



# **POPE HIGH SCHOOL AP Course Guide 2017-2018**



This guide contains a description of the AP Courses offered at Pope High School for the 2017-2018 school year. Courses are listed alphabetically by the course title.

## General Overview of the Pope AP Program

### Advanced Placement Is:

- A Rigorous Program-college level curriculum
- National curriculum culminating with a national exam in May
- Yearlong commitment\*\*\*\*\*
- Designed for self motivated, self- starting students
- About the curriculum and NOT the quality point
- For qualified students, i.e. all prerequisites met
- Require a significant time commitment, a good deal of outside reading and often study group participation

For more information about AP courses and AP exams visit.

<http://www.collegeboard.com/student/testing/ap/about.html>

### **“Choose AP**

Are you ready for a unique learning experience that will help you succeed in college? Through AP's college-level courses and exams, you can earn college credit and advanced placement, stand out in the admission process, and learn from some of the most skilled, dedicated, and inspiring teachers in the world.”

### **“A Different Kind of Class**

From the moment you enter an AP classroom, you'll notice the difference—in the teacher's approach to the subject, in the attitude of your classmates, in the way you start to think. In AP classrooms, the focus is not on memorizing facts and figures. Instead you'll engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively.”

AP courses are rigorous and require a substantial amount of outside class preparation. As you talk with your students about making class selections, please help them to set realistic goals so that they can be successful in all their courses.

# AP Testing Calendar – 2017

(2018 testing dates have not yet been released at the date this was created)

<b>Week 1- AP Exams</b>					
	<b>Mon/May 1</b>	<b>Tues/May 2</b>	<b>Wed/May 3</b>	<b>Thur/May 4</b>	<b>Fri/May 5</b>
<b>AM 7:30</b>	Chemistry Enviro Science	Computer Sci A Spanish Lang	English Lit	US Gov	US History
<b>PM 11:30</b>	Psychology	Physics 1		Seminar	Comp Sci Princ Art
<b>Week 2 - AP Exams</b>					
	<b>Mon/May 8</b>	<b>Tues/May 9</b>	<b>Wed/May 10</b>	<b>Thur/May 11</b>	<b>Fri/May 12</b>
<b>AM 7:30</b>	Biology Music Theory	Calc AB/BC	English Lang	World History	Human Geo Microeconomics
<b>PM 11:30</b>	Physics C	French Lang	Macroeconomics	Statistics	

All exam fees and payments will be made online. See Pope website for information.

All classes will take their practice test during class periods during the weeks of 4/17/17 & 4/24/17.

Students will not be required to come to their class during the regular scheduled final exam period, as they will have taken the AP exam for that class.

**\*\*\*Exam dates and times are set by the College Board and may not be adjusted.**

## AP Art History Course Description

<b>Course Title:</b>	<b>AP Art History</b>
<b>Teachers:</b>	<b>Krista Bowen</b>
<b>Course Description:</b>	AP Art History explores a wide array of aesthetic topics such as the nature of art, its uses, its meanings, its role in culture, art making, artists' lives, art movements, and responses to art. Through investigation of diverse artistic traditions from prehistory to present, from European, Asian, African and American traditions, the course fosters in-depth and holistic understanding of the history of art from a global perspective. (Adapted from the College Board)
<b>Course Expectations:</b>	Students should have a keen interest in the visual arts, aesthetics, and the social sciences, have the skills for independent study, and be prepared for the rigor of a college level course.
<b>Reading Requirements:</b>	
<i>Texts:</i>	<u>Gardner's Art Through the Ages</u> , 13th edition, Fred Kleiner
<i>Summer:</i>	None
<i>Supplemental /Parallel Readings</i>	Current research articles and relevant topics
<b>Pre-requisites/recommendations:</b>	Students should be in 11 <sup>th</sup> or 12 <sup>th</sup> grade. A recommended GPA of 2.5 with a 3.0 in English/social studies classes. An interest in the arts and culture is critical as the class involves active discussion about the development of culture and society as expressed through art and its developmental periods and global regions.
<b>Assessment:</b>	All summative assessments are designed to mimic the AP Test given by the College Board. Generally, they are a mixture of multiple choice questions and essays, designed to assess higher level reasoning.
<b>Homework / Nightly expectations:</b>	There is a great deal of reading, approximately 50-100 pages per week. The text is 1104 pages across 36 chapters (we will read much but not all), and there are also supplementary readings for some artistic periods and units.

## AP Biology Course Description

<b>Course Title:</b>	AP Biology
<b>Teacher:</b>	Briana Ransom
<b>Course Description and Expectations:</b>	<p>The following description is printed from the College Board regarding AP Biology:</p> <p>AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.</p> <p>The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The following are Big Ideas:</p> <ul style="list-style-type: none"> <li>• The process of evolution explains the diversity and unity of life.</li> <li>• Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.</li> <li>• Living systems store, retrieve, transmit, and respond to information essential to life processes.</li> <li>• Biological systems interact, and these systems and their interactions possess complex properties.</li> </ul> <p>Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Biology students. Such practices require that students:</p> <ul style="list-style-type: none"> <li>• Use representations and models to communicate scientific phenomena and solve scientific problems;</li> <li>• Use mathematics appropriately;</li> <li>• Engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course;</li> <li>• Plan and implement data collection strategies in relation to a particular scientific question;</li> </ul>

	<ul style="list-style-type: none"> <li>• Perform data analysis and evaluation of evidence;</li> <li>• Work with scientific explanations and theories; and</li> <li>• Connect and relate knowledge across various scales, concepts, and representations in and across domains.</li> </ul> <p>Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.</p> <p>AP Biology is a rigorous, laboratory-based science course that is the equivalent of a college introductory biology course for science majors. As such, students should expect to complete required textbook readings and/or watch introductory videos <b>BEFORE</b> coming to class on the day the reading assignment is due. Much of class time will be spent discussing select key ideas, analyzing experimental data, working collaboratively to solve problems, and conducting student-designed experiments. There will be very little direct instruction (lecture), as it is expected that students come to class having completed the required readings. On average, students should expect to have 2-3 reading assignments per week.</p> <p>Successful AP Biology students should have <i>strong organizational skills</i>, willingness to <i>ask questions</i>, <i>regular attendance</i>, ability to <i>work outside of class time</i> on coursework, and most importantly, a high level of <i>interest</i> and <i>motivation</i> to learn biology!</p>
<b>Reading Requirements:</b>	
<i>Text:</i>	BIOLOGY (8 <sup>th</sup> ed.) by Campbell and Reece (AP Edition)
<i>Summer</i>	There will be a summer assignment of critical background information that must be completed prior to the first day of class. Additionally a nonfiction science-themed book will be assigned.
<i>Supplemental/Parallel Readings</i>	The title and theme of this book will vary from yer to year. There will be an additional, extra credit (optional) reading assignment over the winter holidays.

	There may be various peer-reviewed science journal articles assigned throughout the year to connect current events in science to the units of study.
<b>Pre-requisites:</b>	Completion of honors biology and honors chemistry with at least a B average in both classes; this requirement is waived for students in the Academies @ Pope with teacher recommendation
<b>Assessment:</b>	Multiple Choice and Grid-In Tests, Free Response Essays, Formal Lab Reports, Mini-Posters, Reading Quizzes
<b>Homework / Nightly expectations:</b>	Students are expected to work on AP Biology an average of 45 minutes every night. Many nights will have required readings or introductory videos, but a significant amount of time will also be needed to work on lab write-ups, mini-posters, and review of material. There may be multiple long-term assignments to work on at any given time in the semester, each with different due dates. Students should prioritize their time by keeping track of upcoming due dates in a calendar or planner.

