

Advanced Placement Program

What is the Advanced Placement (AP) Program?

Advanced Placement (AP) is a program for college-level courses and exams that gives high school students the opportunity to receive advanced placement and/or credit in college. About 1.2 million students participate in the AP Program each year, usually through an AP course. Walton offers 34 AP courses.

What are AP courses?

AP courses are introductory college courses, so they are not easy, but neither are they impossibly difficult. An AP course will be more demanding than a regular high school course. They often require more time and work, but the AP courses give you greater depth. A student should realize that taking an AP class is a serious commitment. Students should give careful thought to which and how many AP courses to take in one year. The purpose of this booklet is to help students clearly understand course requirements and expectations.

Why take an AP Exam?

Satisfactory grades on AP examinations offer many benefits which may enhance your applications for college admissions, placement, and scholarships. You may also receive college credit based on your AP scores. If a student does not take the AP examination, they will receive honors credit instead of AP credit on their transcript. AP exams are administered each year in May. An exam contains both multiple-choice and free-response questions that require essay writing, problem solving, and other skills. Every examination receives an overall grade on a five-point scale.

Scale:

- 5- Extremely well qualified
- 4- well qualified
- 3-qualified
- 2-possibly qualified
- 1-no recommendation

Advanced Placement Program

AP Grade Reports are available electronically through the student's College Board account in early July, and if the student has requested it, to the designated colleges.

Each college decides how much credit to award for AP scores. You can find this information for the college(s) you are interested in by using the AP Credit Policy search at

www.collegeboard.com/ap/creditpolicy.

The Hope of the Future

For students from many backgrounds, the challenge of AP courses helps to focus students' interests as they begin to plan for their future. In fact, recent research following AP students into college shows that these students are more likely than other students to take additional courses in the academic departments for which they received AP credit, and to major in the subject of their AP course work. AP courses, modeled on rigorous, evidence-based standards, give students the preparation they need to not only enter college but to graduate. Research has shown that 45 percent of students who take one AP Exam graduate on time from college and 61 percent of students who take two or more AP exams graduate on time from college.

Measuring Success

Walton 2016 AP Exam Results

2 AP International Scholar for 2016

AP National Scholars.....120

AP Scholars with Distinction.....365

AP Scholars with Honors.....160

AP Scholars.....196

AP Exam Candidates.....1374

AP Exams Scored.....2965

AP Information for Students

AP can change your life...and you don't have to be one of the top students in your class! Through college-level AP courses, you enter a universe of knowledge that might otherwise remain unexplored in high school; through AP Exams, you have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

Why Participate?

With 34 courses to choose from, AP offers something for everyone. The only requirements are a strong curiosity about the subject you plan to study and the willingness to work hard. Here are just a few reasons to sign up:

Broaden Your Intellectual Horizon:

- Explore the world from a variety of perspectives, most importantly your own.
- Study subjects in greater depth and detail.
- Assume the responsibility of reasoning, analyzing, and understanding for yourself.

Gain the Edge in College Preparation:

- Get a head start on college-level work.
- Improve your writing skills and sharpen your problem solving techniques.
- Develop the study habits necessary for tackling rigorous course work.

Stand Out in the College Admissions Process:

- Demonstrate your maturity and readiness for college.
- Show your willingness to push yourself to the limit.
- Emphasize your commitment to academic excellence.

AP Information for Parents

The AP Program gives students a chance to try college-level work in high school and gain valuable study habits. Students earn a “qualifying” grade on an AP exam. There are thousands of colleges world-wide that will give them credit or advanced placement for their efforts. AP Exams and courses offer students a chance to:

- Study a subject in greater depth
- Know his/her capabilities
- Gain a clearer idea of his/her future plans
- Develop skills and study habits vital to college
- Improve admissions eligibility
- Prepare for the unexpected
- Save money
- Get a head start for college
- Become eligible for Scholars Awards

Students should talk to their guidance counselors to see if AP courses are right for them.

Students and Parents

As students plan their schedules, they should also consider time commitments required in extracurricular and outside activities. Carefully review the course descriptions before you make your decisions.

AP Art History

Introduction: This course offers the serious student the opportunity to explore, in depth, the history of art from ancient times to the present, all from a Global perspective. Through readings, research, digital images, video, and museum visits, students will view significant artworks from around the world. Writing skills will be stressed through the description, analysis, and comparison of these works. Students are encouraged to draw on their educational background of history to address significant historical events, art periods/styles, specific artworks, and issues/themes that connect the artworks studied within this course.

Specific Skills for Success:

- **NO** artistic skill needed
- To bring enthusiasm for study of the subject matter on a daily basis
- To have mature study & work habits of nightly study and reading to insure full understanding of materials
- To be able to critically analyze major art trends within and between time periods and cultures
- To be willing to master a variety of types of analytic essays

Out of Class Commitments:

- Textbook readings (plan on about 30-45 minutes on a nightly basis)
- Creation of Q-card binder throughout course
- Analytical sketchbook assignments (not an art assignment, but rather a visual essay)
- Periodic museum visits and film viewings
- Daily journal writings (majority in class)
- Exploring video links and websites as assigned
- Studying for tests, quizzes
- Group projects & Partner work

Student Comments:

- "...simultaneously the most intensive and most interesting class I've ever taken!"
- "I love being able to talk about art in an educated way!"
- "Enjoy the artworks, because there are a LOT of neat ones we cover"
- "Don't be afraid to interact in class...make your opinions heard!"
- "Time management is key...don't procrastinate and you'll love this class!"
- "...provides an education in culture & changes the way you look at buildings."
- "...takes time & self-discipline (like any AP) but the material makes it worth the time!"
- "...such as beneficial class. Everywhere I go, I see things that we have learned in class!"

Primary Textbooks:

Kleiner, F.S. and Mamiya, C.J. Gardner's Art Through the Ages: A global history, (Enhanced 13th Edition). Cengage Learning, 2011.

Stokstad, M. Art History, revised 2nd ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2005.

Recommended Text:

Strickland, C. The annotated Mona Lisa: A Crash Course in Art History from Prehistory to Post-Modern, 2nd ed. New York: Andrews McMeel Publishing, 2007.

