2019-2020

Mr. Scott Noll, Principal
Mrs. Megan Burton, Assistant Principal

Mrs. Meggan Day, School Counselor
Mrs. Rachel Kurtz, School Counselor
Mrs. Katie King, Lead Teacher/AP Coordinator
Clear Spring High School
Advanced Placement Program

Mission Statement:

“All willing and academically prepared students deserve the opportunity to succeed in rigorous, college-level experiences and the advantages they bring.” Clear Spring High School’s Advanced Placement Program will increase “access to AP among traditionally underserved students... so that all students acquire the knowledge, abilities and skills needed to engage in a higher level of learning.”

- The College Board, 2009

Guiding Principles:

❖ Make equitable access a guiding principle for our AP programs.
❖ Remain committed to The College Board principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs.
❖ Consider all students who are willing to accept the challenge of a rigorous academic curriculum for admission to AP courses.
❖ Do whatever it takes to tap the potential of students, opening doors for their success.

-adapted from The Value of AP® Courses and Exams
Clear Spring High School’s
Advanced Placement Program
2019-2020

<table>
<thead>
<tr>
<th>Course</th>
<th>Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Exam Score Translation to College Credits</td>
<td>Pages 4-7</td>
</tr>
<tr>
<td>AP Biology</td>
<td>Mrs. T. Haupt</td>
</tr>
<tr>
<td>AP Calculus AB/BC</td>
<td>Mrs. R. Papa</td>
</tr>
<tr>
<td>AP Capstone Diploma Program</td>
<td>Mrs. A. Kelly &amp; Ms. K. Pepper</td>
</tr>
<tr>
<td>AP Computer Science Principles</td>
<td></td>
</tr>
<tr>
<td>AP English Language and Composition</td>
<td>Ms. K. Pepper</td>
</tr>
<tr>
<td>AP English Literature and Composition</td>
<td>Mrs. M. Brown</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>Ms. J. Aydelotte</td>
</tr>
<tr>
<td>AP Human Geography</td>
<td>Mr. J. Stauch</td>
</tr>
<tr>
<td>AP Macroeconomics</td>
<td>Mrs. R. Papa</td>
</tr>
<tr>
<td>AP Music Theory</td>
<td>Mrs. C. Price</td>
</tr>
<tr>
<td>AP Physics I</td>
<td>Mr. J. George</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>Mrs. B. Smith</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>Mr. J. McMillan</td>
</tr>
<tr>
<td>AP Studio Art</td>
<td>Mr. J. Edwards</td>
</tr>
<tr>
<td>AP United States Government and Politics</td>
<td>Mrs. K. Ernst</td>
</tr>
<tr>
<td>AP United States History</td>
<td>Mrs. A. Kelly</td>
</tr>
<tr>
<td>AP World History</td>
<td>Mr. J. Stauch</td>
</tr>
</tbody>
</table>

The teachers above have been through College Board training and a rigorous course audit regarding their requisite courses and subsequently approved by the College Board. **Students earning an AP course credit will receive the College Board designation on their transcript as well as weighted credits.**

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Rachel Kurtz, School Counselor
Katie King, Lead Teacher/AP Coordinator
Advanced Placement Program
Clear Spring High School

Advanced Placement students will be immersed in a rigorous, college-level classroom experience with certified College Board teachers who are passionate about their subjects and demonstrate continued commitment to meeting the needs of their pupils. With more personalized seminar style atmospheres and demanding expectations, students who follow the path of Advanced Placement will be fully prepared to face the challenges of four year universities upon graduation. While AP classes are open to all, it is recommended that AP students:

❖ Have a “B” average or above in the academic area of the respective AP course
❖ Possess the ability to think critically, synthesize and apply information
❖ Are well organized
❖ Are intrinsically motivated and have a strong work ethic
❖ Have personal accountability (attendance / homework / self-advocacy)
❖ Have the ability to maintain focus
❖ Are willing to accept and act on constructive feedback
❖ Are passionate about their course
❖ Are willing to work collaboratively
❖ Will spend extra time to reach their goals

Reasons to sign up for AP
❖ Earn college credit in high school
❖ Make your high school transcript more appealing to colleges
❖ Master the skills necessary to succeed at competitive four-year universities
❖ Challenge yourself and make yourself proud
How do you determine what earns college credit? Most colleges and universities offer college credit and/or placement in a high level course for AP Exam scores of 3 or higher. To find out what consideration is given to AP, enter a school name in the search bar at this College Board website:

http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp

A few area schools are highlighted on pages 4 to 7; please note that the course credit information provided is not comprehensive. Follow the above link for more information.