## AP Calculus AB Course Description

<b>Course Title:</b>	AP Calculus AB
<b>Teachers:</b>	Dr Julie Kokan/Dan Sorensen
<b>Course Description:</b>	AP Calculus AB is a course in single-variable calculus that includes all the topics of a first-semester college Calculus course - techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus.
<b>Course Expectations:</b>	Students should expect to practice what they learn in class and be able to reason through difficult problems. Students are encouraged to logically think more about what is happening in a problem, rather than worry about how to find the correct answer. Students are expected to know their Algebra and Trig from earlier classes.
<b>Reading Requirements:</b>	
<i>Texts:</i>	Calculus: Single Variable- Stewart
<i>Summer:</i>	<i>Voluntary</i> Readiness Packet
<i>Supplemental /Parallel Readings:</i>	None
<b>Pre-requisites:</b>	Accelerated PreCalculus with a B, or on-level PreCalculus with a A
<b>Assessment:</b>	In-class exams In-class quizzes In-class explorations
<b>Homework / Nightly expectations</b>	A set of practice problems for homework is usually assigned daily.. Students are strongly encouraged to thoughtfully complete the homework each night. Homework provides an avenue for conceptual development and independent skill practice. These assignments also provide opportunities for student self-assessment of their knowledge and comfort. However, students at this level are expected to take full responsibility for their class preparation, and thus homework will not be collected often. Approximately 30-45 minutes per day outside of class.



## AP Calculus BC Course Description

<b>Course Title:</b>	AP Calculus BC
<b>Teachers:</b>	Dan Sorensen/ Megan Taylor
<b>Course Description:</b>	AP Calculus BC is a course in single-variable calculus that includes all the topics of Calculus AB (techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) along with Sequences and Series. It is equivalent to at least one full year of calculus at most colleges and universities.
<b>Course Expectations:</b>	Students should want to be their very best, hoping to reach far beyond their current capabilities. It is not necessarily one's mathematical talent that will produce success as much as their willingness to think intensely with an open mind, accepting the challenge of seeing things from different perspectives.
<b>Reading Requirements:</b>	
<i>Texts:</i>	Single Variable Calculus – Jon Rogawski
<i>Summer:</i>	Voluntary Readiness Packet
<i>Supplemental /Parallel Readings:</i>	Readings from Descartes, Thoreau, Usiskend, , Newton, Agnesi, Brunelleschi, Wikipedia, etc will be distributed throughout the year
<b>Pre-requisites:</b>	Accelerated Math 3 with a B, or Honors PreCalculus with a B, or an unchallenged A (95+) in on-level PreCalc
<b>Assessment:</b>	In-class exams In-class explorations Long format take-home explorations  All assessments are cumulative, problem-solving designed to evaluate conceptual understanding, conceptual connections, and computation.
<b>Homework / Nightly expectations</b>	4-6 problem assignments are offered daily. Students are strongly encouraged to thoughtfully complete the homework each

	<p>night. Homework provides an avenue for conceptual development and independent skill practice. These assignments also provide opportunities for student self-assessment of their knowledge and comfort. However, students at this level are expected to take full responsibility for their class preparation, and thus homework will not be checked or collected. Approximately 30-45 minutes per day outside of class.</p>
--	---

## AP Chemistry Course Description

<b>Course Title:</b>	Advanced Placement Chemistry
<b>Teachers:</b>	Mr. Carl Pfaff
<b>Course Description:</b>	Designed to be the equivalent of a college introductory chemistry course. It is a must for any student considering medical school, engineering or a physical science major in college. The course expands upon the knowledge and skills gained during the introductory high school course with the over-arching goal of preparing students for the Advanced Placement exam in May.
<b>Course Expectations:</b>	<p>The focus of the course is on the chemistry required for success on the AP Exam. Students will work and see virtually all the AP exam questions for 1981 – present in preparation for the Exam in May. These questions will be utilized in various formats throughout the course to challenge and evaluate student progress.</p> <p>The lab exercises that students will undertake are not only commensurate with most introductory college chemistry labs, but are commonly evaluated on the AP exam as well.</p>
<b>Reading Requirements:</b>	
<i>Texts:</i>	<i>Chemistry: The Central Science</i> . Brown, Lemay, Bursten, Murphy. (Provided) <i>AP Test prep Series workbook for Chemistry: The Central Science</i> . Provided
<i>Summer:</i>	The summer assignment will consist of .
<i>Supplemental /Parallel Readings:</i>	Students may wish to acquire one of the AP Chemistry exam prep guides from either Princeton Review or Barron's.
<b>Pre-requisites:</b>	To Enroll in AP Chemistry Students must meet the following requirements:

	<ol style="list-style-type: none"> <li>1) They must have completed <b>Honors Chemistry with a grade of 88</b> or better each semester.(90 if on-level)</li> <li>2) They must be enrolled in Advanced Algebra/Trigonometry or Accelerated Pre- Calculus or a higher level math and they <b>must have an 88 or higher average in ALL Their previous math courses</b></li> <li>3) <i>Students who carried an A average in on level chemistry with the required Math scores may register for the course with a recommendation from their current Chemistry teacher.</i></li> <li>4) ALL STUDENTS MUST RECEIVE A SIGNATURE FROM MR. PFAFF ON THEIR REGISTRATION FORMS</li> </ol>
<p><b>Assessment:</b></p>	<p>Assessments include Lab results, Tests, Quizzes, and homework quizzes. Homework quizzes are randomly given and are very simple if student have completed reading and problems. Quizzes and tests are both comprised of AP Questions and are given and graded using College Board guidelines and rubrics. Tests comprise 50% of the grade with a Fall mid- term being another 10%.</p>
<p><b>Homework / Nightly expectations</b></p>	<p>Students should expect to spend 30-45 minutes each night reading the text and working problems and examples form class. Completion of labs may require time outside of class, usually before or after school.</p>

## AP Computer Science Principles Course Description

<b>Course Title:</b>	<b>AP Computer Science Principles</b>
<b>Teachers:</b>	Lynda Brown
<b>Course Description:</b>	<p>“The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world .” College Board</p>
<b>Course Expectations:</b>	Students are expected to be responsible, independent, follow instructions and time lines. Students should be able to work creatively as individuals and group members. Students should be self-motivated and independent thinkers
<b>Reading Requirements:</b>	
<i>Texts:</i>	Not Available at this time
<i>Summer:</i>	NONE
<i>Supplemental /Parallel Readings:</i>	As assigned in class
<b>Pre-requisites:</b>	Math II OR Advanced Alg (Grades 10-12)
<b>Assessment:</b>	Tests, Projects and Presentations, Coding, Labs

