

ADVANCED PLACEMENT/HONORS PROGRAM HANDBOOK



MIDDLE SCHOOL HONORS

HONORS PROGRAM

The Honors Program is designed for those students whose skills, past achievement, and demonstrated interest in learning indicate that they can profit from further challenge and enrichment. Honors courses are offered in English, foreign languages, mathematics, and science.

MIDDLE SCHOOL HONORS

MATHEMATICS

Honors Algebra I – 7TH or 8th

TEACHER RECOMMENDATION

85 or above in Pre-Algebra

Refer to Math Placement for exceptions

Honors Geometry- 8th Grade

Successful Completion of Honors Algebra I

OPTIONAL FORM FOR MIDDLE SCHOOL

Teacher Recommendation Form: HONORS PROGRAM

Honors Course Title: _____

Name of Student: _____

Recommending Teacher: _____ / _____

Signature

Date: _____ [Note to recommending teacher: Please complete this form and return it to the department chairperson responsible for the Honors course listed on this form.]

Scale: [3] Highly recommended [2] Recommended with some reservations [1] Not recommended [0] No basis for recommendation. Please check the rating which best describes the student's performance in our course.

	[0]	[1]	[2]	[3]
1. Write clearly and well.	—	—	—	—
2. Thinks and reads critically.	—	—	—	—
3. Uses good reasoning skills	—	—	—	—
4. Communicates well orally.	—	—	—	—
5. Works well in groups.	—	—	—	—
6. Works well by self.	—	—	—	—
7. Shows evidence of working on independent projects	—	—	—	—
8. Follows through with work assignments.	—	—	—	—
9. Shows evidence of self-motivation.	—	—	—	—
10. Shows a willingness to work.	—	—	—	—
11. Can manage work load.	—	—	—	—

COMMENTS: _____

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Department Use:

Students GPA: _____

(See recommended guidelines for each course.)

Student has met prerequisites if specified. [] YES [] NO

*For Honors English only: Students has satisfactorily completed a writing sample.

[] YES [] NO

Date student was notified of acceptance/non acceptance: _____

HIGH SCHOOL HONORS

ENGLISH/LANGUAGE ARTS

9th Grade Courses

1. TEACHER RECOMMENDATION
2. ITBS: 85 Percentile or above on Total Reading
3. 8th Grade Writing Assessment – Exceeds Target

10th - 12th Grade Courses

TEACHER RECOMMENDATION

FOREIGN LANGUAGE

TEACHER RECOMMENDATION

90 or above in level one to be recommended for level two foreign language studies and in level two to be recommended for level three foreign language studies in all subsequent courses.

MATHEMATICS

Honors Algebra II – 9th

TEACHER RECOMMENDATION

Information that is detailed in District guidelines

Honors Geometry

TEACHER RECOMMENDATION

Honors Pre-calculus – 9th Grade

TEACHER RECOMMENDATION

SCIENCE

Honors Biology

TEACHER RECOMMENDATION

Honors Chemistry

TEACHER RECOMMENDATION

1 year of Biology
Currently in Algebra II or higher

9th Grade Physical Science

ADVANCED PLACEMENT PROGRAM

ADVANCED PLACEMENT PROGRAMS

Advanced Placement is a program of college-level courses and exams that gives high school students the opportunity to receive advanced placement and/or credit in college. Since the coursework is demanding, students must make a commitment to participate fully in the coursework which may require additional time outside of class as well as in-depth examination of materials and extensive reading.

The following Advanced Placement courses are available:

Art Studio – 2-D Design Portfolio
Art Studio – 3-D Design Portfolio
Art Studio – Drawing Portfolio
Art History
Biology
Calculus AB
Calculus BC
Chemistry
Computer Science A
Computer Science AB
English Language and Composition
English Literature and Composition
Environmental Science
European History
French Language
French Literature
German Language
Government and Politics: Comparative
Government and Politics: United States
Latin Vergil
Latin Literature
Macroeconomics
Microeconomics
Music Theory
Physics B
Physics C
Psychology
Spanish Language
Spanish Literature
Statistics
United States History
World History

Prerequisites vary for different courses.

