



HOLLY SPRINGS HIGH SCHOOL

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## AP ART HISTORY

### **SUGGESTED PREREQUISITES**

English I and II

### **COURSE DESCRIPTION**

The AP Art History course emphasizes a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis. By examining works of art from diverse cultures and the relationships among these works, students develop an understanding of global artistic traditions. Students analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. The interpretation of the work is based upon its intended use, audience, and the role of the artist and the work of art in its particular society. Students will expand their knowledge of history, geography, politics, religion, languages, and literature as they explore the story of people as told through the art that they created.

### **COURSE OBJECTIVES**

The AP Art History course will enable students to:

- Understand the nature of art, art making, and our responses to it.
- Develop an in-depth understanding of the relationships among these works.
- Practice the essential skills of visual, contextual, and comparative analysis.

### **KEY ASSIGNMENTS AND PROJECTS**

Each content area is represented by a number of exemplary works of art within a prescribed image set of 250 works. AP Art History required course content is defined to support students' in-depth learning, critical analysis, and understanding of the connections among global artistic traditions by focusing study on works representing the diversity of art through time and place. The image set consists of approximately 65 percent works from the Western tradition and 35 percent of non-western artistic traditions. Students will also be asked to attribute works of art outside the image set based on their knowledge and understanding of works within the set; attributions should be provided in the same format and with the same level of detail as identifying information for each work of art within the image set. Students will include works they choose to study beyond the image set as AP Art History Content.

### **READINGS AND RESOURCES**

Students will use the online resources of Khan Academy and Smart History. All books and resources are available in the classroom, but Barron's AP Art History is highly recommended.

### **ADDITIONAL INFORMATION**

Viewing actual works of art is important because details are lost when a work of art is digitized and projected (with the exception of installations intended to be projected). AP Art History students are encouraged to attend local art galleries and art lectures and will be notified when local opportunities arise.



## AP BIOLOGY

### **SUGGESTED PREREQUISITES**

Biology, Math III

### **COURSE DESCRIPTION**

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in an AP Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

### **BIG IDEAS**

Big Ideas in AP Biology: 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. • Big Idea 1: Evolution: The process of evolution drives the diversity and unity of life. • Big Idea 2: Cellular Processes: Energy and Communication: Biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis. • Big Idea 3: Genetics and Information Transfer: Living systems store, retrieve, transmit, and respond to information essential to life processes. • Big Idea 4: Interactions: Biological systems interact, and these systems and their interactions possess complex properties.

### **KEY ASSIGNMENTS AND PROJECTS**

Inquiry-Based Investigations: 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.



HOLLY SPRINGS HIGH SCHOOL

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## AP CALCULUS AB/BC

### **SUGGESTED PREREQUISITES**

A mastery of the Precalculus curriculum is required. We recommend students have a grade of C or better in Precalculus.

### **COURSE DESCRIPTION**

AP Calculus AB/BC is a study of the mathematics involving motion and change. The course is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representations throughout each course and to apply strategies and techniques to accurately solve diverse types of problems.

### **SEMESTER OVERVIEW--AP Calculus AB**

There are 3 big ideas that are covered through 6 units of study. These include:

1. Limits
2. Derivatives
3. Integrals and the Fundamental Theorem of Calculus

### **SEMESTER OVERVIEW--AP Calculus BC**

AP Calculus BC is an extension of AP Calculus AB in that it explores the big ideas presented in AB in additional contexts and adds the big idea of series. There are 7 units of study with 2 of the units devoted to preparation for the AP exam.

### **KEY ASSIGNMENTS**

Unit Tests, Quizzes, Nightly homework assignments, Problem Sets, Practice Multiple-choice and Free Response Questions

### **RESOURCES**

Primary Text: Finney, Demana, Waits, & Kennedy. Calculus: Graphical, Numerical., Algebraic. 3rd ed. Massachusetts: Pearson Education, Inc. 2007

### **ADDITIONAL INFORMATION**

A TI-84 calculator is strongly recommended.