## AP Computer Science A Course Description

<b>Course Title:</b>	<b>AP Computer Science</b>
<b>Teachers:</b>	Lynda Brown
<b>Course Description:</b>	<p>“AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.” College Board</p>
<b>Course Expectations:</b>	Students are expected to be responsible, independent, follow instructions and time lines. Students should be able to solve problems independently and in teams. Students should be self-motivated and independent thinkers
<b>Reading Requirements:</b>	
<i>Texts:</i>	<b>Big Java</b> by Hosrtmann
<i>Summer:</i>	NONE
<i>Supplemental /Parallel Readings:</i>	As assigned in class
<b>Pre-requisites:</b>	Math II OR Advanced Alg (Grades 10-12)
<b>Assessment:</b>	Tests, Handwritten code, Labs

## AP English Literature & Composition Course Description (12<sup>th</sup> Grade)

<b>Course Title:</b>	AP English Literature and Composition
<b>Teachers:</b>	Beth Ragland
	<p>AP Literature and Composition engages students in the critical reading and critical analysis of fiction, poetry, and drama. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller elements as the use of figurative language, imagery, symbolism, and tone. The goal of the course is designed to train students to become skilled readers and writers in literary analysis and critical reading. In short, assignments help to increase the ability to explain clearly and cogently what students understand about literary works and why they interest them as they do.</p>
<b>Course Expectations:</b>	<p>During the course, students should be able to:</p> <ul style="list-style-type: none"> <li>• read literature with critical insight and enjoyment;</li> <li>• respond imaginatively, emotionally, and intellectually to the works studied;</li> <li>• understand the universal truths of man's collective experience as they are expressed through the themes of enduring literature;</li> <li>• perceive the various elements of fiction, drama, and poetry as they function to create a work of literary art;</li> <li>• effectively organize, outline, and develop ideas into a subject for oral and written expression;</li> <li>• increase competence in all forms of written expression;</li> </ul>

	<ul style="list-style-type: none"> <li>• demonstrate understanding and mastery of Standard Written English as well as stylistic maturity in their own writing;</li> <li>• produce both formal and informal responses to literature; and</li> <li>• apply differing critical perspectives to literary works.</li> </ul>
<b>Reading Requirements:</b>	Subject to textbook adoption
<i>Texts:</i>	<p>DiYanni, Robert. <i>Literature: Reading Fiction, Poetry, and Drama</i></p> <p>Perrine, Laurence. <i>Literature: Structure, Sound, and Sense</i></p> <p><i>Hodges Harbrace Handbook</i></p> <p><i>MLA Handbook for Writers of Research Papers</i></p>
<i>Summer:</i>	3 texts of literary merit (teacher selected)
<i>Supplemental /Parallel Readings:</i>	<p>Required readings will be selected from College Board’s recommended list of novels, plays, and poetry. Reading assignments will be determined after students complete a comprehensive reading inventory. Sample works include the following:</p> <p><i>Catch-22</i> by Joseph Heller</p> <p><i>The Stranger</i> by Albert Camus</p> <p><i>Heart of Darkness</i> by Joseph Conrad</p>
<b>Pre-requisites:</b>	<p>Successful AP Literature students</p> <ul style="list-style-type: none"> <li>• read independently and frequently for personal pleasure and to supplement prior knowledge;</li> <li>• listen actively and respond intelligently in discussion;</li> <li>• possess strong work ethics and are self-motivated learners;</li> <li>• manage their time and complete their work in a timely, thoughtful, and careful manner;</li> <li>• place academic excellence as a priority and possess a positive attitude toward challenging work;</li> <li>• understand the basic elements of literary analysis (i.e. tone, theme, imagery, symbolism) and consider how these elements work together to reinforce the meaning of the work;</li> </ul>



	<ul style="list-style-type: none"> <li>• possess well-developed critical skills; and</li> <li>• reflect a mastery of the conventions of Standard Written English in the areas of grammar, usage, spelling, and punctuation.</li> </ul>
<p><b>Assessment:</b></p>	<p><b>Summer Reading:</b> Essay assessments following class discussions about each work  <b>Parallel Readings:</b> Essay format for tests and/or creative projects for each work  <b>Essay Assignments:</b> Combination of timed in-class and process, out of class assignments  <b>Research Project:</b> Long-term, in-depth study of topic  <b>Vocabulary:</b> Objective assessments based on vocabulary in the context of assigned parallel readings along with genre-based literary terms  <b>Oral Presentations:</b> Variety of opportunities using standards-based rubrics  <b>Final Exam:</b> County-mandated cumulative assessment at the end of each semester.</p>
<p><b>Homework / Nightly expectations</b></p>	<p>Students are responsible for managing their study time as they are given daily assignments covering two-week intervals and are provided deadlines for long-term projects and parallel readings.</p>

## AP English Language & Composition Course Description (11<sup>th</sup> Grade)

<b>Teachers:</b>	Brendan Widness
<b>Course Description:</b>	<p>This class combines AP Language with American Lit. The College Board calls this “a fortuitous combination.” AP Lang examines rhetoric, which means taking a look at how writers construct arguments and essentially make meaning. Through examining the rhetorical choices the authors make, students will become better readers and begin to make conscious decisions about their own writing. At the end of the year, students will be prepared for the AP exam, ready to encounter complex reading selections across a variety of genres, and comfortable writing for a range of audiences and purposes.</p> <p>At Pope students will focus on novels and book-length works of nonfiction, as well as shorter works. They will analyze these and write about them.</p> <p>Students will write papers of varying lengths and take them through various stages of the writing process.</p>
<b>Course Expectations:</b>	<p>During the course, students should be able to:</p> <ul style="list-style-type: none"> <li>• analyze and interpret samples of effective writing, identifying and explaining an author’s use of rhetorical strategies and techniques;</li> <li>• apply effective strategies and techniques to their own writing;</li> <li>• create and sustain arguments based on readings, research, and/or personal experience</li> <li>• demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing</li> <li>• write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;</li> <li>• produce expository and argumentative essays that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions;</li> <li>• move effectively through the stages of the writing process, with careful attentions to inquiry and research, drafting, editing, and review;</li> <li>• evaluate and incorporate reference documents into researched papers.</li> </ul>
<b>Reading Requirements:</b>	
<i>Texts:</i>	<i>Writing America: Language and Composition in Context</i>

<p><i>Summer:</i></p> <p><i>Supplemental /Parallel Readings:</i></p>	<p>2 texts of literary merit</p> <p><i>The Scarlet Letter</i> by Nathaniel Hawthorne  <i>The Adventures of Huckleberry Finn</i> by Mark Twain  <i>The Great Gatsby</i> by F. Scott Fitzgerald  <i>A Farewell to Arms</i> by Ernest Hemingway  <i>The Things They Carried</i> by Tim O'Brien  <i>In Cold Blood</i> by Truman Capote + other works of contemporary nonfiction</p>
<p><b>Pre-requisites:</b></p>	<p><b>Writing Expectations</b></p> <ul style="list-style-type: none"> <li>• The student’s writing should be working toward mastery of the conventions of Standard Written English in the areas of grammar, usage, spelling, and punctuation.</li> <li>• The student should be able to write analytical and persuasive essays that include a clear thesis and appropriate supports.</li> <li>• The student should be able to introduce supporting quotations and cite them appropriately.</li> </ul> <p><b>Reading Expectations</b></p> <ul style="list-style-type: none"> <li>• Read independently for understanding &amp; analysis</li> <li>• Read actively noting important</li> </ul>
<p><b>Assessment:</b></p>	<p><b>Tests:</b> Objective assessments plus essay responses  <b>Essays:</b> Combination of timed in-class and process, out of class assignments  <b>Research project:</b> Long-term, in-depth study of topic  <b>Vocabulary:</b> Biweekly objective assessments  <b>Oral Presentations:</b> Formal group &amp; individual presentations  <b>Final Exam:</b> Cumulative assessment at end of Semester A  <b>GA Milestone:</b> State-mandated assessment at end of course (Semester B)</p>
<p><b>Homework / Nightly expectations</b></p>	<p>Most homework and nightly expectations for AP English Language are considered long-term (reading, essay writing, vocabulary study) and are predicated on the individual student’s ability to manage his/ her study time.</p>

