



LaGuardia Arts



Advanced Placement Course Offerings

Wednesday, April 21, 2010

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Kas Wilson took all photographs for the AP Course Offerings Booklet.

OVERVIEW

Ms. van Keulen AP Data and Technology and AP Program Coordinator

Student success makes a great story. The news media have been reporting over the past months on student performance, focusing in particular on the nationwide extension of AP programs. This is due to the following trends:

- Over the last ten years, extensive research has demonstrated that students who take AP classes in high school benefit from this experience when they go to college. There is a strong correlation between completion of AP courses in high school and graduation rates from four-year colleges.
- A significant number of colleges consider AP classes a good indication that students are ready for their school; therefore, not giving students the opportunity to take such classes lessens the likelihood that they will be able to go to reputable colleges. Taking AP classes is even more important in schools from states with strong AP Programs. In New York State, more than 2.6 million students took at least one AP course last year, and over 140,000 of those attend classes in New York State.
- New York is one of the states with the strongest AP program. New York State has the highest percentage of seniors taking and passing an AP exam with a 3 or above by the end of their high school career: 22.7%.

In its Fifth Annual Report, The College Board emphasizes these recent great advancements in the enriching of students' high school learning. Some critics may see a financial conflict of interests here because The College Board benefits financially from student gains; however, President Obama was also quoted as saying the following with regards to Arne Duncan, the Secretary of Education:

"I remember a conversation we had about one of those lessons a while back. We were talking about how he'd managed to increase the number of kids taking and passing AP courses in Chicago over the last few years. And he told me that in the end, the kids weren't any smarter than they were three years ago; our expectations for them were just higher. Well, I think it's time we raised our expectations for our kids all across this country and built schools that meet – and exceed – those expectations."

The bar has indeed been raised: Since 2002, nationwide, the number of AP test takers has risen nearly 40%, and the number of students passing an AP exam has risen more than 30%. The greatest increases in AP participation in 2008 came among African-American and Latino students. This is due partly to the College Board's committed to the following principle: "All students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses...Schools should make every effort to ensure that their AP classes reflect the diversity of their student population."

All of our AP teachers are aware of this national trend. We consider the AP Program at Fiorello H. LaGuardia High School of Music & Art and Performing Arts to be very successful; the results from 2008-2009 support this perception. Educators' efforts to teach students college-level material that then helps them to earn AP credits is commendable. The school encourages any student who has a real interest in a subject to apply for the AP class in that subject. We want every student's experience in such a challenging course to be a positive one, however, so we encourage him or her to apply for an AP class with the knowledge that it poses a challenge and requires hard work. The results of a recent survey of our AP teachers support this idea: They believe that a student who applies for an AP class should have the following qualities:

- a desire to be challenged
- excellent writing skills, which include note-taking skills and the ability to write research papers
- willingness to work hard (30-45 minutes per day to study that subject alone)
- reading comprehension at an adequate level
- willingness to thoroughly understand concepts rather than merely memorizing rules
- a solid knowledge of English grammar and syntax
- willingness to take the AP exam in May

We would like you to understand the extent to which these rigorous courses can benefit you while also comprehending the considerable challenge they present. We hope that this brochure, in its first year of existence, will give you enough information to make an informed decision about applying for an AP class. As a last note, please be advised that in some AP classes spaces might

be limited due to budgeting or staffing restraints. In such cases, a strict subject average criteria will be used to establish what students might get the class.

Mr. Sommers
AP Administration/Organization

Each AP class is a year-long commitment, and by signing up, students are expected to take and pay for the associated AP exam in the spring term at a cost of approximately \$90 for each exam taken. Disregard this expectation if you are eligible for free or reduced lunch.

Ms. York
College Office Director

Advanced Placement courses teach students skills that can lead to success in college. Students develop the writing skills, problem-solving techniques, and study habits to prepare for college academics. At highly selective colleges and universities, admissions personnel will consider the rigor of an applicant's high school program. It is a very important factor in evaluating candidates for admission. Advanced Placement course work is, therefore, desirable for students planning to apply to these institutions. Plus, taking rigorous AP Courses demonstrates maturity, willingness to take the most challenging courses available, and commitment to academic excellence. If you desire to take college level courses that will challenge you and expand your understanding in an area, then you should consider enrollment in Advanced Placement courses.

These courses are for highly motivated students who are capable of achieving college level work and are willing to devote the time and energy to complete a rigorous course of study. Advanced Placement courses may be accepted by universities for academic credit or acceleration via the successful performance of a 3, 4, or 5 on a mandatory Advanced Placement examination given in May. You will need to confirm this by contacting your respective college/university. Students enrolled in AP courses must take the appropriate AP examinations.

Mr. Bonventre
Director of Guidance

Please use discretion when applying for AP classes. While these classes are invaluable and most rewarding, they are quite challenging and demanding. Applying for more than two AP classes might be overwhelming and not in your best interest. If you are contemplating requesting more than two AP classes, please see your guidance counselor to discuss these options.

Information from The College Board

The College Board. *Bulletin for AP Students and Parents 2008-09: Your Guide to the AP Program.*
New York: The College Board, 2008.

