

## AP BIOLOGY

Class meets the first period of every school day for 47 minutes during a 180-day school year. Students are encouraged to make use of time before school for extra questions, seeking help on projects, completing assignments, and brainstorming. There is also a daily tutorial period after school for this same purpose.

Class size is held small to enable each student to have access to assistance during class time.

Course objectives include developing each student's skills in analyzing, applying, and integrating course concepts, lab activities, projects, personal experiences and social awareness of biology application.

Textbook: Campbell, Neil A. and Reece, Jane B. Biology. Eighth Edition. San Francisco: Benjamin Cummings, 2008

Grading Policy:

### **Tests – 65%**

Tests are given after each unit. Each test consists of two formats, multiple choice and free response. Questions are either from the textbook author's question database or instructor written. Questions examine concept knowledge, concept application, decision-making based on concepts, and concept extension into new areas.

### **Labs /Quizzes 20%**

Students prepare and submit 12 lab reports based on information recorded in their required lab notebooks. Students follow prepared procedures on most lab activities. All 12 AP labs are student conducted.

Random and scheduled quizzes evaluate concepts and applications recently studied.

### **Homework – 15%**

Homework is assigned for activities covered each class session. Emphasis is placed on concepts. Most homework is evaluated and reviewed in class.

**Summer Assignment:** Read, outline and complete the study guide packet for Unit 8 Ecology.

### **Course Syllabus**

#### **First Semester Plan**

##### Unit Eight: Ecology

AP Lab 11 (Animal Behavior) and AP Lab 12 (Dissolved Oxygen)

Field trip to Six-Mile Slough and Lover's Key State Park.

##### Unit One: The Chemistry of Life

Test Ch. 4-5

##### Unit Two: The Cell

Project: Independent student presentations to class on cell organelles

##### Unit Three: Genetics

DNA Lab (Genie in a bottle)

##### Unit Four: Mechanisms of Evolution

#### **Second Semester Plan**

##### Unit Five: The Evolutionary History of Biological Diversity

Christmas Break: Read Ch. 26 – 28, and complete review packet. Test on material on the first week of Second semester

Project: Student report on a prokaryote due first day of second semester

Project: Shell or Insect collection/Classification Board

##### Unit Six: Plant Form and Function

An open book AP exam will be given over Easter break and counted as a test.

##### Unit Seven: Animal Form and Function

Project: Students will be responsible for "teaching a lesson" to the class on one of the systems. They will be responsible for the handouts, models, visuals, an activity, and 5 test questions

Final Exam

## AP Calculus AB

**Course Overview:** All Calculus AB topics outlined in the AP<sup>®</sup> Calculus Course Description are covered in our course. As I also teach Pre-Calculus Honors, I spend extra time throughout the year with my Pre-Calculus students on the concepts such as functions and trigonometry that need to be mastered well to ensure success in Calculus AB. As it is my recommendation that students need in order to enroll in Calculus AB, I not only consider those with natural mathematical abilities, but also those with an exceptional work ethic whose understanding of difficult concepts come with plain hard work. I am never discouraged having to spend extra time with students to ensure their success. A well maintained balance between the understanding of the skills practiced and the use of technology is apparent throughout the entire course. Every student enrolled in AP<sup>®</sup> Calculus AB is required to take the AP<sup>®</sup> exam.

**Teaching Strategies:** Functions are presented to the students analytically, graphically, and numerically and time is spent showing how all three of these concepts are related. Recommended calculators are the TI-83, TI-83Plus, or TI-84, though a few students use the TI-89. Students are reminded time and time again that they need to be smarter than their calculators; that the calculators sometimes only give approximate solutions or partial pictures and the students need to use the calculators in conjunction with the analytical and numerical methods that they have also learned.

Extremely high expectations for student achievement are also maintained throughout the entire course. Students are constantly reminded that they would not be taking Calculus AB if it was not believed that they had the tools necessary for a successful outcome. A systematic, step-by-step approach is used to present each new concept to ensure the students understand the how and the why of what they are learning. The students are then encouraged to experiment on their own to expand the concepts.