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## AP CHEMISTRY

**SUGGESTED PREREQUISITES** - Math 3

### **COURSE OVERVIEW**

The Advanced Placement Chemistry course is designed to be the equivalent of a general chemistry class taken the first year in college. For students planning to major in science, engineering, or medical professions, successful completion of this course will allow them to advance more quickly into higher level chemistry courses or classes that have a college level chemistry class as a prerequisite. For students with other plans for majors, this course will fulfill the laboratory science requirement and make space in their schedules for other courses. This course is designed to be a second chemistry course for high school students. AP Chemistry students will have already taken a first year chemistry course that emphasized atomic theory, periodic law and tendencies, bonding and molecular structure, intermolecular forces, basic nomenclature, mole theory, stoichiometry, basic gas laws, solids and liquids, solutions and concentrations, energy and chemical processes, equilibrium, acids and bases, nuclear reactions, and descriptive aspects of chemistry. **Topics that will be new to AP Chemistry students to a significant degree include: thermochemistry, gaseous equilibrium, equilibrium of solutions, kinetics, chemical thermodynamics, acid/base equilibrium and buffers, oxidation-reduction, and electrochemistry.** Students will develop a deeper understanding of chemistry problems and learn to present their problem solving clearly both orally and in writing.

### **COURSE DESIGN**

1. This class will meet for **85 minutes Monday-Friday throughout the spring semester only.**
2. **Quizzes and Labs (50%)** - The best way to be prepared is to keep up with the daily tasks that are in the notes. Quizzes will be graded quickly and returned for timely feedback on progress. There is no make up for a missed quiz. Students are allowed to be exempt from one quiz for the semester. If a student needs to miss a second quiz, then a parent will have contacted me and special consideration will be given. Quiz grades are not curved.
3. **Tests (50%)** – A test will be given every unit that will include 20-25 multiple choice questions and 2-3 free response questions. Every effort will be made to simulate the format of the AP exam, therefore a strict time limit will be enforced. **Test grades will be curved as long as students take the test on the announced day at the same time as the other students or if a parent has contacted me within 24 hours explaining why their student had to miss the test on the announced day.**
4. Because of the special constraints brought by taking such a demanding Advanced Placement class in a spring semester that starts near the end of January, there will probably be quite a bit of imbalance between Quarter 3 and Quarter 4. Quarter 3 will be heavily quizzes and tests while Quarter 4 will be heavily labs.
5. **Delivery** – Students are expected to attend all classes, listen attentively to the lectures, and participate in problem solving both in and outside of class. Absences and tardies are **HIGHLY** counterproductive and should be avoided as much as possible.

### **THE AP CHEMISTRY EXAM**

It is the expectation that all students taking AP Chemistry will take the AP exam. Released AP exams will be used and they will be scored for informational use and occasionally for a grade. New content coverage ends approximately three weeks before the exam to allow a comfortable amount of review time in class.

### **TUTORIALS**

There is ample tutorial time available for students to receive extra help before school, during lunch, and after school.



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## AP LANGUAGE AND COMPOSITION

### **SUGGESTED PREREQUISITES**

English I and English II (H)

### **COURSE DESCRIPTION**

The AP Language and Composition course trains students to become skilled readers and writers in diverse genres and modes of composition. As stated in the Advanced Placement Course Description for the English Exams, the AP Language and Composition course's purpose is "to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers." As the course progresses, students will become aware of their own composition process through self-assessment and evaluations by peers and the instructor. These skills will allow the student to read critically and write effectively in different modes in the college classroom and beyond.

### **SEMESTER OVERVIEW**

#### Reading

- To increase the student's reading abilities in comprehension, interpretation, and evaluation
- To enable students to read complex texts with understanding
- To provide students with a wide variety of prose styles from historical periods and understand how events affect literature
- To introduce the student to major American writers
- To improve vocabulary
- To improve critical thinking through analysis of language usage
- To analyze alternative texts such as paintings and film as forms of art and communication

#### Writing

- To emphasize the writing process that includes prewriting, drafting, revising, and publishing
- To emphasize the aims of expressive, expository, persuasive, and literary discourse
- To master the modes narration, description, process, comparison/contrast, cause and effect, classification, definition, and analysis discourse
- To write mature prose of richness and complexity
- To introduce student to informal writing, including imitation exercises, journal keeping, and in-class responses
- To introduce the student to the techniques of research
- To make their writing suitable for different audiences.

