



**SCRANTON PREPARATORY SCHOOL**

**ADVANCED PLACEMENT COURSE INFORMATION**



## **COURSES OFFERED:**

- A.P. Art History (Seniors)**
- A.P. Biology (Seniors)**
- A.P. Calculus AB (Seniors)**
- A.P. Calculus BC (Seniors)**
- A.P. Chemistry (Juniors)**
- A.P. English Literature and Composition (Seniors)**
- A.P. English Language and Composition (Juniors)**
- A.P. European History (Juniors and Seniors)**
- A.P. Human Geography (Juniors and Seniors)**
- A.P. Latin (Juniors)**
- A.P. Physics C (Seniors)**
- A.P. Psychology (Seniors)**
- A.P. Spanish and Culture (Seniors)**
- A.P. United States History (Sophomores)**

**\*Students wishing to enroll in more than two A.P. courses will need administrative approval.**

## **COURSE NAME: A.P. Art History**

### **COURSE DESCRIPTION:**

The A.P. Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. All students sit for the A.P. exam in May.

### **A STUDENT SHOULD CONSIDER THIS COURSE IF...**

If a student has been successful in humanities courses, such as history and literature, or in studio art courses then I would highly recommend them to enroll since those experiences will likely support and enrich the context of the art history course.

### **THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

The A.P. Art History course is broken down into 10 content areas. Each unit has a different number of images within, therefore, some exams will contain more questions than others. All exams and quizzes are formatted similarly to the A.P. Final exam. The questions are multiple choice and FRQs. Students are also assessed by their flashcards, their interactive notebooks, and frequent writing assignments. Students are also asked to do in class research to make sure they visit viable websites for information.

### **SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?**

Students are asked to do the flashcards for Unit 1 which is 11 images. They also are asked to write a reflection on a piece of their choosing from the 250 images.

### **CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

After surveying the students, the number of hours weekly averaged 2-5 hours a week.

### **SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

"This course is a creative outlet and such a fun course...it's a break from core academics and has allowed me to express a different side of myself." "We study the deeper meaning behind art which I find interesting." "I thought it would be stressful but with how our notebooks are set up the information is easier to take in." "I didn't realize how many specifics we would learn about each art piece." "This course has more images than I thought, but the workload is fair." "I know how to analyze a work in depth." "I wasn't aware how interesting and engaging the classes and artworks are." "I learned specific names for techniques as well as ways to identify styles or periods."

**COURSE NAME: A.P. Biology****COURSE DESCRIPTION:**

This is an elective for highly motivated seniors who wish to pursue a career in the biological sciences at the university level. The course is meant to parallel the objectives of a first-year college biology course. Students will sit for the A.P. examination at the conclusion of the course.

**DOES THIS COURSE HAVE ANY PREREQUISITES?**

All students applying for this course must have completed and done well in a Prep Junior Chemistry course. It is highly recommended that Physics is taken as a pre-requisite.

**A STUDENT SHOULD CONSIDER THIS COURSE IF...**

They are considering a major in the living sciences.

**THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

This course requires a good amount of reading and online assignments.

**SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?**

No

**CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

The average response from students was between 8-10 hours.

**SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

"This course requires a great amount of work."

**COURSE NAME: A.P. Calculus AB****COURSE DESCRIPTION:**

A.P. Calculus AB is a rigorous study of both differential and integral Calculus. Roughly equivalent to a first semester college Calculus course, A.P. Calculus AB explores both theoretical and analytical practices, utilizes technology in these pursuits, and prepares a student to pass the A.P. exam in May. Students must sit for the A.P. exam in May.

**A STUDENT SHOULD CONSIDER THIS COURSE IF...**

He or she is interested in a math or science-related major or career.

**THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

Due to the volume of material to be covered, much independent practice is expected through the course. Homework is assigned per section and collected weekly. Other assignments include group labs, periodic quizzes, tests every other cycle, and quarter exams.

**SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?**

No

**CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

The average of student responses was 8 hours.

**SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

"A lot more independent work than expected." "You must keep up on assignments or you will quickly fall behind." "It is a tough course, but it really makes you think and understand deeply."

**COURSE NAME: A.P. Calculus BC****COURSE DESCRIPTION:**

A.P. Calculus BC is an intense study of differential and integral calculus. Equivalent to both first and second semester college Calculus courses, A.P. Calculus BC also explores sequences, series, and polar, parametric, and vector functions. The course is fast-paced and utilizes technology to study both theoretic and analytic ideas of Calculus.

**A STUDENT SHOULD CONSIDER THIS COURSE IF...**

He or she is serious about pursuing a math or science-related major or career.

**THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

Due to the high volume of material to be covered, much independent practice is expected. Homework is assigned per section and collected weekly. Other assignments include group labs, periodic quizzes, tests every other cycle, and quarter exams.

**SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?**

NO

**CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

The average of student responses was 6 hours.

**SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

"A very challenging, but very enjoyable course," "You will work really hard, but you will understand the material really well." "Stay on top of your assignments. They pile up quickly and you do not ever want to fall behind."

**COURSE NAME: A.P. Chemistry****COURSE DESCRIPTION:**

A.P. Chemistry is a college-level course in chemistry intended to provide an extensive foundation and competence in dealing with chemical principles. The course follows the comprehensive course of study designated by the College Board and includes a complementary laboratory component. This course is part of the seven-year cooperative program with the University of Scranton. Students will also sit for the A.P. Chemistry exam offered in May.

**A STUDENT SHOULD CONSIDER THIS COURSE IF...**

Students with outstanding aptitude and interest in science should consider taking the course. Students who request the course should be eager to be academically and intellectually challenged and be willing to dedicate the time necessary to solve difficult problems.

**THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

Students who enroll in A.P. Chemistry are expected to complete 8 summer assignments which require reading chapters in the textbook (provided) and doing supporting problems. During the course, students will be expected to turn in one lab report per cycle and to solve textbook problems daily. Students will be tested every cycle on the course test day. Students will also be required to complete one or two online AP Central Classroom Quizzes per week.

**SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?**

There are 8 summer assignments that are to be completed according to a schedule that will be distributed to enrolled students prior to the start of summer vacation.

**CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

The current A.P. class was polled, and though responses varied greatly from student to student, the average time spent weekly on the course was about 8 hours per week.

**SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

Here are some of the responses that occurred most frequently: "We cover a huge amount of material but we are learning so much!" "I was unaware of the diligence and determination required." "The course is very intense and requires a lot of work." "It is a very challenging course."



**COURSE NAME: A.P. English Language and Composition****COURSE DESCRIPTION:**

This junior year course emphasizes rhetoric and composition with attention to particular forms-description, narration, process and cause analyses, and argument. Students study and analyze fiction and non-fiction writings, modern and classical, from a variety of disciplines, science, history, art, music, to name a few. All students sit for the A.P. exam in May.

**A STUDENT SHOULD CONSIDER THIS COURSE IF...**

He/she has a desire to improve and further develop critical analysis and writing skills, has a strong work ethic, is recommended by the freshman and sophomore English teachers, meets PSAT critical reading and writing score requirement, and is consistently in attendance.

**THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

Students' grades are mostly determined by college-level essays, as well as by participation and weekly quizzes.

**SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?**

Students read and annotate six summer reading selections.

**CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

The average response from students was 4-5 hours.

**SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

"I did not realize how the analysis skills learned in AP Language would help me in all other academic areas." "I was surprised at how the skills I learned while writing in AP Language would help with my college application essays." "I did not realize the full extent to which AP Language would improve my overall writing ability."

## **COURSE NAME: A.P. English Literature and Composition**

### **COURSE DESCRIPTION:**

Advanced Placement English Literature and Composition is offered to seniors. A.P. Literature students focus their study on American literature. In each of the respective periods, students learn broadly about the cultural and historical background of the time as well as how these forces influence the literature. With the reading of each work, students additionally analyze the techniques which are peculiar to the genre and which distinguish the writer's style, characteristic subject matter, and contribution to the canon. All students sit for the A.P. Examination in May.

