

Patriot High School

Leadership, Character, Integrity, Pride

Advanced Placement Scholars

Handbook



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ADVANCED PLACEMENT (AP) SCHOLARS PROGRAM

The AP Scholars Program is a four-year college preparatory program designed to provide students with an educational foundation of critical thinking and analytical skills as well as the improvement of written, oral, and presentation skills. By participating in Advanced Placement courses offered at Patriot (based on AP curricula outlined by the College Board), students in the AP Scholars program are given unique opportunities to analyze data, synthesize information from multiple sources and points of view, problem solve for real-life situations, work both independently and collaboratively, and communicate effectively in multiple formats. Students may also earn college credit for qualifying scores on AP exams (college credit for AP scores varies by college/university and by subject).

Mission Statement

Within the framework of the Advanced Placement Scholars Program, Patriot High School students are motivated to challenge themselves academically, will develop the requisite skills needed to achieve success in Advanced Placement courses, improve SAT and ACT scores, and establish the academic foundation necessary to move on to either a two or four-year university program after graduation.

Vision Statement

Through the Advanced Placement Scholars Program, faculty, administration, and parents will work together to develop an instructional environment that supports, validates, and encourages Patriot High School students to reach beyond the standard high school course progression toward a more rigorous academic program focused on challenging motivated students to achieve at the highest levels.

Program Description and Supports

The Advanced Placement Scholars program at Patriot High School will assist and support students seeking rigorous advanced studies curriculum through their high school career. Services provided are as follows:

- Challenging course of study to include Advanced courses and Advanced Placement (AP) courses.
- A supportive framework open to all students willing to tackle advanced courses.
- College exploration sessions.
- School sponsored college tours.
- Instructional support through school counseling department and APS Coordinator.
- Peer mentoring and peer tutoring.
- Faculty led and peer led study sessions throughout the school year.
- Practice AP exams and AP exam preparation sessions.
- SAT and ACT test preparation opportunities.
- Administrative monitoring and support.
- Multiple levels of recognition upon completion of the program.

Application Process

Students will apply to enter the Advanced Placement Scholars program by completing the Prince William County Public Schools common specialty program online application.

To remain in the Advanced Placement Scholars Program

Students must meet the minimum participation criteria as follows:

- 9th grade-** Enroll in two or more Advanced courses and complete the year with a C or better in all courses.
- 10th grade-** Enroll in any combination of two or more Advanced or AP courses, and complete the year with a C or better in all courses.
- 11th grade-** Enroll in two or more AP courses, and complete the year with a C or better in all courses.
- 12th grade-** Enroll in two or more AP courses, and complete the year with a C or better in all courses.

**Please note that any student who has below a 70% (C) in any class at the first semester will be placed on probationary status. If the grade does not increase to a 70% or higher by year-end, the student will be dismissed from the program. If a student is attending Patriot as a transfer student, transfer status will be rescinded and the student will have to enroll at his or her base school the following school year.*

9 th Grade	2 Advanced courses or 1 Advanced courses and 1 AP
10 th Grade	2 Advanced courses or 1 Advanced courses and 1 AP
11 th Grade	2-3 AP courses
12 th Grade	2-3 AP Courses

Program Requirements

- Students must complete at least two Advanced and five AP courses overall before graduation.
- Participants must maintain a 70% (C) average in all course work to remain eligible to stay in this program.
- Students must complete community service hours prior to graduation; 15 hours per year, 60 hours prior to graduation.
- Students must complete a final portfolio OR AP Capstone Seminar prior to graduation.
- Students must abide by the rules and guidelines of appropriate behavior as outlined in the Prince William County “Code of Behavior” and the Patriot High School Student Agenda. Failure to abide by these guidelines could result in removal from the program.

Community Service

To receive an APS medal and Certificate of Program Completion, all APS members will complete 60 hours of community service. If a senior fails to meet the community service requirement by the time of graduation, the student will not receive a medal but may still receive a Certificate of Participation. Service hours must be submitted by May 31.

Instructional/Community Service:

As a member of the Advanced Placement Scholars program, students will be required to complete instructional support and/or community service hours throughout their participation in the program. The purpose of including instructional support in the program is to build a support system for all participating students. By providing a structural framework that enables strong students to work with students having initial difficulties, the members of the Advanced Placement Scholars program will form a connection based upon a mutual desire to be academically successful.

Community Service Requirements:

Students are required to complete 15 hours of community service each year, or 60 hours of service by graduation. Types of activities students may complete are indicated below:

- Volunteer as a research assistant in the library
- Assist with the AP Scholars tutoring program
- Mentor new Advanced Placement Scholars participants
- Mentor Advanced Placement Scholars probationary students
- Assist with AP study sessions established by the teachers
- Other service hours deemed appropriate by the program coordinator

To receive credit for the community service hours, students **must submit** completed Community Service Hour Log at the end of each year. The record can be found in the links section on the APS canvas page. All hours must be submitted electronically and include the contact information of the supervising individual. Failure to include contact information may invalidate hours. It is the responsibility of the APS member to log hours in the Community Service Hours Log online. All seniors must submit hours by May 31 in order to receive credit for the diploma designations.