### **READINGS AND RESOURCES**

Possible Works: novels, plays, literary nonfiction, historical writing, letters, speeches



HOLLY SPRINGS HIGH SCHOOL

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## AP ENGLISH LANGUAGE & COMPOSITION (CAPSTONE)

### **SUGGESTED PREREQUISITES**

This course is paired with AP Research and is offered all year on an A/B day schedule.

### **COURSE DESCRIPTION**

"The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods." – AP College Board

### **COURSE CONTENT**

Our curriculum for AP English Language and Composition is designed for a 90-minute class over two semesters (yearlong) on an A/B class schedule.

#### Reading

- To increase the student's reading abilities in comprehension, interpretation, and evaluation
- To enable students to read complex texts with understanding
- To provide students with a wide variety of prose styles from historical periods and understand how events affect literature
- To introduce the student to major American writers
- To improve vocabulary
- To improve critical thinking through analysis of language usage
- To analyze alternative texts such as paintings and film as forms of art and communication

#### Writing

- To emphasize the writing process that includes prewriting, drafting, revising, and publishing
- To emphasize the aims of expressive, expository, persuasive, and literary discourse
- To master the modes narration, description, process, comparison/contrast, cause and effect, classification, definition, and analysis discourse
- To write mature prose of richness and complexity
- To introduce student to informal writing, including imitation exercises, journal keeping, and in-class responses
- To introduce the student to the techniques of research
- To make their writing suitable for different audiences.

### **READINGS AND RESOURCES**

Possible Works: novels, plays, literary nonfiction, historical writing, letters, speeches



HOLLY SPRINGS HIGH SCHOOL

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## AP ENGLISH LITERATURE & COMPOSITION

### **SUGGESTED PREREQUISITES**

English I, II, and III (H) or AP Language

### **COURSE DESCRIPTION**

"An AP English Literature and Composition course engages in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. As students read, they 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." – AP College Board

### **COURSE CONTENT**

This course is the equivalent to a sophomore-level college literature course. Our aims in this course are:

#### Reading

- To increase the student's reading abilities in comprehension, interpretation, and evaluation
- To increase the student's understanding of figurative meanings, seeing beneath the surface of the text as it is initially presented
- To develop the student's ability to recognize patterns in a text and develop meaning from those patterns
- To enable students to read complex texts with understanding
- To improve vocabulary
- To improve critical thinking through analysis of language usage
- To analyze alternative texts such as paintings and film as forms of art and communication
- To increase familiarity with poetry and various poetic forms.

#### Writing

- To emphasize the writing process that includes prewriting, drafting, revising, and publishing
- To emphasize the aims of persuasive and literary discourse
- To develop a logical, cohesive argument that builds upon itself
- To select and integrate appropriate evidence from texts to develop an argument
- To write mature prose of richness and complexity

### **READINGS AND RESOURCES**

Possible Works: novels, plays, literary nonfiction, poetry. The works chosen represent a diverse range of authors over a wide range of historical eras.



HOLLY SPRINGS HIGH SCHOOL

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## AP ENVIRONMENTAL SCIENCE

### SUGGEST PREREQUISITES

Two high school laboratory sciences—one year of life science and one year of physical science (e.g., a year of biology and a year of chemistry). Honors level is recommended. Due to the quantitative analysis required in the course, students should also have taken at least Math II. Also, desirable, but not required, is a course in earth science.

### COURSE DESCRIPTION

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science.