### **A STUDENT SHOULD CONSIDER THIS COURSE IF...**

A student who enjoys reading and writing about literature in a primarily analytic way, should consider taking the course.

### **THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

Students read selected works from American Literature that range from historical sources, poetry, short stories, essays, portions of autobiography, novels, and drama. Almost all the essays are on literature and are analytic in nature. Tests are most often objective in format. Class participation and engagement in conversation is quite important.

### **SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?**

There is no summer assignment other than the assigned summer novels for Senior year.

### **CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

Student answers vary from three hours a week to as many as five hours when essays are due.

### **SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

Students responses are quite diverse; some say that they didn't realize how important Honors English was for success in A.P. English. Others didn't anticipate the rigor of A.P. essays and the emphasis on analysis. Students were unaware of the particulars of the A.P. exam.

**COURSE NAME: A.P. European History****COURSE DESCRIPTION:**

A.P. European History is a college preparatory course that provides students with an academic experience equivalent to an introductory college survey of Western Civilizations. The course is specifically designed to provide students with an in-depth study of European history from the 15th century through the modern day. In addition to course content, the course is specifically designed to enhance student analytical reading and essay writing skills. Students successfully mastering this course material may earn college credit by passing the annually administered A.P. European history exam; the individual college or university determines how many, or if, any credits will be granted for the A.P. exam score. In accordance with school policy, the A.P. exam is mandatory for all students

**A STUDENT SHOULD CONSIDER THIS COURSE IF...**

They have an interest in history and other areas of the social sciences. Students who are strong readers and writers would also find this class rewarding.

**THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

The frequency of exam depends upon unit. In addition to regularly scheduled in-class and take home exams, there will be online and in-class quizzes, online discussion forums, analytical essays, a research paper, Geography tests, primary and secondary source readings.

**SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?**

No

**CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

Responses ranged from two to six hours per week.

**SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

"This course prepared me for college coursework." "There is a term paper, but it is very beneficial in the long run." "European history helps better understand American history." "This course connects many topics in art, language, literature, politics, and economics. The online component especially helps us to get ready for college assignments."

## **COURSE NAME: A.P. Human Geography**

### **COURSE DESCRIPTION:**

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

Specific topics with which students engage include the following: problems of economic development and cultural change; consequences of population growth, changing fertility rates, and international migration; impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life; struggles over political power and control of territory; conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies; explanations of why location matters to agricultural land use, industrial development, and urban problems; and the role of climate change and environmental abuses in shaping the human landscapes on Earth.

All students will sit for the AP Exam in May.

### **A STUDENT SHOULD CONSIDER THIS COURSE IF...**

He/She has an interest in learning about global cultures, economics, politics, demographics, migration, and development. The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship.

### **THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

Students will read and outline each chapter of the textbook. Then, the chapter and the material surrounding it are covered through a combination of lecture and class discussions. A test is given on each chapter. The format of the assessment is multiple choice and a free response question. This mirrors the format of the AP exam in May. In addition, students are given several map quizzes each quarter to improve their familiarity with the world. Some additional quizzes will be given on a variety of topics. Importance is placed on writing answers to free response questions. Completing work independently and effectively managing time are both very important to one's success in this course.

### **SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?**

No

### **CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

The average of the responses was 6-8 hours.

**SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

"Time management is very important." " There is a heavy independent workload." "The topics are very interesting and relevant." "The information applies to other courses as well." "You must be organized." "There is a fair amount of writing involved in the course." "The focus of the course is more on geography and human activity and less on history."

## **COURSE NAME: A.P. Latin**

### **COURSE DESCRIPTION:**

From the College Board: "The A.P. Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's *Aeneid* and Caesar's *Gallic War*. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context." All students sit for the A.P. exam in May.

