

# Catalog of Advanced Placement Courses

2016-2017



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West Shore Junior Senior High School

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## Statement of Belief

- Excellence can be achieved.
- All students deserve challenging, rewarding, and relevant curricular and co-curricular opportunities.
- People need a safe, nurturing and positive learning environment.
- Education provides the foundation for success.
- Individual differences and diversity enrich our unique school culture.
- Education is the combined responsibility of parents, students, educators and communities.

## Mission Statement

West Shore Jr./Sr. High School, a center for excellence, creates a nurturing secondary learning environment (grades 7-12), providing unique experiences for intellectual development, academic achievement, and preparation for life's work.

## Contact Us

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Web: [http://www.edline.net/pages/west\\_shore\\_jsh](http://www.edline.net/pages/west_shore_jsh)

# Objectives:

1. Provide a variety of Advanced Placement opportunities for all students 9-12.
2. Introduce students to the rigors of an Introductory College level course.
3. Provide students with opportunities to improve academic skills that are needed for collegiate success.
4. Provide students with the ability to earn college credit at campuses across the US and abroad.

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*Advanced Placement (AP) courses can save you time and money. They can also give you an edge in the applicant pools of highly selective colleges and universities.*

*–College Confidential: ask the dean*

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## Focus on What You Do Best

West Shore currently offers 27 AP courses. Some of these courses are open to students as of their freshman year, some limited to upper classmen. Students can participate in the PSAT as early as 7<sup>th</sup> grade. As of 8<sup>th</sup> grade the PSAT provides parents, students and teacher with an AP Potential report. This report could tell students what courses they may succeed in. Parents and students can then match courses with student interests and availability of courses. However, we do not want this report to limit students. Some students who find that they didn't do well on PSAT or really want to take a certain course should sign up. One test does not make success, students do. This tool only helps match students to courses.

Note: The course information is from the overviews found at the link below. Specific instructor information has been added by West Shore teachers: Parents and students are encouraged to go to the site below to further explore courses that are of interest to them.

\*From AP College Board: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

About the Advanced Placement Program® (AP®)

The Advanced Placement Program® enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.\*

# Courses and Information

## Capstone

**AP Capstone™** is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments.

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis.\*

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

**Teacher Notes:** Mrs. Griffin

**Prerequisites:** *There are no prerequisites for AP Capstone Seminar Course, but it is highly recommended students take the course in the 11<sup>th</sup> grade.* **Recommended:** *The AP Capstone program is the newest AP program designed by colleges and College Board to ensure students have skills colleges deem necessary to be successful in our every changing world. Using various perspectives, students research highly complex current issues that affect their communities, their nation, and their world. As a direct result, they build strong critical thinking and writing skills, as well as gain a greater understanding of the complexities of the world by immersing themselves in intellectual debate.*

**College Credit:** *Students have the opportunity to receive an international diploma if they meet AP Capstone Diploma requirements. Currently, the College Board is working with college to determine the type of credit students will receive for successful completion of the Capstone Seminar and Capstone Research Course.*

**AP Seminar:** is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.\*

**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 yearlong mentored, 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 methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.\*

## Mathematics

**AP Calculus AB:** is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.\*

**Teacher notes:** Mrs. Nery

*AP Calc AB: Students must complete Precalculus with a B or higher and get the Precalculus teacher's recommendation. 90% pass rate with about 75% of the students scoring 4s and 5s each year.*

**AP Calculus BC:** is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems experiment, interpret results, and support conclusions.\*

**Teacher Notes:** Mrs. Nery

*AP Calc BC: Students must complete AP Calculus AB and score a 3 or higher on the AP Calculus AB exam. Teacher recommendation is also required. 100% pass rate with about 75% of the students scoring 4s and 5s each year.*

**AP Computer Science A:** is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that 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. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

\* Teacher notes: TBA; grades/ prereq/results ect

**AP Statistics:** course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.\*

**Teacher Notes:** Dr. Hedrick

*AP Statistics deals with data. It is arguably the most relevant mathematics course that students can take. In addition to analyzing data, students learn to critique methods and reasoning behind research. Students who complete the course are much more intelligent consumers and are less likely to believe information just because it was found to be true in a study. AP Statistics is available to any student who has successfully completed either Pre Calculus or Math Topics (or is currently enrolled in one of these two math classes.)*

## Science

**AP Biology:** is an introductory college-level biology course which is appropriate for any students considering science or medical fields of study in college or trying to fulfill a science requirement for college. Students learn biology through inquiry-based investigations as they exploring a wide range of biological topics from the molecular to the ecosystem level.