### MAJOR UNITS

- **Unit 1:** The Living World: Ecosystems
- **Unit 2:** The Living World: Biodiversity
- **Unit 3:** Populations
- **Unit 4:** Earth Systems and Resources
- **Unit 5:** Land and Water Use
- **Unit 6:** Energy Resources and Consumption
- **Unit 7:** Atmospheric Pollution
- **Unit 8:** Aquatic and Terrestrial Pollution
- **Unit 9:** Global Change

### EXPECTATIONS

As this course is designed to reflect learning that analyzes environmental concepts and processes to achieve understanding and to prepare students for the APES exam in May, this course will involve time and effort outside of class. At home, students should expect to read and take notes on chapters from a textbook, lecture videos, and to complete vocabulary assignments. **Students should expect a minimum of thirty minutes a night of work outside of class.** Students are expected to maintain an organized binder that will be a valuable study tool for the APES exam. In class, students engage in critical thinking skills through reading and writing assignments. Students should also expect to engage in numerous hands-on, inquiry-based laboratory and/or fieldwork investigations. There are five timed unit tests that are modeled on the APES exam: multiple choice questions and Free Response Questions. The Final Exam is a project-based assessment. We do go on field trips and bring in guest speakers.

AP Environmental Science is an elective science class. While APES may be used to satisfy the high school graduation requirements, students may also take Earth/Environmental Science for graduation requirements. Students who are willing and able to put in the extra hours outside of class reading the textbook, engage and actively participate in class activities, and complete projects should enroll in APES!



HOLLY SPRINGS HIGH SCHOOL

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## AP FRENCH LANGUAGE & CULTURE

### SUGGESTED PREREQUISITES

Students should begin with French 1 and continue on to French 2, 3, and 4 before taking AP French Language and Culture. It is always recommended to take courses back-to-back with no breaks in between semesters whenever possible. This helps to keep students continually studying the language without any lapses. French 4 and AP French are a combined class offered only in the spring semester, so students will study the 1st part of the AP curriculum in French 4, then will finish the AP curriculum in AP French.

### COURSE DESCRIPTION

The three modes of communication (Interpersonal, Interpretive and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP French Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K-12 Learners. As such, the AP French Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the French-speaking world that is approximately equivalent to an upper-intermediate college or university French course. It is expected that this course will be offered as the first step in the study of college-level French after approximately three to five years of language study for classroom learners. For native and heritage speakers, there may be a different course of study that leads to the AP French Language and Culture course.

### SEMESTER OVERVIEW

The AP French Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms. The instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP French Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication.

In order to best facilitate the study of language and culture, the course is taught in the target language. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

### READINGS AND RESOURCES

At HSHS, I primarily use the *Tresors du Temps* and *Thèmes* textbooks to teach the course. I also use some other textbooks and workbooks as ancillaries, such as *AP French: Preparing for the Language and Culture Examination*. I also use a variety of websites for authentic reading and listening materials to accompany the textbooks.



HOLLY SPRINGS HIGH SCHOOL

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## AP HUMAN GEOGRAPHY

### **SUGGESTED PREREQUISITES**

World History

### **COURSE DESCRIPTION**

The purpose of AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscapes analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice and the Why of Where. Why are people and things where they are today. This is an excellent course for students to take to help prepare them for later AP classes in social studies

### **SEMESTER OVERVIEW**

Units of Study:

1. Geography- Its Nature and Perspectives
2. Population VI. Cities and Urban Land Use
3. Political Organization of Space
4. Agriculture and Development
5. Industrialization and Development
6. Cities and Urban Land Use
7. Cultural Patterns and Processes

### **READINGS AND RESOURCES**

AMSCO Human Geography review books will be available for all students but additional review books are encouraged for students to purchase on their own.



HOLLY SPRINGS HIGH SCHOOL

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## AP PHYSICS

### **SUGGESTED PREREQUISITES**

Math III (Pre-Calculus & H. Physics Recommended)

### **COURSE OVERVIEW**

The AP Physics 1 course is conducted using inquiry-based instructional strategies that focus on experimentation to develop students' conceptual understanding of physics principles. The students begin studying a topic by making observations and discovering patterns of natural phenomena. The next steps involve developing, testing and applying models. Throughout the course, the students construct and use multiple representations of physical processes, solve multi-step problems, design investigations, and reflect on knowledge construction through self- assessment rubrics. In labs, the students use graphing calculators and digital devices for interactive simulations, simulated exercises, collaborative activities and formative assessments.

