AP® with WE Service

Implementation Guide

"Education is the most powerful weapon which you can use to change the world."
— Nelson Mandela

A Guide to the Program

WE

CollegeBoard | **AP**®

Program Model

AP with WE Service Experience

AP with WE Service supplies a structure, guidance, and resources to AP teachers who integrate service learning into any AP course to help translate classroom learning into hands-on problem solving. The program helps teachers and students explore issues both locally and globally and plan a service project to address these issues.

Following the four parts below, students define what form their service will take, and apply the content and skills they have learned in their AP course to carry out a service learning project that they're passionate about and earn the AP with WE Service Recognition.

Part 1: Investigate and Learn
Students explore issues related to a real-world challenge or opportunity within the context of their AP course.

Part 2: Action Plan
Students develop a plan to implement their service learning project, including one local and one global action.

Part 3: Take Action
Students implement their action plan.

Part 4: Report and Celebrate
Students gather artifacts to highlight their project and may showcase their learning.

Record and Reflect
Students maintain a log of activities and complete written reflections throughout their project.
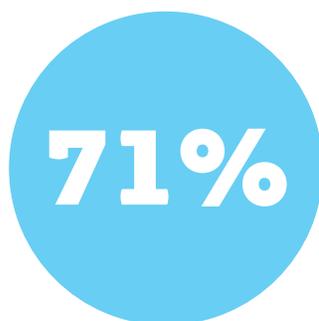
AP with WE Service Recognition

Students who complete Parts 1-4 and sit for their AP Exam in that course are eligible to earn the AP with WE Service Recognition. The recognition is earned by meeting the expectations outlined in the Recognition Rubric, and being scored by their teacher in the AP Digital Portfolio. Available on students' official AP Score Reports, this recognition will be seen by colleges and universities that students have submitted their scores to. The AP with WE Service Recognition shows higher education institutions that students are not only committed to academic excellence but also showcase a sense of responsibility to their communities.
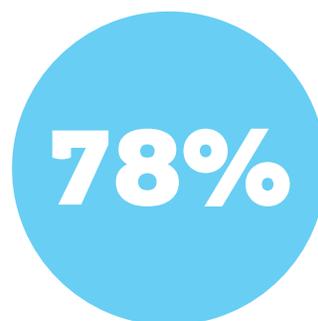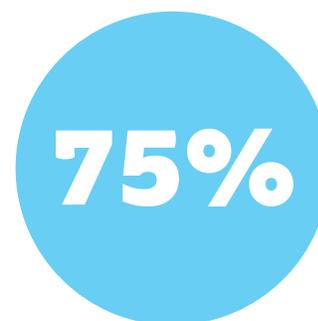
Student Success
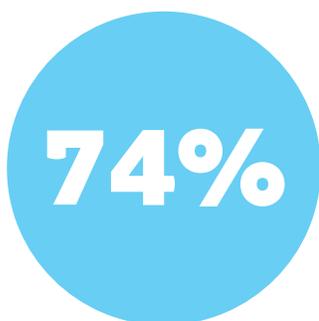
74%	71%	78%	75%
Improved their critical thinking skills	Deepened their understanding of course content	Developed their leadership skills	Enhanced their social skills

Year at a Glance

Below you'll find the suggested outline for how to structure your participation in AP with WE Service. Implementation is meant to be flexible and can look different for each teacher, depending on classroom structure and requirements.

Summer

☐ Submit your Authorization Form: **collegeboard.org/apwe-participate**.

☐ Review the Recognition Rubric to understand key expectations of your students.

☐ Watch the AP with WE Service Informational Session.

☐ Select a teaching module and create a pacing guide. The AP with WE Service for All module is included in this kit and the additional course-specific modules can be found on our website: **collegeboard.org/apwe-modules**.

☐ Join the Online Teacher Community to engage with AP with WE Service teachers across the world: **apcommunity.collegeboard.org/web/apwithweorg**.

☐ Review the Program Guide for optional classroom activities not included in the modules: **https://apcentral.collegeboard.org/pdf/program-guide.pdf**.

Fall

☐ Introduce the program to your class: Identify regular checkpoints to help students stay on track.

☐ Display the AP with WE Service poster to motivate students.

☐ Begin implementing the program in your classroom with Part 1: Investigate and Learn.

☐ Guide students as they design their service projects with Part 2: Action Planning.

Winter

☐ Access the AP Digital Portfolio: Instructions for access will be distributed each Fall. You can review the Teacher User Guide at: **collegeboard.org/apwe-resources**.

☐ Guide students as they begin their service projects and participate in Part 3: Take Action.

☐ Use the teacher implementation videos (**collegboard.org/apwe-videos**) to address implementation challenges and help students stay motivated and engaged.

Spring

☐ Guide students as they wrap up their work and develop their service portfolio in Part 4: Report and Celebrate.

☐ Determine how your students will showcase their work.

☐ Plan a celebration (optional).

☐ Score students in the digital portfolio by June 30th.

☐ Provide feedback on your AP with WE Service experience by taking the end-of-year survey.

Service Topics

What Social Issues Can You Explore in Your Course?

