AP® WITH WE SERVICE FOR ALL

Service Learning for AP® Courses

The College Board

The College Board is a mission-driven, not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

AP® College Board's Equity and Access Policy Statement

The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP®. We encourage the elimination of barriers that restrict access to AP® for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP® classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP® classes, which can prepare them for AP® success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

WE

WE is a movement that empowers people to change the world through a charitable foundation and a social enterprise. Our service learning program, WE Schools, supports teachers' efforts to help students become compassionate leaders and active citizens, empowering them to take action on the issues that matter most to them. Currently partnered with 16,000 schools and groups, and backed by a movement of 3.8 million youth, we are engaging a new generation of service leaders and providing resources for a growing network of educators.

Our free and comprehensive library of lesson plans is designed to be adapted to meet the needs of any partner school, regardless of students' grades, socioeconomic backgrounds, or learning challenges. Skills development through the program also increases academic engagement and improves college and workplace readiness. Third-party impact studies show that alumni of the program are more likely to vote, volunteer, and be socially engaged. Learn more at WE.org.

About the Partnership

The College Board and WE share a passion for enriching students' learning experiences and developing well-rounded citizens. By combining the academic challenge and rigor of AP® with WE's Learning Framework, AP® with WE Service creates an opportunity for students to consider their classroom work and how it applies to real-world topics, while working closely with their peers to address relevant needs in their local, national, and global communities.

Table of Contents

This Module

This AP® with WE Service for All module provides a framework for teachers in all AP® courses to incorporate service learning into their classrooms. Instead of built-in topics, AP® teachers or their students investigate a topic (definition is on the next page) that is important to them within the context of their AP® course.

In this module, you'll learn about the AP® with WE Service program, the program road map, and how to plan for the school year. Included are sample questions to ask students as they explore a topic or decide on their service project.

You can access the Recognition Rubric at collegeboard.org/apwe. This rubric outlines the requirements for students to earn the AP® with WE Service Recognition, which will be listed on their ETS Score Report.

Review this module in its entirety before you begin the school year. As you begin to incorporate AP® with WE Service into your classroom, this will serve as your guide. You may also refer to the current AP® with WE Service modules and resources, available at collegeboard.org/apwe. The password to access all protected resources is **Service1**.

Program Website:

Explore the AP® with WE Service program and access all materials including subject-specific modules, worksheets, brochures, parent and student flyers, and videos to guide your implementation. Visit collegeboard.org/apwe to learn more.
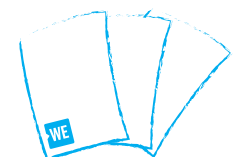
Subject-Specific Modules:

If you need examples of service learning integrated into other courses, we highly recommend that you refer to the 12 modules designed for six AP courses. In these you'll find lessons and activities on specific topics that may help you in approaching service learning in your own course. Visit advancesinap.collegeboard.org/initiatives/ap-we-service/how-it-works to learn more.

Program Guide:

This guide serves as a comprehensive resource to support your work in AP® with WE Service. Here you will find helpful activities and resources not found in this or the six modules, plus tips and approaches, a step-by-step road map, and more. Visit secure-media.collegeboard.org/digitalServices/pdf/ap/ap-with-we-service-program-guide.pdf to learn more.

WE Resources:

WE offers a library of resources to support you in delivering content on social topics and issues, as well as the tools and the inspiration for your students to take social action. Visit WE.org/we-schools/program/educator-resources/library/ to learn more.

Professional Learning:

WE's Professional Learning sessions provide time for educators to experience and debrief classroom activities, engage in discussions about social issues, and share effective teaching practices. They empower educators to teach with greater confidence and develop a new network of like-minded colleagues. For more information, contact apwithwe@WE.org.

AP® with WE Service

Service Learning

Service learning is a pedagogy that combines classroom instruction with meaningful service to enrich the learning experience, teach civic responsibility, and strengthen communities. It is based on a structured academic foundation that goes beyond volunteering or doing community service. By combining classroom learning with meaningful service, students are able to develop a stronger understanding of local and global issues, while engaging in actions that help to make a difference, each experience reinforcing the other.

Through this module, you will:
▶ Connect the rigor of the AP® experience with service learning opportunities.
▶ Foster broader academic discussions via the interactive and problem-based nature of service learning.
▶ Access relevant tools and resources to help students make the most of their service learning experience.
▶ Enable students to learn about local, national, and global issues, engage with communities, and become agents for change.

Students who successfully complete the program will be empowered to:
▶ Apply academic learning to real-life settings and situations.
▶ Enhance their leadership and social skills, critical-thinking abilities, and civic engagement.
▶ Earn a recognition on their ETS Score Report.
▶ Understand the role they can play in making a positive impact locally and globally.

