

Welcome JHS Parents/Guardians



Introductions

Eddie Jenkins – 10th Grade AP

Jonathan Frishman – AP Capstone, AP Liaison

Caryn Rasberry – AP Capstone, AP Liaison

Kirsten Hampshire – AP Human Geo., Social Studies Dept. Chair

Katie Statham – AP Precalculus, Math Dept. Chair

Stacey Naylor – English I KAP

Student Reps from our AP Ambassador Program



During our time together

01

What to Expect

What does KAP mean?

02

Rigor

What is rigor and why is it important?

03

Resources

Parent and students resources.

04

Tips

Student tips and tricks to be successful.

05

Testimonials

What do past KAP students have to share?

06

Questions

01

**What to expect
being in a KAP*
class.**



*Katy Advanced Program

What To Expect – An Overview

KAP courses are academically advanced and contain curriculum objectives that are *more complex*.

Resources used are *more extensive*.

Performance *expectations are higher and more rigorous*.

What To Expect – An Overview

KAP courses are designed to challenge students *beyond grade level* academic courses and prepare them for success in future advanced level coursework.



What To Expect – An Overview



KAP courses are developed with a concentration on building the student's capacity to understand and process rigorous content.

What To Expect – An Overview

KAP courses promote critical thinking, problem solving, time management, and dedication.

02

Rigor



Educational rigor

“...instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, personally challenging.”

Significance of Rigor

Focus: Academic Relevance

Why should we study this? How does this apply to the real world?

Critical Thinking Skills

How do we analyze and interpret the information we have?

Benefits of Rigor

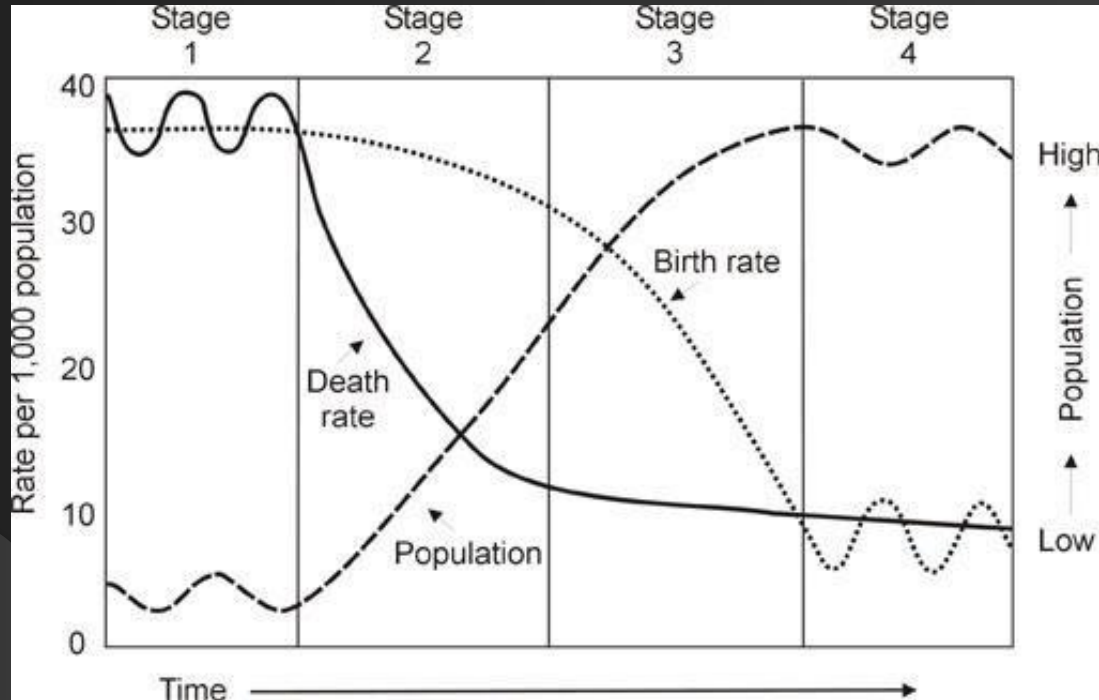
Rigor and relevance help students become complex thinkers [...] both in and beyond school.*

In rigorous courses, students encounter real-world situations and scenarios that reflect their everyday experiences, making the content more relatable and meaningful compared to learning skills in isolation. While this approach enhances understanding, it also presents greater challenges.