Two to three quizzes are given per every unit. It is my belief to quiz the student on every concept taught before a major assessment over the entire unit is given. A few multiple-choice questions are on every exam, but most of the questions require students to show all work that leads to their answer.

The students are also shown how to use the table to evaluate functions. It is important to note, though, that the students are not taught these functions on the calculator until the concepts have been mastered without the use of a calculator.

**Activities:** The following sample activity demonstrates ways to help students gain an increased understanding of calculus.

1. The students are given some function  $y=x(t)$  where the particle starts at time  $t=0$  and its movement is along a number line so that its position at time  $t$  is given by the function. The students are then asked to answer the following questions:
  - When is the particle moving to the right (or left)?
  - When is the particle at rest?
  - When does the particle change direction?
  - For what values of  $t \geq 0$  is the particle speeding up?
  - What is the farthest to the left (or to the right) of the origin that the particle moves?
  - What is the maximum speed of the particle in some interval  $a \leq t \leq b$ ?
  - What is the total distance traveled by the particle from  $t = a$  to  $t = b$ ?

### Teacher Resources - Primary Textbook

Stewart, James. *Calculus-Single Variable*. 5<sup>th</sup> ed. Belmont, CA: Brooks/Cole Publishing Company, 2003.  
References: Hockett, Shirley O., and David Bock. *Barron's How to Prepare for the AP<sup>®</sup> Calculus Exam*. 8<sup>th</sup> ed. Hauppauge, NY: Barron's Educational Series, Inc., 2005 and Anton, Howard, Ire Bivens, and Stephan Davis. *Calculus-Early Transcendentals*. 7<sup>th</sup> ed. Hoboken, NJ: John Wiley & Sons, Inc., 2002.

**Course Planner:** Unit 1: Pre-Calculus Review (1-2 weeks), Unit 2: Limits and Rates of Change (3 weeks), Unit 3: Derivatives (3 weeks), Unit 4: More on Derivatives (3 weeks), Unit 5: Applications of Differentiation (4 weeks), Unit 6: Integrals (3 weeks), Unit 7: Applications of Integration (2-3 weeks), Unit 8: Inverse Functions (3 weeks), Unit 9: Miscellaneous Topics (2-3 weeks).

This schedule leaves 6 weeks for flexibility and review. Two to three cumulative tests of normal class time size will be given during the six weeks.

## AP Chemistry

This course is designed to be the equivalent of the general chemistry courses usually taken during the first college year. Since it is a college level class, it is significantly more time consuming than the regular high school chemistry class. Students should expect more homework than they would receive in the regular class.

College courses often include a separate laboratory class, so this class will include a significant amount of time spent in the lab. **The AP Chemistry course will include a double lab period once a week. This extra period will require all students to begin school a period early on Tuesdays. So every Tuesday the class will begin at 6:45 AM.**

**Areas of Study:** Matter, Energy, Atomic Structure, Chemical Bonding, Chemical Reactions, Gas Laws, Periodic Trends, Equilibrium, Kinetics, Solutions, Acids and Bases, Organic Chemistry, and Nuclear Chemistry.

**Grading System:** The grading for this course will be based upon a weighted percentage system.

1. Test/quizzes: 65% of the grade
2. Labs: 25% of the grade
3. Homework notebook & class participation: 10% of the grade

**Tests and Quizzes:** A minimum of 3 tests will be given each quarter. Each test will cover approximately 2-3 weeks of work. Quizzes may be announced or unannounced. Any student missing the day of a scheduled test will be expected to take the test on the day of their return to school.

**Labs:** Labs will be done in groups of 2 or 3 students, but each individual student in the group is responsible for construction of his/her own lab report. Lab is not playtime or social hour, and such behavior will be discouraged. If at all possible a lab should not be missed, but in the event of this occurrence, it is the student's responsibility to check with me to set up a time to make up a lab. Each lab will be broken into 3 parts: a pre-lab summary, the actual hands on experiment, and the post-lab report. A student cannot receive a grade for a lab unless **all** parts are completed. Extra points will be added or deducted from the lab for lab cleanup and extra work completed in the lab. Lab reports are due at the beginning of the class period or are otherwise considered late. Late labs will receive a penalty of one letter grade lost per day late. Lab reports must be turned in to receive a lab grade.

