by writing a simple thesis statement and a paragraph with some supporting detail. A well written paragraph will have the following attributes:

- Student answers the question by taking a firm position on the issue
- Student explains fully why the answer is correct
- Spelling, grammar and punctuation do not interfere with understanding

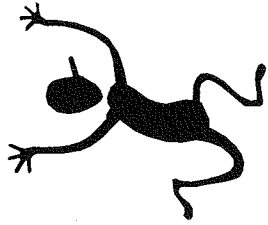
6th Grade

Form an opinion based on a reading and identify facts from the reading that support the opinion.

8th Grade

Answer a question by writing a complex thesis statement and a 3 paragraph essay with some supporting detail. A well written essay will have the following attributes:

- Student answers the question by taking a firm position on the issue
- Student explains fully why the answer is correct
- Student uses some supporting detail/evidence
- Spelling, grammar and punctuation do not interfere with understanding



W. Geography

Answer a question by writing a complex thesis statement and a multi-paragraph essay with substantial supporting detail.

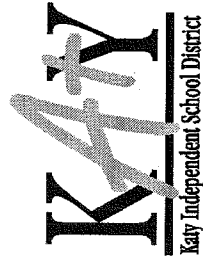
A well written essay will have the following attributes:

- Student answers the question with a well developed thesis statement that takes a firm position on the issue and explains why that position is correct
- Student uses substantial supporting detail/evidence
- Student has a well organized paper
- Spelling, grammar and punctuation do not interfere with understanding

W. History

Answer a question by writing a complex thesis statement and a multi-paragraph essay with substantial supporting detail and analysis of those details. A well written essay will have the following attributes:

- Student answers the question with a well developed thesis statement that takes a firm position on the issue and explains why that position is correct
- Student uses substantial supporting detail/evidence
- Student has effective analysis
- Student has a well organized paper
- Spelling, grammar and punctuation do not interfere with understanding



Differences Between An English Thesis Statement and A Social Studies Thesis Statement

English

Responds to a prompt

Gives the main idea of the paper

States the purpose, intent, or main idea of the essay

Ex. Bilingual education has not fulfilled its early promise.

Social Studies

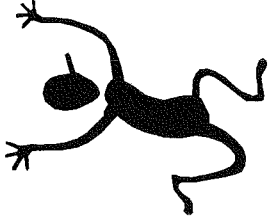
Answers a question

Answers the question and states why the answer is correct

Tells in a few words what the argument is, not what it is about

Ex. Bilingual education has not fulfilled its early promise because students in bilingual classes are not learning English.

Multiple Choice Questions and Document Analysis in the Pre-AP Social Studies Class



W. History

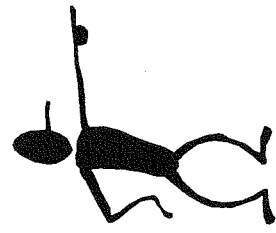
Complete tests with more than 50% of test comprised of multiple choice questions with five answer choices and/or "except" questions and continue to use multiple choice/multiple choice questions. Analyze sophisticated documents with an emphasis on biased documents.

W. Geography

Complete tests with more than 50% of test comprised of multiple choice questions with five answer choices and/or "except" questions and be introduced to multiple choice/multiple choice questions. Analyze sophisticated documents with an emphasis on biased documents.

8th Grade

Complete tests with more than 25% of test comprised of multiple choice questions with five answer choices and/or "except" questions. Compare opposing points of view on an issue using primary sources.

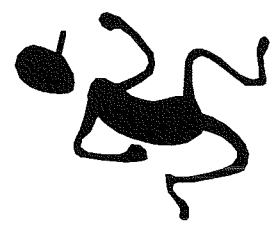


7th Grade

Complete tests with more than 20% of test comprised of multiple choice questions with five answer choices and/or "except" questions. Analyze visual and written documents including political cartoons.

6th Grade

Complete tests with 50% of test comprised of multiple choice questions with four answer choices and introduce "except" questions. Analyze visual documents.