Thompson, J. (2020, October 7). *The importance of adding rigor and relevance to instruction*. Learning Forward.
<https://learningforward.org/2020/10/07/the-importance-of-adding-rigor-and-relevance-to-instruction/>

Example - Population Change

Academic - Population Change



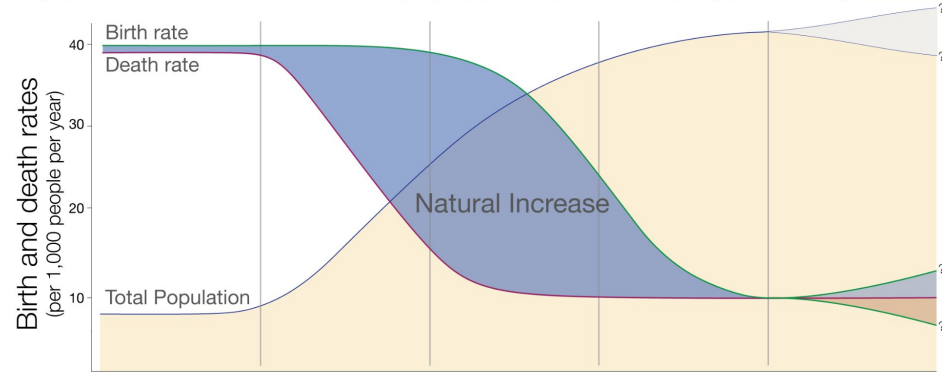
Example - Population Change




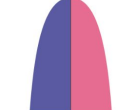

KAP - Population Change

The five stages of the demographic transition

The demographic transition is a model that describes why rapid population growth is a temporary phenomenon.

OurWorld
in Data



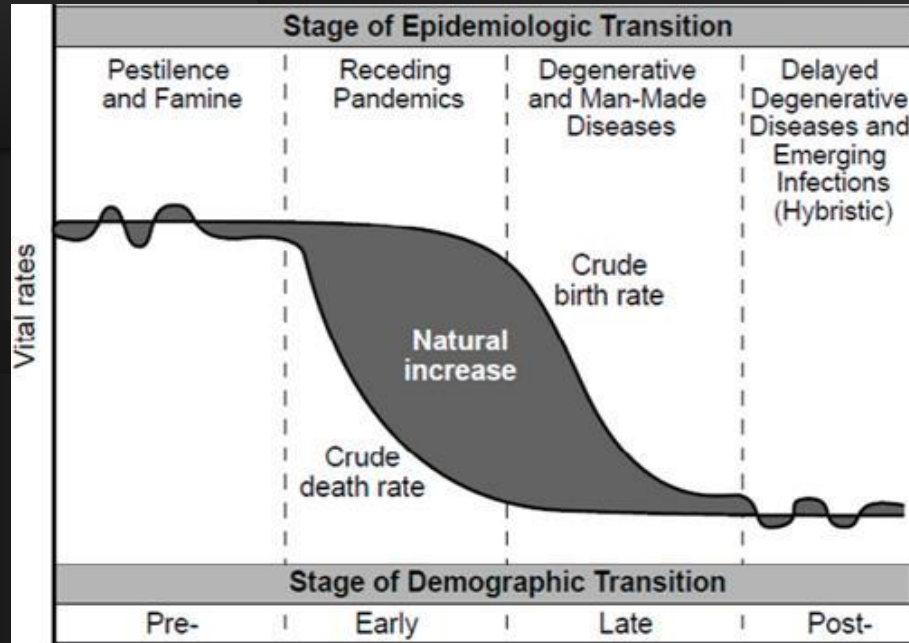
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Birth rate	High	High	Falling	Low	Yet to be seen (Possibly falling further, possibly rising again)
Death rate	High	Falls rapidly	Falls more slowly	Low	Low
Natural increase	Stable or slow increase	Rapid increase	Increase slows down	Falling and then stable	Little change
Population Pyramid					
	Men Women	Men Women	Men Women	Men Women	Men Women

This is a visualization from [OurWorldinData.org](https://ourworldindata.org), where you find data and research on how the world is changing.

Licensed under CC-BY-SA by the author Max Roser.