The importance of service learning in education

Service learning provides a framework for students to meet their learning objectives while engaging with and addressing the needs of their community. Participating teachers will foster broader academic discussions via the interactive nature of service learning and, through our resources, enable students to learn about local, national, and global issues and become agents of change.

What is a topic?

You will see the word "topic" throughout this resource. In this program, we define "topic" as the issue or problem students will investigate. They will plan their service project around addressing this topic (issue or problem) either directly, indirectly, or through advocacy.

AP® with WE Service Program Model

The steps below outline how you will implement this program. Teachers will facilitate the service learning process in their classroom by helping their students:

Part 1: Investigate and Learn

Participate in lessons and activites that define and explore the module topic at local and global levels

Part 2: Action Plan
- Form teams
- Develop an action plan
- Reflect

Part 3: Take Action
- Demonstrate effective teamwork
- Record WE actions
- Reflect

Part 4: Report and Celebrate
- Showcase their work
- Celebrate (optional)
- Reflect
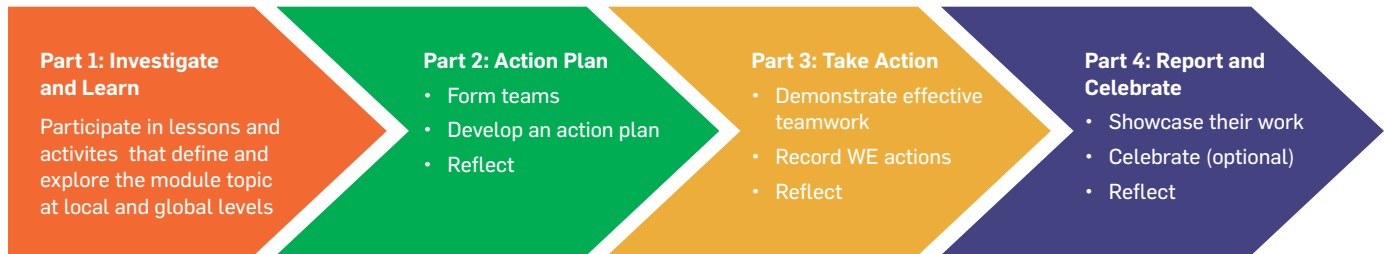
Student Experience and Recognition Requirements

Through existing topics and lessons within your curriculum, students explore local and global challenges affecting certain communities. Students will work in groups and individually through the AP® with WE Service model and complete the following criteria to be eligible for the recognition on their transcripts:

Investigate and Learn: Undertake an investigation of a topic, locally/nationally and globally, and evaluate existing programs that take action on the topic, making clear connections to the AP® course topic.

Action Plan: Develop an achievable plan to carry out one global and one local action in the form of direct service, indirect service, or advocacy, which includes clear tasks, responsibilities, resources needed, and timeline.

Take Action: Participate in a project that has local/national and global significance, involving direct service, indirect service, and/or advocacy. It is possible for one service project to fulfill both the local/national and global requirement.

Report and Celebrate: Showcase the service project, the overall experience, and its impact and significance. Optionally, students may choose to celebrate their hard work. It is important to take time to recognize as a student group the accomplishments and impact you make.

Record: Maintain a log of activities related to the project.

Reflect: Complete written reflections throughout.

Five Pillars of Impact

The AP® with WE Service model focuses on the following topics, which you may want to consider as you and your students explore topics to investigate and determine which service projects to pursue.

Education
Water
Health
Food
Opportunity

Pillars of Impact
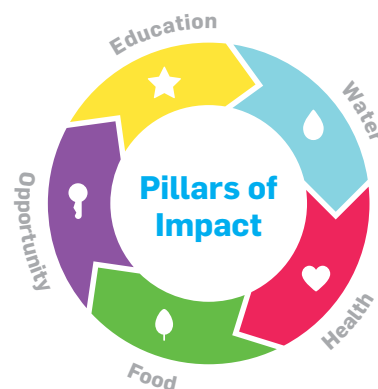
AP® with WE Service

Plan and Teach

Before the school year begins:

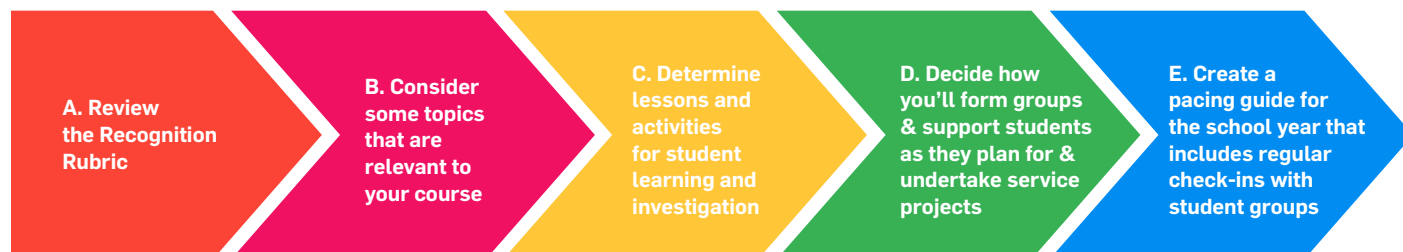**A. Review the Recognition Rubric** → **B. Consider some topics that are relevant to your course** → **C. Determine lessons and activities for student learning and investigation** → **D. Decide how you'll form groups & support students as they plan for & undertake service projects** → **E. Create a pacing guide for the school year that includes regular check-ins with student groups**