Contact Person: Jennifer West, Jennifer.west@cobbk12.org

AP Biology

Introduction: Advanced Placement Biology is designed to be the equivalent of an introductory college biology course taken by biology majors. This course aids in the development of the processes of scientific inquiry and thinking. In AP Biology, life is explored as it evolved from the basic molecular structure and function of the cell all the way through complex organ systems of plants and animals. This exploration of life will cover four Big Ideas and the enduring understandings identified in the Curriculum Framework defined by College Board. The Big Ideas encompass the core scientific principles, theories, and processes governing living organisms and biological systems. (CR2). These include how the process of evolution drives the diversity and unity of life (Big Idea 1), how biological systems use free energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis (Big Idea 2), how living systems store, retrieve, transmit, and respond to information essential to life processes (Big Idea 3), and how biological systems interact, and how these systems and their interactions possess complex properties (Big Idea 4). In investigating these Big Ideas, the course covers topics such as biochemistry, cell structure and function, metabolism, genetics, molecular basis of inheritance, DNA technology, evolution, microbiology, plants, animals, animal physiology and ecology. Big Ideas 1-4 are connected to applicable Enduring Understandings (EU) within each unit of study. Just as the Big Ideas suggest, these topics are interwoven, having changed together over time, no one topic exists independent of the others. AP Biology will also help students develop a conceptual framework for modern biology and gain an appreciation of science as a process.

Specific skills for success:

- Self- motivation and organization needed to complete tasks
- Ability to read and understand large amounts of material independently
- The ability to use deduction and inferences
- A desire to learn more about biological topics
- Honors Biology and Honors Chemistry are pre-requisite
- Appropriate math and analytical skills for data collection and analysis
- Good writing skills

Out of Class Assignments:

- 1.5 hour a night completing homework assignments and reading textbook.
- Extensive periodic assignments throughout the semester.
- The AP College Board recommended labs completed outside of regular class time at teacher directions.
- Lab evaluations of data collected in lab environment done independently in report form.

Student Comments:

- “This course will give you a great experience on what college is like.”
- “You get to learn how biology and chemistry interrelate when doing labs in A.P. Biology.”
- “I like this class because it describes vividly the processes of life.”
- “I like the synthesis of topics that takes place in A.P. Biology.”
- “I like this class because science and biology have always fascinated me.”
- “It has more self-learning with great labs”
- “I like A.P. Biology because I get to learn how life functions, survives, and adapts.”

Text: Biology 8th AP Edition by Neil Campbell and Jane Reece published by Benjamin Cummings.

Contact person: Doug Wolfe, douglas.wolfe@cobbk12.org

AP Calculus AB

Introduction: The AP Calculus AB course is designed to prepare students to be mathematically proficient at the college calculus level. Students are expected to take and be successful on the AP Calculus AB exam, thereby earning college credit for differential calculus (approximately 3 credit hours). The class focuses on the study of differential calculus with limited exposure to the early concepts of integral calculus. The concepts are presented and tested in the analytic (symbolic), graphical and tabular frameworks.

Specific Skills for Success:

Very strong background in Precalculus (Algebra & Trigonometry)
Commitment to do homework
Ability to work independently
Intrinsic motivation to work hard and seek help when needed
Problem-solving skills

Out of Class Commitments:

0-45 minutes for homework daily
1 hour preparation for quizzes
2 hours preparation for tests
4-6 hours preparation for final exams
12-18 hours outside of class preparing for AP Exam

Student Comments:

“Do your homework”
“Know trigonometry, especially the unit circle”
“Take organized notes”
“Visit the calculus blog daily”
“Ask questions when you don’t understand”
“Do a good job on your “skinny” project. It will help you so much.”

Text:

Single Variable Calculus, Early Transcendentals with vector functions by James Stewart
A graphing calculator is required (at least a TI-83)

Contact Person:

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AP Calculus BC

Introduction: The AP Calculus BC course is designed to prepare students to be mathematically proficient at the college calculus level. Students are expected to take and be successful on the AP Calculus BC exam, thereby earning college credit for differential and integral calculus and infinite series (approximately 3-6 semester credit hours). The class focuses on the study of differential and integral calculus including polar and parametric equations and includes a full treatment of Taylor Series and series convergence. The concepts are presented and tested in the analytic (symbolic), graphical, and tabular frameworks.

Specific Skills for Success:

Very strong background in Precalculus (Algebra & Trigonometry)
Commitment to do homework
Ability to work independently
Intrinsic motivation to work hard and seek help when needed
Problem-solving skills

Out of Class Commitments:

0-60 minutes for homework daily
1 hour preparation for quizzes
2 hours preparation for tests
4-6 hours preparation for final exams
12-18 hours preparation for AP Exam

Student Comments:

“Do your homework.”

“Don’t be afraid to ask questions.”

“This class doesn’t just teach you calculus, it teaches you how to think mathematically. You learn to approach problems from a logical standpoint as opposed to plug-and-chug.”

Text:

Calculus: Early Transcendentals, 7th Edition By James Stewart

A graphing calculator is required (at least TI-83+ but a TI-84 Silver is preferred)

Contact Person:

Jan Miller and Jennifer Phillips

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AP Chemistry

Introduction: AP Chemistry is a freshman college level study of matter and its changes. The course introduces students to several broad fields of chemistry including Physical Chemistry (thermodynamics), Organic Chemistry (carbon chemistry), Analytical Chemistry (lab techniques), and Inorganic Chemistry (metals and metalloid chemistry). This course is taught with several goals in mind, three of which include:

1. to provide college-level chemistry instruction
2. to provide college-level laboratory experiences
3. To provide extensive experiences for students to learn through the use of conceptual models including (graphs, equations and particulate diagrams)
4. to prepare students for the AP Exam in such a way that they will have an optimum chance for success

Specific Skills for Success: good organizational skills; ability to think abstractly and logically; good lab skills; good observation skills; willingness to learn new and difficult material

Out of Class Commitments: Some WEB or after school labs (arrangements will be made for after school sanctioned activities), and 1 hour of homework each night.

Student Comments:

“not an easy class, but if you are willing to work hard you can be successful”

“There is no bs in this class. You make or break your grades and yourself.”

“It’s a tough class but you can get the grade you want with hard work.”

“AP Chemistry was a great learning experience. The material is challenging but so interesting, and the influence of your classmates and teacher helps you focus and strive for an A in the class”

Text:

Brown, T.L., LeMay, H.E., Bursten, B.E., and Murphy, C.J. (2009) *Chemistry: The Central Science*. Upper Saddle River, NJ: Pearson, Prentice Hall.

