

AP English Language (English 3)

AP Language and Composition focuses on in-depth analysis of non-fiction texts, including persuasive appeals, rhetorical techniques, and author's purpose. In addition, students will be complete essays and assignments that require intensive analytical and persuasive writing. Assignments are to be completed both in and outside of class; all essays are timed and are to be completed in one class period.

AP English Literature (English 4)

(The Critical Analysis of Fiction – Novels, Plays, & Poetry).

This course will make you THINK about a writer's craft in a whole new way. We do not read simply for plot; we critically look at a writer's style, WHY he/she chose certain devices, and HOW those devices create meaning for theme, setting, character, etc. You will annotate everything you read. The assessments are designed to catch people who only use Sparknotes 😊

Per Six Weeks we will:

- ✓ Read 1 to 2 major works (in which you purchase)
- ✓ Write at least 2 to 3 analytical essays over prose and poetry
- ✓ Follow AP Grading Policy – only 4 grades

FROM COLLEGE BOARD: The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

TYPE OF WRITING REQUIRED FOR LITERARY ANALYSIS: Although AP Literature continues to follow the fundamentals of rhetorical theory taught in AP Language, this course requires students to critically analyze classic works of literature through close and careful reading. In the written critical analysis, the student must consider a work's structure, style, and themes as well as elements such as the use of figurative language, imagery, symbolism, and tone. A high-ranking essay (graded on a 0-9 scale) not only adequately answers the prompt, but the writing style is mature, specific, and – in the very best essays – is elegant and extraordinary.

AP World History

AP World History is a study of the political, social, economic and cultural impacts of an evolving world from 8000BCE to modern days. WE will cover around 10,000 years of history in class between August and April. The objective of this class is to create an environment where students are working on skills that will help them prepare for college and the AP exam which could potentially earn them college credit. To be successful students will be required to read 4-5 nights a week and take notes from a college level text. This will help them prepare for the class room discussions, reading quizzes, exams and essays they will face throughout the year. While difficult the class offers the chance to dive a little deeper into certain parts of world history.

AP US History

AP US History is a college level class. This class covers a vast time period beginning with colonization. APUSH will challenge students into taking the AP exam by reading, constructing essays, taking college level exams and keeping with a rigorous daily routine that will prepare the student for both the test and the exam.

AP Government

AP Government and Politics - students required to read multiple textbooks and other assigned documents (outside of class). In addition, they are expected to participate in discussion and debate about assigned reading and current events along with developing free response essay style writing skills.

AP Economics

This course is an introduction to Macroeconomics. It deals with the economic principles that apply to an economic system as a whole, such as national income and price determination, economic performance measures, economic growth, international trade, government spending and taxation, and money and banking.

This is a semester course, with a large amount of information to cover. Students will have a fair amount of reading several nights a week, as well as other work that will have to be done outside of class. There are not many projects, nor are there long essays, but there are several graphs and formulas to learn. This is a social studies course unlike one you have taken before, so there is a learning curve in how you study and how you read. Economics is the center of the world economy, so there is plenty of room to make those real world connections we all look for.

AP Human Geography

Students need to have successfully completed a PreAP World Geography course to have the background needed to succeed in this course. Students are expected to read 1 to 2 chapters per week, and complete vocabulary and one free-response-question essay per unit of study, outside of class. Students will have an ongoing current event project, with approximately two current events due per six weeks, to be completed outside of class. It is reasonable to expect students to spend 3 hours per seven-day week completing outside reading and class preparation. As this is a college-level class, using a standard college Human Geography textbook, students are expected to be self-motivated and able to perform at a higher level.

AP European History

Advanced Placement European History is a college level course. The student will be responsible for keeping up with readings from a college level textbook, as well as demonstrating comprehension of those readings in well organized, analytical essays. The class itself will cover the period of time from the Crusades c. 1300 through the fall of the Soviet Union and into the era of global terrorism and its effects on continental Europe. Classes will consist of conceptual and analytical discussion of those topics. Our goal is to have each student not only take the AP exam in the spring but score well enough to earn college credit for their efforts.