AP courses are different from honors courses. They have been designed by committees of college professors who work alongside experienced AP teachers; furthermore, several studies demonstrate that students who take AP courses and examinations are much more likely to succeed in college. For example, one study (Hargrove, Dodin, and Dodd) found that AP students earned higher college GPAs and had higher four-year graduation rates than non-AP students (The College Board 2).

Academic luminaries design AP courses based on the most current knowledge. Indeed, the AP curricula and tests are reviewed and revised annually. The remarkable educators who have produced content for AP include instructors from such notable institutions as Yale University, Princeton University, and Phillips Exeter Academy. For example, Harvard economist N. Gregory Mankiw and Stanford's David Kennedy work closely with other experts to ensure that the classes are college-level courses that excite and stimulate students (The College Board 4).

"Advanced Placement Program (AP) courses give you the opportunity to take college-level courses while you're still in high school. Taking the end-of-course AP Exam sends a powerful message to colleges and universities that you're ready for them, and can enable you to gain admission, college credit, and placement into advanced courses" (The College Board 2).

Each college and university determines its own policies regarding AP Exam grades. Some award "credit" for qualifying AP Exam grades, which means that you actually earn points toward your college degree. Others award "advanced placement." This means you can skip

introductory courses, enter higher-level classes, and/or fulfill general education requirements. Many colleges and universities offer both credit and placement. At Princeton University, for example, students can use qualifying AP Exam grades to graduate in three years, enter upper-level courses, or fulfill a foreign language requirement.

"Some of the most competitive scholarship awards consider your AP Exam grades. Many colleges also use AP Exam grades to place students into honors classes. Edwina Harris Hamby, the Dean of Admission at Fisk University, said, 'Having the AP Exam grade can make the difference when it comes down to awarding precious scholarship dollars'" (The College Board 11).

LaGuardia Arts' Policy on AP Classes

Advanced Placement courses are college-level courses. LaGuardia Arts is committed to providing the most rigorous curriculum possible to our students, and, thus, we offer an array of AP courses. Students should apply for AP classes in subjects that interest them and which they master. A student must have excellent school attendance and punctuality. All AP courses are full-year commitments. AP courses are weighted according to DOE policy. Enrollment in an AP course carries the expectation that the student will sit for the College Board AP examination in May the year the course is taken. Students who sit for the College Board exam are exempt from the course final exam.

A student may be removed from an AP class if the student fails to perform at minimum AP level. Removal from an AP class is subject to approval by the Assistant Principal, Guidance. The Guidance Department staff will assist in determining the maximum number of AP courses students may take each year based on the student's previous academic performance.

Students are strongly advised to register for no more than two AP classes concurrently.

When programming students in AP classes, priority will be given to seniors. All requests for AP placement are subject to Department Assistant Principals' approval and programming restrictions.

Below you will find the course descriptions for Advanced Placement classes prepared by LaGuardia Arts' AP teachers.

AP ENGLISH LANGUAGE & COMPOSITION Course Description: Mr. Hoffner

A.P. English Language & Composition will engage you in becoming a skilled reader of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both your writing and reading will make you aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. You will write in formal as well as informal contexts to gain authority and learn to take risks in writing. Imitation exercise, journal keeping, collaborative writing, and in-class responses will help you to become increasingly aware of yourself as a writer and of the techniques of the writers you read. You will read a variety of prose styles from many disciplines and historical periods to gain understanding of the connections between interpretive skill in reading and writing. The course is designed to prepare you for The Advance Placement English Language and Composition Exam and to provide you with an academic experience parallel to that of the college level.

PURPOSE: Students will be encouraged to read complex texts with understanding and from a mature critical perspective. They will write prose of sufficient richness and complexity to communicate effectively with mature readers.

Students are expected to write in a variety of forms: *narrative, exploratory, expository, argumentative*, and on a variety of subjects from personal experience to public policies, from imaginative literature to popular culture.

TEXTBOOK: *The Bedford Reader*, X.J. Kennedy, Dorothy M. Kennedy, Jane E. Aaron. Bedford/St. Martins Press, Boston & New York

FICTION: Although the focus will primarily be on the nonfiction genre, we will incorporate some of the following texts into the curriculum:

- *Hamlet, Macbeth, or Othello* by Shakespeare
- *Great Expectations* by Charles Dickens
- *Tess of the D'urbervilles* by Thomas Hardy
- *Guilliver's Travels* by Jonathan Swift
- *Dubliners* by James Joyce
- *Brave New World* by Aldous Huxely
- *Their Eyes Were Watching God* by Zora Neal Hurston

In AP English Language and Composition, student reading and writing experiences focus on nonfiction prose. Students will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Writing tasks give student the practice necessary to make them aware, flexible writers who can compose in different modes and for different purposes.

AP ENGLISH LANGUAGE AND COMPOSITION
Course Description: Ms. Karaliolios

OVERVIEW

Students in this college-level course should have already demonstrated strong writing and analytical skills during their previous English classes. Therefore, students read and carefully analyze a broad and challenging range of prose selections and develop their awareness of how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of *purpose* and *strategy*, while strengthening their own composing abilities. The course is based on the guidelines set forth in the latest *AP English Course Description*.

Since this is an AP or college-level course, expectations are high and the workload is challenging. Students always have homework – either explicit or implicit. Often work involves long-term writing and reading assignments; therefore, effective time management is crucial.