## AP Environmental Science Course Description

<b>Course Title:</b>	AP Environmental Science
<b>Teachers:</b>	Bill Blythe
<b>Course Description:</b>	<p>AP Environmental Science (APES) is a laboratory science course equivalent to a one-semester college course in environmental science. This is an advanced study of topics in environmental science and will encompass multiple disciplines from the scientific field such as Earth Science, Biology, Physical Science, Chemistry, and Physics along with courses of study in math, geography, history, government and literature. The goal of APES, as stated by The College Board, is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This is a science of environmental issues and must be thought of analytically and critically so that it becomes a practical application of science to real-life problems. You will learn to recognize the differences between opinions and scientific arguments by using established systems and processes. Our goal is to increase critical thinking by being able to prepare, read and interpret graphs, distinguish between good and bad experiments, and recognize strong versus weak arguments. Ultimately we are looking to produce contributing and responsible citizens who are able to devise and implement solutions to real-world problems by using good scientific methods. It is important that we all become</p>

	environmentally literate as technology grows and population of the Earth increases.
<b>Course Expectations:</b>	Students are expected to be successful on the AP exam and must be diligent in their organization and completion of the course workload. Students are to master the scientific techniques and methodologies that will allow them to become independent learners who are capable of gathering and evaluating information logically and rationally to make informed decisions. This is a rigorous course and students must remain focused throughout.
<b>Reading Requirements:</b>	
<i>Texts:</i>	Environmental Science: Earth as a Living Planet Botkin & Keller
<i>Summer:</i>	There will be a summer reading requirement and multiple books are currently under review.
<i>Supplemental /Parallel Readings:</i>	Students will be expected to read materials from various other outlets such as periodicals, legal documents, newspapers, governmental publications and other online sources.
<b>Pre-requisites:</b>	Honors Biology Honors Chemistry
<b>Assessment:</b>	Summer reading assignment Presentations Formal lab write-ups Current event reviews Unit Tests Quizzes Field Journals Mid-term/ Final Exam
<b>Homework / Nightly expectations</b>	As this is a college level course you will find that a great deal of work must be done outside of the classroom in order to be successful. Expect a minimum of 45 minutes to one hour nightly in reading and

	assignments. Commitment to staying ahead of the course will allow some flexibility and keep you on point.
--	---

## AP French Language & Culture Course Description

<b>Course Title:</b>	AP French
<b>Teachers:</b>	Ms. Wojtczak
<b>Course Description:</b>	<p>Per the College Board's web-site, the course emphasizes the use of language for active communication and helps students develop the ability to understand spoken French in various contexts, a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary, and the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.</p> <p>The course is comparable in content and in difficulty to a course in French Composition and Conversation at the third-year college level. Students who enroll in AP French Language should already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking, and writing.</p>
<b>Course Expectations:</b>	<ul style="list-style-type: none"> <li>--Students are expected to speak in French</li> <li>-Monthly timed written assignments in class to practice formal correspondence</li> <li>-Listening activities to develop listening skills without visual cues in addition to reading activities to develop high level vocabulary and grammar awareness and knowledge as well as ability</li> <li>-Students are expected to participate fully in all practice activities</li> <li>-Oral presentations</li> </ul>
<b>Reading Requirements:</b>	
<i>Texts:</i>	Resources, including but not limited to: <u>Imaginez</u> , <u>AP French Preparing for the Language and Culture Examination</u> , <u>Allons au-delà</u> , <u>Face-à-Face</u>
<i>Summer:</i>	
<i>Supplemental /Parallel Readings:</i>	Authentic materials (oral and written) from websites and publications, <i>Le Petit Prince</i> , Antoine de Saint-Exupéry and/or other works of literature 150 pages or less, short stories
<b>Pre-requisites:</b>	<p>Students should complete at least four levels or three years of high-school French, whichever is greater, or upon teacher recommendation.</p> <p>Students should also exhibit a strong working knowledge of vocabulary and grammatical structures of previous</p>

	levels as well as college level (advanced) work ethic and maturity.
<b>Assessment:</b>	<i>AP Exam, May 2014</i> Students have weekly vocabulary quizzes (accuracy, spelling are emphasized). We will alternate weekly practice essays and speaking assessments (second semester these are assessed as major grades and graded according to the AP rubrics). Students are also regularly assessed on grammatical concepts, reading, and listening comprehension
<b>Homework / Nightly expectations</b>	-Vocabulary study and review of concepts (approx. 15 minutes per night) -On going and continued completion of podcast listening assignments, current event article reading activities, and cultural comparison assignments. Most grades spring semester are made up of these on-going homework assignments



## AP German Language & Culture Course Description

<b>Course Title:</b>	AP German Language & Culture
<b>Teachers:</b>	German staff
<b>Course Description:</b>	At the end of this course, students are expected to be able to (1) comprehend formal and informal German, (2) speak with a moderate degree of fluency, (3) read a variety of literary text, and (4) write a cogent, sophisticated composition in German. Integration of skills at the highest level of Bloom's taxonomy of learning is stressed. The goal of the course is to develop language skills that are useful in themselves, and that can be applied to various activities rather than the mastery of any specific subject material. Source: The College Board <a href="http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2257.html">http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2257.html</a>
<b>Course Expectations:</b>	<ul style="list-style-type: none"> <li>-Course is taught in German with limited English used solely for clarification of grammar</li> <li>-Students are expected to speak in German</li> <li>-Written assignments/journals to practice informal correspondence</li> <li>-Listening journal to develop listening skills without visual cues</li> <li>-Reading activities to develop high level vocabulary and grammar awareness and knowledge as well as ability</li> <li>-Final project each semester that will tie together aspects of cultural study from the semester (to be completed after the AP German Exam)</li> <li>-Oral presentation/activity each unit</li> </ul>
<b>Reading Requirements:</b>	
<i>Texts:</i>	<i>Aspekte 1 or current CCSD AP German adoption materials</i>
<i>Summer:</i>	review packet of previously learned vocabulary and grammar, alternative assignment available in online review
<i>Winter:</i>	
<i>Additional Readings:</i>	Excerpts from authentic German non-fiction and fiction (by a native author). (example: Die Ilse ist Weg by Christina Nöstlinger, Emil und die Detektive, Erich Kästner; current events from German online media sources: example: Deutsche Welle, ARD)
<b>Pre-requisites:</b>	<ul style="list-style-type: none"> <li>-Strong working knowledge of vocabulary and grammatical structures of previous levels</li> <li>-College level (advanced) work ethic, motivation and maturity</li> </ul>
<b>Assessment:</b>	Formative and Summative. Summative assessments graded according to the most recent rubrics provided by the College Board
<b>Homework / Nightly expectations</b>	<ul style="list-style-type: none"> <li>-Vocabulary study and review (approx. 15 minutes per night)</li> <li>-On going and continued completion of journals, listening assignments, reading activities, online activities (approx. 30 – 45 minutes weekly)</li> <li>-Essay rewrites and presentation scripts with reflections (approx 45 minutes weekly for 6 weeks prior to AP Exam)</li> </ul>