Frostburg State University
AP is considered in the college admissions process

AP Credit and Placement Policy
- Offers credit for AP Exams: Yes
- Offers placement into higher-level courses for AP Exams: Yes
- Students who take the AP exam and score a 3 or above will earn credit towards their Frostburg State University degrees and be able to begin study in the subject area at a higher level. Students can reduce time-to-degree and cost by starting full time study with credits already earned (a few examples are noted in the table below).

<table>
<thead>
<tr>
<th>AP Course</th>
<th>Exam Score</th>
<th>Credits Earned</th>
<th>FSU Course Credited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>3</td>
<td>8</td>
<td>BIOL 149, 150</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>4</td>
<td>MATH 236</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>MATH 236, 237</td>
</tr>
<tr>
<td>Human Geography</td>
<td>3</td>
<td>3</td>
<td>GEOG 104</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
<td>4</td>
<td>ENGL 101</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>ENGL 111</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
<td>4</td>
<td>ENGL 101</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td>ENGL 101, 150</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>3</td>
<td>MATH 209</td>
</tr>
<tr>
<td>Studio Art (portfolio)</td>
<td>3</td>
<td>3</td>
<td>ART 104 or 212</td>
</tr>
<tr>
<td>US History</td>
<td>3</td>
<td>6</td>
<td>HIST 103, 104</td>
</tr>
</tbody>
</table>
Translation of AP Exam Scores to College Credits

Hagerstown Community College

AP Credit and Placement Policy

- Offers credit for AP Exams: Yes
- Offers placement into higher-level courses for AP Exams: Yes
- Hagerstown CC believes students should have the opportunity to receive college credit for what they presumably already know--The AP Program provides an excellent means of validating such learning. Minimum acceptable AP Exam score for college credit is 3 (some examples are noted in the table below).

<table>
<thead>
<tr>
<th>AP Course</th>
<th>Exam Score</th>
<th>Credits Earned</th>
<th>HCC Course Credited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>3</td>
<td>4</td>
<td>BIO 101</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4</td>
<td>4</td>
<td>MATH 203</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>4</td>
<td>MATH 203</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
<td>3</td>
<td>BIO 111</td>
</tr>
<tr>
<td>Government</td>
<td>3</td>
<td>3</td>
<td>POL 101</td>
</tr>
<tr>
<td>Human Geography</td>
<td>3</td>
<td>3</td>
<td>GEO 102</td>
</tr>
<tr>
<td>English Language</td>
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<td>ENGL 101</td>
</tr>
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<td>English Literature</td>
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<td>ENGL 101</td>
</tr>
<tr>
<td>Music Theory</td>
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<td>3</td>
<td>MUS 101</td>
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<td>Physics 1</td>
<td>3</td>
<td>4</td>
<td>PHY 201</td>
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<tr>
<td>Psychology</td>
<td>3</td>
<td>3</td>
<td>PSY 201</td>
</tr>
<tr>
<td>Statistics</td>
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<td>3</td>
<td>MATH 109</td>
</tr>
<tr>
<td>Studio Art (portfolio)</td>
<td>3</td>
<td>3</td>
<td>ART 102, 103 or 108</td>
</tr>
<tr>
<td>US History</td>
<td>3</td>
<td>3</td>
<td>HIST 201</td>
</tr>
</tbody>
</table>

Hood College
Frederick, Maryland

AP is considered in the college admissions process

AP Credit and Placement Policy

- Offers credit for AP Exams: Yes
- Offers placement into higher-level courses for AP Exams: Yes
- Credit will be awarded for AP scores of 4 or 5 in the following subject areas: Art History, Biology, Chemistry, Computer Science, Economics, English Literature and Composition, English Language and Composition, Environmental Science, Human Geography, US History, Mathematics, Music Theory, Physics, Government and Politics, Psychology and Studio Art.
Shepherd University
Shepherdstown, West Virginia

AP is considered in the college admissions process

AP Credit and Placement Policy

- Offers credit for AP Exams: Yes
- Offers placement into higher-level courses for AP Exams: Yes

<table>
<thead>
<tr>
<th>AP Course</th>
<th>Exam Score</th>
<th>Credits Earned</th>
<th>FSU Course(s) Credited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>4</td>
<td>MATH 129</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>MATH 236, 237</td>
</tr>
<tr>
<td>English Literature</td>
<td>3</td>
<td>3</td>
<td>ENGL 131</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td>ENGL 131, 132</td>
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<tr>
<td>Physics</td>
<td>3</td>
<td>4</td>
<td>PHYS 101</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>PHYS 101, 102</td>
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<tr>
<td>Psychology</td>
<td>3</td>
<td>3</td>
<td>PSYCH 101</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td>3</td>
<td>6</td>
<td>HIST 179, 180</td>
</tr>
</tbody>
</table>