### **UNITS OF STUDY**

1. KINEMATICS
2. DYNAMICS
3. ENERGY
4. MOMENTUM
5. CIRCULAR MOTION AND GRAVITATION
6. ROTATIONAL MOTION
7. SIMPLE HARMONIC MOTION

### **KEY ASSIGNMENTS AND PROJECTS**

The AP Physics 1 course is a fast-paced course that devotes over 25% of the time to laboratory investigations. The laboratory component of the course allows the students to demonstrate the seven science practices through a variety of investigations in all of the foundational principles. The students use guided inquiry (GI) or open inquiry (OI) in the design of their laboratory investigations. Some labs focus on investigating a physical phenomenon without having expectations of its outcomes. In other experiments, the student has an expectation of its outcome based on concepts constructed from prior experiences. In application experiments, the students use acquired physics principles to address practical problems. All investigations are reported in an electronic laboratory journal. Students are expected to record their observations, data, and data analyses. Data analyses include identification of the sources and effects of experimental uncertainty, calculations, results and conclusions, and suggestions for further refinement of the experiment as appropriate.



HOLLY SPRINGS HIGH SCHOOL

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## AP PSYCHOLOGY

### **SUGGESTED PREREQUISITES**

World History

### **COURSE DESCRIPTION**

Advanced Placement Psychology is the equivalent of a three-credit college Introduction to Psychology course. This is a rigorous and demanding course, intended to provide the scope and level of accomplishment expected in a college or university setting. The curriculum for this course places a heavy emphasis on essential readings, writing assignments, independent projects, and frequent tests intended to prepare students for the AP Exam. It is of utmost importance that students enrolled in this course realize that this is a college course, and they will be treated as a college student. Therefore, students are expected to seek, find, and internalize the information presented through reading resources and class lecture/experiment. This is not a class for the passive student. As the instructor, it will be my goal to facilitate the concepts expressed on the AP Exam and to structure a learning environment that will help provide you with the tools you need to attain your class goals: achieving a successful AP Psychology Exam score, enriching your life through the acquisition of psychological knowledge, and enjoying the course.

### **CLASSROOM STRUCTURE**

**Teaching Methods:** Methods will include lectures, class discussions, films, interactive board, oral presentations, group projects, class discussions, creative exercises, and a variety of student-centered approaches.

**Flipped Classroom:** Throughout the semester we will be using the "flipped model" of classroom learning. The flipped classroom reverses how class and home time are utilized. In the flipped classroom model, students watch a lesson (or lecture) on video while at home and traditional 'homework' is done in class allowing for more project-based learning, discussion time, and student access to the teacher's expertise and their peers.

**Vocabulary:** The AP Psychology exam is heavily based on vocabulary. Because of this, there are weekly vocabulary quizzes in this class. These quizzes are taken online through Schoology.

### **READINGS AND RESOURCES**

Psychology (2007), Worth Publishers, Author: David G. Myers. 8th edition; textbook and supplemental texts provided

The AP Psychology book is now available on E-book and online  
<http://ebooks.bfwpub.com/myers10e.php>



HOLLY SPRINGS HIGH SCHOOL

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## AP RESEARCH (CAPSTONE DIPLOMA)

### **SUGGESTED PREREQUISITES**

Completion of Capstone Seminar and English II (H)

### **COURSE DESCRIPTION**

AP Research is a yearlong, paired class with AP English Language and Composition. Students will get 1 credit for each course successfully completed. The class operates on an A/B day rotating weekly schedule with tutorial days for both classes offered during the week.

A culmination of the AP Capstone Program, the Capstone Research course is designed for the motivated student who possesses an intrinsic desire to expand a field of knowledge by considering multiple perspectives of scholars in a student-selected area of investigation, adding an additional dimension that contributes to the depth of understanding of a specific facet. Students will analyze the credibility of arguments from a variety of types of sources about the same issue, discerning from those sources a new, but related, complex problem or issue. Students will hone develop a targeted research question that drives the research process. Students will present their preliminary research in a research inquiry proposal for specific topic examination and approval.