COURSE CONTENT

Composition – There will be many opportunities to write narrative, expository, analytical, and argumentative essays about the reading the class does and about various other subjects. There will be several opportunities for students to write, receive teacher feedback, and revise essays; however, much emphasis will be on in-class, timed (40-minutes to 55-minutes) essays since these will be the kinds of essays students will write on their AP Exams (three essays in a two-hour and fifteen-minute period), as well as essays which are revised and reworked through several drafts. Students will also be given several independent analytical reading and writing projects to promote their constant practice of their skills.

COURSE TEXTS

Selected Poems, Essays, and Short Stories
Renee H. Shea
50 Essays, Samuel Cohen
The Bedford Reader, Dorothy M. Kennedy
Frankenstein, Mary Shelley

The Language of Composition,
Macbeth by William Shakespeare
Related films
Equus, Peter Shaffer

AP LITERATURE AND COMPOSITION
Course Description: Ms. Corbin

The goals for the class are:

1. To strengthen and refine reading, writing, speaking and listening skills
2. To expand critical thinking skills: analysis, interpretation and evaluation
3. To heighten students' appreciation and understanding of literature and language
4. To prepare students for The Advanced Placement Exam in May

Students will read the Sunday New York Times Magazine and Book Review each week and must be prepared to discuss the content and style of specific columns and book reviews. Additional examples of contemporary journalism will be provided and discussed.

In addition to the regular course work, students are required to read and review two books. Outside reading is not limited to fiction, and students are encouraged to explore personal interests, but all titles must be approved by the teacher.

MAJOR AUTHORS OF AMERICAN AND WORLD LITERATURE

Three or four works which have not been studied previously will be selected from the following:

Balzac	<u>Pere Goriot</u>	Forster	<u>A Passage to India</u>
Morrison	<u>Song of Solomon</u>	Shaw	<u>Pygmalion</u>
Erdich	<u>Love Medicine</u>	Cervantes	<u>Don Quixote</u>
Thoreau	<u>Walden</u>	Milton	<u>Paradise Lost</u>
Faulkner	<u>The Sound and the Fury</u>	Wiesel	<u>Night</u>
Vonnegut	<u>Slaughterhouse Five</u>	Mann	<u>Stories</u>
Joyce	<u>A Portrait of the Artist as a Young Man</u>		

Students will examine the changing form and intent of tragedy beginning with classical examples from ancient Greece. In addition to studying the literature, students will be introduced to critical perspectives on the nature and meaning of tragedy. Special emphasis will be given to concepts from Aristotle's "Poetics."

Sophocles	<u>Antigone</u>
Shakespeare	<u>King Lear</u>
Ibsen	<u>A Doll's House</u>
Miller	<u>All My Sons</u>

Comedy:

Shakespeare	<u>Twelfth Night</u>
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Students will also be provided with an introduction to existential philosophy as it relates to 20th century literature. Students will explore the dimensions of the existentialists' view of man's place in the universe as it is expressed in the following works:

Camus	<u>The Stranger</u>
Kafka	"The Metamorphosis"
	<u>The Trial</u>
Beckett	<u>Waiting for Godot</u>
Ellison	<u>Invisible Man</u>

Through a survey of short stories and poems by Marquez, Borges, Allende, Paz and others, students will be introduced to the world of Latin American literature.

This unit compares several literary works with their film versions. Students are expected to read the works, view the film, and write comparative essays. Possible works include: The Glass Menagerie, The Chosen, Deliverance, One Flew over the Cuckoo's Nest, and A Streetcar Named Desire.

AP LITERATURE AND COMPOSITION Course Description: Ms. Steffen

This year-long course will involve close and critical reading of outstanding works of literature from the 16th Century to the present. Students will analyze the writers' crafts and use of language both to appreciate literature and to prepare for the Advanced Placement examination in May.

Through reading responses, short reaction papers, essay exams and longer research papers, students will respond to the experience of reading the chosen literature, and build upon their interpretative and evaluative skills of these works. After peer-editing and teacher feedback, students will have frequent opportunities to revise their essays before final grades are assigned.

Students receive a reading assignment at the end of their junior year and are expected to maintain a reading log throughout the summer. We will discuss the assigned summer novel and recorded reactions during the first few days of class. An expository, analytical essay will then be assigned in which students will be asked to develop an extended interpretation of the text by drawing upon textual details.

After several lessons reviewing sentence structure and exercises involving advanced vocabulary, students will be required to submit several drafts of their college essays. Required one-on-one student/teacher meetings will be scheduled in which the drafts are reviewed. After extensive revisions, students will submit their final copies of their college essays.

The AP test in May requires students to write three timed essays, which require analysis of poetry and prose passages. We will frequently practice in-class, timed responses to essay questions from our AP practice books. After peer-editing and teacher response, students will have the opportunity to rewrite essays before a final grade is assigned. Grades will reflect the student's ability to develop and improve logical organization, balance of generalization and specific, illustrative detail, and the use of rhetoric and rhetorical structures. After a review of the use of figurative language, imagery, symbolism and tone, students will read the following exemplary works of the magical realism genre and note the inclusion of these terms:

An extensive at-home, expository, analytical essay will be assigned in which students compare and contrast the two short stories and examine the use of the previously stated elements. Students will also be asked to write an interpretation of Naruda's "Ode to the Watermelon," in which the literary elements and cultural values reflected in the poem are examined. Peer-editing, teacher feedback and draft revision will be a part of the writing process for these assignments.