## AP Government & Politics Course Description

<b>Course Title:</b>	Advanced Placement American Government
<b>Teacher:</b>	Phil Thomas
<b>Course Description:</b>	<b>The AP Government &amp; Politics:</b> United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.
<b>Course Expectations:</b>	Students are expected to develop strong higher order thinking skills and to implement them in all class work. Additionally, <b>students</b> , not parents, should take responsibility for their own learning on a daily basis.
<b>Reading Requirements:</b>	<i>American Government: Continuity and Change. 2008 edition</i> Larry J. Sabato
<i>Texts:</i>	America: A Narrative History, seventh ed.
<i>Summer:</i>	The Constitution. Test the first day of class.
<i>Supplemental /Parallel Readings:</i>	Many; provided in class
<b>Pre-requisites:</b>	Students should have at least a 3.5 in Social Studies courses.
<b>Assessment:</b>	A large number of both summative and formative assessments are utilized in American Government. A national exam is administered in May.
<b>Homework / Nightly expectations</b>	Left to the discretion of the students.

## AP Human Geography Course Description

<b>Course Title:</b>	<b>AP Human Geography</b>
<b>Teachers:</b>	<b>Shawn Darling/Roger Prill</b>
<b>Course Description:</b>	<p>AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. The course provides a systematic study of human geography, including the following topics outlined in the Course Description:</p> <p>Nature of and Perspectives on Geography, Population, Cultural Patterns and Processes, Political Organization of Space, Agricultural and Rural Land, Use, Industrialization and Economic Development, Cities and Urban Land Use.</p>
<b>Course Expectations:</b>	Students should have the ability to comprehend college level text and readings as well as highly developed critical thinking skills and a high motivation to learn.
<b>Reading Requirements:</b>	Texts: An Introduction to Human Geography the Cultural Landscape.
<b>Summer Assignments:</b>	Please check the AP Human website to download the summer assignments. Students will be assessed on the work within the first few days of the class. Please read <i>They Poured Fire On Us From the Sky</i> - Bensen Deng over the summer There will be discussion questions posted on the blog for you to take notes on.
<b>Supplemental /Parallel Readings:</b>	<p>Please purchase <i>Why Geography Matter More Than Ever</i> by Harmn de Blij over the summer as we will be reading this in class throughout the year.</p> <p>Also, articles form reputable academic sources will be utilized.</p> <p>College level reading skills required.</p>

<b>Pre-requisites:</b>	Teacher Recommendation Based on Test Averages in Social Studies and Language arts and Exceeds on the writing test
<b>Assessment:</b>	AP Exam style questions and essay questions
<b>Homework / Nightly expectations</b>	Nightly reading and focused study of about 30 min. to an hour on average.

## AP Macroeconomics Course Description

<b>Course Title:</b>	AP Macroeconomics
<b>Teachers:</b>	Green, Heath (Charles)
<b>Course Description</b>	The purpose of AP Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole (entire countries). The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.
<b>Course Expectations:</b>	Students are expected to do nightly reading and actively participate in problem-solving using data analysis and graphs. This course requires moderate to strong math skills.
<b>Reading Requirements:</b>	
<i>Texts:</i>	McConnell-Brue Economics
<i>Summer:</i>	
<i>Supplemental /Parallel Readings:</i>	
<b>Pre-requisites:</b>	Students should have good Social Studies skills (A or B in On Level, Honors, or AP Social Studies classes). More importantly, students should have good to excellent math skills (A or B in accelerated or AP Math classes). Macroeconomics uses math to analyze data and apply it in an economy.
<b>Assessment:</b>	Unit tests count 65%, 7-10 unit tests. EOCT-20% of the grade. 15% Quizzes. HW is usually formative and is rarely graded.
<b>Homework / Nightly expectations</b>	30 min.- 1 hr. a night.

## AP Microeconomics Course Description

<b>Course Title:</b>	AP Microeconomics
<b>Teachers:</b>	Green, Heath (Charles)
<b>Course Description</b>	The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.
<b>Course Expectations:</b>	Students are expected to do nightly reading and actively participate in problem-solving using data analysis and graphs. This course requires strong math skills.
<b>Reading Requirements:</b>	
<i>Texts:</i>	McConnell-Brue Economics
<i>Summer:</i>	
<i>Supplemental /Parallel Readings:</i>	
<b>Pre-requisites:</b>	Students should have good Social Studies skills (A or B in On Level, Honors, or AP Social Studies classes). More importantly, students should have very good or excellent math skills (A or B in Honors or AP Math classes). Economics involves the application of many formulas, graphing skills, and logic skills primarily based on math concepts.
<b>Assessment:</b>	Unit tests count 65%, 7-10 unit tests. EOCT-20% of the grade. 15% Quizzes. HW is usually formative and is rarely graded
<b>Homework / Nightly expectations</b>	30 min.- 1 hr. a night.



## AP Music Theory Course Description

<b>Course Title:</b>	AP Music Theory
<b>Teachers:</b>	Corie Benton
<b>Course Description:</b>	Comprehensive written and aural music skills that facilitate students' musical studies after high school. The course integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, basic composition, and, to some extent, history and style.
<b>Course Expectations:</b>	Students must have staff paper to do written compositions, note book to organize chapter notes, pencil ONLY (to allow for changes), and be available for out of class help/tutoring.
<b>Reading Requirements:</b>	
<i>Texts:</i>	Tonal Harmony (provided for in class lessons)
<i>Summer:</i>	N/A
<i>Supplemental /Parallel Readings:</i>	N/A
<b>Pre-requisites:</b>	Students that have a background in music are at a slight advantage but formal training is not necessary. Students without musical training/backgrounds have succeeded in class but all students must focus on chapters 1-4 carefully while enrolled in the course.
<b>Assessment:</b>	Classroom work provides differentiated assessment quickly which leads to summative evaluation at the end of each chapter. Practice AP Music Theory finals (released AP Central exams) give students understanding of how the AP final will be formatted.
<b>Homework / Nightly expectations</b>	Review of lessons and practice methods thirty minutes each night to help solidify comprehension. Working with the material for short periods of time outside of class helps define a student's individual understanding of the concepts.

## AP Physics 1 Course Description

<b>Course Title:</b>	<b>AP Physics 1</b>
<b>Teachers:</b>	<b>Ansel Crowder, Carl Pfaff</b>
<b>Course Description:</b>	<b>AP Physics I</b> is basically the equivalent of the first semester of an algebra based college physics course. The focus is primarily on Mechanics with the study of mechanical waves and basic electric circuits.
<b>Course Expectations:</b>	<p>The pace of AP Physics I is similar to that of other AP courses. In order to keep on track, students will need to spend an average of 30 minutes each day completing homework assignments. Answers and solutions will be posted on the class blog, and it will be the student's responsibility to seek these out; we will not review homework during a typical class period. Assessments will be given on a weekly basis.</p> <p>Labs will be more open-ended than in previous science courses. Students will be given an objective and the appropriate equipment and then be allowed to figure out their own method to reach their objective. Almost all cases will involve student-generated graphical analyses of physical phenomena.</p>
<b>Reading Requirements:</b>	
<i>Texts:</i>	<b>College Physics. Wilson, Buffa, Lou</b>
<i>Summer:</i>	
<i>Supplemental /Parallel Readings:</i>	
<b>Pre-requisites:</b>	Students need to be in a Junior level math course with a B average. This would be Advanced Algebra or beyond. They should also have made at least a B in their Chemistry course.
<b>Assessment:</b>	Assessments are in the form of homework quizzes, online homework assignments, quizzes, tests and labs.