A. Review the Recognition Rubric.

In order to earn the AP® with WE Service Recognition on their ETS Score Report and receive the AP® with WE Service Certificate, students will have to attain "meets" on each of the following rubric criterion: Investigate and Learn, Action Plan, Take Action, Report and Celebrate, Record and Reflect, as outlined in the Recognition Rubric, and sit for the AP® exam in their course.

B. Consider topics relevant to your course

Now that you know what is required of your students, select a topic (the issue or problem that students will investigate) related to your curriculum to learn and investigate with your students. Both the local and global impact of the topic will be explored. For guidance you may want to refer to the list of topics for our six pilot courses below or consider introducing others to your students.

1.   What is a topic your students can address? Ensure that your topic is:
     i. A problem both locally and globally
     ii. Actionable, or a concrete approach to a problem (Example: "Access to Education" is a more concrete approach to defining a problem than simply having students tackle "Education")
     iii. Related to your AP course, in that subject matter content or skills are reinforced as students approach this problem

2.   For reference, these are the topics explored in our six pilot modules. An overview of each of the seven topics at a global and local level can be found in each respective module and in our Program Guide. We also have videos that feature how current AP® with WE Service teachers incorporated these topics into their courses.
     AP® Computer Science A: Access to Education
     AP® Computer Science A: Access to Health Care
     AP® Environmental Science: Loss of Biodiversity
     AP® Environmental Science: Access to Clean Water
     AP® European History: Access to Education
     AP® European History: Comparing Causes and Effects of Poverty Over Time
     AP® Human Geography: Food Insecurity and Hunger
     AP® Human Geography: Access to Health Care
     AP® Spanish Language and Culture: Changes in the Natural Environment
     AP® Spanish Language and Culture: Poverty and Effects on Education
     AP® Studio Art: 2-D Design: Home and Displacement
     AP® Studio Art: 2-D Design: Natural Environments

AP® with WE Service Project Examples

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

Students at Cairo-Durham High School 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® Studio Art: 2-D Design: Natural Environments

Students at Westwood Regional High School researched the waste created at their school by single-use plastic water bottles, and wanted to promote the usage of reusable water bottles. They first created a 3-D assemblage out of discarded water bottles, from around the school and displayed it in the main hallway. Then, the students designed a water bottle logo, had it printed on reusable water bottles, and sold the bottles at school. All of the proceeds were donated to international clean water projects

AP® Computer Science A: Access to Health Care

A student at Riverside Brookfield High School in Illinois 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® Environmental Science: Access to Clean Water

Students at Saddle Brook High School 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® Spanish Language and Culture: Poverty and Effects on Education

Students at Cherry Hill High School West chose to support the Pulsera Project, a non-profit organization that educates, empowers, and connects Central American artists with students in U.S. schools through the sale of colorful handwoven bracelets. The students designed a schedule to teach peers about the project and sell the bracelets during lunch periods. The group assigned roles for selling, explaining, promoting, and teaching about the impact of the sale. The students were able to sell about 100 Pulsera bracelets during a two week period, with the proceeds going toward artists in Nicaragua.
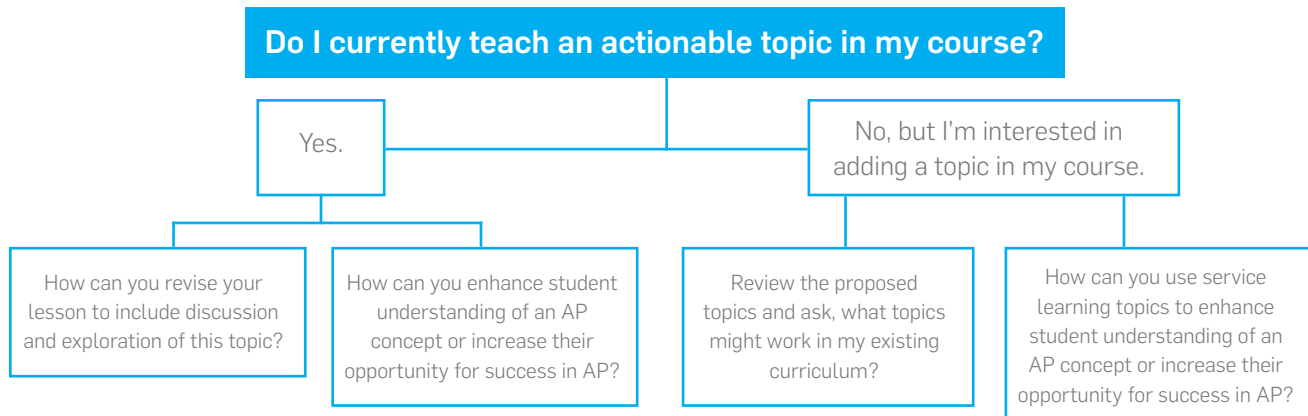
AP® Human Geography: Food Insecurity and Hunger