One Hundred Years of Solitude by Gabriel Garcia Marquez.

This masterpiece of twentieth century literature will be studied in its social, cultural and historical context.

The Sound and the Fury by William Faulkner
Heart of Darkness by Joseph Conrad
Various short stories

Discussion of cultural, racial and societal issues in *The Sound and the Fury* will drive this unit. Study of Faulkner's novel will take place following the reading of *Solitude*. Students will maintain a reading log in which they will note similarities and parallels between the two works. A major at-home expository, analytical paper will be assigned in which each student will be required to draw upon textual details to develop an extended interpretation of the two novels.

Beloved by Toni Morrison
The Things They Carried by Tim O'Brien
Various Short Stories

The cultural and social values presented in the two novels will be considered during class discussions. Students will be asked to write several timed, in-class and at-home papers in which they demonstrate mastery of logical organization and rhetoric (including controlling tone and appropriate voice). Peer-editing, teacher feedback and draft revision will be a part of the writing process for these assignments.

The Stranger by Albert Camus
No Exit by Jean Paul Sartre
A Doll's House by Henrik Ibsen
"The Metamorphosis" by Franz Kafka

This unit provides students with an introduction to existential philosophy as it relates to 20th century literature. Students will examine various philosophical and social movements in analytical, argumentative essays in which students draw upon textual details to make and explain judgments about the works' artistry and quality.

Henry IV, Part 1 by William Shakespeare

This work will be studied for the beauty of Shakespeare's verse and also for its historical value. Students will write an interpretation of this work based on careful observation of textual details, in which they will consider the use of figurative language, imagery, symbolism and tone in addition to the play's structure, style and themes.

A unit on the Greek Tragedy and on 17th Century/Metaphysical Poetry will be part of the curriculum as well.

AP US HISTORY COURSE DESCRIPTION AND EXPECTATIONS
Course Description: Ms. Gilston

COURSE OVERVIEW:

A.P. U.S. History is a college level course; both the volume and level of work dictates that students attendance be as perfect as possible. As with any high school course, each student is responsible for quickly getting missed notes, and for going over the work in tutoring, if necessary.

Tests quizzes, and other assessments will be (when possible) directly taken from previous A.P. Exams, and graded according to A.P. rubrics, which will be distributed. All other questions, essays and document of free response work will be as similar to the A.P. Exam as possible. In the interest of maximizing class time, there may be take home tests/quizzes, and other assessments.

In this class, students will prepare a 10-12 page research paper on a topic of their choice, within the parameter of A.P. U.S. History (ca. 1492-present.) You are strongly encouraged to choose a topic from 1607-1980, as this will increase your expertise on a topic that is more likely to appear in essay form on the A.P. Test in May.

Independent research is an excellent opportunity for each student to enhance his/her research skills, analyzing in some depth, a topic that interests him/her.

COURSE TEXTBOOKS AND READINGS

- A. Text: Kennedy, David M., and Lizabeth Cohen, *The American Pageant*, 13th AP Edition (Houghton Mifflin, 2006).
- B. Primary Sources: Bailey, Thomas A., and David M. Kennedy, *The American Spirit*, 9th Edition. Volume I and II used weekly, semester I, Volume II used Semester II, also on a weekly basis.
- C. Other Material
 1. Beard, Charles A., *An Economic Interpretation of the U.S.*
 2. Collins, Gail, *America's Women, 400 Years of Dolls, Drudges, Helpmates, and Heroines.*
 3. Davidson, James W. and Mark H. Lytle, *After the Fact: The Art of Historical Detection.*
 4. Lindaman, Dana, and Kyle Ward, *History Lessons, How Textbooks Around the World Portray U.S. History.*
 5. Hofstadter, Richard, *The Progressive Movement, 1900-1915.*
 6. Madares, C. and J.M. Sorelle, *Taking Sides in American History, Volumes 1 and 2.*
 7. Zinn, Howard. *A People's History of the U.S.: 1492-Present.*
 8. www.GilderLehrman.edu <http://www.gilderlehrman.edu>
 9. www.facinghistoryandourselves.edu
 10. Assorted newspaper, journal, and magazine articles and other enrichment materials.

Readings

- Pageant* chapters 1-6 (Chapters 1-4: included in Summer Assignment).
- American Spirit* (Selected Primary Source Readings, Chapters 1-6).

ADVANCED PLACEMENT UNITED STATES HISTORY I AND II
Course Description: Mr. Sperber

APPROACH

The Advanced Placement course is designed to give students a grounding in the chronology of U.S. history and in the major interpretive questions that derive from the study of selected themes. The approach is to conduct a survey course in which a textbook — with supplementary readings in the form of documents, essays, or books on special themes — provides chronological and thematic coverage.

The objective of the course is to prepare students to take the AP examination, which is given in early May. The College Board no longer announces the century or the area concerning the upcoming exam's document-based question, and therefore it is essential that an AP student be well-versed in *all* areas of U.S. history. In this course you will be tested to the limits of your knowledge. This is done to help you prepare for the rigors of the examination.