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work. In order to accommodate this need, AP Biology will meet for two periods each day. There is an emphasis on application of knowledge and science practices rather than memorization of facts. An overnight field trip to use lab facilities at the University of Florida is an important part of this course.

***Teacher notes: Mrs. Feldbush***

Students may sign up for AP Biology at any time after they have completed Biology 1 and Chemistry 1. It is the equivalent to the first 2 semesters of most college biology sequences, but college credit awarded varies by school, major and score. In addition to multiple choice questions, the test will include free response questions (essays) as well as gridded response math questions.

**AP Chemistry:** course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations. This includes a minimum of 16 hands-on labs, at least six of which are inquiry based.

***Teacher notes: Mrs. Horst***

*The AP Chemistry course is designed to be taken only after the successful completion of the first course in high school chemistry. Surveys of students who take the AP Chemistry Exam indicate that the probability of achieving a score of 3 or higher is significantly greater for students who successfully complete a first course in high-school chemistry prior to undertaking the AP course. In addition, the recommended mathematics prerequisite for AP Chemistry class is the successful completion of second-year algebra course. "This includes a minimum of 16 hands-on labs, at least six of which are inquiry based" – our school does many more labs than what is required.*

**AP Environmental Science:** course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.\*

***Teacher notes: Mrs. Ladd***

*Students must have successfully completed Biology with a B or better and must be enrolled in Honors Chemistry the same year they take APES. Completion of Chemistry is preferable but not required.*

**AP Physics 1:** is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.\*

**Teacher Notes: Mrs. Krebiel**

*AP Physics 1: is an important, introductory analytical science course intended to prepare students who plan to major in engineering, pure science and pre-health for college science courses. AP Physics 1 is equivalent to a one semester college course and explores kinematics; Newtonian mechanics; energy and power; mechanical waves and sound; and electronic circuits. The course is algebra-based, and includes extensive hands-on laboratory work, with an emphasis on inquiry-based investigations.*

*Pre-requisites: Success in Algebra II and Honors Chemistry*

**AP Physics 2:** is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.\*

**Teacher notes: Mr. Krebiel**

*AP Physics 2: builds on AP Physics 1 concepts extending them to topics such as fluids; optics; electrostatics; electrical circuits; magnetism; electromagnetism; thermodynamics; and quantum, atomic, and nuclear physics. AP Physics 2 is equivalent to a one semester college course for general engineering and pre-health majors. The course requires that 25% of the instructional time will be spent in hands-on laboratory work.*

*Pre-requisite: Success in AP Physics 1 and Algebra II*

**AP Physics C: Electricity and Magnetism** is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

AP Physics C: Electricity and Magnetism should include a hands-on laboratory component comparable to a semester-long introductory college-level physics laboratory. Students should spend a minimum of 20 percent of instructional time engaged in hands-on laboratory work. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Each student should complete a lab notebook or portfolio of lab reports\*

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

AP Physics C: Mechanics should include a hands-on laboratory component comparable to a semester-long introductory college-level physics laboratory. Students should spend a minimum of 20 percent of instructional time engaged in hands-on laboratory work. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Each student should complete a lab notebook or portfolio of lab reports.\*

**Teacher notes: Mr. Krebiel**

*AP Physics C: Mechanics and Electricity and Magnetism: is especially appropriate for students planning to specialize in physical science or engineering. The course explores all the topics in AP Physics 1, but in more depth and utilizing calculus. In addition to the AP Physics 1 topics, AP Physics C covers complex rotational motion; oscillations; electrostatics; capacitors, magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. Students are expected to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting.*