### **UNITS OF INSTRUCTION**

Units of Instruction: Scaffolding and Sequencing the skills and content of the AP Research Course are grouped into units of instructions. The AP research model can be: 1) Disciplinary Focus {Stem inquiries, Performing and Visual arts}; 2) Internship {Independent study with a discipline-specific mentor to independent study in research of the student's choosing; 3) Thematic Survey Linked to AP course (AP research in Biology, Chemistry, Math, etc.) and General (research methods to be chosen for his/her investigation). Regardless of their models of choosing, these skills will be taught.

### **KEY ASSIGNMENTS AND PROJECTS**

Student research will culminate in a final academic paper of approximately 4,000-5,000 words (75% of the summative AP assessment). Students will reflect on all phases and components of the research process by creating and regularly updating a Process and Reflection Portfolio {PREP Journal}. Students will present their research findings in a multimedia format and participate in an oral defense of their research (25% of the summative AP assessment).

### **READINGS AND RESOURCES**

Course Textbook Palmquist, M. (2012). *The Bedford Researcher* (4th ed.). Boston: St. Martin's.



HOLLY SPRINGS HIGH SCHOOL

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## AP SEMINAR (CAPSTONE DIPLOMA)

### **SUGGESTED PREREQUISITES**

Completion of English I

### **COURSE DESCRIPTION**

AP Seminar is a unique student experience. Course goals include:

- Engaging students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.
- Extending students' abilities to synthesize information from multiple perspectives and apply skills in cross-curricular contexts and in new situations.
- Cultivating students' abilities to craft, communicate, and defend evidence-based arguments.
- Providing opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their own interest and curiosity

### **SEMESTER OVERVIEW**

AP Seminar is a yearlong, paired class with English II (H). Students will get 1 credit for each course successfully completed. The class operates on an A/B day rotating weekly schedule with tutorial days for both classes offered during the week.

### **KEY ASSIGNMENTS AND PROJECTS**

The fall semester in AP Seminar is dedicated to learning skill sets such as researching scholarly source material from academic databases and using source material to formulate arguments on a variety of written expressions and presentations. The spring semester is dedicated to demonstrating student skill sets on two multiple week writing and presentation tasks that are scored as part of the College Board assessment of the class.

### **READINGS AND RESOURCES**

Course Textbook Palmquist, M. (2012). *The Bedford Researcher* (4th ed.). Boston: St. Martin's.



HOLLY SPRINGS HIGH SCHOOL

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## AP SPANISH LANGUAGE & CULTURE

### **SUGGESTED PREREQUISITES**

Students should begin with Spanish 1 and continue on to Spanish 2, 3, and 4 before taking AP Spanish Language and Culture. It is always recommended to take courses back-to-back with no breaks in between semesters whenever possible. This helps to keep students continually studying the language without any lapses. Spanish 4 is only offered in the fall and then AP Spanish the following spring.

### **COURSE DESCRIPTION**

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K-12 Learners. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. For native and heritage speakers, there may be a different course of study that leads to the AP Spanish Language and Culture course. Students who are successful in this course and exam may continue their study of college-level Spanish by taking the AP Spanish Literature and Culture course and exam, as well.

### **SEMESTER OVERVIEW**

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication.

In order to best facilitate the study of language and culture, the course is taught in the target language. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

### **READINGS AND RESOURCES**

At HSHS, I primarily use the *Abriendo Paso: Gramática* and the *Temas* textbooks to teach the course. I do use some other textbooks and workbook as ancillaries, such as *AP Spanish: Preparing for the Language Examination*. I also use a variety of websites for authentic reading and listening materials to accompany the textbooks.