<b>Homework / Nightly expectations</b>	There will be 30 minutes of homework per night on average. It will be necessary for students to check the class blog daily to receive solutions and complete online homework assignments
--	--

## AP Physics C (Mechanics) Course Description

<b>Course Title:</b>	AP Physics C ( Mechanics)
<b>Teachers:</b>	Carl Pfaff/Ansel Crowder
<b>Course Description:</b>	AP Physics C is designed as a first year introductory college calculus based physics course that consists of both instruction and hands on laboratory experience. AP Physics C- Mechanics will provide instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The course is designed to prepare students for the AP Physics C Mechanics test in the spring.
<b>Course Expectations:</b>	Students that are in this course are expected to be prepared for each class by reading the appropriate text materials, reviewing class notes, working example assigned problems and problems assigned from the text, and working with other students in the class in a laboratory setting and writing extensive scientific reports of the results of their experiments.
<b>Reading Requirements:</b>	
<i>Texts:</i>	<i>Physics for Scientists and Engineers</i> Sixth Edition
<i>Summer:</i>	To be prepared for this class students should review the relevant material from their previous physics class. Students can obtain a copy of the required text above. See Mr. Pfaff/Crowder for information.
<i>Supplemental /Parallel Readings:</i>	
<b>Pre- and Co-requisites:</b>	Students should be taking this course as a second physics course. Students that come to this course from Honors Physics should have achieved a grade of 85 or better. Students coming from AP Physics 1 should get an approval from their AP Physics 1 Teacher. Calculus is required for this course as a pre or co requisite. Students that are taking this

	course as a co requisite with calculus should be aware that calculus concepts will be used at the beginning of this course before they cover those topics in their calculus class.
<b>Assessment:</b>	There will be approximately 3-4 major topic tests per semester (simulating the AP Test), weekly quizzes, class activities, and laboratory reports.
<b>Homework / Nightly expectations</b>	Students should be willing to dedicate an average of one hour outside of the classroom per day to be fully prepared for this class.

## AP Physics C (Electricity and Magnetism)

<b>Course Title:</b>	AP Physics C (Electricity & Magnetism)
<b>Teachers:</b>	Ansel Crowder
<b>Course Description:</b>	AP Physics C: Electricity & Magnetism is a one-semester, calculus-based, college-level physics course. This course is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores the following topics: electrostatics, conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. The course is designed to prepare students for the AP Physics C: Electricity & Magnetism exam in the Spring. Twenty percent of classroom time will be spent on hands-on laboratory work.
<b>Course Expectations:</b>	Students will be assigned problems from various sources with the expectation that they will be complete before the next class meeting. Students will be expected to work professionally and collaboratively with their peers in a laboratory setting. Lab write-ups are expected to be a thorough and extensive scientific report of the experimental results.
<b>Reading Requirements:</b>	
<i>Texts:</i>	<i>Physics for Scientists and Engineers: 6th Edition</i>
<i>Summer:</i>	<i>none</i>
<i>Supplemental /Parallel Readings:</i>	<i>none</i>
<b>Pre-requisites:</b>	Students should be taking this course as a second physics course. Students that come to this course from Honors Physics should have achieved a grade of 85 or better. Students coming from AP Physics I should acquire approval from their AP Physics I teacher. Calculus is required for this course, and can be taken concurrently.
<b>Assessment:</b>	There will be four major topic tests (simulating the AP exam), weekly quizzes, graded classwork and activities, and laboratory reports.
<b>Homework / Nightly expectations</b>	Students should be willing to dedicate 45-60 minutes of each day to physics homework.

## AP Psychology Course Description

<b>Course Title:</b>	<b>AP Psychology</b>
<b>Teachers:</b>	<b>Jessica Kelly</b>
<b>Course Description:</b>	The purpose of the AP Psychology course is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. The AP Psychology course offers and introduction to psychology and prepares students to take the AP Psychology examination which is administered in May.
<b>Course Expectations:</b>	Students should have a keen interest in the social sciences, have the skills for independent study, and be prepared for the rigor of a college level course.
<b>Reading Requirements:</b>	
<i>Texts:</i>	<u>Psychology</u> , 8e David Myers
<i>Summer:</i>	None
<i>Supplemental /Parallel Readings</i>	Current research articles and relevant topics
<b>Pre-requisites:</b>	Students must be in 11 <sup>th</sup> or 12 <sup>th</sup> grade, and must have an overall average of 2.5, with a 3.0 in social studies classes. An interest in the social sciences is critical as the class involves active discussion about the personal relevance of psychological constructs.
<b>Assessment:</b>	All summative assessments are designed to mimic the AP Test given by the College Board. Generally, they are a mixture of multiple choice questions designed to assess higher level reasoning, and essays.
<b>Homework / Nightly expectations:</b>	There is a great deal of reading. The text is 721 pages across 16 chapters, and there are also supplementary readings with some topics.

## AP Research Course Description

<b>Course Title:</b>	AP Research
<b>Teachers:</b>	William Blythe
<b>Course Description:</b>	<p>AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long Research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense</p> <p><b>Course offered 2017/18 school year</b></p>
<b>Course Expectations:</b>	<p>Although the topic of each research study will vary, the course requires students to plan and conduct a study or investigation. The course provides opportunities (activities/assignments) for students to</p> <ul style="list-style-type: none"> <li>• Understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed)</li> <li>• Employ appropriated disciplinary research Methods to develop, manage, and conduct an in-depth study or investigation in an area of student’s own interest, culminating in a 4000–5000 word paper (accompanied by an additional piece of scholarly work — where applicable — to be performed or exhibited).</li> <li>• Present (using appropriate media) and defend The research design, approach, and findings to a panel.</li> <li>• Document their processes and curate the Artifacts of the development of their scholarly work in a portfolio.</li> </ul>
<b>Reading Requirements:</b>	
<i>Summer:</i>	

	There will be a summer reading requirement and multiple books are currently under review.
<i>Supplemental /Parallel Readings:</i>	Students will be expected to read materials from various other outlets such as periodicals, legal documents, newspapers, governmental publications and other online sources.
<b>Pre-requisites:</b>	AP Seminar
<b>Assessment:</b>	Students are assessed on the academic paper and presentation and oral defense of research. The academic paper is approximately 4,000–5,000 words, and the presentation and defense take approximately 15-20 minutes
<b>Homework / Nightly expectations</b>	As this is a college level course you will find that a great deal of work must be done outside of the classroom in order to be successful. Expect a minimum of 45 minutes to one hour nightly in reading and assignments. Commitment to staying ahead of the course will allow some flexibility and keep you on point.