*Pre-requisite: AP Physics 1*

*Co-requisite: Calculus AB*

## English

**AP English Language and Composition:** course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.\*

**Teachers note: Mrs. Griffin**

***Recommended:** The AP Language and Composition course is one of the most beneficial AP courses students can take as course curriculum requires students to synthesize what they have learned in other courses and apply learned information in multiple ways. The critical reading, thinking, and writing skills learned during the course of the year are needed for both college success and "real-life."*

**The AP English Literature and Composition** course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**Teachers note: Mrs. Nelson**

**Prerequisites:** *AP Language and Composition has an open enrollment policy, so any student who is interested in studying college level critical reading, thinking, and writing is encouraged to take the course. It is recommended that students have a passing score on the Florida State standardized test (FSA) and have completed English I and English II honors or pre-AP.*

**Recommended:** *The AP Language and Composition course is one of the most beneficial AP courses students can take as course curriculum requires students to synthesize what they have learned in other courses and apply learned information in multiple ways. The critical reading, thinking, and writing skills learned during the course of the year are needed for both college success and “real-life.”*

College Credit: Students have the potential to earn three or six credits depending on how well they score on the AP exam and which college they attend. Because the AP Language and Composition course touches on so many other subjects and the skills learned are vital to college success, many colleges award six credits for the course, which is equivalent to two college English courses (usually Comp I and Comp II, but some schools also award humanities credits). Some Ivy League universities do not award credit for AP courses, but the expectation is that the students have taken the courses in order to be qualified for their universities.

## Social Sciences

**AP European History:** course focuses on cultural, economic, political, and social developments. These focus areas provide context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.\* Offered periodically

**Teachers Note: Mr. Murphy**

*AP European History: Scope: Covers Modern European History from the Renaissance to the Modern Day*

*Pre-Requisite : Will take any high school grade BUT - It would be nice if the student has already had World History OR AP World History STRONG READER & WRITER!! – 4 or above on the FCAT Writes & Reading (Several essays required for the exam & will write a number of essays throughout the year)*

*Summer Work: (YES) Book – I Wish I'd Been There, Book 2 – Europe – Theodore Rabb (Requires students to do a review of 16 of the 20 articles) \*\*This course is offered biannually, the next class is scheduled for the 2016-2017 school year.*

**AP Human Geography:** course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).\*

**Teacher notes: Mrs. Owen-Thomas**

*This class is open to 9-12 grade. Freshman are welcome and should expect to have 5-7 hours a week for homework. The text and course work is of college level. Students enrolling in the class should be mature readers (level 3) and thinkers.*

**AP World History:** focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.\*

***Teachers Note: Mr. Murphy***

*AP World (WHAP) Scope: Covers the whole range of World History from the Agricultural Revolution into the 20<sup>th</sup> Century (so 10,000 years of history) NOTE : This is a true World History class, we study the world, not just Europe. There is a major component of religion with the class (All of the major world religions are studied IN DEPTH. Prerequisite : Will take any high school grade STRONG READER & WRITER!! – 4 or above on the FCAT Writes & Reading (Several essays required for the exam & will write a number of essays throughout the year) Summer Work : (YES)*

**AP Microeconomics:** is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.\*

***Teacher notes: Mr. Sarver (both AP Government and Economics)***

*AP government/politics and AP microeconomics are both one semester courses covering the US national government and individual firm decisions and the basic principles of economics. Both classes are supplemented extensively with my personal website which has a tremendous amount of learning and retention aids as well as weekly online chat/review session which are held with classes. Over the past four years The average pass rate on both national examinations has been approximately 65%. Since both of these classes are semester in length, it will give you an accurate college experience as it coincides more so with actual semester classes at a college than other year-long AP classes. There are no requirements to attend or enroll in either of the classes. It is suggested that you wait to take these classes until your junior or senior year however sophomores have enrolled and successfully mastered the class as well as passed the national exam.*

**AP United States Government and Politics:** introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.\*

**AP United States History:** focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.\*

**Teachers Note: Mr. Pustay**

*The Advanced Placement Program enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. Students will learn about the developments that have shaped U.S. history through the critical analysis of historical events and materials. Recommended for selected 9<sup>th</sup> grade, all of 10<sup>th</sup> through 12<sup>th</sup> who are interested in American history at a college level.*