Through AP with WE Service, students will explore issues that people face around the world each day. The topics identified below are meant to be a starting point for deciding what issues can be explored in your classroom.

AP with WE Service is designed to be flexible and this list is not meant to be exhaustive. We encourage you to select a topic that is important to you and your students. We've also built out modules to specifically work within the curriculum of certain courses. Find our library of all modules here: **collegeboard.org/apwe-modules**.

Have an idea that isn't listed below? Share what you're exploring in your classroom with us at **apwe@collegeboard.org**.

Arts:

‣ Home and Displacement
‣ Changes in the Natural Environment
‣ Access to Universal Human Rights
‣ Promoting Diversity and Inclusion
‣ Preserving Historical Landmarks

English:

‣ Access to Literacy
‣ Access to Government Resources
‣ Civil Rights
‣ Loss of Tribal Languages
‣ Climate Change and Politics

History and Social Sciences:

‣ Effects of Civic Disengagement
‣ Effects of Social Entrepreneurship
‣ Food Insecurity and Hunger
‣ Gender Equality
‣ Access to Economic Opportunity

Math & Computer Science:

‣ Effects of Racial Bias
‣ Access to Health Care
‣ Digital Accessibility
‣ Effects of Distracted Driving
‣ Effects of Artificial Intelligence

Sciences:

‣ Access to Clean Water
‣ Loss of Biodiversity
‣ Promoting Sustainable Solutions
‣ Exploring Bioethics
‣ Effects of Pollution

World Languages and Cultures:

‣ Effects of Globalization
‣ Poverty and Effects on Education
‣ Access to Multilingual Resources
‣ Effects of Immigration
‣ Voter Participation Among Minorities

Course Specific Modules:

2D Art and Design • Home and Displacement • Natural Environments

Chemistry • Access to Clean Water • Incorporating Green Chemistry

Computer Science A • Access to Education • Access to Health Care

Computer Science Principles • Food Insecurity and Hunger • Accessibility

Environmental Science • Access to Clean Water • Loss of Biodiversity

European History • Access to Education • Comparing Causes and Effects of Poverty Over Time

Human Geography • Access to Health Care • Food Insecurity and Hunger

Spanish Language and Culture • Changes in the Natural Environment • Poverty and Effects on Education

U.S. Government and Politics • Using Politics to Improve Participation in Elections • Using Politics to Address Topics in Federalism

For more information on selecting a topic, head to **collegeboard.org/apwe-resources**.

Project Examples

To help you understand how social issues translate into actionable service learning projects, we've provided examples below. You can also gain additional implementation tips in our videos here: **collegeboard.org/apwe-videos**.

AP® European History: Comparing Causes and Effects of Poverty Over Time

Students set up a donation center for people in their community to access donated furniture and household items. They had a storage unit donated from a local business and created a database to track donated items. Students then shared the database with district social workers, who arranged pick-ups for families in need.

AP® Statistics: Home and Displacement

Students partnered with a local organization in Austin, Texas, that focuses on the needs and betterment of the local homeless community, and operates with the model "Community First." The students developed a survey and set out to answer the question, "Does a lack of community cause homelessness?" Through face-to-face surveying in a community the organization built, students were able to collect and analyze data to help confirm the effectiveness of their model. As the culmination of their project, students developed a presentation and presented their findings to representatives from the organization.

AP® Environmental Science: Access to Clean Water

Students researched Water for Empowerment, a global organization that empowers girls and women to build healthy futures through clean water initiatives. The class decided to host a "Bucket Challenge" to raise money for Water for Empowerment. This involved placing buckets in a few different teachers' classrooms, and inviting students and teachers to drop in coins throughout a two week period. The teacher with the most money in their bucket at the end had to stand under the emergency shower in the science room and get soaked.

AP® Computer Science A: Access to Health Care

A student created an app designed for people who deal with anxiety and panic attacks. The app allows users to notify others about their attack and the type of help they need, if any, since anxiety and panic attacks can affect a person's ability to communicate effectively.

AP® Microeconomics: Poverty and Effects on Education

Students investigated the socioeconomic disparities within their schools and communities to understand the relationship between socioeconomic status and behavior in the classroom. These students then established a relationship with their primary school teachers and created a mentorship program for behaviorally challenged students. Alongside an impactful direct service project, the AP with WE Service class also raised awareness within their community about the effects of generational poverty and held fundraisers that benefited the WE Schools program.

AP® Human Geography: Food Insecurity and Hunger

Students tackled a few different local projects to combat food insecurity and hunger in their own community. First, they organized a food drive at their school to collect nonperishable foods, which were donated to a local food bank. Then, students provided hands-on service by helping to package and serve food at the Tabernacle of Faith food pantry. Finally, the class visited the closest elementary school and taught a 4th grade class about food insecurity in their community, and the importance of choosing healthy food options. They brought soil and tomato seeds, so that each student could pot their own tomato plant.

Program Resources

AP with WE Service provides the structure and resources for AP teachers who integrate service learning into their courses. The thee resources highlighted below will serve as your main source of guidance throughout your implementation. AP with WE Service teachers participate in diverse classroom structures—these activities and materials are meant to provide the flexibility to introduce service learning in your class most effectively.