Open Enrollment for Advanced Placement (AP)

Students wishing to participate in Advanced Placement courses must consider the following points to make decisions about being successful learners and participants in Advanced Placement course(s):

- Student motivation and commitment to complete the course
- Teacher evaluation of past performance in courses for the same content area for which the student is applying
- Parent and student understanding of the work required to successfully complete the required course objectives

Criteria for Advanced Placement Course Completion

The College Board has established the Advanced Placement courses as year-long courses of study. Students are expected to remain in the Advanced Placement course for the entire year unless after a conference with the parent(s) and appropriate school personnel it is determined that their needs are better served by placement in another course.

Registration for Advanced Placement Courses

It is recommended that schools schedule an “Advanced Placement Parent-Student Night” to share information about the Advanced Placement courses offered and to encourage and recruit students for Advanced Placement courses. This is an ideal time to distribute the AP information brochure as well as applications and parental support forms.

** In preparation for offering AP courses for the upcoming school year, respective subject area coordinators should ensure that there are sufficient books by noting the texts that are required for the particular AP course and by reminding department chairs to enter needed AP text on the textbook order form for the upcoming school year. If additional equipment and ancillary materials are needed, respective departments should alert the principal and the subject area coordinator.

ADVANCED PLACEMENT POTENTIAL

AP Potential is a free, Web-based tool that allows schools to generate rosters of students who are likely to score a 3 or better on a given AP Exam. Based on research that shows strong correlations between PSAT/NMSQT scores and AP Exam results, AP Potential is designed to help you increase access to AP and to ensure that no student who has the chance of succeeding in AP is overlooked. Each January the data from the current school year’s PSAT/NMSQT is loaded into AP Potential. 2004 PSAT/NMSQT data is now available for viewing.

To use AP Potential, you will need to sign in and enter an access code. Access codes are mailed to the attention of your high school's principal in January.

ADVANCED PLACEMENT INFORMATION

Students Enrolled In AP Course(s)

1. All students who are enrolled in an official AP course or courses are required to take the designated exam(s) if they are passing the course.
2. Any student may take any one or more of the AP exams at their own expense if he or she is not enrolled in a designated AP course.
3. Any student may opt not to have the exam grades(s) reported to a college or may cancel having this information sent to previously designated colleges. Please refer to “AP Grade Reports: Student Information” for further information about grade reporting. Teachers are expected to share this information with AP students.
4. **In compliance with the American Disabilities Act, the AP Program offers a variety of testing procedures and lifestyle accommodations that optimize favorable testing conditions for students with disabilities. The AP teacher should notify the AP counselor concerning any student(s) who may need nonstandard administration. The AP counselor will verify that the student(s) does/do qualify for the nonstandard administration and plan appropriately for the test date(s).**

Brief Description of Advanced Placement Courses

All Advanced Placement courses with the exception of Studio Art offer a three-hour exam in May. Students scoring a "3," "4," or "5" are considered to have passed the AP Exam for the designated course. While many colleges and universities grant credit and/or advanced placement opportunities, some may require either a "4" or a "5" on the AP exam to make such grants.

ART HISTORY: is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. Students examine major forms of artistic expression from the past and present and from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience.

The AP Art History Examination devotes 60 minutes to multiple-choice questions and 120 minutes to free response and long essay. An understanding of the elements of art, fundamental art historical terminology, and technical processes used in the production of art is basic to both college and AP courses. Art history emphasizes understanding works in context, considering such issues as patronage, gender, and the functions and effects of works of art. The essay questions often reflect these changing emphases. In addition, one of the two long essays ask students to select and discuss a specific example of art from beyond the European tradition.