AP Psychology

AP psychology is a comprehensive college course. The course follows a college level textbook. The course requires a relatively heavy workload although the assignment due dates are given at the beginning of the year. There are assignments given over the course of the unit which may not be listed on the course description. The exams are college level questions as the AP exam in May is a college level test. The course content is exciting and interesting however; students need to be aware of the course requirements as well.

AP Chemistry

Students signing up for AP Chemistry should have a strong first year of chemistry completed (pre-AP chemistry—B average or better; regular chemistry—strong A average), as well as have a strong math background and good calculator skills. AP chemistry is equivalent to the first year of college chemistry. The first three weeks cover the first three chapters of the Brown and LeMay textbook and are a quick review of the first year: measurements and calculations, naming and writing formulas, and stoichiometry. Aqueous stoichiometry, thermochemistry, kinetics, equilibrium, acid and base equilibrium (including weak acids and weak bases, and buffers), and electrochemistry are covered. Beginning in 2013, AP requirements change to 16 labs being required (down from 22). Students are expected to read chapters and complete chapter outlines on their own and be ready to learn to work problems associated with the topics in class. Homework problems then reinforce what was learned in class. Additional tutorial podcasts are on netschool. The expectation is that every student will take the AP exam in the spring. The class can be very challenging, but very rewarding with up to 8 hours of college chemistry earned by scoring a 4 or a 5 on the exam.

Most students will find taking AP chemistry immediately after the first year of chemistry easier than waiting until their senior year to take the class. Seniors have commented that they feel they have forgotten too much and come in with a deficit. Many students concurrently enroll in AP chemistry and pre-AP physics.

AP Biology

AP Biology is a college-level introduction to the Biological Sciences. As such, the workload is equal to what would be encountered in college. It is highly recommended that students have successfully completed Pre-AP courses in both Biology and Chemistry as prerequisites for success. As a general rule, for every 48 minutes spent in class daily, students should expect to spend a minimum of 30 minutes to 1 hour of time outside of class engaging in tasks which expand upon classroom activities. A commitment to this self-directed study time is critical and students should expect success only when this degree of self-discipline is exhibited. Such activities include: Guided Reading and Note Taking, Writing and Critical Thinking Exercises, Lab and Data Analysis, Reinforcement Videos and Online Tutorials.

AP Physics C Mechanics

AP Physics C Mechanics – This class is equivalent to the 1st semester of college level physics spread out over an entire year. Students should be concurrently enrolled in AP Calculus A/B, preferable AP Calculus B/C. Students who are not in Calculus will have quite a bit of additional studying to do in order to understand the Calculus that is used in AP Physics.

Reading/homework/labs – 1 hour outside of class 2-3 times per week.

AP Physics B/C Electricity and Magnetism

AP Physics B/C Electricity and Magnetism – This class is equivalent to the 2nd semester of college level physics spread out over an entire year. Student must have already completed AP Physics C Mechanics and should at the very least be concurrently enrolled in AP Calculus B/C.

Reading/homework/labs – 1 hour outside of class 2-3 times per week.

AP Environmental Science

AP Environmental Science is a college-level course focusing on the environmental, ecological, and social disciplines of the biological sciences. As such, the workload is equal to what would be encountered in college. It is highly recommended that students have successfully completed Pre-AP courses in both Biology and Chemistry as prerequisites for success. As a general rule, for every 48 minutes spent in class daily, students should expect to spend a minimum of 30 minutes to 1 hour of time outside of class engaging in tasks which expand upon classroom activities. A commitment to this self-directed study time is critical and students should expect success only when this degree of self-discipline is exhibited. Such activities typically include: Guided Reading and Note Taking, Writing and Critical Thinking Exercises, Lab and Data Analysis, Reinforcement Videos and Online Tutorials.