TEXTBOOKS, PRIMARY-SOURCE READERS, AND OTHER MATERIALS

The textbook we will use is Kennedy, Cohen, and Bailey, *American Pageant* (13th edition). You should have received this book last June. The text will be supplemented by other readings.

Our primary-source documents reader is Bailey and Kennedy, *The American Spirit*. Volume I (covering U.S. history from pre-colonial times to the end of Reconstruction in 1877) will be distributed in class during the first few days of school.

Pursuant to New York City Department of Education regulations, you may be responsible for the replacement cost of any school-issued book if you make marks in it, use a highlighter, or deface it. I recommend that students use Post-It Notes to mark important passages or chapters in both the textbook and reader. You *may* be allowed to write on materials I give you, so listen carefully when photocopied materials are passed out.

This is a difficult course, but you will find it rewarding. Your intellectual skills will be challenged in ways they have not before. You will find out what college-level work entails. Advanced Placement courses give you a “heads up” on what you can expect in college.

Study!!!

AP CALCULUS AB
Course Description: Mr. Burke, Ms. Fischer, and Ms. Marino

COURSE OVERVIEW:

The AB Calculus program has a great tradition at LaGuardia Arts. The teachers have assiduously attended College Board workshops, and they have worked together to build a syllabus that both covers the material in Calc 1 and addresses the topics of the AP exam. They frequently integrated AP questions into lessons because doing so is the best way to acclimate students to the expectations of the College Board; in addition, test questions present graphs and require numeric analysis in a way that our textbook does not.

Every student has a graphing calculator (usually a TI-83, 83 Plus or 84) and is required to bring it to class daily. We use it often and its usage is required on take-home tests. Graphical, numerical, algebraic and verbal approaches are all integrated into the curriculum as appropriate. As previously noted, AP problems are frequently modeled and assigned.

The take-home assignments are presented as opportunities for collaboration. We encourage students to work together as we have found that group work in an informal setting (as well as in

the classroom) is often a good means for weaker students to apprehend key concepts and for stronger students to get a firmer grasp by teaching others.

Assessment is consequently achieved by adding all test grades together at the end of each marking period and grouping students according to the sum of the grades. We then assign a grade based on the student's position. Although this data is the primary basis for grading, we also take the class work, homework, assignments, and additional effort into account.

As in all advanced placement courses, students are required to put in many hours of work outside of class (individually and in groups). Additionally, if they miss class for any reason, they are required to make up any work on their own.

Why you should study calculus

[Although many people] "use calculus in their work in physics, chemistry, or economics...calculus is not a just vocational training course. In part, students should study calculus for the same reasons that they study Darwin, Marx, Voltaire, or Dostoyevsky: These ideas are a basic part of our culture; these ideas have shaped how we perceive the world and how we perceive our place in the world."¹

Besides that, studying calculus will make you smarter, and colleges love it.

TEXTBOOKS:

The class uses *Calculus* by Larson, Hostetler, and Edwards, Houghton/Mifflin 1998, 6th edition. Supplementary texts are *Single Variable Calculus* by James Stewart, Brooks/Cole Publishing Co., 1999, 4th edition; *Calculus: Graphical, Numerical and Algebraic* by Finney, Demana, Waits and Kennedy, Pearson/Prentice Hall, 2003, 1st edition; and *Solutions: AP Calculus Problems Part II AB and BC* by Judy Broadwin and George Lenchner. Students purchase *Preparing for the Calculus AB Exam* by George W. Best and J. Richard Lux.

¹ Eric Schechter, "Why Do We Study Calculus?" retrieved on April 28, 2009 from <<http://www.math.vanderbilt.edu/~schectex/courses/whystudy.html>>

AP CALCULUS BC **Course Description: Ms. Reich**

OVERVIEW

Although our AP Calculus BC course is a second-year course following the completion of AB Calculus (or Calculus 1), many schools offer it as a one-year alternative to AP Calculus AB for well-prepared, motivated students. Our Calculus BC course is analogous to a college Calculus 2 course. Students will review and extend their knowledge of algebra, geometry, trigonometry, calculus, and other areas as appropriate for test preparation. Students study more advanced differentiation, integration, and other calculus topics. Proficiency using the TI-83+ Graphing Calculator is expected. The main focus is a solid background in material needed to indicate good preparation for the Advanced Placement Calculus Test (BC). Most colleges and universities will grant two semesters' credit for a score of 3 or better on the AP Calculus BC test. About 40% of the BC test is on BC topics only. A separate AB subscore is provided.¹

¹ To be honest, I took a lot of this from <<http://www.andrews.edu/~calkins/math/syllcal.htm>>.

STATISTICS, ADVANCED PLACEMENT **Course Description: Ms. Lawton**

COURSE OVERVIEW:

AP Statistics is a year-long course in which students study topics generally covered in an introductory statistics course at the university level. We cover four major topics, which are:

I. Analyzing Data

II. Experimental Design

III. Probability

IV. Statistical Inference

The course is a mixture of lecture, group activities, paired problem solving, and class discussion. Unlike traditional math courses, AP Statistics focuses on describing patterns, understanding, and writing conclusions in context as well as numerical calculations. As such, students who are strong readers and writers tend to be very successful in this course. Students often say that they have never done so much writing in math class.