**AP Psychology:** course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.\*

**Teacher Notes: Mr. Pustay**

*The Advanced Placement Program enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. Students explore the concepts, theories, perspectives, phenomena and behaviors associated with the subfields and research areas of psychology. Recommended for selected 10<sup>th</sup> grade, all of 11<sup>th</sup> & 12<sup>th</sup> who are interested in college-level psychology.*

## World Languages

**The AP French Language and Culture:** course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).\*

**Teachers Notes: Mrs. Walker**

*In the AP French course, we prepare for the AP French Language and Culture exam, which consists of speaking, reading, writing and comprehending spoken French. In class, we explore such topics as saving the environment, advances in modern science and technology, and issues concerning human rights. We study the fine arts, family traditions and cultural customs in the francophone world. Through the use of technology, we listen to podcasts and authentic broadcasts, and interact with digital recording devices to simulate conversations on a wide variety of topics. As part of our preparation in class, we write emails on current events and persuasive essays on controversial current topics. All of this prepares us for the challenging AP French Language and Culture examination in the month of May.*

**The AP Spanish Language and Culture:** course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).\*

***Teacher notes: Mr. Martin***

*Advanced range as described in the ACTFL Performance Guidelines for K–12 Learners. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. For native and heritage speakers, there may be a different course of study that leads to the AP Spanish Language and Culture course. The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed in as much as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible and intangible; practices; and perspectives.*

## Fine Arts

**AP Music Theory:** course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.\*

***Teacher Notes: Mrs. Davis***

*AP Music Theory is a full-year course and every student is expected to take the AP Music Theory Exam given at the end of the second semester. Students may take AP Music Theory when they enter the eleventh or twelfth grade and are strongly urged to be a member of a West Shore performing arts ensemble. A music teacher recommendation is required to enter this course. Before a student enrolls in AP Music Theory, they must meet with Mrs. Davis to determine readiness. During the summer before the course begins, students will be given a preparation packet which aims to strengthen and solidify music fundamentals. Homework assignments and tests are frequent throughout the school year.*

*Costs associated with this course are: The Musician's Guide Workbook approximately \$30, Personal headphones/ear buds. Materials- textbook (provided by West Shore), pencils, staff paper, notebook.*

## The AP Program offers three studio art courses and portfolios:

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.\*

### Two-Dimensional Design

**Teacher Notes: Mr. Henderson**

*AP Drawing is a college level studio art course that incorporates drawing, painting, and printmaking into the creation of twenty-four two dimensional works. Twelve teacher driven Breadth works and twelve student driven concentration pieces. The AP exam is portfolio based, submitted digitally and physically in May. Students are strongly recommended to take Painting 1 and 2 prior to applying for the AP Drawing class. Teacher recommendation is required. Two class periods of Art are suggested for this class. Lab fees are \$10.00 per class per semester.*

### Three-Dimensional Design

**Teacher notes: Mr.Henderson**

*AP 3D is a college level studio art course that incorporates creating and building twenty-four three dimensional works in several different mediums. Twelve teacher driven Breadth works and twelve student driven Concentration pieces. The AP exam is portfolio based, all work will be submitted digitally. Students are strongly recommended to take 3D art 1 and 2 prior to applying for the AP 3D class. Teacher recommendation is required. Two class periods of Art are suggested for this class. Lab fees are \$10.00 per class per semester*

### Art 2D AP course

This college level art class requires students to successfully complete 24 original works of art. AP assessments are totally based on art creation, there is no test. 2 D art may consist of illustration, painting, photography, mixed media, digital art, graphic design or drawing. Candidates must have teacher approval based on: student's portfolio submission, student's successful completion of Digital Arts 1, and 2 or Drawing/Painting 1 and 2. There is a \$5.00 art fee each semester.

**Teacher notes: Mr. Finch**

*Art teacher recommendation is required to enter this course. Before a student enrolls in AP 2D art, they must meet with Mr. Finch to determine readiness. During the summer before the course begins, students are to create/maintain an art journal that reflects on design, compositional themes and explores techniques and styles of art that interest the student. Students are required to participate in multiple art shows and create a digital and hard copy portfolio at course end.*