Contact Person:

Amanda Edwards

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AP Chinese

Introduction: The AP Chinese Language & Culture course is designed to be comparable to fourth semester (or the equivalent) college/university course in Mandarin Chinese. The AP course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the *Standards for Foreign Language Learning in the 21st Century*. The goal of the AP Chinese Language and Culture course is language proficiency. Language proficiency means that the student can perform in Chinese to accomplish tasks, and interpret and exchange information. Language proficiency is a broad skill. It is not limited to memorizing a word list, filling in a worksheet and using structures in a textbook. Language proficiency, from the AP perspective, includes the ability to interpret difficult authentic materials (meant for native speakers), and communicate in a culturally appropriate manner. AP students should acquire linguistic skills and cultural knowledge, as well as strategies that help them understand context, infer meaning and make correct choices in communication. AP students should utilize analytical skills, in addition to other skills, to function in Chinese. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. The course focuses on language proficiency while interweaving cultural content and providing for frequent formative assessment of students' developing proficiency. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.

Specific Skills for Success: Developing students' awareness and appreciation of the elements of the culture of Chinese-speaking people is a pervasive theme throughout the AP Chinese Language and Culture course. The course engages students in an exploration of both contemporary and historical Chinese culture. Because the course interweaves language and culture learning, this exploration occurs in Chinese. Students develop the speaking proficiency to be able to create a level-appropriate speech or report, produce a newscast or video, and narrate pronunciation and intonation. They also develop the ability to write and speak in a variety of settings, types of discourse, styles and registers. Students express themselves in writing on topics they have researched. They use a variety of written discourse styles, including descriptive, narrative, expository and persuasive. Employing the organization, vocabulary, and structures appropriate to the purpose of their writing, students make themselves understood to an audience of readers with whom they will not have the opportunity to exchange further information and ideas. While handwriting skill is essential in composing written work, students are provided with extensive training in computer keyboarding to meet the needs of the current technological society.

Out of Class Commitments: Reasonable homework to review class work and to lay a foundation for the next area of study.

Contact person: Rachel Zhang
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AP Comparative Government

Introduction: AP Comparative Government is a one-semester course designed to expose students to the exciting world of comparativist studies. The course will provide students with an insight into the politics of six major powers throughout the world: Great Britain, Iran, Russia, China, Nigeria and Mexico. With this study, students will comprehend the vast diversity of political structures, their workings and how to evaluate the operability of government practices. Ultimately, students will bring their knowledge to bear so that they have an array of options and practices to choose from when contemplating how best to tackle problems in an increasingly interconnected and globalized world.

Specific Skills for Success: Knowledge and interest in international relations and government is important for success. Students should also be prepared to read independently and work in a team on assigned research and assignments.

Out of Class Commitments: Outside reading is important to success. Research assignments are generally assigned in class but completed independently. Students are also expected to keep up with current events.

Student Comments:

"AP Comparative Government and Politics was a challenging yet insightful course which proved incredibly useful in my continued study of International Affairs at the college level. As a course, due to the ever changing nature of global current affairs, AP Comp Gov does not fail to stay relevant to the surrounding world nor does it fail to change in new and exciting ways. Mr. Davila does an incredible job of preparing his students for the AP exam, and through a mix of projects, lectures, and discussions you will all be prepared for whatever the College Board- or even Mr. Davila- throws your way. As a student at the Elliott School of International Affairs at George Washington University, I have used what I learned in AP Comp Gov. in my classes or even in conversations with members of the Foreign Service, Senators, and foreign ambassadors. This class was incredibly valuable to me in terms of helping me envision my future career and developing a work ethic that has helped me have a successful first semester in college. I hope all of you gain as much from this class as I did."

Nicholas Zviovich

Walton HS Class of 2016

Elliott School of International Affairs at George Washington University Class of 2020

"Comparative Government was hands down one of the most beneficial classes I took during my class at Walton. I was challenged by my instructor and peers in ways that resulted in incredible academic growth. I learned how to have civil debates on topics of political interest, a skill I use regularly at my college."

Erin Davenport

Walton HS 2014

Davidson College class of 2018

Text:

Essentials of Comparative Politics. 4th ed. by Patrick H. O'Neil & *Essential Readings in Comparative Politics* by Patrick H. O'Neil and Ronald Rogowski.

Contact Person:

Mr. Marco Davila

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AP Computer Science

Introduction: AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course emphasizes both object-oriented and imperative problem solving and design using the Java programming language. Topics include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing.

Prerequisite: AP Computer Science Principles A&B

Specific Skills for Success:

Interests in programming / software development
Comfortable with mathematical and logical reasoning
Ability to think creatively
Attention to details and precision
Readiness to accept challenging tasks

Out of Class Commitments:

Programming assignments are assigned periodically (roughly one every 2 weeks). Sufficient time is allotted in class but students may need additional time to complete these assignments. Free, industrial-level software is available for students to download and install on their home computer. Additionally, students will be assigned programming-based questions that should be completed out of class.

Texts:

Big Java, Horstmann, Wiley

Software:

Java SE8, Oracle
IntelliJ, JetBrains

Contact Person:

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AP Computer Science Principles

Introduction: AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course uses the Java programming language to introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts.

Prerequisite: GSE Algebra

Specific Skills for Success:

Interests in programming / software development
Comfortable with mathematical and logical reasoning
Ability to think creatively
Attention to details and precision
Readiness to accept challenging tasks

Out of Class Commitments:

Programming assignments are assigned periodically (roughly one every 2 weeks). Sufficient time is allotted in class but students may need additional time to complete these assignments. Free, industrial-level software is available for students to download and install on their home computer. Additionally, students will be assigned programming-based questions that should be completed out of class.