**Homework:** Assignments will be checked for completeness and a certain degree of accuracy daily. Show all work, especially when working out math related problems. All homework is to be kept in a class notebook (3 ring binder) and will be collected near the end of each unit for a letter grade. It is important that you have your homework done on time. If you are absent, please check the assignment calendar or homework hotline. It is the student's responsibility to get their work completed on time.

**Class participation** includes not only in the class lecture and lab, but also being on time, attentive, having all materials, behaving in class, cleaning up after labs, and following rules and directions.

**GENERAL REQUIREMENTS:**

1. All students are required to bring to class their textbook, notebook, pen or pencil and a scientific calculator. Calculators will be used on tests, quizzes, textbook problems, and in labs. There will be no sharing of calculators on tests or quizzes. Please do not fail to bring these items with you. You will not be excused to go to your locker for forgotten items.
2. It is the responsibility of the student to make up any work missed because of an absence or approved field trip. Students should plan to stay after school from 2:30-3:00 to make up missed labs and to get help when not understanding the material.

Help is available every day after school from 2:30-3:00 Monday through Friday or on pre-arranged times before or after school. **It is very important that you seek help as soon as you discover that you are having difficulty with the course.**

**Course materials:** Textbook: *Chemistry* by Zumdahl, Steven and Susan 5<sup>th</sup> edition

We use collection of labs from many sources including:

*Chemistry with Computers* by Dan Holmquist Donald Volz

*Laboratory Experiments for Advanced Placement Chemistry* by Sally Ann Vonderbrink, Ph.D.

*Laboratory Manual for Principles of General Chemistry* by J.A. Beran 6th edition

*Laboratory Investigations AP Chemistry* by David Hostage and Martin Fossett

# AP English Literature and Composition

**Course Prerequisites:** Students taking AP English Literature and Composition have traditionally taken British Literature Honors in their junior year and American Literature Honors in their sophomore year

**Course Overview:** Students are asked to purchase outside novels for the class, but the plays, poems, and short stories we cover are in the text with a few exceptions. The exceptions are mainly the essays. The course is organized thematically, and students are constantly being asked to make connections to works they have read before, building upon not only their own connections to texts, but the connections between texts themselves. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become more aware of connotation, metaphor, irony, syntax, and tone.

Students frequently write timed essays, yet they are also asked to rewrite compositions. They complete one, five-page, formal, MLA research paper each year. They also compose poetry, experimenting with different forms. Students write longer, informal essays outside of class during the course of the year, and they complete both independent and group projects. Students use Microsoft's Movie Maker to create a five minute movie. Literature Circle presentations encourage the use of technology, and e-mail journals encourages discussion between students outside of class. Students are given daily "words of the day" which incorporate literary terms and brief grammar lessons on a need to know basis. Bi-monthly quizzes are given on these words and concepts. Contextual vocabulary quizzes are given approximately every other week to encourage students to read closely for contextual clues.

**Course Planner - The AP English Literature and Composition class typically reads three novels every summer.**

**Summer Reading:** *Beloved* Toni Morrison, *All the King's Men* Robert Penn Warren, *The Stranger* Albert Camus

## Student Evaluation

Projects, Essays, and Tests: 60%    Reading and Participation: 15%    Vocabulary and Literary Terms Test: 15%  
Homework: 10%

**The following are two sample units of work:**

**Weeks 23 and 24** *Othello* - Shakespeare

**Emphasis:** Subjects and conflicts include male honor, tragic nobility, jealousy, honesty, truth, and appearance – vs – reality. Does Othello qualify as a tragic hero? Reconsider Aristotle's criteria for the tragic hero. Study the symbols of tempests, beasts, and poison. Study foil characters, language, stichomythia, and binary opposition. How does this crime of passion differ from that in *Chronicle of a Death Foretold*? Remember that Shakespeare is both a poet and author, so the plot and the language are equally important.

**Assessments-Formative:** Students act out sections of the play in class, focusing on the poetry within the lines. Students are given quote quizzes for sections of assigned reading.