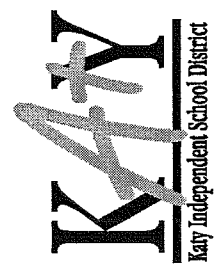


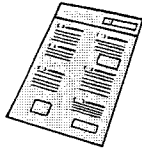
5th Grade

Complete test with some multiple choice questions with four answer choices. Distinguish between primary and secondary sources.

The student is expected to:

The expectation in social studies classes is that the majority of the objective questions on a test will be comprised of multiple choice questions.





Tips for Answering Multiple Choice Questions

Read the question carefully

Multiple-choice test questions are precisely worded. To answer the question correctly, you must carefully examine key words and phrases.

Choose the BEST correct answer

There may be more than one correct answer. You must learn to choose the most correct right answer – the answer that fulfills all the requirements of the question, and that matches the question EXACTLY.

Guess intelligently by using the information that you do know

You may use information about a related concept to make an informed guess as to the correct answer or use what you know to eliminate incorrect answers.

Eliminate implausible options

In some cases, at least one distracter is both incorrect and completely implausible. Eliminate these answers quickly.

Example of question with five possible answer choices and one BEST answer

The most unpopular and least successful of President Thomas Jefferson's policies was his

- A advocacy of territorial expansion.
- B handling of the Barbary Coast pirates.
- C reduction of the size of the military.
- D reduction of the national debt.
- E** adherence to neutrality in dealing with England and France.

Example of multiple choice/ multiple choice question

Congress decides to place a high tax on cars being imported into the United States. What would probably happen next?

- I. United States car companies will begin to produce fewer cars.
- II. United States car companies will begin to produce more cars.
- III. Foreign car companies will begin to produce more cars to sell in the U.S.

- A I only
- B** II only
- C III only
- D I and III only
- E II and III only

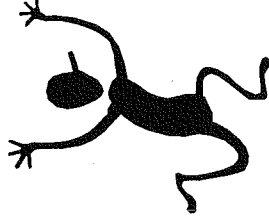
Example of "except" question

All of the following capital cities are paired with the correct country EXCEPT

- A Beijing/China
- B Tokyo/Japan
- C Ulaanbaatar/ Mongolia
- D** Pyongyang/ South Korea
- E Taipei/Taiwan

Note Making in the Pre-AP Social Studies Class

The student is expected to:



W. History

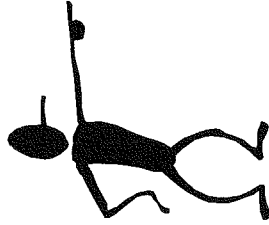
Create personal notes using main idea/detail notes, Venn diagrams, K-W/E-L charts, content frames, selective highlighting, sticky notes, concept of definition maps, magnet summaries, power notes, webbing, history frames, free form mapping, annotated illustrations/timelines/maps, one sentence summaries, mind notes, cause/effect notes, Cornell notes, and opinion/proof notes.

W. Geography

Create personal notes using foldables, main idea/detail notes, Venn diagrams, K-W/E-L charts, content frames, selective highlighting, sticky notes, concept of definition maps, magnet summaries, power notes, webbing, history frames, free form mapping, annotated illustrations/timelines/maps, one sentence summaries, mind notes, cause/effect notes, Cornell notes, and opinion/proof notes.

8th Grade

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7th Grade

Create personal notes using foldables, main idea/detail notes, Venn diagrams, K-W/E-L charts, content frames, selective highlighting, sticky notes, concept of definition maps, magnet summaries, power notes, webbing, history frames, free form mapping, and annotated illustrations/timelines/maps.

6th Grade

Create personal notes using foldables, main idea/detail notes, Venn diagrams, K-W/E-L charts, content frames, selective highlighting, sticky notes, concept of definition maps, and magnet summaries.



5th Grade

Create personal notes using foldables, main idea/detail notes, Venn diagrams, K-W/E-L charts and content frames.