HOLLY SPRINGS HIGH SCHOOL

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## AP STATISTICS

### SUGGESTED PREREQUISITES

Math III and Math IV or Pre-Calculus

### COURSE DESCRIPTION

AP Statistics is the equivalent to a one semester, introductory, non-calculus based, college course in statistics. This course will introduce participants to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Participants are exposed to four broad conceptual themes:

1. Exploring Data: Observing patterns and departures from patterns.
2. Sampling and Experimentation: Deciding what and how to measure.
3. Anticipating Patterns: Producing models using probability and simulation.
4. Statistical Inference: Confirming models

### TIPS FOR SUCCESS

- ✓ Ask questions!
- ✓ Be an active participant in class discussions.
- ✓ Do all assigned problems before class and be prepared with questions.
- ✓ Read the textbook! (not as scary as it sounds)
- ✓ Take care of make-up work promptly.
- ✓ Show your teacher rough drafts of special problems or projects.
- ✓ Have a network of Stats students to help and be helped by.

### TEXT

Barron's AP Statistics Test Prep with 6 Practice tests. 11<sup>th</sup> Edition

*Also available in the classroom as an extra resource:*

Yates, Daniel S., Moore, David S. and Starnes, Darren S. (2003). *The Practice of Statistics*. W.H. Freeman and Company. 2nd Edition.

### ADDITIONAL INFORMATION

Assignments will be made from the text and AP Classroom and will be checked for completeness as well as accuracy. It is essential that these assignments be completed to gain a thorough understanding of the material. This is a college-level course and will be conducted as such. Students are expected to be highly motivated and those who are can expect to experience success. Students are encouraged to come seek assistance before school, after school, or during H.O.T. Lunch to discuss topics for which they need clarification.



HOLLY SPRINGS HIGH SCHOOL

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## AP STUDIO ART

### **SUGGESTED PREREQUISITES**

Art III and/or Art IV

### **COURSE DESCRIPTION**

The AP Studio Art course is a fall semester course that meets 5 days per week for 90 minutes per class period. Composition, color, observation, design, conceptual thinking and craftsmanship are emphasized in all studio art courses. For spring semester you will be required to use Tutorial time or Independent Study time to complete your AP portfolio and properly submit it.

This course is designed to facilitate the development of a portfolio by the student that can be used for application to college, for scholarship, tuition waiver applications, job references and for researching related career options.

Students will choose either 2D Design, 3D Design or Drawing. The 2D and 3D Design program emphasizes design using the elements of art principles in an integrative way. Drawing emphasized successful mark making.

The course is most importantly about helping the student develop his/her own style and artistic voice. This may involve learning new processes and techniques, trying new media or combinations of media or new uses of familiar media.

### **SEMESTER OVERVIEW**

Students in the course will complete written self-assessments, checklists, inventories, portfolio index sheets, quarter and semester assessments. Critical thinking and self-reflection are important components of the course and students are expected to support their observations about their own work and that of their peers. Individual and group critiques are held regularly during the year and are also an important part of the course. We use the critique process to clarify conceptual issues and to celebrate the uniqueness of personal voices and tastes.

### **KEY ASSIGNMENTS AND PROJECTS**

Over the summer, students are highly recommended to complete 5 assignments. These assignments are posted on the teacher's website and can be accessed as early as now! Throughout the semester students will have only a few guided projects. Most projects will involve the Concentration section of the portfolio which means students will come up their own ideas for projects to fit their chosen theme.

### **READINGS AND RESOURCES**

AP web site: <http://apcentral.collegeboard.com>

Please look at AP Studio ART (2D, 3D and/or Drawing) and make yourself familiar with the expectations of the portfolio submission. Look at students submissions and compare how they received each score level.

### **ADDITIONAL INFORMATION**

Students will need to keep on pace with time and deadlines. Students will be turning in a finished piece of art about every two weeks and should be spending about 10-20 hours on each piece of finished artwork. Students will need to utilize tutorial's for extra studio time and/or will need to work on their art at home in addition to working on it at school. Students should not limit their studio time to the class-period.