Students are expected to come to class daily. Although we have an excellent and reader-friendly textbook, students are hesitant to miss AP Statistics! This is because a) we have fun every day and b) we cover a lot of material in a short period of time. With daily attendance must come maturity and preparedness. You will need your formulas & tables (provided), graphing calculator (TI-83/84 is expected), and homework at all times. Homework is assigned on a daily basis and may be collected at random. Doing homework is essential. The assigned problems are assigned for a reason. They are to reinforce what we learn in class and to practice for the AP exam in May. Students are encouraged to work together to complete assigned problems, as well as reviews and any take-home exams distributed.

All students who have completed the Algebra 2/Trigonometry course are eligible to apply for AP Statistics. Prior experience in either or both AP English or US History is useful but not required. Those with interest and/or knowledge of sports, economics, media, biology, environmental science, psychology, or current events should find this course particularly interesting.

STATISTICS, ADVANCED PLACEMENT Course Description: Mr. Nguyendon

Statistics is an essential research tool that widely used in accounting, marketing, management, manufacturing, insurance finance and a variety of other disciplines (education, medicine, the arts and psychology). The techniques presented in statistics allow businesses to summarize, organize and analyze large amounts of data, making it more understandable. If used properly, statistics can provide managers with critical information needed to make wise decisions.

The course will follow on learning the various concepts and techniques of statistical analysis along with developing effective problem solving skills. The following topics will be covered: descriptive statistics of ungrouped and grouped data including measures of central tendency and variation; probability theory and distributions; sampling theory: statistical interference, including estimation and hypotheses testing; simple regression and correlation analysis, proficiency in Excel and Ti 83+. This course culminates with the AP exam.

AP BIOLOGY Course Description: Ms. Wijesinghe

COURSE OVERVIEW:

AP Biology is a double-period class (82 minutes on a regular schedule) that meets daily. The class is run in the form of a discussion, with the teacher being the facilitator rather than a lecturer. Subtopics of topics to be discussed in class are assigned to groups of students who present these to the class. Students are free to use appropriate visual aids (posters, transparencies, Powerpoint.) Presenters answer questions from their classmates.

TEXTBOOK: *Biology* (6th edition) by Neil A. Campbell & Jane B. Reece, 2002. Benjamin Cummings.

LAB MANUAL: *AP Biology Lab Manual for Students* (Revised 2001) – College Board.

The teacher of the course encourages all the applicants to be mindful of the following prerequisites:

In addition to the textbook, we read articles from scientific journals such as *Scientific American*, *New Scientist*, *Science News*, *Science* and *Nature*. After the AP Biology exam in May, we form an AP Biology Journal Club. Students read and present research articles from the primary literature (e.g. *Science*, *Nature*, *Proceedings of the National Academy of Sciences*, *Journal of the American Medical Association*, etc.). At the end of the school year a poster presentation is made based on the research papers selected by the students.

FIELD TRIPS: The course includes at least two mandatory field trips. For the Biodiversity unit, students visit the Hall of Biodiversity at the American Museum of Natural History (New York) and submit a written report. For the Evolution unit, students visit the same museum's Halls of Vertebrate Origins, Saurischian and Ornithischian Dinosaurs, and Primitive and Advanced Mammals and submit written reports.

AP CHEMISTRY
Course Description: Ms. Horowitz

COURSE OVERVIEW:

A.P. Chemistry is a course designed to be the equivalent of a first year college level general chemistry course. It is a rigorous math-based course, with a strong laboratory component. As such, students in this course must exhibit high levels of commitment, motivation, and academic maturity. Students are expected to work independently of the teacher, take initiative and responsibility for their learning, and meet high standards throughout the year in the classroom, laboratory, and in completion of written assignments.

The College Board makes the following statement regarding student commitment: "It is assumed that the student will spend at least five hours a week in unsupervised individual study."

TEXTBOOK: *Chemistry: The Central Science*, Brown, LeMay, Bursten, Eds. 10th edition; Prentice Hall.

It is recommended, but not required, that students purchase a review book for the AP Chemistry exam. Buy it early in the course and use it throughout the year-don't wait until a few weeks before the exam. Some examples of these texts are Princeton Review, Barron's, and Cliff's.

LABORATORY EXPECTATIONS:

- Lab is an essential piece of your AP Chemistry experience. Every year, one question on the Free Response section of the Exam is laboratory based.
- Safety in the chemistry lab is of the utmost importance. As advanced students, you are expected to be highly responsible and careful in the lab.
- Do no waste lab time. Everyone in your group should be occupied planning, cleaning up, calculating, and aware of every step of the lab at all times.
- Lab handouts must be read, and lab notebook prepared, before you enter the lab session.

LAB NOTEBOOK: Each student must keep a bound lab notebook starting from the 1st week of lab. Your lab notebook is a record of your advance chemistry lab work. Some colleges grant credit for AP Chemistry contingent on this evidence, so keep a college level lab notebook for the start.

HOMEWORK: Problem sets based on chapters in the textbook will be assigned on a weekly basis. These assignments, with due dates, will be distributed at the start of each term – please begin assignments as soon as possible.

EXAMS: Exams will be administered at the close of each unit. Students will be notified at least 3 days in advance of an exam.

MAKE-UP EXAMS will ONLY be administered with legitimate absence note. In the case of black-out day or other prior notice, written evidence must be presented to instructor prior to exam.

