



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

All books and resources will be provided.

ADDITIONAL INFORMATION

Viewing actual works of art is important because, no matter how fine the resolution, something is lost when a work of art is digitized and projected. The exception is art that is intended for projection, of course. The summer assignment for the AP Art History students includes a visit to an art museum. Students are encouraged to attend local art gallery and art lectures for course credit. Occasionally, works related to the course content come to town. For example, a collection of Leonardo Da Vinci's notebooks were recently on exhibit at the local museum.



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.



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.



AP CHEMISTRY

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.



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 effected the 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 written works to make them suitable for different audiences.

READINGS AND RESOURCES

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



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 effected the 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 (imitation exercises, journal keeping, and in-class responses)
- To introduce the student to the techniques of research
- To written works to make them suitable for different audiences.

READINGS AND RESOURCES

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



AP ENGLISH LITERATURE & COMPOSITION

SUGGESTED PREREQUISITES

English I, II, 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

SEMESTER OVERVIEW

This course is the equivalent to a sophomore-level college literature course. Quality literature delves deeply into the human condition. Exploring the human condition can lead to discussions that require a high level of maturity. These readings and resulting conversations are crucial to the development of any college bound student. As such, the texts in this class can contain material of a sensitive and mature nature. Please contact me if you have a concern in this regard.

Course Notes:

- Each week, we will have 2 seminars on the book of the week. Generally, we will have one week to cover each book or play.
- One day a week, we will have close reading presentations by one student. Each student is required to present over the course of the quarter.
- We will have weekly writing and multiple choice practice, in addition to the formal papers written for each book.

Socratic seminars will require pre-reading and annotation of novels, discussion, and reflection skills. All work will result in formal and informal writing.

YOU WILL WRITE AND READ EVERY DAY in this course. Students are expected to keep a mature attitude and open mind during class discussion, dedicate a minimum of one hour reading per day, and remain open to constructive criticism to improve writing style and deepen critical thinking skills.

SUMMER READINGS AND RESOURCES

Prior to start of the course, students should read *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* (revised edition).

It is an extremely helpful resource in analyzing literature. Copies are available at public library. We will be covering the material through lecture and discussion at the start of the class.

BOOK LIST

Below is a tentative list of the works we will be covering over the course of the school year. Many students opt to purchase the texts so they can annotate and more easily refer back to them, but this is in no way required. All required texts will be provided for students. The bolded texts are the core of the list, now that the course has been reduced to a semester.

Title	Author	ISBN
Novels		
1984	George Orwell	0-8810-3036-8
Bless Me, Ultima	Rudolfo Anaya	0-7857-4227-1
Brave New World	Aldous Huxley	1417761032
Great Expectations	Charles Dickens	0-613-07900-0
Grendel	John Gardner	0-8085-6648-2
Heart of Darkness	Joseph Conrad	978-141782584-4
Invisible Man	Ralph Ellison	
Jane Eyre	Charlotte Bronte	978-141782419-9
Lord of the Flies	William Golding	0881030317
Pride and Prejudice	Jane Austen	978-141781421-3
The Sound and the Fury	William Faulkner	978-0-679-73224-2
Wuthering Heights	Emily Bronte	1-4177-3920-7
Frankenstein	Mary Shelley	0-8085-1955-7
Dr. Jekyll and Mr. Hyde	Robert Louis Stephenson	1-4176-4712-4
Poetry		
Beowulf (epic)	Anonymous	978-141782421-2
The Canterbury Tales	Geoffrey Chaucer	978-141782581-3
The Inferno (epic)	Dante	
Plays		
An Enemy of the People	Henrik Ibsen	978-141782585-1
Death of a Salesman	Arthur Miller	0-88103-017-1
Hamlet	Shakespeare	
King Lear	Shakespeare	0-14-071490-1
Macbeth	Shakespeare	In textbook
Othello	Shakespeare	1-4176-6484-3
Our Town	Thornton Wilder	1-417-63054-X
A Streetcar Named Desire	Tennessee Williams	0-8085-0905-5
Waiting for Godot	Samuel Beckett	0808509128
Textbooks		
Elements of Literature, 6 th Edition	Marie Price	
Perrine's Literature: Structure, Sound and Sense	Thomas R Arp and Greg Johnson	
Essential Literary Terms	Sharon Hamilton	



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 understand 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 and to complete vocabulary assignments. 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 nine timed unit tests that are modeled on the APES exam: multiple choice questions and Free Response Question, and nine vocabulary quizzes. Midterms and Final Exam are project-based assessments. We do go on field trips and bring in guest speakers. Students are also expected to complete a semester long Positive Impact Project in which they identify an environmental issue, create a SMART goal and action plan on how to make a measurable, positive difference on the issue, implement the plan, and present the project.

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

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

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.

SEMESTER OVERVIEW

Units of Study:

1. Geography- It's 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

Crash Course in AP Human Geography by Dr. Christian Sawyer- it is highly recommended that you purchase a copy of this book. It is around \$10.00 and can be purchased at Barnes & Noble, Amazon, and even downloaded on iTunes.



HOLLY SPRINGS HIGH SCHOOL

AP PHYSICS

SUGGESTED PREREQUISITES

Math III

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
8. MECHANICAL WAVES
9. ELECTROSTATICS
10. DC CIRCUITS

KEY ASSIGNMENTS AND PROJECTS

The AP Physics 1 course 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

AP PSYCHOLOGY

SUGGESTED PREREQUISITES

American History I

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 important 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

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

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 expression 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

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

AP STATISTICS

SUGGESTED PREREQUISITES

Math III and AFM 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.

ADDITIONAL INFORMATION

Every student is expected to read the material prior to the class meeting. Assignments will be made from the text and other sources 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

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

AP US GOVERNMENT & POLITICS

SUGGESTED PREREQUISITES

AP Gov't does not have a prerequisite class. Students that are interested in politics and government are welcome to join this semester long class. Note that this class does not replace the NC graduation requirement to take Civics and Economics. Students find that the classes often complement each other.

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, current political issues, 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 Tests, Practice Free Response Questions, Friday Debate over Public Policy topics, Supportive reading selections, Chart/Graph/ Political Cartoon analysis

READINGS AND RESOURCES

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

Bose, Meena, ed. Classic Ideas and Current Issues in American Politics. Boston: Houghton Mifflin, 2007.



HOLLY SPRINGS HIGH SCHOOL

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

Summer assignment will be given. Students should expect 2-3 hours of homework per night on average with heavy reading assignments. Some lessons will be flipped so class time is spent teaching the historical thinking and writing skills.