AP Calculus AB

Calculus I for the entire year. Algebra 2 is strongly used throughout Calculus. Trigonometry with the understanding of the unit circle is also helpful. There is time for reviewing of Algebra 2 concepts and Trig. Entire course is on Netschool with videos to watch as homework. Students are expected to watch and take notes of the videos and be ready to discuss the next day. Calculus problems are done during class time to allow for questions to be answered at that time. Tutorials are offered to allow students more time to grasp the concept.

AP Calculus BC

Calculus I during 1st semester and Calculus II during 2nd semester. This course is faster pace and requires a strong understanding of Algebra 2 with little review time. Everything else is the same as Calculus AB.

AP Spanish V

This course is designed to prepare students for the Advanced Placement Spanish Exam. The class will be conducted exclusively in Spanish and students will complete exercises that reflect and integration of language skills under timed conditions. The students will explore history, culture, literature, and current events to communicate both formally and informally with accuracy and fluency. The district expectation is that the student will take the appropriate AP test.

Authentic materials will be incorporated and pulled from various resources geared towards the following themes:

- Los desafíos mundiales / Global Challenges
- La ciencia y la tecnología / Science and Technology
- La vida contemporánea / Contemporary Life
- Las identidades personales y públicas / Personal and Public Identities
- Las familias y las comunidades / Families and Communities
- La belleza y la estética / Beauty and Aesthetics

AP German

Students should have successfully completed Pre AP German III with a B or better and they should have a very strong interest in continuing with advanced study in German, as much intrinsic motivation is required to prepare for the exam. Students should have a serious interest in continuing to study German at an advanced level. AP students work independently on projects through netschool. They read a book, and watch a video series. Every week, they have to summarize each one, and take a quiz. Extensive study is required outside of class.

AP French

Students should have successfully completed Pre-AP French 3 with a B or better and they should have a very strong interest in continuing with advanced study French, as much intrinsic motivation is required to prepare for the exam. The AP French exam assumes that students have had 4-6 years of prior academic French instruction and the rigor of the exam reflects that assumption. They should have a serious interest in continuing to study French at an advanced level. Summer reading and writing work is required. AP Students work with 300-500 advanced words per unit. They complete extensive reading, writing and speaking activities in class. Study at home of vocabulary and remediation work at home on grammar topics not mastered at previous levels is required on a daily basis. Students are provided with extensive digital resources through netschool to aid in their study. Students complete one project outside of class each semester. Students are required to take the AP exam in May.

AP Computer Programming

Computer Programming is for students who have COMPLETED Algebra 1 and have a logical mind. Students work on computer projects daily. Most students who are successful enjoy challenging math logic and "making a better computerized mousetrap". Students are encouraged to participate in our student organization, Technology Student Association and Techno Expo. We design and create computer games for a state competition.

Keyboarding skills are needed but students are not required to have this class as a pre-requisite.

AP is for SERIOUS logical students who have excelled in PAP or regular Computer Programming and their math courses.

AP Art

AP Studio Art: 2-D Design Portfolio

It is expected that the student will create the summer assignments due upon our return to school. The student will be creating approximately 1-2 original pieces a week and multi-tasking throughout the 6 weeks. The student must have had art I and it is recommended to have art II: 2-D skills. The student should expect to spend time outside of class working on their artwork. The student will be expected to provide their own supplies and/or pay a fee as well as the cost of the portfolio submittal to the College Board. In the end, the student will have a minimum of 29 quality artworks for submittal to the portfolio within 30 weeks. The student must obtain a score of a 3 on the portfolio to receive credit at most colleges. The teacher is a facilitator for technique and guidance but the student must use their creativity to produce viable pieces for the portfolio. The portfolio is broken down into 3 parts: Breadth (class assignments primarily), Concentration (An investigation of a subject showing their growth and discoveries), and finally the pieces that physically get sent to the College Board the Quality section (Your 5 best pieces analyzed in person by the College Board).

For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Video clips, DVDs, CDs and three-dimensional works may not be submitted. However, still images from videos or films are accepted.

This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way.