DAILY ATTENDANCE is required. Make-up work will not be allowed in the case of unexcused absence. Three tardies are equivalent to one unexcused absence.

ACADEMIC INTEGRITY: Scholastic dishonesty, according to the *Citywide Standards of Discipline and Intervention Measures*, includes cheating and plagiarizing. If a student is found to engage in academic dishonesty, a grade of zero will be given that cannot be revoked.

AP ENVIRONMENTAL SCIENCE
Course Description: Ms. Jimenez

COURSE OVERVIEW :

Welcome to AP Environmental Science

This course is designed to be the equivalent of an introductory university course in environmental science. It is an incredibly interesting, complex, and applicable science that will change the way you view the world. The College Board has developed this class to emphasize scientific principles, processes and analyses, while providing opportunities to explore many social, political, economic and ethical issues relevant to our world. This course will prepare students for the AP exam in Environmental Science.

****All students are expected to take the A.P. Exam on May 12, 2009.**

Class Information

Not all colleges grant credit for AP classes and all colleges have different requirements. Some colleges require a portfolio in addition to a good score on the AP Exam. Students will be required to keep an AP Environmental Science Notebook, containing notes, labs and chapter outlines. KEEP IT ORGANIZED. This notebook will be used for AP Environmental Science only. The notebook is designed to help students stay organized and assist in studying for tests, quizzes, and the AP Exam. The organization and consistent use of your notebook will assist you in taking responsibility for your learning. Keep your notebook for the entire year. It will be a valuable resource as you study for finals and the AP Exam.

Attendance

Attendance is essential to a student's success in this course and the AP exam. If a student should miss class they should present a letter of absence from a parent/guardian upon their return. It is a student's responsibility to obtain make-up assignments (homework will be posted on the class website) and complete them in a timely fashion. **Tests/quizzes not made up will result in a zero.**

Participation

Active participation in all parts of the class is expected. There will be opportunities for individual work, partner work, teamwork, presentations and discussion as a means of sharing ideas and cooperatively exploring the field of environmental science. Participation is also a component of a student's grade. Participation points will be lost if frequently absent.

AP FRENCH LANGUAGE
Course Description: Ms. Mitchell

Course Overview

The students who sit for this class have studied French in our school from four to six semesters. The year before the AP class, they take the Regents exam. Still, significant summer preparation is necessary in order to ensure success in a class equivalent to that of a third year college course. Most students who are promoted into this class have followed an accelerated program. This means that for two to four semesters, they have been in an Honor's classroom with faster paced activities and grammar. They have also read additional literary selections, written more extensive term papers dealing with French culture and history and have presented these projects orally with an artistic component to the class. However, any student who wishes to continue their study of French and sit for this class is encouraged to do so.

The AP French Language Class intends to improve all four communicative skills- listening, speaking, reading, and writing. It does so through the study of grammar, language, literature, history, and culture. Each of these skills is attended to everyday during class as well as through summer preparation, assignments, activities and assessments. Integrating these four skills is extremely important as no one skill can be developed in isolation. For this reason, French is used almost exclusively in the classroom. To this end, all grammatical terminology is reviewed in French at the very beginning of the year to ensure that all students will be able to conduct all conversations in French. A contract indicating this is signed by every student at the beginning of each semester. Further, all instructor feedback is given in French. While our goal is to have each student realize his or her potential, it is also quite important that each student complete the class having had fun while learning and developing skills, recognizing improvement, and wanting to pursue the study of French.

As we are a school of the arts and every student studies an artistic specialization, we are able to easily incorporate their artistic abilities into daily classroom activities and all presentations. Students use their dramatic, artistic, musical, and dance abilities in the classroom to help them express themselves and their ideas. When for example studying French culture, our students imitate the art of Monet, dance like the ballerinas of Degas, play a musical piece from Gabriel Faure, or sing a song from Edith Piaf. They make movies as sequels to films watched and use their talents to inspire further study. This adds to the lively nature of our classroom. Discussions are often animated and students are not inhibited. They are risk-takers, willing to speak, make mistakes, and learn from them.

New York offers a wonderful diversity of activities so that our students are able to attend concerts and cultural events, view films immediately after release, and immerse themselves in culture beyond the scope of the classroom. Many of our students take advantage of the opportunities afforded them at the Alliance Francaise and the Lincoln Center Film Festival. They also have access to stores such as the Librarie Francaise in Rockefeller Center.

Course Books

The students each receive a copy of *Interaction* as their grammar book. This book offers some English explanations of grammar points. It is important that students be able to have the opportunity to facilitate their understanding of the French language by using such a text at home. This eases their comfort level as all other explanations in class will be exclusively in French. This grammar textbook is supplemented by *Une Fois Pour Toutes*, *En Bonne Forme*, *Cours Superieur*, *Ensemble Grammaire*, *Ultimate French Review* and *Grammaire a l'oeuvre*. *Une Fois Pour Toutes* is used most extensively as it is the most challenging and students are motivated to test their skills at such a level.

The main literary text that students use aside from the readings in *Interaction* is *Moments Litteraires*. This is supplemented by *Tresors du Temps* or other resources. *Moments Litteraires* offers a selection of readings from the middle Ages through the 20th Century. The selections are usually poems, short stories, or excerpts from novels. We are lucky to own many of these novels and students are encouraged to read the full novels, such as *Le Mariage de Figaro*, *L'Ecole des Femmes*, *Madame Bovary* for extra credit. In addition to these texts, students are required to read newspapers and magazines and submit summaries of articles read twice per semester.