Students at Havre de Grace High School 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 Havre de Grace Elementary School and taught a 4th grade class about food insecurity in their community, and about the importance of choosing healthy food options. They brought soil and tomato seeds, so that each student could pot their own tomato plant.

AP® with WE Service

Other Possible Topics:

▸ Access to Mental and Physical Well-Being
▸ Access to Economic Opportunity
▸ Access to Universal Human Rights
▸ Promoting Diversity and Inclusivity
▸ To explore other topics, visit WE.org/exploringissues.

To determine a topic in your course, ask:

Do I currently teach an actionable topic in my course?

Yes.	No, but I'm interested in adding a topic in my course.

How can you revise your lesson to include discussion and exploration of this topic?	How can you enhance student understanding of an AP concept or increase their opportunity for success in AP?	Review the proposed topics and ask, what topics might work in my existing curriculum?	How can you use service learning topics to enhance student understanding of an AP concept or increase their opportunity for success in AP?

We recommend that you research service learning projects based on these topics, and choose topics that give students the best chance of success.

C. Determine lessons and activities for student learning and investigation

After determining a topic to explore in your class, evaluate your current lessons and plan how you will incorporate the service topic discussion and activities to help students learn and investigate the topic, working to align your lessons with the rubric and the goals in the AP® Course Description.

Part 1: Investigate and Learn (pg. 12) will provide a structure for teachers to introduce service learning to their students. Here you will find classroom activities through which you will discuss your chosen topic, consider causes and effects of the problem, and explore solutions.

D. Decide how groups will be formed and how you will support students as they plan for and undertake service projects

Consider using the following resources in the **Program Guide** to help:

Form groups:
▸ Finding Passion with the Issue Compass (page 47)
▸ Exploring Leadership Styles (page 52)
▸ Creating a Community Code (page 58)
▸ Drafting a Team Contract (page 58)
▸ Establishing Roles and Responsibilities (page 61)

Students plan their service projects:
▸ Develop an Action Plan (page 62)
▸ Understanding Approaches to Taking Action (page 64)
▸ Tips on Developing Direct Service Action Ideas (page 66)
▸ Tips on Developing Indirect Service Action Ideas (page 68)
▸ Tips on Developing Advocacy Action Ideas (page 69)
▸ Establishing S.M.A.R.T. Goals (page 74)

E. Create a pacing guide for the school year that includes regular check-ins with groups

The parts of the module may be implemented at a variety of different times based on the preference and needs of schools, teachers, students, and administrators. However, AP recommends that you complete learning and investigating early in the year and perform regular check-ins with your students.

Sample Schedule

Summer	• Review materials • Determine topic • Evaluate current lessons and activities and consider how you will adapt them to a service learning framework • Participate in webinars
August–October	• Introduce the program to your students/show videos • Begin to learn and Investigate topic
October–November	• Continue to investigate topic • Divide students into groups
November–December	• Students determine plan of action and service project • Set up your class on the Digital Portfolio; have students log in to the Digital Portfolio and enroll in your AP® with WE Service course. **Students must individually enroll in your course in the Digital Portfolio in order to be scored.**
February	• Check in with students and review student plan if you are not doing so regularly • Complete the midyear survey to help us improve
December–June	• Students complete their service project • Students record their activities
March	• Determine how you'll celebrate your students' achievement (optional) • Begin scoring (in the Digital Portfolio) students who are finished with their project
May–June	• Complete the end-of-year survey to help us improve • Score students by June 30

AP® with WE Service

Teacher Tips

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

▸ Management is easier if the entire class participates.
▸ There is no penalty for students who opt out of the program.
▸ Take advantage of the available program resources:
  - Program Guide
  - Experienced AP® with WE Service teachers
  - College Board and WE teams
  - Webinars and videos
  - AP® with WE Service Teacher Community
▸ Time management is key! Introduce the program early in the year, and set clear and realistic milestones with students.
▸ Gain student buy-in early and keep students motivated throughout the year. Try some of these tips for motivating students:
  - Watch testimonials and profiles on WE.org—seeing youth their age making a difference in their community can help motivate students in a way that is relatable for them.
  - Recognize student efforts regularly, and celebrate their achievements.
  - Write profiles or updates for the school social media channels or newsletter.
▸ Keep students accountable for their work by assigning specific roles within the group, and follow-up to make sure everyone is doing their part.
▸ Build excitement for the topic and project, and choose student leaders who will keep up the motivation for their groups.
▸ Arrange a celebration day or showcase early, and work backwards from that date—having a real date to work toward will help keep students motivated. Or working toward a reward, such as a trip to WE Day, or an end-of-year event or celebration, helps keep the energy up.
▸ Encourage students to use their time engaged in AP® with WE Service to fulfill school or district community service graduation requirements
▸ Connect with other AP® with WE Service teachers in your school, district or community
▸ Require students to log in to the Digital Portfolio to enroll in your course early. Do not leave scoring for the last minute!