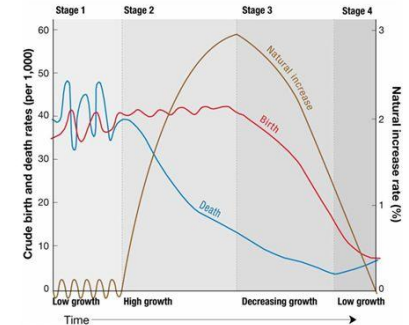
Example - Population Change

AP - Population Change



Wilbur Zelinsky

1. Migration trend follow demographic transition stages.
2. People become increasingly mobile as industrialization develops.
3. More international migration is seen in stage 2 as migrants search for more space and opportunities already in stages 3 and 4.
4. Stage- 4 countries show less emigration and more intraregional migration.



Some 10th Grade AP Offerings

- AP Computer Science
- AP Seminar
- AP World History
- AP Pre-Calculus

Other courses are also available when students meet the prerequisites as well.

03

Resources



Katy ISD Resources

Katy ISD Parent Resources - <https://www.katyisd.org>



Home Access Center: Grades/Assignments

My Katy Cloud — HUGE resource: Canvas access, textbook, curriculum

JHS Resources

Tutorials:

Every content area offers a variety of tutorial times to ensure that students have multiple opportunities to get help.

Tutorial times in Canvas courses and the campus website.

Tutorial Schedule for Campus on School Website



JORDAN
HIGH SCHOOL

BOARD
MEETING
LIVE
STREAM

Campus Links

District Links

- Absence Reporting >
- Assessment +
- Calendars +
- Campus Administrative Support +
- Campus Improvement Plan > ⚙️
- Campus Profile - JHS > ⚙️
- Other +
- Policies & Procedures +
- Schedules** ▾
 - > Bell Schedule ⚙️
 - > Spring Semester Exam Schedule 2024 ⚙️
 - > Tutorial Schedule**

JHS Resources



Canvas:

- Stay up to date with calendars, links to online textbooks, course content, and other resources.
- Check announcements from teachers through either an email they regularly check or through app.
- Tutorials within Canvas to set notifications (go to Help and search Canvas Guides)
- Grades on Canvas NOT same as HAC.

JHS Resources

Content specific examples: ck12, Khan Academy, teacher created supplemental work and videos.

04

Tips & Tricks



Tips & Tricks

In Class

1. Come prepared
2. Be organized
3. Participate in class activities and discussions.
4. **ASK QUESTIONS** in and out of class.

Tips & Tricks

In Class

1. Come prepared
2. Be organized
3. Participate in class activities and discussions.
4. **ASK QUESTIONS** in and out of class.

At School

1. Tutorials - See Canvas/website
2. Don't procrastinate
3. Get involved in school.
4. Time management skills.
5. Use Enrichment wisely
6. **HAVE FUN!**

Tips & Tricks

In Class

1. Come prepared
2. Be organized
3. Participate in class activities and discussions.
4. **ASK QUESTIONS** in and out of class.

At School

1. Tutorials - See Canvas/website
2. Don't procrastinate
3. Get involved in school.
4. Time management skills.
5. Use Enrichment wisely
6. HAVE FUN!