### **A STUDENT SHOULD CONSIDER THIS COURSE IF...**

He or she has demonstrated interest in the study of the Classics and has earned exemplary grades in both Latin I and Latin II. In addition, students who take AP Latin have traditionally earned higher scores on both the ACT and SAT than their peers.

### **THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

Students will translate anywhere from 10 lines of Latin a night at the beginning of the year to around 25 lines per night by the end of the year (The amount of Latin for the whole year is roughly about 2000 lines). Tests usually cover 50-80 lines of Latin text. Some independent work is required. Assessments are designed to prepare students for the A.P. Exam in May, which includes: (1) multiple choice questions on passages from the syllabus (2) multiple choice questions on sight passages (3) translations of Vergil and Caesar (4) an essay (5) free response short answer questions. By the end of the year, students should be able to read, comprehend, translate, contextualize, and analyze Latin texts.

### **SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?**

Yes. Students are responsible for reading critical resources regarding Vergil's *Aeneid* and writing reflections/commentaries on those selections.

### **CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

The average response was between 6 - 7 hours.

### **SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

"I didn't know there would be so many lines / so much translating." "I didn't realize the amount of time and effort required for this course." "Learning how to translate and focusing on vocabulary is more useful than just memorizing." "Study more than just the night before a test." "You can do well, but it takes lots of preparation and studying." "It's a challenge but a good class."

**COURSE NAME: A.P. Physics C: Mechanics****COURSE DESCRIPTION:**

The Physics C: Mechanics course is equivalent to a one-semester, calculus-based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. A calculus class is a corequisite, AP Calculus, Honors Calculus, or Analytical Geometry/Differential Calculus.

All students sit for the A.P. Examination in May.

**A STUDENT SHOULD CONSIDER THIS COURSE IF...**

If a student is interested in pursuing a career in an engineering or applied physics field, this course should be considered. For these majors, this course is the equivalent of the first semester, introductory physics course.

**THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

Independent practice concerning the topics mentioned in the description is assigned regularly. Experiments are constructed by the students in accordance with initial guidelines set by the instructor. Assessments closely resemble free response and multiple choice questions that appear on the A.P. Exam.

**SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?****CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

The average of student responses was 3.5 hours.

**SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

"Strong mathematics skills are necessary." "The course requires a significant amount of independent study and preparation." "Experiments are challenging but interesting."

## **COURSE NAME: A.P. Psychology**

### **COURSE DESCRIPTION:**

The A.P. Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course is taught at the college level. Students will be required to cover material on their own. The A.P. curriculum stresses higher order thinking skills within a rigorous academic context. Students will be required to regularly analyze, synthesize, and evaluate primary and secondary sources in addition to memorization and application of topics discussed and explored. All students sit for the A.P. Examination in May.

### **A STUDENT SHOULD CONSIDER THIS COURSE IF...**

Students should take A.P. Psychology if they have a genuine interest in the scientific study of human behavior. While the course covers a significant number of psychological terms, students must go far beyond memorization of terms. Critical thinking and the ability to apply these terms to real-life situations is essential. The course is an engaging academic experience that explores why human beings think, feel, and act the way they(we) do.

### **THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

Unit quizzes and tests are modeled after the structure of the A.P. Exam. Assessments are primarily multiple choice and free response. Frequent quizzes are randomly scheduled at least once each unit. Students will regularly reflect on the readings and class discussions throughout the course and utilized when asked to write reflection papers. The application of course content to personal experiences should be explored consistently throughout the course. There is a considerable amount of reading and students are asked to keep a separate notebook strictly for vocabulary terms. Students are not only expected to participate in class discussions and be prepared, but are also expected to manage their time effectively and keep up with a lot of readings and other course-related work on their own time.

### **SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?**

There are no summer assignments at this time.

### **CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

Student responses averaged between 5-6 hours.

### **SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

"There is a lot of independent reading that needs to be done in order to be successful in the class." "Classes are extremely interesting." "It very much feels like a college prep course and I am very grateful that I took this course." "I feel as though it is preparing me well for college, especially because I have to manage my time effectively and study consistently."