Shippensburg University of Pennsylvania
Shippensburg, Pennsylvania

AP is considered in the college admissions process

AP Credit and Placement Policy

- Offers credit for AP Exams: Yes
- Offers placement into higher-level courses for AP Exams: Yes
- Students that complete AP courses while in high school are encouraged to take the Advanced Placement Examinations and receive college credit.
Translation of AP Exam Scores to College Credits

University of Maryland: College Park

AP is considered in the college admissions process.

Students are encouraged to challenge themselves by enrolling in advanced level classes where appropriate. Students may earn up to one year's worth of credit in many subjects for scores of 4 and 5 on the AP exams. AP coursework is viewed favorably in the admissions process and is generally viewed as excellent preparation for college work.

AP Credit and Placement Policy
Offers credit for AP Exams: Yes
Offers placement into higher-level courses for AP Exams: Yes

University of Maryland encourages applicants to seek AP credit so that academically successful students may move forward in their programs at an appropriate pace. However, credit is not granted for all exams, and departments retain the right to adjust AP credit for the best success of their students. (A few examples are noted in the table below).

<table>
<thead>
<tr>
<th>AP Course</th>
<th>Exam Score</th>
<th>Credits Earned</th>
<th>UM Course(s) Credited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4</td>
<td>8</td>
<td>BSCI 105, LL Elective</td>
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<tr>
<td>Calculus BC</td>
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<td>MATH 140, 141</td>
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<td>Government</td>
<td>3</td>
<td>3</td>
<td>GVPT 170</td>
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<tr>
<td>Human Geography</td>
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<td>3</td>
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<tr>
<td>Language</td>
<td>3</td>
<td>3</td>
<td>LL Elective</td>
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<td></td>
<td>4</td>
<td>3</td>
<td>ENGL 101</td>
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<tr>
<td>Literature</td>
<td>3</td>
<td>3</td>
<td>LL Elective</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td>LL Elective, ENG 240</td>
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<td>Physics</td>
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<td>PHYS 121, 122</td>
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<tr>
<td>Statistics</td>
<td>4</td>
<td>3</td>
<td>STAT 100</td>
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<tr>
<td>Studio Art 2D portfolio</td>
<td>4</td>
<td>3</td>
<td>ARTT 100</td>
</tr>
<tr>
<td>US History</td>
<td>4</td>
<td>3</td>
<td>HIST 156 or 157</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>HIST 156, 157</td>
</tr>
</tbody>
</table>

West Virginia University
Morgantown, West Virginia

AP Credit and Placement Policy

- Offers credit for AP Exams: Yes
- Offers placement into higher-level courses for AP Exams: Not reported
- WVU encourages students to work to their full capacity and to earn their degree at their own learning speed. The AP chart located on the web site shows the subject areas, necessary test scores and the WVU equivalent courses (a few examples are noted below).

<table>
<thead>
<tr>
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<td>8</td>
<td>MATH 236, 237</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
<td>3</td>
<td>ENGL 131</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td>ENGL 131, 132</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
<td>4</td>
<td>PHYS 101</td>
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<td>PHYS 101, 102</td>
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<td>Psychology</td>
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<td>PSYCH 101</td>
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<tr>
<td>Research</td>
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<td></td>
</tr>
<tr>
<td>Seminar</td>
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</tr>
<tr>
<td>World History</td>
<td>3</td>
<td>6</td>
<td>HIST 179, 180</td>
</tr>
</tbody>
</table>
CSHS
Advanced Placement
Course Descriptions
Advanced Placement Biology

Mrs. Haupt hautttah@wcps.k12.md.us

**AP Biology** is for highly motivated students with interest in biology, medical related careers, college entrance, and the agriculture-environmental academy. The course emphasizes laboratory investigations and builds on the concepts covered in Honors Biology. Many laboratories are guided inquiry based with the students asking questions about a specific topic and experimenting with those ideas. Students prepare to take the Advanced Placement Biology examination at the end of the course. Topics in AP Biology include chemistry of life, cytology (cells and their interactions) cellular energetic, genetics, evolution, ecology, diversity of life, and behavior.