Students compare the main characters to foil characters that underscore attributes or qualities of the main characters. For example, Emilia highlights Desdemona's trust and purity, and Roderigo highlights Othello's nobility.

**Assessment-Summative:** Timed essay on the importance of confidantes in literature.

**Week 32 - Review for the exam using 10 character trading cards and 8 theme cards**

**Assessments-Formative:** On ten, 5 by 7 index cards students should identify ten characters from various novels and plays we have read this year. (These characters can be from independent reading projects assigned in class too.) Students should identify and classify your characters type. Is she/he dynamic, stereotypical, archetypal, flat, or static? Writers need to consider what evidence they have to support this claim? On the cards, writers explain how this particular character has inspired them. Was it a negative or positive influence? What did the student writer learn from each character? How does the student see himself/herself acting upon what he/she has learned in the past, present, or future? Has the writer changed his or her actions as a result of the influence this character has had upon him or her? Each card needs an illustration upon in of a symbol that represents that character in the writer's mind. Writers may need to explain their symbols. If the character is a foil or symbol for a literary work, writers should note his/her specific importance to the work on their cards and draw attention to his./her ticket name, like "Beloved" for example if it applies.

**Assessments-Summative:** On five, 5 by 7 index cards, use the plot, subject, and theme charts to articulate one theme for each of the student writer's five favorite novels. In addition to the plot, subject, and theme, students must also list the most important characters within the work, three awesome quotes from the work, the main literary devices that contribute to ideas within the work, and author and publication information. These five novels should be diverse enough to cover all bases for the exam. Students should avoid picking 5 similar types of works and go for a broad range. These FIFTEEN cards are worth TWENTY points of the final exam grades. The other EIGHTY points come from the practice exam and any other points students have gained throughout the remainder of the course.

# AP EUROPEAN HISTORY

## Course Description:

The Advanced Placement course in European History is a challenging program designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials necessary to study the history of Modern Europe. The course prepares students for intermediate and advanced college courses by making demands upon the student equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. The Advanced Placement European History course attempts to develop the skills necessary to arrive at conclusions on the basis of informed judgments and to present reasons and evidence clearly and persuasively in essay format.

## Approach:

The Advanced Placement European History course is designed to give students a thorough grounding in the subject matter of European history and in major interpretive questions that derive from the study of selected themes. The course is basically a survey in which a textbook, with supplemental readings in the form of documents, essays, or books on special themes, provides substantive and thematic coverage. An important objective, although not the only one, is to prepare students to take the Advanced Placement Exam in European History, which is offered each May.

The basic textbook is *Western Civilization, 6<sup>th</sup> Edition*, by Jackson J. Spielvogel. Students will also regularly use a supplemental text, *Sources of the Western Tradition Vol. II*, to evaluate primary as well as a review book, *The Princeton Review's Cracking the AP European History Exam* (To be purchased by student at Barnes and Noble, etc.), later in the year. All assignments will be made well in advance and students are urged to budget their time so that their readings will coincide with class lectures and discussions. Writing assignments, study guides and regular quizzes will test reading comprehension.

## Evaluation:

Students will be evaluated by both objective and essay tests. Generally tests will consist of both objective questions and an essay portion. Quizzes will be given from time to time. Generally these will not be announced. The questions on the tests and quizzes will correspond as nearly as possible to the type used on the AP Exam. Essays will be graded on a nine-point scale, the same as on the AP Exam. The key to a high score on the AP Exam in May is the ability to write clear and concise essays. Students should not become discouraged if their initial grades are below their expectations. The difficulty level of an Advanced Placement course is much greater than an average course.

## Grading Information: \*Students should purchase a 3-ring binder to be used only for this course

Three different types of evaluation will be used in this course:

1. Tests (50 %)
2. Essays (25%)
3. Quizzes (15%)
4. Homework, including notebooks\* (10%)

## Parents' Role:

Parents are expected to encourage their children to complete all assignments and provide them with an area conducive to good study habits. Please take the time to talk to your child about his or her progress in the course. Diligent effort could be well rewarded. A student who receives a grade of 3, 4, or 5 on the May AP Examination usually receives college credit or is exempted from an introductory course. I hope you will encourage your son or daughter to take advantage of this opportunity.