End Product for Students

The Advanced Placement Scholars program will help to support students in achieving high scores on College Board Advanced Placement® exams. In addition to school recognition, students participating in the program may also be identified by the College Board.

The College Board Designations

Besides 21st Century skill sets designed to assist the students in their future educational and career endeavors, students may also earn college credit for qualifying scores on AP exams (college credit for AP scores varies by college/university and by subject). On a national level, AP Scholars are eligible to be recognized by the College Board ® or extraordinary performance on AP exams. The College Board designations are as follows:

AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP exams.

AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on 5 or more of these exams.

National AP Scholar: Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

Advanced and AP Course Options

Advanced Course Options:

English:

Advanced English 9
Advanced English 10

Math:

Advanced Algebra I
Advanced Algebra II/Trigonometry
Advanced Geometry

Science:

Advanced Earth Science
Advanced Biology
Advanced Chemistry

Social Studies:

Advanced World History I

World Language

Advanced French III
Advanced French IV
Advanced Spanish III
Advanced Spanish IV

AP Course Options:

English

AP English Language and Composition
AP English Literature
AP Capstone Seminar
AP Capstone Research

Fine Arts

AP Art 2-D
AP Music Theory

Math

+Functions/Trig
+ Functions/Analyt
AP Calculus AB & BC
AP Computer Science
AP Statistics

Science:

AP Biology
AP Chemistry
AP Environmental Science
AP Physics

Social Studies:

AP Comparative Government
AP Economics
AP Human Geography
AP Psychology
AP US History
AP US Government and Politics
AP World History

World Language:

AP French V Language
AP Spanish V Language
AP Spanish V Literature

AP Scholars Portfolio

The following portfolio is required for APS students in order to fully complete the program. This designation to fully complete the program can also be achieved through the AP Capstone classes that are now being offered to junior and senior AP Scholars students.

A student portfolio is a compilation of academic work and other forms of educational evidence assembled for the purpose of:

- 1) evaluating coursework quality and academic achievement
- 2) determining whether students met academic rigor for AP Courses
- 3) helping students reflect on their academic goals, future study and expanding world view
- 4) creating a lasting archive of academic work products, accomplishments, and other documentation.

If a student wishes to receive the Patriot High School specialty designations, a portfolio is required. The elements of the portfolio are as follows:

1. Throughout the AP Scholars Experience, students must choose 4 artifacts from different AP classes that meet the following requirements:

1. A research/resource based artifact
2. A presentation based artifact
3. An artifact of choice
4. An artifact of choice

An artifact is anything that can provide evidence of your education and experiences. This will likely be primarily coursework, including tests, essays, projects, presentations, or anything else meaningful that was assigned to you in an AP class.

2. Students must also chooses 2 Volunteer Opportunities to reflect upon:

1. An In-School Community Service Opportunity
2. An Out of School Community Service Opportunity

3. Students must write a 2 page reflection on each artifact and volunteer opportunity. Reflection outlines are provided within the following pages and the rubrics are located in the appendix.

4. All artifacts and reflections must be submitted online through a common document source through google. This source description will be included in the following pages.

Portfolio Component Timeline:

Grade 9-

- APS Freshmen begin to understand the program requirements and the requirement to take 5 or more AP courses
- APS Freshmen can begin thinking about a volunteer opportunities to reflect upon

Grade 10-

- APS Sophomores can create a weebly account and begin building the portfolio
- APS Sophomores can begin thinking about an artifact from their current AP course
- APS Sophomores can begin thinking about a volunteer opportunities to reflect upon

Grade 11-

- APS Juniors will choose 2 or more artifacts to reflect upon and submit those reflections for review
- APS Juniors will write a reflection on at least one volunteer opportunity and submit for review

Grade 12-

- APS Seniors will choose the remaining artifacts (total of 4) to reflect upon and submit those reflections for review
- APS Seniors will write a reflection on the remaining volunteer opportunities and submit for review
- All portfolio's must be submitted no later than May 1st for final review and grading.

Appendix

Artifact #1: Research/Resource Artifact

Introduction

Basic Information: AP Class, school year, assignment details

Artifact Topic and Description of Artifact

Why did you choose this artifact? (2 or more reasons)

Reflection of the Research Process

How has the research process allowed you to grow as a student?

How will these skills impact your future education?

What aspects of the research process did you gain confidence in or become more familiar with?

Reflection of Personal Knowledge Gained

Personal reason for choosing this artifact.