Part 1: Investigate and Learn

Use these lessons and activities to introduce the topic and explore causes, effects, problems, and solutions.

Investigate and Learn is divided into three sections:

1. Overview of Topic

2. Causes and Effects

3. Future Concerns and Solutions

Key takeaways:

▶ Topics can be discussed locally/nationally and globally within an AP® context
▶ It is important to consider causes of causes and effects of effects
▶ Refer to the rubric to identify what students need to complete in order to earn a meets for this section.

Three types of service:

Direct Service Learning: person-to-person, face-to-face service projects in which the students' service directly impacts individuals who receive the service from the students. Examples include:

▶ Tutoring
▶ Teaching a skill or conducting a lesson
▶ Giving presentations
▶ Helping in a shelter
▶ Building a home

Indirect Service Learning: working on broad issues, environmental projects, or community development—projects that have clear benefits to the community or environment, but not necessarily to individually identified people with whom the students are working. Examples include:

▶ Compiling a town history
▶ Restoring historic structures or building low-income housing
▶ Removing invasive plants or restoring ecosystems in preserve areas for public use
▶ Research-based
▶ Working with city or county officials to contribute to longitudinal studies of local bodies of water; water testing for local residents
▶ Writing a guide on available community services and translating it into other languages
▶ Gathering information and creating brochures or videos for non-profit or government agencies
▶ Mapping state lands and monitoring flora and fauna

Advocacy Service Learning: educating others about topics of public interest—projects that aim to create awareness and action on some issue that impacts the community. Examples include:

▶ Planning and putting on public forums on topics of interest in the community
▶ Conducting public information campaigns on topics of interest or local needs
▶ Working with elected officials to draft legislation to improve communities

AP® with WE Service

Lesson 1: Overview of Topic

Students will be introduced to the topic at a local and global level and begin to think about how the topic relates to content and/or skills in their AP® course.

Determine probing questions:

▸ What impact does (topic) have locally and globally?

▸ How can this course be used as a tool to tackle these impacts?

▸ What is an example of high-schoolers standing up for a topic they believe in and making an impact on a local and global level?

▸ _____

▸ _____

Homework Example: Look for a news article related to this topic.

Lead a discussion with students related to their exploration:

▸ How is this topic currently addressed locally and globally?

▸ Who are the people, organizations, or governments that affect and are affected by this topic?

▸ What did you discover that surprised you?

▸ What are the challenges associated with this topic?

▸ _____

▸ _____

Lead a discussion about why individuals and organizations act to help others:

▸ What is service? Begin thinking about and defining different types of service: indirect, direct, advocacy.

▸ What is direct service?

▸ What is indirect service?

▸ What is advocacy?

▸ Why do individuals, groups, and organizations perform service?

The worksheet icon will be found throughout the rest of this module to identify worksheet pages for students to fill out. These worksheets correspond with each of the four parts of the AP® with WE Service Program Model and will help students to investigate and learn, action plan, take action, and report and celebrate on their topic or issue.

Investigate a Topic at Local and Global Levels

Investigate your topic at both a local and global level to help develop an understanding of how it is affecting people around the world, and what the associated challenges are.

What impact does your topic have?

Locally	Globally

Who is affected by this topic?

Who is affected?

What are the challenges associated with this topic?
-
-
-
-
-

NAME: _____

TEAM MEMBERS: _____

Summarizing Your Investigation

Summarize what you have learned from your investigation. Your work may be supported by multimedia or print materials that synthesize and analyze the topic and issue on local and global levels.

When summarizing your investigation, keep the following in mind:
▸ What are the key takeaways from your investigation?
▸ How are the problems you investigated similar at local and global levels? How are they different?
▸ How are the solutions you investigated similar at local and global levels? How are they different?
▸ Why may your investigation be important to other AP® students?

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Lesson 2: Causes and Effects

Students will continue to learn about the topic they are tackling as they break down the causes and effects of the problem, which is necessary before exploring steps to address the problem.

Have students look at the Problem Tree graphic organizer on the next page. This organizer allows students to consider the depth and breadth of a topic.

Explain the three sections. Guide students in thinking through the process of cause and effect. Model the process, using a simplified, non-topic-related example first, such as:

Problem: I am often late getting to school.