AP STUDIO ART: DRAWING, 2-D DESIGN, AND 3-D DESIGN PORTFOLIO:

Three AP Studio Courses are available to students. These courses are designed to provide high school students with college-level visual art courses leading to a portfolio of work submitted to the College Board for evaluation at the end of the school year. **The studio art program offers three portfolios: Drawing, 2-D Design, and 3-D Design.** The portfolios share a three-section structure: Students must demonstrate in-depth exploration of a concept through the **concentration** section of the portfolio. In the **breadth** section, students demonstrate a grounding in visual principles and technique. In the **quality** section, students select artworks that best exhibit a synthesis of form, technique, and content. All three sections are required and carry equal weight; the portfolio is accompanied by written artist statements.

CALCULUS: Two AP Calculus courses are available to students. Both courses consist of a full academic year of work in calculus and related topics that will be comparable to calculus courses in colleges and universities. Students aspiring to take either of the calculus courses should have a thorough knowledge of college preparatory mathematics including algebra, geometry, trigonometry, analytic geometry and elementary functions. Each AP Calculus Examination is three hours and fifteen minutes in length and consists of a multiple choice section as well as a free response section. Both examinations consist of sections that require a graphing calculator and other sections that do not permit use of a graphing calculator. Credit and placement is granted according to individual college and university **policies. AP Calculus BC qualifies student for placement and credit of one course beyond AB.**

AP CALCULUS AB is designed to be taught over a full academic year. Some time may be spent on functions and still cover the required curriculum but most of the year should be spent on topics in differential and integral calculus.

AP CALCULUS BC is a full year course in calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics. Students entering this course should have mastered all of the prerequisites. A Calculus AB sub-score will be given for the portion of the exam devoted to AB.

STATISTICS: This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Major themes included in the study of the statistics course are: exploratory analysis, planning a study, probability, and statistical inference. The AP Statistics examination is three hours long and consists of a multiple-choice section as well as a free-response section requiring the student to answer open-ended questions and to complete an investigative task involving more extended reasoning. A graphing calculator is required for the examination.

COMPUTER SCIENCE: Computer Science course work includes the study of algorithms, data structures and abstraction and binary trees. This course is more than a course in computer programming in the narrow sense of that term or a vocational training program for students seeking entry-level jobs related to computing. This course is intended as an introduction to a higher level of computer skills. The examination devotes 75 minutes to multiple-choice questions and 105 minutes of free-response.

ENGLISH: In the Advanced Placement **ENGLISH LITERATURE AND COMPOSITION** course, students are engaged in the careful reading of literary works. Through such study, they sharpen their awareness of language and their understanding of the writer's craft. Writing assignments focus on the critical analysis of literature and include essays in exposition and argument. Students study intensively representative works from various genres and periods. Students are required to read specific books during the summer between the junior and senior year. Out-of-system students who register during the summer should receive the summer AP Reading List from the counselor. The examination devotes 60 minutes to multiple-choice questions and 120 minutes to free response.

The Advanced Placement course in **ENGLISH LANGUAGE AND COMPOSITION** trains students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. It also gives them the practice and helpful criticism necessary to make them flexible writers who can compose in a variety of modes and for a variety of purposes. Both their reading and their writing should make them aware of the interaction between auctorial purpose, audience needs, the subject matter, generic conventions, and the resources of language: syntax, word choice, and tone. The examination devotes 60 minutes to multiple-choice questions and 120 minutes to free response.

FRENCH: The French Language course is intended to help advanced students develop a greater proficiency in speaking, listening, writing and reading. An examination that measures proficiency in the language is given exclusively in French and measures the student's ability to understand the written and spoken word. The examination devotes 80-95 minutes to multiple-choice questions on listening and reading; 55-70 minutes to free-response on writing and speaking.