The **principles of design** (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships) can be articulated through the visual *elements* (line, shape, color, value, texture, space). They help guide artists in making decisions about how to organize an image on a picture plane in order to communicate content. Effective design is possible whether one uses representational or abstract approaches to art.

AP Studio Art: Drawing Portfolio

It is expected that the student will create the summer assignments due upon our return to school. The student will be creating approximately 1-2 original pieces a week and multi-tasking throughout the 6 weeks. The student must have had art I and it is recommended to have art II: 2-D skills. The student should expect to spend time outside of class working on their artwork. The student will be expected to provide their own supplies and/or pay a fee as well as the cost of the portfolio submittal to the College Board. In the end, the student will have a minimum of 29 quality artworks for submittal to the portfolio within 30 weeks. The student must obtain a score of a 3 on the portfolio to receive credit at most colleges. The teacher is a facilitator for technique and guidance but the student must use their creativity to produce viable pieces for the portfolio. The portfolio is broken down into 3 parts: Breadth (class assignments primarily), Concentration (An investigation of a subject showing their growth and discoveries), and finally the pieces that physically get sent to the College Board the Quality section (Your 5 best pieces analyzed in person by the College Board).

The Drawing Portfolio is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and **mark-making** are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract and observational works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. There is no preferred (or unacceptable) style or content.

Any work submitted in the Drawing Portfolio that incorporates digital or photographic processes must address issues such as those listed above. Using computer programs merely to manipulate photographs through filters, adjustments or special effects is **not** appropriate for the Drawing Portfolio.

AP Studio Art: 3-D Design Portfolio

AP 3 D design is a college class that is designed around a portfolio that is compiled over more than one year of working in sculpture and ceramics. Students are expected to identify research and execute a minimum of 25 completed 3D design problems (works of art) that are rated from 1 to 6 at the national level to receive credit in a college class. It is structured around an independent studio class and students are required to provide their own materials for execution of their projects. As there is a written component to the submission, students are encouraged to use writings from other classes to assemble their artwork. In order to successfully pass the College Board (minimum average score of "3") students should expect 3 to 5 hours per week outside of class time to complete their works.

AP Art History

It is expected that the student will read and write the responses to the summer assignments due upon our return to school. The student must have had world history and it is recommended to have had art I. The student should expect to spend time outside of class working on their research, reading and writing. The student will be expected to participate in discussions and projects that will lead to a better understanding of each section of art history. The student will be expected to provide their own supplies and pay the cost of the test for the College Board. The student must obtain a score of a 3 on the portfolio to receive credit at most colleges. The teacher is a facilitator for investigation into the material and will give guidance in leading the students to how to be successful on the art survey test given by the College Board.

AP Music Theory

To be successful in AP Music Theory, students must already have a working knowledge of musical concepts such as rhythm and note identification, preferably in treble and bass clef. Students can expect daily homework as well as intermittent projects throughout the course of the year in preparation for the AP test. This is a comprehensive course and it is very easy to fall behind so participation in class and completion of homework are vital for every student.

PreAP English 1

Students will read from a wide selection of works including literature and expository selections from all aspects of American and world cultures. Students are expected to respond appropriately to these selections in written compositions stressing critical thinking skills and participate actively in discussions over all assigned reading. (All reading will be completed independently outside of class.) Through the English I curriculum, literary terms and techniques, grammar, mechanics, and usage will be taught in the context of writing and literary analysis. Summer reading is required.

PreAP English 2

For each unit of study, students will be expected to read and annotate various texts, write timed AP essays, study vocabulary, and work on projects. Many of these assignments require students to work on components outside of class. On average, students should expect an hour of homework each night.

PreAP World Geography

Students are expected to read 1-2 chapters per week. They are expected to complete a Current Event Project each week at home. This equates to roughly 2.5 hours of outside work per week. As this class is intended to prepare students for a college level class, (AP World History) students are expected to be self-motivators and able to work and think at a higher level.