What important lessons did you learn from researching this topic?

How is this information practical in your life or beneficial to your future studies?

Reflection on World Knowledge Gained

How has this artifact helped you gain a better understanding of yourself and others?

How will these new found perspectives or understandings be applied to your daily life?

What new perspectives or understandings have you gained in regards to social and academic issues because of this artifact?

Conclusion

Restate topic

Summarize three main points

Revisit introduction or tie all ideas together

Artifact #2: Presentation

Introduction

Basic Information: AP Class, school year, assignment details

Artifact Topic and Description of Artifact

Why did you choose this artifact? (2 or more reasons)

Reflection on Presenting

How has this presentation allowed you to grow as a student?

How will these skills impact your future education?

What aspects of presenting did you gain confidence in or become more familiar with?

Reflection of Personal Knowledge Gained

Personal reason for choosing this artifact.

What important lessons did you learn from presenting this topic?

How is this information practical in your life or beneficial to your future studies?

Reflection on World Knowledge Gained

How has this artifact helped you gain a better understanding of yourself and others?

How will these new found perspectives or understandings be applied to your daily life?

What new perspectives or understandings have you gained in regards to social and academic issues because of this artifact?

Conclusion

Restate topic

Summarize three main points

Revisit introduction or tie all ideas together

Artifact #3: Your Choice

Introduction

Basic Information: AP Class, school year, assignment details

Artifact Topic and Description of Artifact

Why did you choose this artifact? (2 or more reasons)

Reflection of the Artifact

How has this artifact allowed you to grow as a student?

How will these skills impact your future education?

What aspects of this artifact did you gain confidence in or become more familiar with?

Reflection of Personal Knowledge Gained

Personal reason for choosing this artifact.

What important lessons did you learn from this artifact?

How is this information practical in your life or beneficial to your future studies?

Reflection on World Knowledge Gained

How has this artifact helped you gain a better understanding of yourself and others?

How will these new found perspectives or understandings be applied to your daily life?

What new perspectives or understandings have you gained in regards to social and academic issues because of this artifact?

Conclusion

Restate topic

Summarize three main points

Revisit introduction or tie all ideas together

Artifact #4: Your Choice

Introduction

Basic Information: AP Class, school year, assignment details

Artifact Topic and Description of Artifact

Why did you choose this artifact? (2 or more reasons)

Reflection of the Artifact

How has this artifact allowed you to grow as a student?

How will these skills impact your future education?

What aspects of this artifact did you gain confidence in or become more familiar with?

Reflection of Personal Knowledge Gained

Personal reason for choosing this artifact.

What important lessons did you learn from this artifact?

How is this information practical in your life or beneficial to your future studies?

Reflection on World Knowledge Gained

How has this artifact helped you gain a better understanding of yourself and others?

How will these new found perspectives or understandings be applied to your daily life?

What new perspectives or understandings have you gained in regards to social and academic issues because of this artifact?

Conclusion

Restate topic

Summarize three main points

Revisit introduction or tie all ideas together

Artifact #5: In School Community Service

Introduction

Basic Information: service type, school year, supervisor, hours completed

Description of Service

Why did you choose to participate with this community service? (2 or more reasons)

Reflection on Community Service

How has this community service allowed you to grow as a student?

How will these skills impact your future education?

What aspects of this community service did you gain confidence in or become more familiar with?

Reflection of Personal Knowledge Gained

Personal reason for choosing this community service.

What important lessons did you learn from this service?

How is this information practical in your life or beneficial to your future studies?

Reflection on World Knowledge Gained

How has this community service helped you gain a better understanding of yourself and others?

How will these new found perspectives or understandings be applied to your daily life?

What new perspectives or understandings have you gained in regards to social and academic issues because of this service?

Conclusion

Restate topic

Summarize three main points

Revisit introduction or tie all ideas together

Artifact #6:

Outside of School Community Service

Introduction

Basic Information: service type, school year, supervisor, hours completed

Description of Service

Why did you choose to participate with this community service? (2 or more reasons)

Reflection on Community Service

How has this community service allowed you to grow as a student?

How will these skills impact your future education?

What aspects of this community service did you gain confidence in or become more familiar with?

Reflection of Personal Knowledge Gained

Personal reason for choosing this community service.

What important lessons did you learn from this service?

How is this information practical in your life or beneficial to your future studies?

Reflection on World Knowledge Gained

How has this community service helped you gain a better understanding of yourself and others?

How will these new found perspectives or understandings be applied to your daily life?

What new perspectives or understandings have you gained in regards to social and academic issues because of this service?

Conclusion

Restate topic

Summarize three main points

Revisit introduction or tie all ideas together

For information about AP Scholars:

Visit the Patriot HS Webpage at:
www.patrioths.com > Special Programs > AP Scholars

Or contact:

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