The French Literature course is designed to introduce students who have advanced language skills to the formal study of a representative body of literary texts in French. The program is not to be construed as a formal survey of literary history but rather as an introduction to representative works of prose, poetry, and drama from different periods. Students should, however, be aware of the cultural context of the works read. They should also acquire the basic concepts and terminology of textual analysis. By learning to identify and interpret the various elements that enter into the composition of a literary text and to perceive their relationships, students acquire a fuller understanding and appreciation of the art and significance of literature.

GERMAN: The Advanced Placement course presumes a minimum of one academic year's course work in advanced German studies. A strong emphasis is placed on active communicative use of the language and development of the following language skills:

- * Having a strong command of vocabulary and structure;
- * Understanding spoken German in various conversational situations;
- * Reading newspaper and magazine articles, contemporary fiction, and non-technical writing without the use of a dictionary; and
- * Expressing ideas orally and in writing accurately and fluently.

The AP German Language Examination is approximately three hours in length and consists of the following sections: a multiple-choice section which tests reading and listening and a free-response section which tests writing and speaking. Examinees will be required to produce oral responses via a tape recording.

LATIN: Advanced Placement Latin offers two courses, Vergil and Catullus - Horace. The basic objective for both courses is progress in reading, understanding, and interpreting original Latin works. There is an examination for each of these two courses and the student may elect to take either one or both, in any given year. Students are expected to translate accurately the poetry they are reading from Latin into English and to demonstrate a grasp of the grammatical structure and vocabulary used by the author. Also included in the course work is a study of the political, social and cultural background of the work being read. The examination devotes 40-55 minutes to multiple-choice questions on Latin sight reading and 65-80 minutes to brief essays on required reading per course.

MUSIC: The Advanced Placement course and exam prepares and test the students' aural and visual understanding of musical structure and compositional procedures. Through guided studies and practice students gain a fluency in reading notation and develop more acute listening skills. The two and a half hour exam consists of 70-90 minutes of multiple-choice questions and 60-70 minutes of free response questions in which students take melodic and harmonic dictation and do a part-writing and a composition exercise. About half of the exam is based on recorded examples of music.

SPANISH: The **Spanish language** course is designed for advanced students who choose to develop a greater proficiency in Spanish. Students who enroll in this course should have a knowledge of the language and culture of Spanish speaking people and should have attained a fairly high level of proficiency in speaking, listening, writing and reading.

The exam is administered in Spanish and tests the student's ability to speak, listen, write and read Spanish. The examination devotes 90 minutes to multiple-choice questions on listening comprehension, vocabulary, structure, and reading comprehension; 75-85 minutes are devoted to free-response writing and speaking.

The **Spanish Literature** course is designed to be comparable to a third-year college/university introduction to Hispanic Literature course. So that the course more closely approximates the introductory course typically taught at the college level, the reading list for the AP Spanish Literature course was changed from five authors to a more comprehensive and inclusive list. The expanded reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on the many voices and cultures included in our very rich literature. Because of these revisions to the AP Spanish Literature course, it is easily identified by colleges and universities as a third-year college introduction to Hispanic Literature.

AMERICAN HISTORY: The Advanced Placement course in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues in U.S. History. The study of U.S. History begins with a brief review of the discovery and settlement of the Americas and continues into a rigorous in-depth study of U.S. History from the mid 17th century to the latter part of the 1980s. Students will learn to analyze and interpret primary sources, to take notes from lectures and printed materials, and to write essay examinations and analytical and research papers. Extensive reading outside the assigned textbook is required for students to broaden their understanding. The examination devotes 60-90 minutes to multiple-choice questions; provides a 15-minute reading period followed by a 30-50 minute exercise on the use of historical evidence; and requires one 40-60 minute essay chosen from several offered.