## AP Web Page:

Mr. Hamann (AP U.S. History teacher) maintains a web page for both AP U.S. History and AP European History on the Internet. It can be accessed from a link on the Bishop Verot Web Page at [www.bvhs.org](http://www.bvhs.org) or directly at [www.historymentor.com](http://www.historymentor.com). There are links to a great number of study aids as well as documents and other sources relating to our study. Students without home computers can use the computers in our school library or in the computer lab to complete any assignments requiring access to the Internet. Last year students found this resource to be a tremendous asset especially during their review for the AP exam.

**Final Exam:** All students are expected to take the AP exam in May. A full-length practice exam will be given on a Saturday before the actual AP exam. Because the AP scores do not arrive until the middle of July, a final exam will be given in class.

## AP PHYSICS B

Class meets first period on every school day for 47 minutes during a 180-day school year. Students are encouraged to make use of time before school for asking extra questions, seeking help on projects, completing assignments, and doing some brain-storming. Class size is held small to enable each student to have access to assistance during class time.

Course goals include developing each student's skills in analyzing, applying, and integrating course concepts, lab activities, project activities, personal experiences and social awareness of physics application. Student input to the inquiry process is emphasized by student-designed labs, student initiated topic discussions, and projects.

Textbook: Walker, James S.: *Physics*, ISBN 013-633124-6, Prentice Hall, 2002

Supplemental Resource: Reid, David: *Student Study Guide With Selected Solutions*, (for Walker's *Physics*), ISBN 0-13—27064-4, Prentice Hall

Grading Policy:

### Tests – 60%

Tests are given after each unit. Each test consists of two formats, multiple choice and free response. Questions are either from the textbook author's question database or instructor written. Questions examine concept knowledge, concept application, physics math skills, decision-making based on concepts, and concept extension into new areas.

### Labs – 20%

Students prepare and submit lab reports based on information recorded in their required lab notebooks. Students follow prepared procedures on most lab activities. Students also use the procedures, practices, and concepts from their lab notebook and other sources to plan, prepare and perform their own lab activities.

### Homework – 10%

Homework is assigned for activities covered each class session. Students are expected to produce organized, thoughtful presentation of homework. Emphasis is placed on use of concepts and method of solution, rather than on the actual answer. Most of the homework assignments are evaluated and commented upon by the instructor, then reviewed in the following class session.

### Quizzes – 10%

Random and announced quizzes evaluate concepts and applications recently studied. Frequency is usually one quiz every two weeks.

Course Syllabus:

Covers the following topics: Kinematics, Dynamics, Work, Energy, and Power, Linear Momentum, Rotational Kinematics and Dynamics, Oscillations and Gravitation, Waves, Fluids, Temperature and Heat, Kinetic Theory and Thermodynamics, Electrostatics, Currents, Conductors and Capacitors, Electromagnetic Induction, AC Circuits, Optics, Atomic Physics, Nuclear Physics and Relativity.

Laboratory Activities:

Laboratory sessions are usually planned to fit within the class timing of 47 minutes. Lab 16, Lab 17, and Lab 19 generally require additional time to complete all sections. Lab 11 requires extra time outside of class to plot the orbit and analyze the ellipse that results.

Projects:

Students work on four main projects during the school year. Project work requires outside study and planning as well as long-term measurements and operation. Continuity of scientific work is stressed. Some minor amount of class time is required for introducing the project, reviewing work-in-progress, and making final reports to the class. Timing is variable, but usually projects are accomplished with less than two weeks of outside-of-class time.

Project 1: LEDs Project

Project 2: Solar Energy Project

Project 3: Counter Project

Project 4: Photoelectric Effect Project

# AP Spanish Language

**Class Profile:** Maximum class size is limited to 15 students, with an average over the past ten years of eight students. The class is a round-table teacher-directed discussion group held in a classroom containing a portable language laboratory. We provide 144 contact hours in A.P. Spanish, and all students are required to take the A.P. exam in May.