Texts:

Invitation to Computer Science, Schneider & Gersting, Cengage Learning

Software:

Java SE8, Oracle
jGrasp, Auburn University

Contact Person:

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AP English Language and Composition (and World Literature [10th]) (and American Literature [11th])

Introduction: AP English Language and Composition is a two semester college level course for “high school students who are interested in studying and writing various kinds of analytic or persuasive essays.” AP English Language students read works that “emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication.” Students will be able to discuss their ideas openly and without prejudice. Understanding rhetoric better will teach these AP students to thoughtfully make choices in their own work and discourse, developing their personal writing style and honing effective means of communication. Writing is a mandated part of this curriculum, with the focus on prose analysis and synthesizing. Students are given ample opportunities for revision and improvement. We validate sources and explore the concept of argument through an exploration of articles and sources necessary to synthesize a topic. Peer editing is also a major component of the class. We examine the canons of argument and rhetoric. With a thorough study of the characteristics of the different modes of discourse, students will learn terminology necessary to allow them to express their ideas with the language of rhetoric. Recognizing that today’s students also use technology and visuals in their personal and professional lives, AP English Language students learn how the rhetorical situation connects to the broad scope of media. Because our students live in a highly visual world, we also study the rhetoric of visual media such as photographs, films, advertisements, comic strips, and videos. Through exposure to these different mediums and examinations of their components, students will become global learners and better critical thinkers.

Specific Skills for Success: Students need to be highly motivated and interested in learning how to analyze reading selections in order to offer a critical argument of their own.

Out of Class Commitments: Students will spend their time outside of class engaged in critical reading, revising and reflection that will build towards performance tasks that occur both in (i.e. assessments) and out (i.e. projects) of class.

Text(s):

Kirszner, L.G. and Mandell, S. R. *Patterns for College Writing: A rhetoric reader and guide.* Bedford/St. Martin’s Press, 2010. Print.

Contact Persons: Tim Church and/or Kara Pavkovich

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AP English Literature

Introduction: The Advanced Placement Program, which the College Board has sponsored since 1955, offers **able and ambitious** high school students an opportunity to study on a college level and then, depending on examination results, to receive advanced placement, credit, or both when they enter college. It is for students capable of doing college-level work in English while they are in secondary school. **These students are the ones willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses designed for the college-bound students.** The aims of the AP English course are both ambitious and general. The course attempts to teach students to write well about something important and to develop in them the skills of a mature reader. In the AP course, students are involved in both the study and practice of writing about literature.

Specific Skills for Success: This class is an exercise in verbal problem-solving. Requiring a broad base of knowledge, the class asks students to respond at the highest levels of application, analysis, synthesis, and evaluation. Having a willingness to be introduced to multiple strategies involving critical reading and writing along with a strong work ethic are imperative.

Out of Class Commitments: The majority of the homework is reading; therefore, students should be willing to read at least thirty minutes per day. Students are expected to read an average novel length of 200 pages within a two-week period.

Student Comments:

"This is a class that asks for your active involvement – through attendance, class discussion, group meetings, and written responses. "

"This class should be called AP Life because what is learned can be transferred to all aspects of life."

"The extra challenge is definitely worth the outcome of the class."

"If you don't like to learn how to read and write better, this class is not for you."

"When I come to class, I feel like I'm in a safe haven: I not afraid to share my ideas."

Texts:

Meyers, Michael. *The Bedford Introduction to Literature*. 8th edition. Bedford/St. Martin's. 2008.

Rozakis, Laurie, Ph.D. *Master The AP English Literature and Composition Test*. 6th edition. Thomas Arco. 2003.

Vogel, Richard. *Questions in Preparation for the AP English Literature and Composition Examination AP English*. 7th edition. D & S Marketing Systems, Inc. 2006.

Contact Person: Greg Fleenor at James.Fleenor@cobbk12.org

AP Environmental Science

Introduction: This course is designed to be the equivalent of a one-semester introductory college course in environmental science. It is designed to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This is a college-level class and is rigorous.

Specific Skills for Success:

- Good reasoning and math skills
- Commitment
- Good study skill and time management
- Lab Skills: manipulations and report
- Interest in the topic

Out of Class Commitments:

- Average 1 hour per class to read, write reports, study for tests, and analyze and prepare the labs

Text:

“Living in the Environment,” 15th edition, G. Tyler Miller

Contact Person:

Sharon Camp, sharon.camp@cobbk12.org

AP European History

Introduction: AP European History surveys major historical developments in Europe from approximately 1450-present. This course of study focuses on the political evolution of nation states, the development of modern science, Renaissance and Reformation, English, French and Industrial Revolutions, Imperialism and Nationalism, World Wars, Cold War, the rise and fall of the USSR and the evolution of the European Union. Primary sources, works of art, literature, and other materials supplement the textbook to discover diplomatic, political, economic, social and cultural history.

Specific Skills for Success:

- desire and enthusiasm for study of the subject matter is the MOST essential requirement.
- reading comprehension,
- writing formal essays,
- interpretive skills for document use.

Out of Class Commitments: Textbook readings; at least 30 minutes of homework/daily preparation ; more the day before a test

Student Comments:

“European History is definitely NOT a boring class. The teacher is very passionate while teaching and the projects are entertaining and interesting.”

“Not like a normal history class, we do so many fun projects and activities to help us fully understand topics. Also, for seniors especially, this class helps in many World History units.”

“If you love history, it’s a must take class. The workload is very manageable and you learn so much interesting material.”

“AP Euro is an awesome class to take if you are interested in an in-depth experience. Be prepared to put in some time, but this class correlates a lot with other history classes so it’s definitely worth your time.”

Text: Kishlansky’s **CIVILIZATION IN THE WEST**
Merriman’s History of Modern Europe

Contact Person: Mr. Kenneth Keller, Kenneth.keller@cobbk12.org

AP French Language

Introduction: The Advanced Placement French Language and Culture course adheres to the College Board AP Central® course description, emphasizing a holistic approach to language proficiency. Coursework provides students with opportunities to demonstrate their proficiency in each of the three modes of written and spoken communication (interpersonal, interpretive, and presentational) through the exploration of Francophone cultures in both contemporary and historical contexts. Students are provided with a learning experience equivalent to that of a third year college course in French. They have the opportunity to travel to Paris, as well as stay with host families and study in Lille, France as a component of the course.

Specific Skills for Success: Language, content, and culture are interrelated through the study of six themes (Global Challenge, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.) The course seeks to develop language skills (reading, writing, listening and speaking) that can be used in various activities and disciplines. Students are encouraged to think independently, to learn to find information, and to react and respond to others. Students should have a strong motivation to learn French and be willing to participate in all aspects of the course. Students enrolled in this course are usually juniors or seniors enrolled in their fourth and fifth year of French.