Cause: Perhaps I did not hear my alarm or got distracted as I was getting ready.

Effect: I am missing instruction, falling behind, and feeling frustrated, etc.

Problem: The topic that is being examined. Because it is not as apparent as the effects, the core problem itself sometimes takes longer to identify. Then go to the roots, which is the investigation of the causes.

Causes: Issues, situations, factors, or phenomena that have led to the problem. Prompt exploration of causes. Encourage students to think about the "causes of causes"—the multiple layers of factors that contribute to a problem. Repeat this exercise and think further about the causes of the next levels of causes. You may ask:
▸ Why does this problem exist?
▸ What are some of the factors, both locally and globally, that lead to this problem?

And finally to the leaves, which explore the effects.

Effects: Results created by the problem. As with causes, encourage students to explore multi-layered effects, or "effects of effects." At first, this part of the topic may appear to be easy to tackle, but without addressing the root cause, only addressing the effects is like trimming leaves and branches—they grow back quickly. Students should always ask: "Then what happens?" The more students drill into the effects, the more they will deepen their thinking and analysis.
▸ What are the results or problems, both locally and globally, created by this topic?
▸ What can arise when a problem goes unaddressed?
▸ If students find themselves in a debate about a topic, ask them to offer evidence, not opinion, to give students the opportunity to dive deeper.

Optional:
• Show a video related to this effect. It is important for students to realize that this topic exists both in their country and in others.
• Where applicable, explore the causes and effects of your topic using course-specific terminology and processes. Guide students with questions:
   o What terms, processes, or diagrams do we study that can be linked to our topic?
   o How do those who are tackling this topic use the words, process, or diagrams we use in our course?
   _____

• Provide extra practice for students:
   o If your course exam has Free-Response Questions, we encourage you to look at old exams and pose a Free-Response Question as Independent Work.
   o If your course exam does not have Free-Response Questions, provide opportunities to practice through course performance tasks, etc.

NAME: _____

TEAM MEMBERS: _____

Problem Tree

Students will learn more about the issue they are tackling as they apply what they have learned, along with their critical thinking skills, to consider the causes and effects of the problem presented through the issue.

Leaves/Branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multilayered effects, or "effects of effects," that can arise when a problem goes unaddressed. Always ask: "Then what happens?" (E.g., I am missing instruction, falling behind, and feeling frustrated, etc.)

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_____

Trunk: Problem

This is the key issue that's being studied. Because it's not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify. (E.g., I am often late getting to school).

_____

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Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself "Why does this problem exist?" Dig deeper to consider the "causes of causes"—the multiple layers of factors that contribute to a problem. In your Problem Tree graphic organizer, start by writing the problem at the center of the tree, and then look at the causes and effects of an issue. Keep digging to go deeper on the issue to find its supporting and root causes. (E.g., Perhaps I did not hear my alarm or got distracted as I was getting ready.)

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Lesson 3: Future Concerns and Solutions

This lesson has students move beyond the past and present to the future. Students will begin to examine the magnitude of the issues they are investigating and look at potential solutions.

Have students carry out research to begin developing an understanding of specific issues related to their broader topic.

For example, access to clean water is a big umbrella for many sub-topics (that are equally large, but more focused) that ladder up to the topic of access to clean water. This is best done by having student groups carry out research on organizations that are working to combat this problem. Students should use the Needs Assessment Worksheet (pg. 19) to carry out an analysis.

Solution Tree

Students use the Solution Tree worksheet (pg. 20) to explore current solutions that are in use to combat the topic. Model how to go from the center of the proposed solution graphic organizer to the more specific details of the key elements to the solution and the possible outcomes of the solution.

    a.   Walk students through the Solution Tree.

    b.   Start in the middle.

    c.   Then go to the roots, which is the investigation of the solutions.

    d.   And, finally, to the leaves, which explore the outcomes.

Encourage students to revisit and work in parallel with their Problem Tree cause-and-effect graphic organizer, which can help to ensure that their solutions are addressing actual problems. Students should develop four solutions, and their accompanying key elements and possible outcomes. They should keep track of any sources they used to fill out the graphic organizer.

Goal: This is the problem from their Problem Tree, but reframed as a goal (e.g., I aim to regularly be on time to school).

Solutions: These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, students should ask, "How will this solve the problem?" Have them dig deeper to think holistically, so that they are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

Outcomes: These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when students consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask, "Then what happens?"

Using the example of Access to Clean Water, here's what a sample Solution Tree might look like:

Goal: Provide families in global communities with access to clean water so that family members, especially girls, spend less time fetching water from local rivers.

Solution: Provide bottled water to the community or build a well or rain-catchment system. (Providing a finite supply of water to the community will help meet their needs in the short-term, but building a well or rain catchment system ensures people have access to clean water long into the future.)