At Home

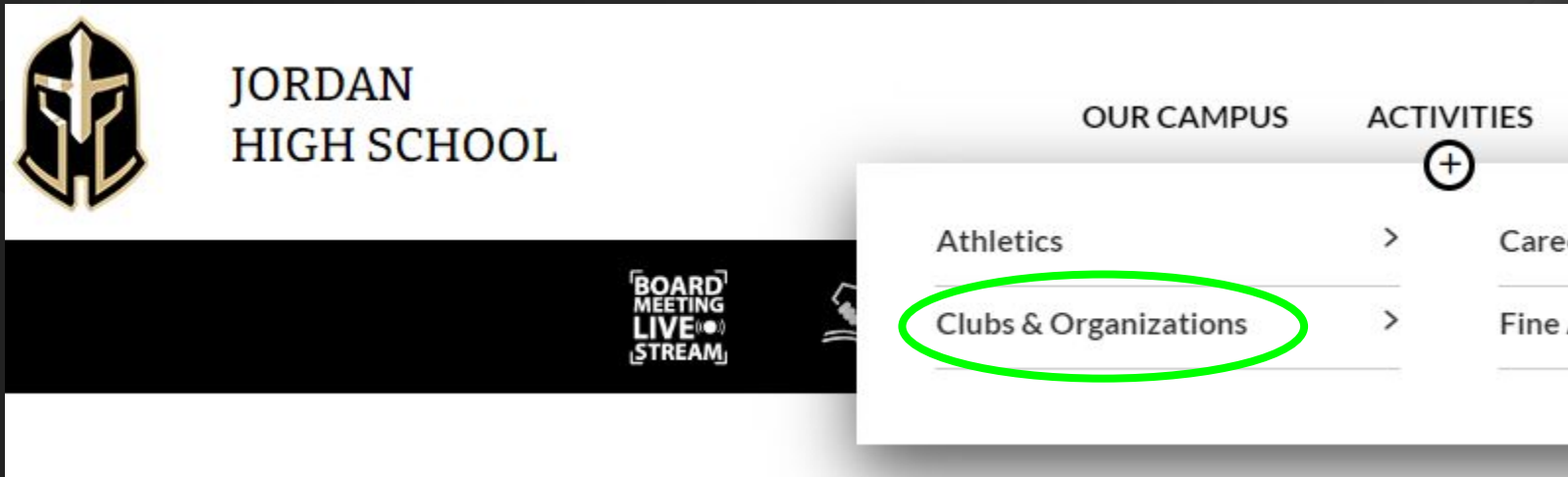
Study daily:

- Read notes
- Make flashcards
- Describe processes verbally
- Watch videos
- Do additional practice
- **WRITE!** Summarize your learning into your own words.
- Draw out your learning.
- Read other books outside of assigned texts

Clubs & Organizations

You can find a list of clubs and contact information for their sponsors or monitors on the JHS website.

ACTIVITIES -> CLUBS & ORGANIZATIONS



How to Help at Home

KAP classes require a deep understanding of the material. Memorizing will only get you so far. How to help promote understanding at home:

1. Scaffold questioning – first ask them what questions. As the unit progresses, ask the how and why questions.
2. Encourage kids to talk about the content and how it relates to the real world.
3. Get them writing/drawing - creating summaries or analogies of their learning.
4. Have students rework (math) problems or review quiz errors.
5. Have students read every night.

All of these things help students to self-assess.

The Importance of Student-Initiated Questions

Encouraging high school students to initiate questions with their teachers fosters essential life skills such as accountability and self-advocacy. When students take the initiative to ask questions, they actively engage in their learning process, seek clarification, and better understand the material.

This practice not only helps them stay **accountable** for their progress but also **builds confidence** in expressing their needs and concerns.

By developing these skills now, students prepare themselves for future academic, professional, and personal success where effective communication and self-advocacy are key.

Leisure Reading & Academic Achievement

Research studies consistently show that regular reading—such as 20 minutes a day—has a positive impact on standardized test scores and overall academic success, including improvements in empathy, vocabulary, comprehension, and overall academic achievement, which translate into higher standardized test scores.

Mol, S. E., & Bus, A. G. (2011). To read or not to read: a meta-analysis of print exposure from infancy to early adulthood. *Psychological bulletin*, 137(2), 267–296.
<https://doi.org/10.1037/a0021890>

National Endowment for the Arts. (2007). *To read or not to read: A question of national consequence* (Research Report #47).
<https://www.arts.gov/sites/default/files/ToRead.pdf>

Sullivan, A., & Brown, M. (2015). Reading for pleasure and progress in vocabulary and mathematics. *British Educational Research Journal*, 41(6), 971–991.
<https://doi.org/10.1002/berj.3180>

05

Testimonials



AP **Ambassadors**

Introductions & About Us



“Listen to other’s questions – AND ask your own.”

“ATTEND Tutorials!!
They are a
life-saver!”

“I did the best when I became invested in the unit. I participated more and learned the material with deeper understanding.”

“Some advice that I would give to my August self would be to **study hard for the quizzes and tests**. The first couple of quizzes I had gotten really bad grades and it was very hard to find the motivation to continue with the class. As more and more kids began dropping I had thoughts about doing the same, but I am glad that I didn't. The class became easier as I learned **better study techniques** and the expectations of the course.”

06

Q & A



We ask that you only ask questions that are general in nature (pertain to all or most students).

Thank you for coming!



Follow us:
[@ap_ambassador_jhs](https://www.instagram.com/ap_ambassador_jhs)