Out of Class Commitments: There are regular homework assignments, as well as individual and group presentations and projects. To get the most out of the course, students should plan to spend at least thirty minutes a night working on homework assignments, reviewing coursework, or engaging with the language through authentic resources. Students are encouraged to apply strategies emphasized in class as they explore authentic resources that relate to course content as well as personal interests outside of the classroom.

Over the course of the summer break, students will have assignments that will require them to explore and respond to auditory and print resources. These assignments should amount to approximately one hour every two weeks.

Student Comments:

“The AP French Language class, although difficult, was most enlightening. From vocabulary and grammar, we learned how to craft language.”

“AP French Language is a wonderful class that helps students to understand the nuances of this beautiful language. It is a challenging, yet rewarding experience.”

“It really helps you understand and connect elements of French grammar and literature.”

Text:

Allons au-delà, Pearson Prentice Hall, 2012

A variety of literary/historical texts, newspaper/magazine articles, movies, songs, websites, etc.

Contact Person:

Rachel Baker – Rachel.baker@cobbk12.org

AP Government US

Introduction: This course is about the American Political system and seeks to make students more aware of their own government so that they can better engage it. We will discuss political ideology, the development of the political system and our democratic institutions. Students will be able to evaluate the role of the national government and its relationship to the concept of liberty in a pluralistic society. The discussion will emphasize the changing political culture of American society and its effect on voting patterns, trends and the processes of government. In doing so, we will examine certain critical Supreme Court cases as well as recent political movements. The main focus of the course, however, is to be able to apply an understanding of our political system to contemporary events.

Specific Skills for Success: Analytical, writing, and critical thinking skills

Out of Class Commitments: Readings, writings, research project and participation at local political events.

Student Comments:

“At first, I was very nervous about taking AP Government and Politics. I didn’t know anything about our government, and I certainly didn’t follow politics. I thought that it was going to be a class that I wouldn’t enjoy and just have to power through. To my surprise, I began to love the class and began to look forward to having it. It sparked my interest in the subject and taught me the importance of being involved in our government. Now, not only do I read the news multiple times a week, but I actually understand what is going on. This class will definitely remain relevant past graduation and I am very thankful to have taken it when I did.”

Elena Sterling

Walton HS Class of 2019

Text: O’Connor, Karen & Larry J. Sabato (2006). *American Government: Continuity and Change*. New York: Pearson Longman.

Contact Persons: Marco Davila and Rob Phillipps

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AP Human Geography

Introduction: Human Geography is a branch of geography that deals with the way humans interact with their environment. The course is generally broken down into two main categories: Cultural Geography and Economic Geography. We deal with demographics, migration, linguistics, religion, political geography, urbanization, and industrialization. It's the perfect course for students interested in what's happening in the world now!

Specific Skills for Success: The number one requirement to succeed is desire. If the student is willing to work hard, we would recommend them to take the course. Other skills that are important to have would be above average reading abilities and above average writing skills.

Out of Class Commitments: Students are required to read *Things Fall Apart* by Chinua Achebe for summer reading and *Inferno* by Dan Brown, *Why Geography Matters More than Ever* by Harm de Blij, and *Fast Food Nation* by Eric Schlosser as parallel reading assignments throughout the year. Additionally, students have homework that might require a little work each night, including weekends.

Student Comments:

"Definitely one of the best classes I have taken; I've gained an appreciation for various cultures and am now equipped with the historical and cultural knowledge to interpret current events." – Sindhu Kannappan, class of 2017

"AP Human is by far the most interesting and relevant class I have taken at Walton; I can always make connections in other classes to what I have learned and also understand the context of current events." – Kennedy Casey, class of 2017

"A really interesting class that was a great introduction to high school social studies." – Spencer Davis, class of 2018

"It was an awesome class that I looked forward to going to every day and all the teachers are great and helped prepare me for all my other social studies class." – Carlson Chiles, class of 2018

Text:

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 9th edition. Upper Saddle River, NJ. Prentice Hall, 2008. ISBN 0-13-142939-6

Contact Persons:

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AP Latin

Introduction: The AP Latin course consists of the study of works written by two of Rome's most illustrious figures: Caesar's *Commentaries in the Gallic Wars* and Vergil's *Aeneid*. These works provide a window into the language, culture, values, and accomplishments which produced the underpinning of much of Western civilization.

Written during the reign of the Emperor Augustus, Vergil's *Aeneid* is Rome's national epic and represents the pinnacle of Latin literary achievement. The *Aeneid* tells the story of Aeneas, the Trojan prince, who, after the destruction of Troy at the end of the Trojan War, leads a band of survivors on a harrowing quest to establish a new homeland. The *Aeneid* is a tale full of adventure, danger, love affairs, and human tragedy and triumph. Many feel it is the greatest poetic work ever written.

Caesar's *Commentaries on the Gallic Wars* relates the world-changing conquest of Gaul by the most famous Roman of them all-Julius Caesar. Caesar's Latin is straightforward and has an almost military precision, but at the same time is elegant and readable. The Roman statesman Cicero called Caesar's work the best history ever written. Apart from its value as an example of Roman literary style, Caesar's work gives us insight into Roman values and Roman views on warfare and empire, leadership, other nations and peoples, history, government, and political crisis. It contains valuable lessons for students and for society as a whole.

Specific Skills for Success:

Students are expected to be able to translate accurately from Latin into English the poetry of the *Aeneid* and the prose of Caesar's *Commentaries* and to demonstrate a grasp of grammatical structures and vocabulary. Since the appreciation of Latin literature requires an understanding of literary techniques and of meter in poetry, stylistic analysis of the literature is an integral part of the advanced work in this course. In addition, students will study the cultural, social, and political context of the *Aeneid* and *Commentaries in the Gallic Wars*.

Out of Class Commitments:

Daily homework may include studying culture and mythology, vocabulary, grammar, historical background, or what has been discussed in class that day.

Student Comments:

"It's the most difficult class I've ever taken, but it is also the most rewarding."

"Reading the *Aeneid* In AP Vergil has broadened my understanding not only of Roman culture, but of my own as well."

"Latin teaches lessons beyond the textbooks. AP Vergil, though challenging, has an exciting course of study, enlightening students with material that has proven its value for thousands of years. What is learned in this course enriches the comprehension of all other studies. I love Latin and I love this course."

"AP Latin has combined two of my favorite subjects: history and literature. Studying one of history's defining works genuinely interests me, and I've been able to draw connections between this class and many other academic subjects."