## AP Seminar Course Description

<b>Course Title:</b>	AP Seminar
<b>Teachers:</b>	William Blythe
<b>Course Description:</b>	<p>AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments</p>
<b>Course Expectations:</b>	<p>Students engage in conversations about complex academic and real-world issues through a variety of lenses, considering multiple points of view. Teachers have the flexibility to choose one or more appropriate themes that allow for deep interdisciplinary exploration based on:</p> <ul style="list-style-type: none"> <li>•Concepts or issues from other AP courses</li> <li>•Student interests</li> <li>• Local and/or civic issues</li> <li>• Academic problems or questions</li> <li>•Global or international topics</li> </ul> <p>Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider each topic through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues. Teachers should encourage students to explore a topic through several of the following lenses:</p> <ul style="list-style-type: none"> <li>•Cultural and social</li> <li>•Artistic and philosophical</li> <li>•Political and historical</li> </ul>



	<ul style="list-style-type: none"> <li>•Environmental</li> <li>•Economic</li> <li>•Scientific</li> <li>•Futuristic</li> <li>•Ethical</li> </ul>
<b>Reading Requirements:</b>	
<i>Texts:</i>	
<i>Summer:</i>	There will be a summer reading requirement and multiple books are currently under review.
<i>Supplemental /Parallel Readings:</i>	Students will be expected to read materials from various other outlets such as periodicals, legal documents, newspapers, governmental publications and other online sources.
<b>Pre-requisites:</b>	
<b>Assessment:</b>	Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar
<b>Homework / Nightly expectations</b>	As this is a college level course you will find that a great deal of work must be done outside of the classroom in order to be successful. Expect a minimum of 45 minutes to one hour nightly in reading and assignments. Commitment to staying ahead of the course will allow some flexibility and keep you on point.

## AP Spanish Language & Culture Course Description

<b>Course Title:</b>	Spanish Advanced Placement Language
<b>Teachers:</b>	Rose Mary White, National Board Certified Teacher, Georgia Master Teacher, AP Reader <a href="mailto:rosemary.white@cobbk12.org">rosemary.white@cobbk12.org</a>
<b>Course Description:</b>	<p>Advanced Placement Spanish Language and Culture at Pope High School will center around the six common AP Modern Language themes as determined by the College Board. The themes are Beauty and Aesthetic, Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, and Families and Communities.</p> <p>At the end of this course, students are expected to be able to (1) comprehend formal and informal Spanish, (2) speak with a moderate degree of fluency, (3) read a variety of literary text, and (4) write a cogent, sophisticated composition in Spanish. Integration of skills at the highest level of Bloom’s taxonomy of learning is stressed. The goal of the course is to develop language skills that are useful in themselves, and that can be applied to various activities rather than the mastery of any specific subject material. Source: The College Board</p>
<b>Course Expectations:</b>	<ul style="list-style-type: none"> <li>-Course is taught primarily in Spanish with English used for clarification of grammar.</li> <li>-Students are expected to speak in Spanish.</li> <li>-Students will further their ability to negotiate meaning, compare and contrast, express opinions, and use formal or informal language in the three modes of communication (interpersonal, interpretive and presentational) within the framework of the national standards (Communities, Cultures, Comparisons and Connections).</li> <li>-Students should be able to perform at an intermediate to pre-advanced level on the ACTFL Performance Guideline chart for K-12 learners.</li> <li>-Students will participate in the College Board program WE.org, a service-based learning program, and possibly earn the distinction on their AP scores and high school transcript.</li> </ul>
<b>Reading Requirements:</b>	
<i>Texts:</i>	<p><u>Abriendo Paso: Gramática</u>, Diaz, Nadel, Colins, Prentice Hall Publishing, 2007. <u>AP Spanish: Preparing for the Language Examination</u>, Díaz , Leicher-Prieta y Nissenberg, Prentice Hall Publishing, 2007. <u>Temas</u>, Draggett, Conlin, Hersan, Millán, Vista Higher Learning, 2013. <u>AP Spanish: Language and Culture Exam Preparation</u>, Frisancho, Redmon, Restrepo Bravo, Vista Higher Learning, 2013.</p>
<i>Summer:</i>	-cultural comparison chart
<i>Winter:</i>	-speaking assignment OR writing assignment (due the second week of school)
<i>Additional Readings:</i>	<p>Nonfiction including: webpages, news articles, charts, graphs, pictographs Fiction including: <u>Una caja de carton</u>, <u>Carta de un amor traicionado</u>, <u>Nosotros</u>, no</p>

<b>Pre-requisites:</b>	<ul style="list-style-type: none"> <li>-Strong working knowledge of vocabulary and grammatical structures of previous levels</li> <li>-College level (advanced) work ethic and maturity</li> </ul>
<b>Assessment:</b>	<p>Summative assessments graded according to the most recent rubrics provided by the College Board</p>
<b>Homework / Nightly expectations</b>	<p>Assignments (rotating by semester and week) – 1.5 hours</p> <ul style="list-style-type: none"> <li>-grammar</li> <li>-vocabulary</li> <li>-email response</li> <li>-reaction to assigned reading and listening articles</li> </ul> <p>Each theme has a test in the style of the AP Spanish Exam. After the test, students must correct their test.</p> <ul style="list-style-type: none"> <li>-corrections, self-score and justification, and action plan for improvement for free response assessments of each theme (approximately 30 minutes per assessment)</li> <li>-corrections of reading, reading/listening, listening sections of assessment of each theme (approximately 30 minutes)</li> </ul>

## AP Statistics Course Description

<b>Course Title:</b>	<b>AP Statistics</b>
<b>Teachers:</b>	Eric Sever, Josh Martin
<b>Course Description:</b>	The greatest difference between statistics and other mathematics courses is that statistical instruction takes on a variety of forms. Students often work in groups to gather, analyze and discuss conclusions drawn from data. The course is very activity driven. The course is broken down into the following sections for material: collecting data, summarizing data and trends, anticipating patterns and statistical inference. Teaching materials for this course include a primary textbook, activities, lectures and discussions, readings from journal, newspapers, and videos. Minitab and Fathom, statistical software packages, are also explored. The use of graphing calculators is an absolute must in this course.
<b>Course Expectations:</b>	Students who will be successful in this course are those who have strong writing and reading skills, who have an interest in higher level math and are willing to interpret the results. Unlike other math classes, we spend more time analyzing results and not as much time “finding x”. Reading and writing are a big part of AP Statistics
<b>Reading Requirements:</b>	
<i>Texts:</i>	The Practice of Statistics 4 <sup>th</sup> Edition”
<i>Summer:</i>	None
<i>Supplemental /Parallel Readings:</i>	Announced throughout the year.
<b>Calculator Needed</b>	TI-83, TI-84, TI-89 or TI-Inspire. (84 is preferred.
<b>Pre-requisites:</b>	Students should have completed Advanced Algebra or higher receiving a grade of 80 or higher. This is a junior or senior level class. A good work ethic is mandatory and can be more important than a higher level math course completion. Good interpretation of the written word (reading comprehension) is a must.

<b>Assessment:</b> <b>Scale:</b> Tests 50%, Final Exam 20%, Projects/Activities 10%, Quizzes/Hmwk 10%, FRQ's 10%	Chapter tests at the end of each of the 15 chapters. Quizzes periodically. Activities and Free Response Questions (FRQ's) are given for most units.
<b>Homework / Nightly expectations</b>	Readings are assigned on a nightly basis. Practice problems recommended. 30 minutes per night on average.