**Prerequisites:** Honors Biology/Biology and Honors Chemistry are highly recommended.

**Structure:**
- AP Biology Lab (required) 8:15-8:42 Daily 1 Credit (weighted)
- AP Biology Course Daily 1 Credit (weighted)

AP Biology students must be able to think critically and draw conclusions from complex scientific data and experimentation. Students must be able to write clear lab reports and essays. Students should have the independence and drive to complete reading assignments outside of the classroom. One hour outside of the class per day should be expected for reading and reviewing of course materials.

So now you are thinking “why should I take this class, I learned everything in freshman biology and besides I will have to work?” The short answer is, the in class activities and laboratory experiments are really cool; like mating fruit flies and seeing what kinds of offspring they have or turning a white bacteria strain into a glow in the dark, green strain, and hands on applications of biological concepts of things you never even heard about in freshman biology. Not only is AP Biology a stepping stone to becoming college ready but also “life ready” by learning to look at the world though more inquisitive, educated eyes.

AP Biology is one of the best classes for integrating a variety of science topics and can lead you into a science related profession. If you plan on a career as an attorney, a politician, or a police officer, you need to know DNA fingerprinting, paternity testing, family pedigrees, ecological standards, stem cells and body parts. If you plan a career in science, AP Biology is the best place to start one of the best science journeys of your life. Take the challenge and immerse yourself in AP Biology.
AP CALCULUS AB/BC

Mrs. Robin Papa paparob@wcps.k12.md.us

COURSE OVERVIEW
Calculus was invented to help solve problems in physics and astronomy dealing with motion and change. It has developed into a far-reaching mathematical discipline, which includes applications in business, engineering, economics, life sciences, and even the physics of sports. These courses follow the curriculum specified by the College Board. In Calculus AB, students have the opportunity to informally investigate the central ideas of calculus such as limit, the area under a curve, the rate of change, and the slope of a tangent line to a curve. Calculus BC extends students understanding of differentiation and integration techniques to parametric and polar functions, vectors, and series.

COURSE REQUIREMENTS
● It is expected that students will take the AP Calculus AB exam in May.
● Students will be active participants in their learning. Student work on tests, quizzes, and homework is expected to provide clear evidence of the student’s knowledge of the objectives.
● Homework will be assigned daily and must be completed in a timely manner to promote understanding of the concepts. It is the responsibility of the student to keep current on all assignments.
● Students will be required to purchase or rent a TI-83 or TI-84 graphing calculator, which will be used frequently in class and at home.
● Student grades will be determined by quizzes, tests, class work, and class participation.
● Some tests will be given on which the use of a calculator is prohibited. This is to prepare students for the calculator inactive section of the AP test.
● Students will spend two to three weeks preparing for the AP Exam. During this time students will be interconnecting and reviewing concepts.

If you are recommended for this course you can be successful!
AP CAPSTONE DIPLOMA PROGRAM

The College Board recently granted Clear Spring High the opportunity by to offer The AP Capstone Program. Through two courses, AP Seminar and AP Research, students learn how to think critically, research and dig into content about which they are personally passionate. Through successful completion of both courses, students have the chance to earn a distinguished Capstone Certificate; or with additional success on several other AP exams, a Capstone Diploma from the College Board.

AP Seminar
Amy Kelly kellyamy@wcps.k12.md.us

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a variety of lenses and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic and literary works to gain a rich appreciation and understanding of issues. Teachers have the flexibility to choose appropriate themes that allow for deep exploration based on student interests, local and civic issues, global or international topics, and concepts from other AP courses.

Assessment
Students are assessed with two through-course performance tasks and an end-of-course exam. The AP Seminar score is based on all three assessments and is reported on the standard 1– 5 AP scoring scale.
AP CAPSTONE DIPLOMA PROGRAM

AP Research

Kathy Pepper  peppek@wcps.k12.md.us
Prerequisite: AP Seminar

In AP Research, students explore various research methods, develop the skills and discipline necessary to conduct independent research to produce and defend a scholarly academic thesis. This second course in the AP Capstone experience allows students to explore deeply an academic topic, problem, or issue of individual interest and through this inquiry, students design, plan, and conduct a year-long mentored, research-based investigation.

Assessment
At the end of the project, students submit an academic paper and present and defend research findings. These components contribute to the overall AP Research score. There is no end-of-course exam.