Outcomes: Families have access to clean water through a local well. Girls can more easily collect water for their household. Girls now have time to go to school while also completing their chores.

AP® with WE Service

Needs Assessment

The following series of questions helps you to analyze and identify ongoing areas of need within organizations addressing your issue.

1. Identify three organizations working on issues related to the issue your team is working on.

_____

_____

_____

2. What does each organization do well in response to the issue and/or related issues locally?

_____

_____

_____

3. What does each organization do in response to the issue and/or related issues globally?

_____

_____

_____

4. Compare each organization's approach to tackling the issue and assess the effectiveness of each approach.

_____

_____

_____

5. Identify a criticism of or what's lacking in each organization's approach. Site the source and share their argument.

_____

_____

_____

6. What could all three organizations do better?

_____

_____

_____

Solution Tree

In your Solution Tree graphic organizer, start by rewriting the problem from your Problem Tree and reframing it as a goal at the center of the tree. Then consider the different solutions (the roots) and possible outcomes of the solutions (the branches).

Leaves/Branches: Outcomes

These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when you consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask: "Then what happens?"

_____

_____

_____

_____

_____

Trunk: Problem

_____

_____

_____

_____

_____

Trunk: Goal

_____

_____

_____

_____

_____

Roots: Solutions

These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, ask yourself "How will this solve the problem?" Dig deeper to think holistically, so that you are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

_____

_____

_____

_____

_____

NAME: _____

TEAM MEMBERS: _____

Cite Your Sources

It is important to identify the sources you use in your research.

Tips
- Select your citation type (e.g., MLA, APA, Chicago, etc.).
- Remember to keep a running list as you consult different resources, such as books, web pages, journals, documentary films, first-person interviews, etc.
- Check with your teacher to see which citation style they prefer/require in their class.
- Remember to alphabetize your citations.

1. _____
   _____

2. _____
   _____

3. _____
   _____

4. _____
   _____

5. _____
   _____

6. _____
   _____

7. _____
   _____

8. _____
   _____

9. _____
   _____

10. _____
    _____

Part 2: Action Plan

Students apply the knowledge they acquired through the Investigate and Learn lessons to develop a plan through which they will address one local and one global service action. After students have formed their teams, the next step is for teams to build out an action plan that (1) identifies team goal(s), (2) establishes their metrics of success, (3) identifies their network and required resources, and (4) creates a timeline for completing their actions by sequencing necessary tasks and identifying individual roles and responsibilities.

Go to WE.org/ap to access these activities, as well as many other additional resources.

The Action Plan section is divided into four parts:

▶ Connect Learning
▶ Form Teams and use the Contribution to Group Investigation worksheet
▶ Develop Action Plan
  • Goal Setting
  • Measuring Success
  • Identifying Resources and Creating a Network
  • Developing a Timeline
▶ Reflect

Key takeaways:

▶ Completing a service action requires a set of skills, including working as a team and creating action plans.
▶ Action plans involve setting goals, identifying measurements of success, creating a timeline for each task, assigning specific responsibilities to each team member, and preparing to network with others to complete tasks.
▶ Three approaches to completing a service action are direct service, indirect service, and advocacy.
▶ Refer to the rubric to identify what students need to complete in order to earn a meets for this section.

> **An alternative approach to service is advocacy.**
> Consider holding an educational event or campaign to raise awareness (advocacy) about the topic you have studied. Develop your event or campaign with the intent to compel your class (or community) to action. Based on your action, think about what format you would like to use. It may be a public speech at your school or in the community, a newspaper article, a website, a social media campaign, a short story, an artistic display, or another creative approach that you and your team come up with.

NAME: _____

TEAM MEMBERS: _____

Contribution to Group Investigation

Define the contribution of each student and demonstrated participation in group investigation.

Name of student	Role	Demonstrated particpation

NAME: _____

TEAM MEMBERS: _____

Creating the Action Plan

This outline serves as a basic template for your action plan. Use additional space and resources to help you build out each part with the right amount of detail and flow to ensure you have the strongest action plan that you and your team can implement with ease. Remember, this is your road map for your service project!

Team Goal:

Measures of Success:

Required Network and Resources

In order to complete this goal, our team will need to develop the following network and access the following resources:

Network:

Resources:

Roles and Responsibilities
Each team member will take on the following roles and associated responsibilities:

Timeline
Our team will use the following timeline to complete tasks and successfully carry out the action to meet our goal(s):

Part 3: Take Action

As students take action, encourage teams to capture the details of their AP® with WE Service actions and collect evidence. Support them as they navigate obstacles and encounter conflicts.

Go to WE.org/ap to access these activities, as well as many other additional resources.