<p style="text-align: center;">AP JAPANESE Course Description: Ms. Hasagawa</p>

COURSE OVERVIEW:

This course prepares students for the AP Japanese and Japanese Culture Examination. All instruction will be project-based. Students will be able to have discussions and debates with clear statements backed by opinions and reasons. Frequent writing assignments will be paired with oral presentations. Completing regular *Kanji*, vocabulary and grammar assignments will be key to success in this course.

AP SPANISH
Course Description: Mr. Valerio

COURSE OVERVIEW:

The fourth year of Romance Language study is the Advanced Placement course. This course follows the College Board's syllabus and is a rigorous, college-level course. Students in this class should be prepared for a challenging work load and a great amount of outside study time. This course is also excellent preparation for the SAT II examination in Spanish.

For information about Mr. Valerio's AP Spanish class, please visit his Web site at classjump.com/srvalerioAP

AP ART HISTORY
Course Description: Ms. Felber and Ms. Stember

COURSE OVERVIEW:

This is the first of two semesters of the Survey of Art History course required of art seniors, which is offered in the fall semester for one period daily. It moves chronologically from prehistoric times to The Italian Renaissance. The relationship of the art to the culture of the period is explored. Color slides and reproductions are used to illustrate class lectures. Non-Western art is surveyed in recognition of the increasing respect afforded to global views of the interrelationship of human civilization. Students are encouraged to engage in class discussions, to develop an "eye" for looking at art, to use their improved vocabulary to intelligently discuss periods, styles, individual artists and schools of art. Career awareness of possibilities of further study is introduced. Training is provided in "note-taking" – from class lectures and from the text. Museum visits and reports are required. The course continues in the spring, covering the period from the Renaissance to the modern day.

REQUIREMENTS

1. Notebook for taking notes in class (type of notebook: student preference)
2. Loose-leaf notebook – standard size binder (no spiral) – standard ruled paper (8" x 10") for homework
3. Three museum visits and reports
4. Daily attendance and punctuality (missed quizzes cannot be made up – late homework is not accepted – a lateness penalty applies for museum reports – make-up tests are rescheduled for a documented, valid absence)

MATERIALS FOR CLASS USE

Slides, arranged in carousels	2 projectors
Reproductions	2 screens
Video tapes (<i>Vesuvius, Ben Hur race, Ming Garden, Cathedral</i>)	
Newspaper and magazine clippings	
Test slide collection	

The class uses the following books: *Gardner's ART THROUGH THE AGES*, Kleiner, 13th Edition and *ART ACROSS TIME*, Laurie Schneider Adams, 3rd Edition

AP MUSIC THEORY
Course Description: Mr. Apostle

COURSE OVERVIEW:

Students who intend on pursuing a major or minor in music at the college level are encouraged to take the AP MUSIC THEORY course.

This is a college-level course; upon completion, students are expected to sit for the AP examination. This course emphasizes aural and visual identification of procedures based in common-practice tonality: functional triadic harmony in traditional four-voice texture (with vocabulary including nonharmonic tones, seventh chords, and secondary dominants). Topics include cadences, melodic and harmonic compositional processes (e.g., sequence, motivic development), standard rhythms and meters, phrase structure (e.g., contrasting period, phrase group), small forms (e.g., rounded binary, simple ternary, theme and variation, strophic), and modulation to closely related keys. A brief introduction to twentieth-century scales, choral structures, and compositional procedures is included.

At the conclusion of the AP Music Theory course, students will have:

1. Added to their harmonic vocabulary secondary dominant chords, leading tone chords augmented 6th and Neapolitan 6th chords recognizing them as they function in musical examples.
2. the ability to analyze music with suspensions and other non-chord tones
3. Shown their knowledge of the above chords and non-chord tones by utilizing them as they realize four-part harmony indicated through figured bass and Roman numeral chord notation.
4. The ability to sing at sight both diatonic and chromatic melodic lines.
5. Mastered realizing four part harmony when given only a soprano line in chorale style.
6. Acquired skill in taking both melodic and harmonic dictation. Harmonic dictation should include secondary dominants, leading tone chords and authentic, semi and deceptive cadences.
7. Acquired the ability to hear both harmonic and melodic structural details from recorded classical and popular musical excerpts of vocal and instrumental music.
8. Mastered the terminology used in writing and analyzing both 18th century and contemporary examples of counterpoint.
9. An understanding of musical phrases and the ability to analyze modulations and short musical Forms.
10. A basic understanding of Melodic and harmonic prolongation as explained through Schenkerian Analysis.
11. Acquired an understanding of twentieth-century compositional techniques including the use the whole-tone, octatonic, pentatonic scales, and basic principles of dodecaphonic composition.

Required Books: it is suggested that students purchase 1) *The Study of Counterpoint* from Johann Joseph Fux's "GRADUS AD PARNASSUM", translated by Alfred Mann, Norton Publication. This book can be found at The Juilliard School Bookstore or online. 2) *Rhythmic Training* by Robert Starer (do not purchase the student handbook!) This book is also available at The Juilliard School Bookstore, any local music store or online.