PreAP World History

Course Description:

- ☞ Pre-AP World History is a College Board course that introduces the skills needed to succeed in AP US History course while covering the content and concepts of World History. Course curriculum, materials, and expectations are designed to prepare you for college level course work and the three-hour AP World History exam.
- ☞ Students in Pre-AP World History study civilizations and historical eras analytically; and, with greater complexity by focusing on political, economic, religious, social, intellectual, and artistic developments. There will be an emphasis on critical thinking, problem solving, essay writing, and analytical reading of primary as well as secondary sources. This course is offered through open enrollment, and everyone is welcomed. Students will find they are more prepared for this class after having successfully completed Pre-AP World Geography.
- ☞ Please understand that this course requires extensive reading and writing. Be sure to utilize tutorials if you need help. The times are posted on my web page.

Why Take This Course?

Pre-AP World History is preparation for the student who plans to attend college. Studies show that students who complete Pre-AP and AP level coursework are more probable to complete a degree in college. Please see the College Board web site for statistics. This class greatly increases your likelihood of passing the AP World History exam for which you may receive college credit with an acceptable score. Additionally, this class prepares you for eleventh grade AP US History, and SAT college placement exams.

PreAP Biology

Academic courses that lead to Advanced Placement courses are referred to as Pre- Advanced Placement (PreAP) courses. Emphasis is given to the skills and strategies students need to succeed in AP courses in grades 11 and 12 and in post-secondary education. Pre-Advanced Placement Biology includes the same course of study designed for Biology with emphasis on research, problem solving, and laboratory. These additional emphasis are time consuming and require proactive student attention. In addition, concept themes in the Advanced Placement Biology course will be introduced.

PreAP Physics

Student should be concurrently enrolled in Pre-AP Algebra II or higher (regular Pre-Cal is acceptable).

Homework averages 30 minutes 3-4 times per week – this includes netschool assignments, lab write-ups, and practice problems.

PreAP Geometry

Pre – AP Geometry is an academically rigorous course that connects previous knowledge to geometric thinking, spatial reasoning, geometric figures and their properties and to the real world. The student will be asked to operate at all levels of thinking. Most assessments will be evaluating your ability to operate at the Analyze, Evaluate and Create levels of thinking. It may require time to adjust to higher levels of thinking.

PreAP Algebra 1

This course covers the same concepts as Algebra 1 but goes more in depth into the applications of the concepts and their impact on real-world situations. The rigor of the course leads students to have approximately 15-20 minutes of homework about 3 times a week. Students are encouraged to focus on communicating their ideas and justifying their solutions to their classmates using verbal communication, written communication, and class presentations.

PreAP Algebra 2

This is a fast paced course that requires 30 -45 min of outside work each night for the average pre-AP student. Some students who struggle in math may require more time. Access to the internet is necessary and a graphing calculator is expected. We do "flip" our lessons and students are expected to watch a 10 to 15 min video to get their basic notes down and then we discuss them in class the following day. After each major concept a project is required. This is a great class for an independent learner who wants to improve their mathematical understanding and prepare for Pre-Cal and Calculus.

PreAP PreCalculus

For PAP Pre-Calculus I expect students to do about 15 -20 minutes of homework per night when assigned. We do not read a lot but we do try to work as many problems as we can. I also expect a lot of self-discovery and peer learning in the classroom. I try to guide as much as teach. I ask many questions and expect answers, not "I do not know". I expect students to think, ask questions, and be a self-starter.

PreAP Spanish 2

Students should have successfully completed Spanish 1 with an A or a B. They should be interested in continuing to study Spanish at an advanced level. The study required for Pre AP Spanish 2 is fairly demanding but not unmanageable for a motivated student. In order to be successful, students should study about 20 to 30 minutes every day to review vocabulary and grammatical concepts taught in class. Written "homework" is not taken for a grade but rather used as an opportunity to understand the material. During a 2-week period, one chapter will be covered which includes approximately 30 recycled vocabulary words from Spanish 1 plus 50 new vocabulary words based on a particular theme. In addition, students will learn and use 9 different tenses and supporting grammatical concepts. By the end of Pre-AP Spanish 2, students will be able to speak for 2 minutes and write an essay of 150 words. Students are assigned projects and are expected to give presentations in Spanish