EUROPEAN HISTORY: Students are expected to demonstrate a knowledge of basic chronology, major personalities, events and important movements ranging from the High Renaissance in Europe (1450) to the post-Cold War era beginning in 1989. While this course focuses on European events, it also includes coverage of concurrent history on other continents. It is suggested that a thematic approach be used in teaching the AP European/World History course (e.g., intellectual and cultural history, political and diplomatic history and social and economic history). The examination devotes 60-90 minutes for multiple-choice questions; provides a 15-minute reading period followed by a 30-50 minute exercise on the use of historical evidence; and requires one 40-60 minute essay chosen from several offered.

WORLD HISTORY: The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 C.E. Periodization, explicitly discussed, forms the organizing principle for dealing with

change and continuity from that point to the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

MACROECONOMICS: The purpose of an AP 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 determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics.

MICROECONOMICS: The purpose of an AP 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 larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

GOVERNMENT and POLITICS: The Advanced Placement course in Government and Politics is taught in two segments: United States government and politics and comparative political systems. The segment in U.S. government and politics is designed to assist students in becoming knowledgeable about the Constitution, the varied political beliefs and behaviors which have shaped U.S. government, the role of political parties and interest groups, the organization and power of the Congress, the presidency, the bureaucracy and the federal courts and the development of civil rights. The course in comparative government and politics examines five countries having diverse political structures and practices. These countries include United Kingdom, France, Russia, China are required and one of the following: (Mexico, India or Nigeria). In addition to these also the students are to be informed about the UN, the European Union and some principles of comparative politics. Students will investigate the sources of public authority, the relationship between citizens and the state, the political and institutional framework, and political change and its effect in the country. The concluding section will be devoted to helping students understand the similarities and differences that exist among different countries. A student may choose to take the exam in U.S. government and politics, comparative government, or both segments. Each examination devotes 45 minutes to multiple-choice questions and 75 minutes to free response.

BIOLOGY: This course is designed to be the equivalent of the college introductory biology course usually taken by biology majors during their first year of college. Advanced Placement Biology should include topics regularly covered in a college biology course for biology majors and extensive laboratory work that demonstrates a student's mastery of laboratory science skills and knowledge. The free response portion of the examination requires the student to analyze and interpret data or information drawn from the laboratory experience and counts for 40% of the student's total AP exam grade. The examination devotes 90 minutes to multiple-choice questions and 90 minutes to four required essays.

ENVIRONMENTAL SCIENCE: This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. It provides 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 human-made, to evaluate the relative risks associated with these

problems, and to examine alternative solutions for resolving and/or preventing them. The following themes constitute this environmental science course: science is a process; energy conversions underlie all ecological processes; the earth itself is one interconnected system; humans alter natural systems; environmental problems have a cultural and social context; and human survival depends on developing practices that will achieve sustainable systems. The three hour exam is divided equally between the multiple choice section and a free-response section, which emphasizes the application of principles in greater depth.

CHEMISTRY: Advanced Placement Chemistry provides students the opportunity to attain a depth of understanding of fundamentals and a reasonable competence to deal with chemical problems. The course also develops the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. An extensive laboratory experience, equivalent to that of a college course, is provided for all Advanced Placement Chemistry students. The first part of the exam constitutes 45% of the final grade and covers broad factual knowledge. The second part constitutes 55% of the final grade and requires the student to demonstrate reasoning abilities by the application of chemical principles to problem solving learned in the laboratory and in the classroom. The examination devotes 90 minutes to multiple-choice questions and 90 minutes to selected problems, short essays, and chemical reactions.

PHYSICS: Two Advanced Placement courses are offered in Physics: Physics B and Physics C. Physics B is the study of physics as a basis for more advanced work in the life sciences, medicine, geology, and related areas. Physics C is for those students who plan to specialize in a physical science or in engineering. Students should have taken a course or should be taking concurrently a course in calculus for Physics C. Physics B or Physics C is determined by the ability and the interest of the students. As in other Advanced Placement science courses it is essential that adequate laboratory time be provided to help students understand the collection of data, the writing of formal laboratory reports and the teaching of problem solving. The examination devotes 90 minutes to multiple choice questions and 90 minutes to free response.