## AP Studio Art Course Descriptions

<b>Course Title:</b>	Advanced Placement Studio: Drawing, Advanced Placement Studio: 2D Design
<b>Teachers:</b>	<b>Joy Johnson</b>
<b>Course Description:</b>	<p>Advanced Placement Studio Art courses are designed to help students build a portfolio of artwork that approximates the level of achievement that a student would accomplish in a freshman level foundation college course. There are three different Studio Art courses: Drawing, Two-Dimensional Design, and Three-Dimensional Design. According to College Board policy, students may only submit one Studio Art Portfolio per year. Students in this Advanced Placement Studio Art course will complete weekly class and homework assignments and produce works as specified in the portfolios required by the College Board. These requirements are detailed in the AP Studio Art poster, published by The College Board. Students will receive a copy of this poster in the fall prior to taking their AP Studio class in the spring. The goal of all three portfolios is that students will leave the class with a finished portfolio of approximately twenty-five to thirty works that demonstrate a college level of mastery.</p> <p>Because we do not have enough AP Studio art students for a separate class, all three studio classes are taught together and students work independently on their chosen portfolio with teacher direction. Additionally, most times AP students will be working in the same room where their teacher is also teaching another art class with a different curriculum. For this reason students must be highly motivated, able to work independently, and be capable of self-direction in order to be successful in AP Studio art class.</p> <p>AP Studio Art is not based on a written exam, instead students produce portfolios of artwork</p>

	that address issues as specified by the College Board in each portfolio
<b>Course Expectations:</b>	<ol style="list-style-type: none"> <li>1. Students must have worked at a high level of achievement in their regular course work- they must have an advanced level of skill in their chosen media.</li> <li>2. Students must agree by contract to attend a minimum of 3 hours per week of after school studio, which facilitates necessary one on one time with the teacher and required critiques.</li> <li>3. Students may need to do substantial weekend homework to finish work not finished during class time.</li> <li>4. Students must be able to meet a weekly deadline: finishing two works of art per week, one in-class work and one homework.</li> <li>5. Students must be a self-starter each day, and be able to work independently as the teacher also teaches another class and works with the AP students on an independent study basis.</li> </ol>
<b>Reading Requirements:</b>	
<b>Pre-requisites:</b>	<p>Most students will have minimally completed V. A. Comprehensive, Drawing I and Drawing II before starting AP; generally 3 years of regular coursework is recommended as a prerequisite for AP. Summer classes offered locally would help students be AP ready with fewer art courses during the year.</p>

<b>Assessment:</b>	Students are graded with a standardized grade rubric for weekly assignments. Two major projects are due each week.
<b>Homework / Nightly expectations</b>	Students must turn in 2 major projects (artworks) each week, in addition to self critiques. The amount of homework time depends on how fast students work. Artwork not finished in class each week will need to be finished for homework or over the weekend. Projects are due at the beginning of class each Tuesday.



## AP US History Course Description

<b>Course Title:</b>	Advanced Placement United States History
<b>Teacher:</b>	Peter Trentacoste
<b>Course Description:</b>	<p><u>AP U.S. History:</u> AP United States History is a reading and writing intensive course that is designed, by requirement of the College Board, to mimic a college History course. Students in this course will analyze major themes in United States history in order to better understand the rich and complex nature of the nation. Students will also concentrate on the social, political, cultural, and economic impact of significant historical events and their influence on our nation today. In addition to strengthening their understanding of various authors, texts, and traditions in American history, students will improve their capacity to analyze, discuss, and write well-researched historical arguments.</p>
<b>Course Expectations:</b>	<p>This course requires students to read a broad range of material, actively participate in daily activities, discuss various historical arguments, problem-solve, and to write well evidenced essays. Many of the readings for the course are primary source documents that require careful and thoughtful examination. These will be supplemented with secondary sources, group activities, simulations, debates, Socratic circles, creative writing, outside projects, and class lectures designed to reinforce historical perspective and interpretation.</p> <p>The ultimate goal of this course is preparation for the AP Exam in May. Through this course, students will be provided with content, practical knowledge of U.S. History, practice in critical thinking activities, and experience in effective writing techniques. This is a rigorous and rewarding course. Hard work and dedication are essential for success.</p>
<b>Reading Requirements:</b>	

<i>Texts:</i>	America: A Narrative History, seventh ed. Amsco Exam Prep Book
<i>Summer:</i>	Two books; vary (ex: <u>Bury My Heart at Wounded Knee.</u> )
<i>Supplemental /Parallel Readings:</i>	Many; provided in class
<b>Pre-requisites:</b>	Students should have an A in prior Social Studies courses and should have an A or a high B in prior English courses. Both detail oriented reading and solid writing skills are essential. All students are expected to take the national exam in May.
<b>Assessment:</b>	Each period of study will have a summative unit test and students will be given random reading quizzes on most chapters in the book. Document Based Questions and Long Response Questions will usually be completed for feedback and practice.
<b>Homework / Nightly expectations</b>	Daily reading and review are necessary and once a week peer study groups are advised.

## AP World History Course Description

<b>Course Title:</b>	AP World History
<b>Teachers:</b>	Roger Prill
<b>Course Description:</b>	The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contents and interactions with different types of human societies. This understanding is advanced through a combination of selective factual knowledge, but with a much greater emphasis on <u>historical inquiry</u> . Students will be required to implement the <u>process</u> of dissecting historical documents and secondary sources to fully understand past events. Students must prepare each night so they can participate in class discussion as well as investigate a variety of sources to uncover the causes of major historical events and global issues.
<b>Course Expectations:</b>	Students are expected to: 1) take notes in class; 2) read for detail and evaluate texts, primary/secondary documents; 3) use advanced vocabulary in writing/speaking; 4) write essays and short answers; 5) use all levels of Blooms Taxonomy
<b>Reading Requirements:</b>	
<i>Texts:</i>	World Civilizations: The Global Experience
<i>Supplemental /Parallel Readings:</i>	The Human Record, Vols 1 & 2, 5 <sup>th</sup> edition
<i>Summer:</i>	This Fleeting World- a Short History of Humanity
<b>Pre-requisites:</b>	Have taken AP Human Geography, B or higher or Honors World Geography with a final grade of 85 or higher. Should have at least a high “B” in 9 <sup>th</sup> grade Honors English classes (course requires written essays). Should take 10 <sup>th</sup> grade British Literature Honors.
<b>Assessment:</b>	A variety of formative and summative assessments (Multiple Choice tests, Document Based Essays, Free Response Essays, Short Answer Question tests, Socratic Seminars, debates, quizzes on readings and key concepts ...).

<b>Homework / Nightly expectations</b>	<p>All students who desire to do well in this class should spend 60-90 minutes each night reading/annotating handouts, reading chapters, and reviewing notes each day. Some assignments will demand more time than others. Students will receive the entire unit's assignments &amp; handouts at the beginning of the unit so they can manage their time. This will allow students to manage their time around other courses and extracurricular activities. Furthermore, we highly advise students to work on studying for major assessments every night. It is impossible to cram for the amount of material required the night before an exam or even over one weekend! We advise students to ask us for help before/after school or during AO. We encourage students to have study groups so they can compare notes and answers. Beware of dividing up study material among peers to answer the questions; most often, students will receive incorrect or incomplete information.</p>
--	---