HOLLY SPRINGS HIGH SCHOOL

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## AP US GOVERNMENT & POLITICS

### **SUGGESTED PREREQUISITES**

World History. Note that this class replaces the NC graduation requirement to for Civics Literacy (\*Effective graduating classes 2024 and forward).

### **COURSE DESCRIPTION**

AP US Gov't is a study of the mechanics of American government with a concentration on its structure at the national level. There is focus on the political process, checks and balances, the political process, and the evolution of the Constitution through Congressional Legislation and Supreme Court Decisions.

### **SEMESTER OVERVIEW**

There are 6 overarching units that are covered through examination in 10 units of study. These include:

1. Constitutional Foundation of the US Gov't
2. Political Theory and Political Socialization
3. Impact of Political Parties, Elections, Interest Groups, and Mass Media
4. Formal Institutions of Gov't: Congress, Presidency, Judiciary, Bureaucracy
5. Civil Rights and Civil Liberties
6. Public Policy

### **KEY ASSIGNMENTS AND PROJECTS**

Unit test using the College Board AP Classroom Module support, Progress Checks, , Practice Free Response Questions including FRQ writing development scaffolding, Supportive reading selections aligned to course standards, Chart/Graph/ Political Cartoon analysis

### **READINGS AND RESOURCES**

Primary Texts:

Wolfford, Davis. AMSCO AP Government and Politics. 2nd Edition. Logan, IA: Perfection Learning, 2019.

Edwards, et. al. Government in America/ People/ Politics, and Policy. 13th ed. New York: Pearson Longman 2008



HOLLY SPRINGS HIGH SCHOOL

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## AP US HISTORY

### **SUGGESTED PREREQUISITES**

World History and English II

### **COURSE DESCRIPTION**

The AP US History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials -their relevance to a given interpretive problem, reliability, and importance - and to weigh the evidence and interpretations presented in historical scholarship. The AP US History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format (College Board Course description).

The AP US History course will also train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will learn to take notes from both printed materials and lectures/discussions, write essay exams, and write analytical papers. They will learn to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others (College Board, 13).

### **MAJOR THEMES**

- Migration and Settlement
- America in the World
- Geography and the Environment
- Politics and Power
- Identity: American and National Identity
- Exchange, Work and Technology
- Society and Culture

### **KEY ASSIGNMENTS & PROJECTS**

- Reading notes
- Quizzes
- Period Exams
- A significant focus on writing and writing skills

### **ADDITIONAL INFORMATION**

Students should expect 1-2 hours of homework per night on average with heavy reading assignments. Some lessons will be flipped so class time is spent teaching historical thinking and writing skills.



HOLLY SPRINGS HIGH SCHOOL

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## AP WORLD HISTORY: MODERN

### **SUGGESTED PREREQUISITES**

Students who have excelled in 8th grade Social Studies and Language Arts. Students should be able to read a college-level textbook and write grammatically correct, complete sentences (College Board Course Description).

### **COURSE DESCRIPTION**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. (College Board Course description).

### **COURSE UNITS**

1. The Global Tapestry
2. Networks of Exchange
3. Land-Based Empires
4. Transoceanic Interconnections
5. Revolutions
6. Consequences of Industrialization
7. Global Conflict
8. Cold War and Decolonization
9. Globalization

### **KEY ASSIGNMENTS & PROJECTS**

- Reading notes
- Quizzes
- Period Exams
- A significant focus on writing and writing skills

### **ADDITIONAL INFORMATION**

Students should expect 45 min to an hour of homework per night on average with heavy reading assignments. Many lessons will be flipped so class time is spent teaching historical thinking and writing skills.



HOLLY SPRINGS HIGH SCHOOL

AP ENTER CLASS NAME HERE

**TEMPLATE- PLEASE MAKE A COPY TO PERSONALIZE  
FOR YOUR COURSE**

**SUGGESTED PREREQUISITES**

FILL IN COURSE DETAILS HERE

**COURSE DESCRIPTION**

The AP \_\_\_\_\_ course is designed

**MAJOR THEMES**

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**KEY ASSIGNMENTS & PROJECTS**

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**ADDITIONAL INFORMATION**