"I love not only the language itself (which has improved my English vocabulary and helped me in Spanish), but especially the mythology and history and culture which permeate everything we learn. I have really enjoyed reading the *Aeneid*."

"Taking AP Vergil is one of the best choices I have made as a student at Walton. I definitely recommend taking this course."

Text: *A Song of War: Readings from Vergil's Aeneid* and *Caesar: Selections from his Commentarii de Bello Gallico*

Contact Person: Alan Farnsworth
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AP Macroeconomics

Introduction: The purpose of an Advance Placement course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

Students also get to participate in a stock market simulation for the majority of the course and learn how to make trades while working with a team and competing for the highest gains. Students will learn many of the economic theories and schools of thought and start making decisions about their own economic ideas.

Specific Skills for Success:

- Prior successful completion of AP Microeconomics, or an A or B Honors Economics and a teacher recommendation.
- Understanding of basic economic ideas
- Ability to interpret graphs and charts
- Good analytical skills
- Strong basic math skills
- Ability to read and understand college level text
- Ability to evaluate issues and use logical interpretation of graphs and ideas about the economy as a whole.

Out of Class Commitments:

- Approximately 1-2 chapters per week.
- Stock Market Project- Monitoring of stock market outside of class.

Student Comments:

"I loved AP Micro so much, so I took AP Macro afterwards. In Macro, students look at economics on a global scale. We understand the way countries trade and what politicians argue about. The class is made up entirely of real world applications. I understood this past election more because of Macro. I highly recommend this class. Also, the projects are the best and so helpful."

"By far one of the best classes I have taken. Ms. Guthrie works hard to make this class interactive and enjoyable. There are so many fun projects and engaging lectures! Through this class, I learned many important financial skills, gained insight into the workings of the stock market and banking systems, and gained an understanding of the function and transfer of money. This class has provided me with a solid foundation that I use to analyze current events and make wise financial decisions."

Text: Economics (17th Edition) by Campbell R. McConnell and Stanley L. Brue

Contact Persons:

Erin Guthrie (erin.guthrie@cobbk12.org)

AP Microeconomics

Introduction: The purpose of an Advance Placement course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of the product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Students will also study personal finance skills and some macroeconomic concepts that are part of the state curriculum. This course has an End of Course Exam (EOC) and is a graduation requirement.

Specific Skills for Success:

- Ability to interpret graphs and charts
- Ability to evaluate issues and key ideas
- Ability to read and understand college level text
- Strong application skills
- Strong analytical and logical skills
- Strong basic math skills

Out of Class Commitments:

Approximately 1-2 chapters per week.
One homework packet per unit.

Student Comments:

“I definitely learned a ton from this class. It’s been one of my favorite classes and it kind of opened up high school for me.”

“I’ve learned a lot about economics and gained interest in continuing studying the subject.”

“It was really intimidating at first and the upperclassmen had talked about it a lot. So, although this class has been pretty tough, I think I have improved my studying habits, starting studying days before the tests, and taking more initiative in asking when I don't see the cow. Thanks!”

“I think I have come a long way from someone who couldn’t draw an ATC curve to someone who’s definitely going to take Macro before I graduate!”

Text: Economics (17th Edition) by Campbell R. McConnell and Stanley L. Brue

Contact Persons:

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Erin Guthrie, erin.guthrie@cobbk12.org

AP Physics 1 & AP Physics 2

Introduction: These are Trig-Based AP Physics Courses designed to be taken by those students who want a sound preparation for AP Physics C, or as a final survey physics course for those who might be interested in majoring in any of the physical sciences in college (engineering, physics, or chemistry).

It is the recommended courses for those students who are pre-med bound.

Specific Skills for Success:

Strong Algebra Skills

Strong Trig Skills

Strong Problem Solving Skills

Self-discipline and willingness to take responsibility for one's own learning

Ability to apply concepts to real world situations

Out of Class Commitments:

Between 30 and 60 minutes of homework (reading/problems solving) per night.

Student Comments:

"I've worked very hard in this class, but I've learned more than I thought I would!"

"I was very well prepared for my freshman college physics course!"

"My first couple of test scores were lower than I'm used to, but I taught myself to think outside the box..."

Text:

Jerry D. Wilson, Anthony J. Buffa, Bo Lou, Physics, Sixth Edition

Scientific Calculator Required

Protractor Required

Lab Notebook Required

Contact Person:

Al Hubbard, allen.hubbard@cobbk12.org

AP Physics C

Introduction: The Advanced Placement Physics C course is a calculus-based, in-depth study of mechanics. The course is an investigation driven development of the laws of physics. Problem-solving and critical thinking are emphasized throughout the course. The topics of kinematics, dynamics, impulse and momentum, work and energy, rotational motion, oscillations and gravitation are covered in this course.

This course is designed to meet the needs of students (1) who are planning to major in a science or science related field in college, (2) who need physics as a college entrance requirement and want a challenge, (3) who are planning to take the AP exam.

Specific Skills for Success:

Prior or current enrollment in Calculus (BC or AB)

Disciplined work habits.

Problem-solving skills.

Out-of Class Commitments:

Time to do nightly homework

Access to a computer with an internet connection

Student Comments:

“a daily brain workout.”

“This class emphasizes application over memorization.”

“reasonable homework load.”

“There are many labs and few lectures.”

“requires understanding and working daily.”

Textbook:

Tipler and Mosca, *Physics for Scientists and Engineers*, 6th edition,

Contact Person:

Allen Hubbard, Allen.hubbard@cobbk12.org

AP Psychology

Introduction: Advanced Placement Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The course is comparable to an introductory course at most colleges and universities. This course is only available to seniors.

Specific Skills for Success:

- Ability to take/process copious notes and move rapidly through material
- Ability to work independently outside of class with disciplined work habits
- Ability to critically analyze written material
- An openness to new ideas, opinions, and perspectives, with a willingness to learn about and respect differences in people

Out of Class Commitments: Thirty minutes to one hour per night, five nights a week to read the textbook, complete homework, study vocabulary and/or review material prior to an assessment.

Student Comments:

“The class moves a rapid pace.”

“Taste and smell days are a blast!”

“Has lots of vocabulary, but they are easy to apply”

“If you love science, this is the social studies elective for you.”

Text: Myers, David. Psychology. 8th Edition. Worth Publishers. New York, New York.