PSYCHOLOGY: The Advanced Placement course in Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods psychologists use in their research and practice. The examination is approximately two hours long and includes both a 75-minute multiple-choice section and a 45-minute free-response section. The multiple-choice section accounts for two-thirds of the student's examination grade and the free-response section for the remaining one-third.

ADVANCED PLACEMENT COURSES: OPEN ENROLLMENT

The following course prerequisites must be met to enroll in the Advanced Placement courses listed below. Grade recommendations are provided to assist the student in making decisions concerning successful performance.

STUDIO ART – 2-D and DRAWING

Drawing Portfolio

PREREQUISITES:

Introduction to Art
Drawing and Painting 1
(Level 2 is desirable but not required)

2-D Design Portfolio

PREREQUISITES:

Introduction to Art
Drawing and Painting 1
(Level 2 is desirable but not required)

3-D Design Portfolio

PREREQUISITES:

Introduction to Art
Sculpture or Ceramics I
(Level 2 is desirable but not required)

ART HISTORY

PREREQUISITES:

80 or 87 if in Honors, in previous Social Studies and/or Language Arts classes.

COMPUTER SCIENCE

PREREQUISITES:

Computer Applications

ENGLISH LITERATURE AND COMPOSITION

PREREQUISITES:

American Literature and Composition OR American Literature and Composition (Honors) with grade of 80 or 87 if in honors classes

ENGLISH LANGUAGE AND COMPOSITION

PREREQUISITES:

Tenth Grade Literature and Composition OR Tenth Grade Literature and Composition (Honors) with a grade of 80 or 87 if in honors classes

FOREIGN LANGUAGE

PREREQUISITES:

Modern Languages:

Completed third year or above foreign language studies;
grade of 80 in previous language studies or 87 if in honors
classes

Latin:

Completed second year or above Latin studies; grade of 80
in previous language studies or 87 if in honors classes

MATHEMATICS: CALCULUS

PREREQUISITES:

Advanced Algebra/Trigonometry with grade of 87

-or-

Pre-Calculus with grade of 80 or Honors Pre-Calculus with a grade of 87

MATHEMATICS: STATISTICS

PREREQUISITES:

Successive Completion of Second Year Algebra

MUSIC THEORY

PREREQUISITES:

Completed second year or above music courses; completion of third
year is desirable but not required.

Teacher Recommendation

80 or above in previous music classes

SCIENCE

Biology

PREREQUISITES

1 yr. College Prep Biology; 80 or 87 if in honors classes
1 yr. Chemistry; 80 or 87 if in honors classes
Concurrently: Algebra II or higher mathematics

Chemistry

PREREQUISITES

1 yr. College Prep Biology; 80 or 87 if in honors classes
1 yr. Chemistry; 80 or 87 if in honors classes
Concurrently: Mathematics above Algebra II

Environmental Science

PREREQUISITES

1 year Biology; 80 or 87 if in honors classes
1 year; Chemistry; 80 or 87 if in honors classes
Concurrently: Algebra II or higher mathematics

Physics B

PREREQUISITES

1 year Biology; 80 or 87 if in honors classes
1 year Chemistry; 80 or 87 if in honors classes
Concurrently: Algebra II or higher mathematics

Physics C

PREREQUISITES

1 year Biology; 80 or 87 if in honors classes
1 year Chemistry; 80 or 87 if in honors classes
1 year Physics; 80 or 87 if in honors classes
Concurrently: Calculus or higher mathematics

SOCIAL STUDIES

U.S. History /Economics /U.S. Government and Comparative Government and Politics/
European History/ World History

80 or above in previous Social Studies courses

PREREQUISITES

Taken at the appropriate grade level

PSYCHOLOGY

80 or above in previous Social Studies courses

PREREQUISITES

Taken at the appropriate grade level