PreAP Spanish 3

Students should have successfully completed Spanish 2 Pre-AP, or be an exceptionally strong student in Spanish 2 regular. They should be interested in continuing to study Spanish at an advanced level. At this level, students are expected to speak Spanish over 90% of the time in class, and use their Spanish outside of classroom. In addition to reviewing the grammatical concepts from Pre-AP Spanish 2, more advanced grammatical concepts are introduced. The focus for Pre-AP Spanish is to increase vocabulary and be able to write and speak Spanish using a variety of different tenses and grammatical concepts at once. Students should expect to study 20 – 30 minutes a day to learn vocabulary and review grammar concepts. By the end of Pre-AP Spanish 3, students should easily transition from one tense to another and use high level vocabulary.

PreAP Spanish 4

Pre-AP Spanish IV is designed for students demonstrating an advanced aptitude for Spanish. Expressing ideas in sustained speech under timed conditions to further develop oral proficiency will be stressed. A high-intermediate proficiency level is developed with grammatical structures, advanced vocabulary, cultural aspects, and enhanced with a variety of technology/media tools. The format of the AP exam is introduced and the course is conducted largely in Spanish.

PreAP French 2

Students should have successfully completed French 1 with an A or a B. They should be interested in continuing to study French at an advanced level. The study required for Pre AP French 2 is fairly demanding but not unmanageable for a motivated student. Students are not given extensive “homework” but regular, daily study of vocabulary and verbs is required for success. Each four chapter unit comprises 150-200 vocabulary words as well as supporting grammar. Students are provided with digital “speaking” flashcards and study sheets through netschool to aid in study. Students usually do one project per semester and some class time is always provided to aid in completing the project. Pre-AP 2 students participate in the American Association of Teachers of French National French Contest to earn a “national rank” in French. Students considering Pre-AP 2 should discuss it with their current French teacher.

PreAP French 3

Students should have successfully completed French 2 Pre-AP, or be an exceptionally strong student in French 2 regular. They should be interested in continuing to study French at an advanced level. The independent study required is demanding as vocabulary units and grammar lessons are preparing kids for the AP French exam which requires extensive vocabulary. Students who are unaccustomed to studying outside of class may struggle initially until they figure out what is required. Students are provided with extensive digital resources through netschool to aid in their study. Students typically complete one project per semester. Pre-AP 3 students participate in the American Association of Teachers of French National French Contest to earn a “national rank” in French. Students considering Pre-AP 3 should discuss it with their current French teacher as they can often help with placement questions.

German II Pre-AP

German II Pre-AP is for students who consistently scored an 85 or higher throughout German I. They should be interested in continuing to study German at an advanced level. The study required for Pre AP German II is demanding but not unmanageable for a motivated student.

Students will go through the same material, but more in depth. Students can expect this course to be taught faster, with fewer practices on a given topic, and learn additional concepts and/or vocabulary. Tests in German II PAP cover the same topic as German II on level, but have more difficult tasks and/or additional tasks that were only taught to PAP students.

German III Pre-AP

Traditionally, German III on level, German III Pre-AP, and AP IV German are taught in one class. Because of that, the level of the German III class is a BIG step up from German II. Students who wish to enroll in German III Pre AP should have successfully completed German II Pre AP, or be an exceptionally strong student in the on level course. This course requires independent study that is demanding as vocabulary units and grammar lessons are preparing kids for the AP German exam. Class instruction for this section will be the same, only the tests will be differentiated.

PreAP Computer Programming

Pre-AP Computer Programming is for students who have COMPLETED Algebra 1 and have a logical mind. Students work on computer projects daily. Most students who are successful enjoy challenging math logic and "making a better computerized mousetrap". Students are encouraged to participate in our student organization, Technology Student Association and Techno Expo. We design and create computer games for a state competition.

Keyboarding skills are needed but students are not required to have this class as a pre-requisite.