Contact Person(s): Tara Cohen tara.cohen@cobbk12.org
Matt Edelstein matt.edlestein@cobbk12.org

AP Research

Introduction: AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. The AP exam grade for this course is determined by the following: 75% for the Academic Paper and 25% for the Presentation and Oral Defense

Specific Skills for Success:

- Self-motivation and organization to complete tasks
- Time management
- Ability to read and understand large amounts of material independently
- Appropriate math and/or analytical skills for data collection and analysis
- Good writing skills
- Ability to work with others
- Presentation skills

Out of class assignments:

- Assignments which facilitate the research process
- Assignments that lead to the completion of sections of the research paper
- Maintaining a Process and Reflection Portfolio (PReP)

Pre-requisite:

- AP Seminar

Contact Person:

Tina Link
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AP Seminar

Introduction: Advanced Placement Seminar is a foundational research course that is designed to provide students with the independent research, collaborative teamwork, and communication skills valued by colleges and industry. Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar. The students will engage in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing various perspectives and gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. Students consider each topic through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Possible sources include articles, research studies, texts, speeches, broadcasts, artistic works and performances, and personal accounts. Students will design and deliver oral and visual presentations, both individually and as part of a team. As the foundation course for the AP Capstone program, AP Seminar provides students with a framework to make connections between various issues and their own lives. During the course, students will complete a team research project and presentation, an individual research-based essay, and an end-of-course AP exam as well as discussion and examination of many primary and secondary sources. The AP exam grade for this course is assessed through the research projects as well as the AP exam with 20 percent from the team project, 35 percent from the individual essay and 45 percent from the exam.

Specific Skills for Success:

- Self-motivation and organization to complete tasks
- Ability to read and understand large amounts of material independently
- The desire to go beyond the surface of real world issues
- Appropriate math and/or analytical skills for data collection and analysis
- Good writing skills
- Ability to work with others

Out of class assignments:

- 1.5 hours a night completing homework and conducting research
- Extensive assignments throughout the semester

Pre-requisite:

- It is recommended that student have successfully completed at least one AP course
- AP Language is especially valuable

Contact Persons:

Jennifer Snoddy and Kara Pavkovich

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AP Spanish Language

Introduction: The Advanced Placement Spanish Language and Culture course at Walton High School adheres to the College Board AP Central® course description and is comparable to fifth and sixth semester college and university courses that focus on speaking and writing in the target language at an advanced level. The course encompasses listening and speaking skills, reading comprehension, comprehensive grammar review, and composition. Students in their junior year have the opportunity to travel to Salamanca, Spain as a component of the course where they receive college credit for the coursework done in Spain. This course is taught entirely in Spanish.

Specific Skills for Success: The emphasis of the course is on strengthening communicative abilities in Spanish in order to demonstrate: strong interactive communicative ability in Spanish in the interpersonal, presentational, and interpretive modes; a strong command of Spanish linguistic skills including accuracy and fluency that support communicative ability; comprehension of Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, and broad regional variations; ability to produce Spanish comprehensible to native speakers in a variety of settings, types of discourse, and topics.

Out of Class Commitments: Most of what is learned in the course is accomplished with intensive work in the class. Outside work includes listening and writing journals, assigned at the beginning of the semester and completed by assigned dates. Students will also have daily reading assignments in order to be prepared for discussion in class the following day.

Course Opportunity for International Travel: Each year students have the opportunity to enroll in the Universidad Pontificia de Salamanca and travel to Spain for a week of immersion study. They are housed with Spanish families who do not speak English and attend university classes.

Student Comments:

“This class was hard, but I was well-prepared for the AP Exam and I aced my placement test!”

“I learned a lot about life in general and how I now know I can make a difference.”

“I have control over the language now, it doesn’t control me.”

“The trip to Spain was a-w-e-s-o-m-e!”

“I occasionally find myself thinking in Spanish even when I am not in class!”

“I loved the variety of topics discussed in this class.”

Text: The main textbooks for this course are *Abriendo Paso Gramática: Abriendo Paso Temas y Lectura*, Diaz and Nadel, (2014) Pearson Prentice Hall. In addition to these texts, students will also use *AP SPANISH Preparing for the Language and Culture Examination*, José M. Díaz. These texts provide an extensive variety of Spanish literature and accorded grammatical structures presented for review by the advanced student, and are supplemented by numerous sources for aural/oral comprehension and written expression. With the launch of the latest exam in 2012, students will also use a variety of authentic materials to supplement the types of language studied.

Contact Person:

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AP Spanish Literature

Introduction: The AP Spanish Literature and Culture course provides the equivalent of survey of literature college course for college-bound students to learn to read critically, write and speak clearly, and become acquainted with the characteristics of major literary movements. All of the works included on the official AP Spanish Literature and Culture reading list are taught during the academic year.

Specific Skills for Success: The analysis questions at the end of each literary piece require the students to engage in analytical thinking and not simple recall. Supplementary course activities provide students with the opportunity to accomplish an accurate reading of literature in Spanish, in addition to the ability to comprehend formal and informal spoken Spanish. In addition, expository passages, which involve higher order thinking and listening skills, will help the students to express and understand ideas with fluency and accuracy. The students should master a variety of literature terminologies and the main literary trends along the centuries. Students will learn how to analyze and comment on images relative to the literary works studied. The course is conducted completely in Spanish.

Out of Class Commitments: This is a rigorous intermediate level college class. The demands of this class are different than the demands of any regular class. In order to prepare for the AP Spanish College Board Exam the students must spend time inside and outside the regular classroom reading, writing, discussing and analyzing the literary works included in the AP College Boarding Spanish Literature and Culture reading list.

Student Comments:

“When I got into my Spanish class at Emory I was amazed that I already knew most of the material and could answer the professor’s questions. This class prepared me for college.”

“I am now reading things at Vanderbilt that I already read in AP Spanish Literature. “

“I have read *Don Quixote* in English this semester in college and since I already read it in Spanish I know so much more about the book. I love how well-prepared I am.”

Text:

Abriendo Puertas: Ampliando Perspectivas. Bowen & Bowen. Bowen Houghton/Miffline Harcourt, 2013.

Azulejo. Colbert, Kanter, Ryan, Sugano/ Wayside Publishing, 2012.

Reflexiones. Rodney T. Rodriguez/Pearson, 2013.