Key Resources		
Teaching Modules	**Program Guide**	**Implementation Resources**
Modules that guide teachers in determining an actionable topic that fits their AP course and incorporating WE's service learning framework and resources into their curriculum. **collegeboard.org/apwe-modules**	A comprehensive guide that highlights additional resources and activities to complement the activities laid out in the teaching modules to help meet the needs of all students. **apcentral.collegeboard.org/pdf/program-guide.pdf**	Additional resources to aid in implementation such as the recognition rubric, communications toolkit, library of videos, and online teacher community. **apcentral.collegeboard.org/courses/collaborations-with-ap/ap-we-service/teacher-resources/implementation-resources**

The activities below are a sampling of the additional classroom supports you'll find in the the Program Guide:

Finding Passion with the Issue Compass: Help students to brainstorm a list of local and global issues and to share their thoughts, opinions, and analyses about these issues.

Creating a Community Code: Each team will be guided on how to create a space in which everyone feels safe to voice their opinions, creating guidelines around the way they interact and make decisions as a team.

Networking—Graphic Organizer: Helps students define and put together a list of all the people with whom they will need to connect with at various points throughout their project.

Creating an Elevator Pitch: Students will learn how to develop their key messaging and focus points, to support them as they seek people's support or educate others.

Four Leadership Styles: Every student can be a leader within their action team. This activity helps young people to understand and value different kinds of leadership, and to discover their own strengths and challenges as a leader, which they can then apply to their teamwork.

Drafting a Team Contract: Help students create a team contract that will help to identify and establish group norms, including a plan and process for conflict resolution.

Creating Surveys and Feedback Forms: Guides students in creating their own surveys or feedback forms to collect data and report on the outcomes of their service projects.

Identifying and Sequencing Tasks: Helps students think about each task in their action plan and how to plot each one out as an actionable step in their timeline.

Teacher Tips

Here are some tips our teachers have learned along the way that will help with implementation:

▶ **Start early!** Introducing the program at the beginning of the school year and setting clear and realistic milestones with students helps gain buy-in.

▶ **AP with WE Service is flexible.** The instructional resources and activities provided are great assets for implementation, but many teachers have activities that may already fit their chosen issue. Teachers are encouraged to modify and adapt the program to fit their classroom.

▶ **Management is easier if the entire class participates.** Students can work in groups or individually, but do have the option to not participate without penalty.

▶ **Take advantage of the available program resources at collegeboard.org/apwe-resources:**

    ▸ Program Guide

    ▸ Videos with experienced AP with WE Service Teachers

    ▸ Webinars

    ▸ AP with WE Service Teacher Community

▶ **Share the AP with WE Service Recognition Rubric with your students** so they know exactly what the expectations are for their projects—just like you would for the AP exam.

▶ **Arrange a celebration day or showcase early on.** Having a real date to work toward helps students stay motivated.

▶ **Build relationships with community partners.** Creating partnerships with local organizations is a great way to grow impact year over year.

▶ **Have students share the program information flyer in our Communications Toolkit on the AP with WE Service website with their parents.** Parental support can be key in keeping students engaged outside the classroom.

▶ **Watch testimonials and profiles on WE.org with your students**. Seeing youth their age making a difference in their community can help motivate students in a way that is relatable for them.

▶ **Recognize students' efforts often!** Feeling seen and knowing the time and energy being put into their projects is being recognized are important to keeping students continually engaged throughout the year. Tweet or post about your projects using #APWEServe.

▶ **Have students submit their work in the AP Digital Portfolio.** This step is optional for program completion, but requiring work to be uploaded to the digital portfolio helps hold students accountable and teachers find it easier to manage student work. Remember, students are not penalized if they choose not to or are unable to participate in AP with WE Service.

▶ **Have fun!** Service learning is an innovative way to engage students in AP coursework. Classrooms and schools across the world are structured differently and AP with WE Service is meant to be a flexible program that engages students academically and civically while rewarding students for the positive impact they have on their communities.

▶ **We're here to help!** Reach out to us at apwe@collegeboard.org with questions, ideas, or what your students are working on in your classroom.

Teachers are overwhelmingly pleased with their participation in AP with WE Service

88%
would sign up to teach AP with WE Service again

81%
found it managable to assist designing student projects

80%
would recommend AP with WE Service to other students

AP with WE Service has been proven to benefit students and teachers alike

"Nearly every student developed a passion for the service project... It allowed most of them to dig deeper into the content of the AP course and develop a richer understanding of issues relevant to the course.

— David Hong, AP Environmental Science Teacher

"I believe the program integrates service into the curriculum in a way that encourages students to think beyond themselves.... I gained much more from the course that I would have without the service learning aspect.

— Kelly Yi, AP Studio Art: 2D Design Student

Are you ready to enhance students' understanding of course content and skills while developing a lasting commitment to their local and global community? Submit your authorization form today at **collegeboard.org/apwe-participate.**

Wishing you great success in the 2020-21 school year!

Want more?

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