**Course Overview:** This A.P. Spanish Language course is designed to prepare the students to be able to fully understand written and spoken Spanish and to write and speak with ease in correct and idiomatic Spanish in both formal and informal situations. It is the culmination of an accelerated Honors language program, beginning in the freshman year, which condenses 5 years of language instruction into four and stresses communicative ability from the beginning. The A.P. course content is organized into sixteen teacher-created thematic units which reflect a variety of academic, personal, social and cultural topics. Spanish is spoken at all times by both the teacher and students, in a variety of communicative modes. Within the thematic topics, emphasis is placed on developing the students' skills in six major areas: **grammar, vocabulary, reading comprehension, writing, auditory comprehension, and verbal expression.** These are our desired outcomes for students in these areas:

## DESIRED STUDENT OUTCOMES:

1. THE STUDENTS WILL BE ABLE TO EXPRESS THEMSELVES WITH SEMANTIC AND GRAMMATICAL ACCURACY.
2. THE STUDENTS WILL BE ABLE TO COMMUNICATE IN SPANISH COMPREHENSIBLE TO NATIVE SPEAKERS USING RICH, PRECISE, AND CULTURALLY APPROPRIATE VOCABULARY.
3. THE STUDENTS WILL BE ABLE TO READ AND COMPREHEND SPANISH LITERATURE AND AUTHENTIC WRITINGS.
4. STUDENTS WILL BE ABLE TO EXPRESS THEMSELVES IN WRITTEN FORM CLEARLY AND WITH LINGUISTIC ACCURACY IN A VARIETY OF MODES.
5. STUDENTS WILL BE ABLE TO COMPREHEND SPANISH INTENDED FOR NATIVE SPEAKERS IN A BROAD VARIETY OF SETTINGS, TYPES OF DISCOURSE, STYLES, AND REGIONAL VARIANCES.
6. STUDENTS WILL BE ABLE TO SPEAK SPANISH COMPREHENSIBLE TO NATIVE SPEAKERS IN A VARIETY OF TYPES OF DISCOURSE, MODES AND REGISTERS.

## Course Syllabus:

Below is a sample of the A.P. Spanish Language course syllabus with a detailed outline of the thematic units and the activities assigned throughout the school year. The primary textbooks used are "**Abriendo Paso; Gramática**" (Prentice Hall, 2007 Ed.) for developing linguistic skills, "**Abriendo Paso; Lectura**" (Prentice Hall, 2007 Ed.) to provide graded exposure to traditional and contemporary literature, and which includes many of the selections required on the A.P. Spanish Literature reading list, and "**Triángulo**" (Wayside Publishing 2006 Ed.) which provides a systematic approach to vocabulary development. In addition, extensive ancillary reading and listening sources are used which introduce the students to a wide variety of settings, types of discourse, current topics, styles, registers, and regional variations. Assessment tools are teacher-designed in the A.P. Exam format to provide evidence of the stated learning claims, and include tests, quizzes, informal correspondence, essays, listening comprehension assessments, and the evaluation of audio tapes and live extemporaneous and formal oral presentations. The summative semester and final exams given are published A.P. Practice Exams.

**Unit Themes:** 1: Los Viajes, 2: Los Animales, 3: La Suerte, 4:La Tecnología, 5:Los Pasatiempos, 6: La Muerte, 7:Los 5 Sentidos, 8: Los Deseos, 9:La Educación, 10:El Futuro, 11: El Amor, 12: El Deporte, 13: La Salud, 14:La Inmigración, 15:La Naturaleza, 16:Las Relaciones.

## Sample

Unit Theme	Topics	Texts
#9:La Educación	<u>Grammar Skills:</u> Imperfect Subjunctive Mood <u>Vocabulary Expansion:</u> Education vocabulary <u>Reading:</u> <u>Articles about education in Latin Am.</u> <u>Writing:</u> Formal essay: Problemas Educativos en Latinoamérica <u>Speaking:</u> Panel Discussion in Spanish about Issues in Education <u>Speaking:</u> 2 minute Formal Presentation: La Educación en Panamá (read, listen, synthesize)	"Abriendo Paso; Gramática" Unit 6 "Triángulo", Cap. VII Internet Student research "Abriendo Paso; Gramática" App. E

## AP U.S. HISTORY

**COURSE MATERIALS:** The basic text is Bailey, Kennedy and Cohen, *The American Pageant*, 11<sup>th</sup> Edition, Boston: Houghton Mifflin Co., 1998. Study Guides for the text. Outlines and concepts related to the readings and class discussions. These will be checked before each test.