**COURSE NAME: A.P. Spanish Language and Culture****COURSE DESCRIPTION:**

The A.P. 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 learn language structures in context and use them to convey meaning. The course strives to promote fluency and accuracy and to engage students in an exploration of culture in both contemporary and historical contexts. In order to best facilitate the study of language and culture, this course is taught in Spanish.

**PREREQUISITES:**

Scranton Prep students must have taken the level Three Spanish course and or the Honors Spanish course at Scranton Prep. Transfer students and Heritage students will be evaluated by the department chair for approval of placement upon admission to Scranton Prep.

**A STUDENT SHOULD CONSIDER THIS COURSE IF....**

If the student has taken the level three Spanish and or the Honors Spanish course at Scranton Prep. The student has the acquired proficiency needed for the course. The student has the passion for the Spanish culture as well as the Spanish language. The student must be evaluated and approved by his or her current Spanish teacher and the department chair.

**THE TYPE OF WORK THE STUDENT SHOULD EXPECT IN THIS COURSE:**

The course is structured around six themes, which create a meaningful context from which to explore a variety of language concepts. The course's six learning objectives are built upon three modes of communication; (1. Interpersonal 2. Interpretive 3. Presentational)

The students will do the following:

1. The student engages in spoken interpersonal communications.
2. The student engages in written interpersonal communications.
3. The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
4. The student synthesizes information from a variety of authentic written and print resources.
5. The student plans, produces, and presents spoken presentational communications.
6. The student plans and produces written presentational communications.

**SUMMER ASSIGNMENT? (YES/NO) IF YES, WHAT IS THE NATURE OF THE WORK?**

Yes. A summer packet will be distributed at the end of Junior year to continue your practice of writing, listening, speaking, and reading comprehension skills, in addition to general cultural knowledge of the Hispanic world. The assignment is to be completed and turned in at the start of classes (at a date to be determined). This will count as the first test.

**ANTICIPATED TIME SPENT ON COURSE WORK:**

4 to 6 hours per week

**SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

"The course really prepared me for the exam in May." "The assignments truly prepared me to do well; each thing we did in class related to some portion of the exam and I gained a lot of cultural knowledge."

## **COURSE NAME: A.P. United States History**

### **COURSE DESCRIPTION:**

A.P. U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In A.P. U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places. Students successfully mastering this course material may earn college credit by passing the annually administered A.P. US History exam; the individual college or university determines how many, or if, any credits will be granted for the A.P. exam score. In accordance with school policy, the A.P. exam is mandatory for all students.

### **A STUDENT SHOULD CONSIDER THIS COURSE IF...**

He/She has a natural love or interest in history and the other social sciences; is a strong reader and writer.

### **THE TYPE OF WORK A STUDENT SHOULD EXPECT IN THIS COURSE:**

Exams scheduled regularly; short in-class and out of class assignments which address the aspects of the course's curriculum framework; online quizzes; reading guides for each chapter

### **SUMMER ASSIGNMENT? (YES/NO). IF YES, WHAT IS THE NATURE OF THE WORK?**

Yes, students are to read a secondary source book and complete a written assignment; they are to also read the first four chapters of the textbook, complete reading guides for each chapter, complete online quizzes for each chapter, and complete two to three short written assignments for each chapter. The due dates for the summer work are staggered.

### **CURRENT STUDENTS' WEEKLY AVERAGE NUMBER OF HOURS SPENT ON COURSEWORK OUTSIDE OF CLASSROOM:**

The responses ranged from two to seven hours.

### **SAMPLE CURRENT STUDENT RESPONSES TO "WHAT I KNOW ABOUT THE COURSE NOW THAT I DIDN'T KNOW A YEAR AGO"**

"There is a lengthy summer assignment, but it prepares you for the coursework to come." "The exam questions are challenging, but they are aligned to the A.P. Exam." "Purchase an A.P. test prep book to review along with the major concepts of the course." "The primary source readings at the beginning of the year are challenging because being so old they are written in a different way, but they get easier as we get more modern."