The Take Action section is divided into four parts:

▶ Connect Learning
▶ Demonstrate Effective Teamwork
▶ Record AP® with WE Service Actions
▶ Re-Inspire and Reflect

Key takeaways:

▶ Effective teamwork is strengthened through the ability to navigate obstacles and overcome conflicts.
▶ The impact of an action can be measured by the collection of evidence and recording actions.
▶ Re-inspiration is important when caught up in the details.
▶ Refer to the rubric to identify what students need to complete in order to earn a meets for this section.

Student Log Sheet

DATE/TIME SPENT	ACTIVITY, DISCRIPTION, AND REFLECTION	VERIFIED BY (NAME, ORGANIZATION)

AP® with WE Service

Part 4: Report and Celebrate

Students will compile their work to prepare to showcase their service project and efforts. They may also celebrate their accomplishments and look ahead at ways to continue to sustain their actions.

Go to WE.org/ap to access these activities, as well as many other additional resources.

The Report and Celebrate section is divided into four parts:

▸ Connect Learning
▸ Assemble evidence and artifacts into a presentation or portfolio that showcases their work
▸ Celebrate AP® with WE Service Actions
▸ Complete Final Summary and Reflection

Key takeaways:

▸ Devoting time to serving the greater community can positively affect the individual and the community.
▸ Service learning enables students to make local and global connections to AP® course content.
▸ Refer to the rubric on the program website to identify what students need to complete in order to earn a meets for this section.
▸ Showcase student work by having teams present to their class, school, community, etc.

Collect Artifacts

To showcase their work, students will need to showcase or present on their project. Instruct students to consider including elements they would find interesting and helpful to have if they were just beginning their action. What would they include to help students who are only beginning their action planning?

Putting Together a Portfolio of Artifacts

A portfolio is a collection of work, material, and achievements that you believe best explain and represent your AP® with WE Service work. It can take one or more forms:

▶ An online presentation through Prezi or PowerPoint
▶ A blog or a website, or any other online tool that you may choose
▶ A video presentation
▶ Physical portfolio displayed on a presentation board, in a binder or scrapbook, etc.

AP® with WE Service

Assess (on the Digital Portfolio)

The Digital Portfolio is the online platform you will use to inform The College Board that students have earned the AP® with WE Service Recognition based on the Recognition Rubric. Teachers will assess student work or determine completion of program requirements.
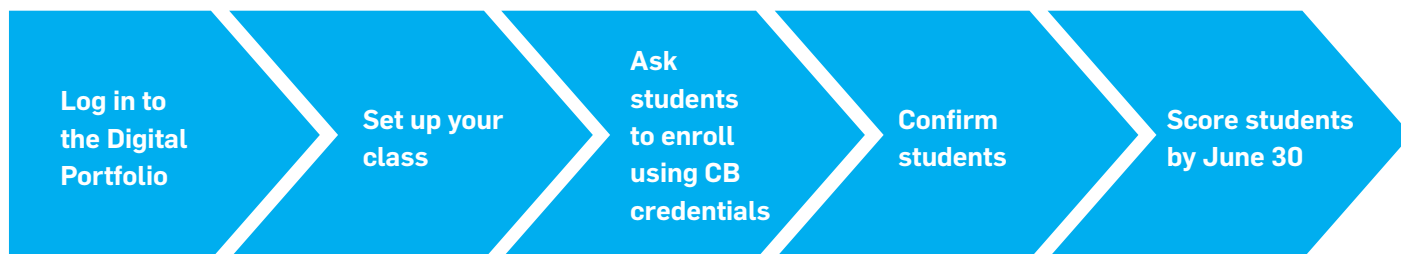
Note: No portfolio submission on the Digital Portfolio is required of students for any of the AP® with WE Service courses, though you may choose to use this feature to help you track student progress. Students in AP® Studio Art will still have to submit their official portfolio to ETS to earn an AP® score. AP® Computer Science Principles and AP® Capstone teachers participating in AP® with WE Service must create two class sections: one so that students can submit their performance tasks and teachers can submit presentation scores for Capstone and a second for teachers to score their AP® with WE Service students.

To set up your Digital Portfolio class:
Go to https://digitalportfolio.collegeboard.org
Use your school's unique access code, which will be sent to you in the fall, to log in for the first time.

Steps to scoring your students:

Log in to the Digital Portfolio	→	Set up your class	→	Ask students to enroll using CB credentials	→	Confirm students	→	Score students by June 30

Refer to the teacher and student guides at collegeboard.org/apwe for in-depth instructions on using the Digital Portfolio.

Students who earn the recognition based on your assessment and score submission, and sit for the exam, will earn the AP® with WE Service Recognition. This recognition will be listed on their ETS Score Report. Students will also be able to print the AP® with WE Service Recognition certificate.

Updating student transcripts (optional)

In addition to recognition on the ETS Score Report and receiving a certificate, all schools that have submitted Authorization Forms are permitted to use AP® with WE Service on student transcripts. We recommend reviewing your school or district processes and policies to make this change.

Want more?

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