**Supplemental Texts and Resources:** Bailey and Kennedy, *The American Spirit, Vols. 1 & 2*, Ninth Edition, Boston: Houghton Mifflin Co., 1998.; Caliguire and Leach, *Advanced Placement American History, Vols. 1 & 2*, TAP Instructional Materials, 1994. (A Conceptual Study of American History); Davidson and Lytle, *After the Fact: The Art of Historical Detection*, New York: McGraw-Hill, 1986; Newman and Schmalbach, *United States History, Preparing for the AP U.S. History Examination*, New York: Amsco School Publications, 2004; Piehl, Mel, "Instructors Resource Guide for *American Pageant*" Boston: Houghton Mifflin Co., 1998.); The Princeton Review, *AP U.S. History*, New York: Princeton Review Publishing Co., 2006; Wilson and Little, *Teacher's Manual for an Advanced Placement Course in U.S. History*, 1998: Duke University TIP Program.

**COURSE DESCRIPTION:** The Advanced Placement course in United States History is a challenging program designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials necessary to study the history of the United States. The course prepares students for intermediate and advanced college courses by making demands equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. The Advanced Placement United States History course attempts to develop the skills necessary to arrive at conclusions on the basis of informed judgments and to present reasons and evidence clearly and persuasively in essay format.

**APPROACH:** The Advanced Placement United States History course is designed to give students a thorough grounding in the subject matter of United States history and in major interpretive questions that derive from the study of selected themes. The course is basically a survey in which a textbook, with supplemental readings in the form of documents, essays, or books on special themes, provides substantive and thematic coverage. An important objective, although not the only one, is to prepare students to take the Advanced Placement Exam in United States History, which is offered each May.

Readings will be assigned from David Kennedy's *The American Spirit*, a companion to our textbook to develop skills in analyzing documents, maps, and charts. Other assignments will be made from Davidson and Lytle, *After the Fact*. Numerous handouts will be used to teach and reinforce various skills required in the course. All assignments will be made well in advanced and students are urged to budget their time so that their readings will coincide with class lectures and discussions. A major historical novel will be assigned for the Second Semester. Writing assignments, study guides and occasional quizzes will test reading comprehension. Our school library has an extensive American history collection. Students are encouraged to read beyond the required course assignments.

**EVALUATION:** Students will be evaluated by both objective and essay tests. Quizzes will be given from time to time. Generally these will not be announced. The questions on the tests and quizzes will correspond as nearly as possible to the type used on the AP Exam. Essays will be graded on a nine-point scale, the same as on the AP Exam. The key to a high score on the AP Exam in May is the ability to write clear and concise essays. Students should not become discouraged if their initial grades are below their expectations. The difficulty level of an Advanced Placement course is much greater than an average course.

All tests will be graded on a 100-point scale. All tests will be the equivalent of an AP test. Questions will generally be multiple choice type and essays. Because tests in an AP course are generally more difficult than even in honors courses, students should expect lower grades at least at the beginning of the course.

Four different criteria of evaluation used in this course with their relative weights are as follows:

1. Tests (50%)
2. Essays and other written work (25%)
3. Quizzes (15%)
4. Homework (10%)

Grades will be regularly posted online. Students are responsible for knowing their grade and any work missed.

**INTERNET WEB PAGE:** An extensive web page for this course is maintained at: [www.historymentor.com](http://www.historymentor.com).

**FIRST SEMESTER - Topic 1: Colonial America to 1763; Topic 2: Founding the New Nation, 1763-1800; Topic 3: Consolidating the American Nation-State, 1800-1860; Topic 4: Testing the New Nation**

**SECOND SEMESTER – Topic 5: Forging an Industrial Society; Topic 6 - The Struggle for Justice at Home and Abroad, 1899-1945; Topic 7 – Making Modern America; Review for AP Exam (Ten Days) AP Exam**