Contact Person: Elena MM Cox at Elena.cox@cobbk12.org

AP Statistics

Introduction: This course is a unique math course in that it doesn't fall into a sequence with other Walton courses. It can be taken as an elective while taking another math course or it can be taken as a final math course in lieu of AP Calculus if a student has met all other mathematics graduation requirements.

Specific Skills for Success:

Mathematical skills are not as important for success as analytical processing skills and personal discipline. Students in this course use a calculator and computer to do many of the difficult computations, so it is one's ability to analyze the problem and calculations that is important to being successful in this class. This is a college level course, so students must also demonstrate excellent time management and study habits, as they will need to manage long term projects and a significant amount of work outside of class time. Strong reading, writing and verbal communication skills are essential. Translators are not allowed for use on the AP exam so students are strongly encouraged to evaluate their English language abilities before taking this course.

Out of Class Commitments:

Several projects are assigned throughout the year which require students to work both independently and in groups outside of class. These are excellent learning opportunities and students usually find them very rewarding. Homework is assigned nightly and homework assessments are given periodically. Students will be able to direct the amount of homework they need to do to be successful in the course.

Student Comments:

"This course is different than any Math class that I've ever taken. It is probably the most useful Math class I will ever take because I can apply it to the real world and everyday life."

"I was surprised at how much AP Statistics has helped me in my AP Biology, AP Environmental Science and AP Psychology classes!"

"I love working on projects that use real world data that I'm interested in."

"There is a high probability that you will love statistics. I am 95% confident that 90% of the students who take AP Statistics will be glad they did."

"I really liked the homework policy in this course. The teacher assigned homework nightly, but we were only required to do what we felt we needed to do in order to master the material so I never got bogged down with busy work. It truly runs like a college class."

Text: The Practice of Statistics; 4th Edition; Starnes, Yates & Moore

Contact Person:

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AP Studio Art

Introduction: Students enrolled in the AP Studio Art course will be expected to produce art in a variety of media, technique, and subject matter. Emphasis is placed on drawing from observation, exploring drawing issues, the application of color and design principles, understanding the fundamentals of two-dimensional design, the development of a body of work that is a student's own choosing, recognition of the history of art and its role in the development of visual ideas, and application of the critique process in written and oral form. Students are expected to work both in class and at home throughout the school year. All assignments are to be turned in completed and on time. This course emphasizes art as an ongoing process that involves the student in informed and critical decision making. The course teaches students to understand artistic integrity as well as what constitutes plagiarism. If students produce work that makes use of photographs, published images, and/or other artists' works, the course teaches students how to develop their own work so that it moves beyond duplication*. The College Board contends that AP courses should address three major concerns that are constants in the teaching of art: (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for a breadth of experience in the formal, technical, and expressive means of the artist.

Specific Skills for Success:

- Aspiration to develop college level artwork and participate in critiques.
- Willingness to learn and 100% effort in all projects and critiques.
- Commitment to learning and coming to class prepared with materials and completed assignments.

Out of Class Commitments:

“AT HOME” WORKS and summer assignments

Students will complete a finished work every two weeks in a semester. Students will be given subject matter or actual materials with which to complete their pieces, and we will critique them in class on Thursdays. After the critiques, students will have three days to elaborate and rework their projects. Completed “At Homes” will be submitted digitally by 8 am on Monday mornings. Class participation is mandatory---students will lose points if they do not participate in the critiques. Students who do not bring their “At Home” projects to the critiques will automatically lose 25 points on their “At Home” grades. If students are creating digital works, art must be printed out no smaller than 8”x10” and must be matted or mounted. These assignments should show evidence of 3-5 hours of work each.

Student Comments:

“It helps you become a lot more creative and makes you have to think”

“AP Studio Art develops your artistic voice”

Contact Person: Kathleen Petka

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AP United States History

Introduction: This course is designed to provide a college-level experience. An emphasis is placed on interpreting documents, mastering a significant amount of factual information, and writing critical essays. Topics include life and thought in colonial America, Revolutionary ideology, Constitutional development, Jeffersonian and Jacksonian democracy, nineteenth century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, Westward expansion, immigration, industrialization, populism, progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, and the post-Cold War era.

Specific Skills for Success:

- Ability to critically analyze college-level texts, scholarly articles, and primary sources, including visual sources
- College-level vocabulary and reading comprehensive skills
- Ability to create logical and convincing written arguments
- Ability to interpret multiple sources of data including charts, graphs, and maps
- Familiarity with the analysis of multiple viewpoints and historiography
- Willingness to complete assigned readings including one summer and one parallel readings

Out of Class Commitments: Reading of textbook and supplemental readings, independent taking of notes on assigned textbook chapters for reading quizzes, studying notes from class textbook, independent enrichment projects each semester (approximately 5 hours per week).

Text: Tindall, George Brown and David Emory Shi, *America: A Narrative History*, 7th edition, New York: W.W. Norton and Company, 2007.

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AP World History

Introduction: The Advanced Placement World History course is the equivalent of a two semester college-level course in Global Civilization/History. The course covers a little over ten thousand years of human history beginning with the development of agriculture and permanent settlement and ending with the present times. The course is also relatively all-encompassing, primarily covering the Europe, Asia, the Americas, and Africa with some necessary emphasis on Oceania. The course features a mostly thematic approach that seeks to trace global developments within world cultures as well as to make connections between these cultures based on the same themes. This is a course that also has a heavy emphasis on teaching critical thinking, historical document analysis, and writing skills.

Specific Skills for Success: To be able to critically analyze major historical trends and documents within and between time periods and cultures. To have mature study and work habits of nightly study and reading to ensure full understanding of the materials. To be willing to master three different types of writing: The short answer question (SAQ), long essay question (LEQ) and document based essay question (DBQ). In all three types of writing assignments, students will have to make and defend historical arguments pertaining to causation, periodization, change and continuity over time, and/or comparison.

Out of Class Commitments: 1-2 hours of reading and/or studying per night. Sometimes there are short writing assignments that accompany the reading assignments.

Texts:

Stearns, Peter N., et al., World Civilizations: The Global Experience. Fifth Edition. New York: Pearson Longman. 2007.

McNeill, J.R. and McNeill, W. The Human Web: A birdseye view of world history. New York: W.W. Norton and Company, 2003.

Other primary and secondary sources will be utilized at various times.

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