What AP Capstone Alumni Say

"Just do it. ... Not a day goes by where I don’t use a skill I learned in the course."
—REAGAN, THE UNIVERSITY OF OKLAHOMA

"AP Capstone helped me stand out from other applicants."
—ELIZABETH, INDIANA UNIVERSITY BLOOMINGTON

“My experience in AP Capstone gave me exposure to a field I couldn’t really access in the normal school curriculum."
—KAELIN, THE UNIVERSITY OF TEXAS–AUSTIN

"AP Capstone helped me work independently, think critically about research and the research process, and organize myself so I can present to other people."
—MICHAEL, STANFORD UNIVERSITY

"AP Capstone has given me skills that helped me easily adjust to the college environment."
—DESTINI, TEMPLE UNIVERSITY

Learn more about AP Capstone at collegeboard.org/apcapstone
AP COMPUTER SCIENCE

The Computer Science Program is a pathway comprised of 3 courses, including Advanced Placement courses. Foundations of Computer Science develops students’ computational thinking practices. The AP courses prepare students to take the Advanced Placement exams. Interdisciplinary skills needed to solve real world problems are provided to students through an experience-based curriculum. Collaborative learning and project work are an integral and necessary part of each course.

FOUNDATIONS OF COMPUTER SCIENCE
A350H  Grade Level 9, 10, 11, 12  1 Credit
Foundations of Computer Science, the first course in the Computer Science completer, is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. This course includes a broad range of topics in computing, including robotics; programming in several languages such as Processing and Java; and cyber security.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES
A352AP  Grade Level 10, 11, 12  1 AP Credit
AP Computer Science Principles advances students’ understanding of the technical aspects of computing, including programming and algorithm design, computer system organization and operation, and data representation and information organization. This course includes the use of several programming languages, based on the specific project or problem students must solve. Students in this course are prepared to take the AP Computer Science Principles exam.

ADVANCED PLACEMENT COMPUTER SCIENCE A
A358AP  Grade Level 11, 12  Either 1 AP CTE Credit or 1 AP Mathematics Credit
AP Computer Science A offers students the opportunity to expand their knowledge in the field of computer science. The topics included in this course closely parallel those of an introductory course for computer science majors at most colleges and universities. This course is designed for the highly motivated learner. Exercises cover rigorous problem definition, program implementation strategies, and investigations into the current AP Case Study.
Prerequisite: Successful completion of Foundations of Computer Science and Advanced Placement Computer Science Principles, completion of or concurrent enrollment in Algebra II, and teacher recommendation.
Most people view AP Language as primarily a writing class; although this is true, it is also a critical thinking course. The way we approach text in AP Lang is very different than what most students are used to doing because we focus on how writers use the tool of language to achieve their purposes. In essence, we study the craft of writing and what makes good writing so effective. We analyze the rhetorical strategies employed by writers, we identify purpose and tone, and ultimately, we find ways to apply the same skills and strategies to our own writing.

The course prepares students to be successful on the AP exam, but it also helps students to develop into strong critical thinkers and strong writers. To achieve that goal, the course is rigorous. Students can expect:

- Required summer reading
- Frequent writing assignments (both timed essays and major papers)
- Independent reading
- Frequent group work, projects, and full class discussion

It is important that students enrolling in AP Lang:

- Are willing to think critically, take risks, ask questions, and (sometimes) be wrong
- Demonstrate responsibility, time management, and adaptability

Many students shy away from AP Lang because they are intimidated by the amount of work or they are scared that they cannot manage the workload. However, those who have accepted the challenge have found the experience both valuable and rewarding.

Here’s what former students have said about the course:

“AP English Language & Composition was the most important class that I took at Clear Spring. When I transitioned from high school to college, I noticed almost immediately that my writing skills were a step above most, and I soon had people asking me for help editing and revising their papers. This course (because I passed the AP test) also counted for my English 101 credit, saved me a lot of time and money. For extra incentive, if you are planning on majoring in a STEM are, this might be the last English course you ever have to take. I highly recommend this course to anyone that wants to get ahead, conserve money, and save time.” —Paul Seibert (CSHS Class of 2017, University of Maryland)

“This class was probably the most helpful in preparing for and being successful in college.”
—Aaron Hetzer (CSHS Class of 2010, University of Chicago)

These are just a couple of the students who have reaped the benefits of the course. If you choose to take on the challenge as they did, you are guaranteed to walk out of the class feeling more confident about your ability to understand what you read as well as your ability to write effectively.
MRS. MARY M. BROWN, NBCT
brownmar@wcps.k12.md.us

COURSE DESCRIPTION:
Advanced Placement English Literature and Composition is a college-level course that will provide opportunities for you to develop your ability to read critically, think clearly, and write concisely. During the year, you will read books that you have not had a chance to explore before, exchange ideas with your classmates about the ideas you encounter in these books, and challenge the beliefs and ideas which you currently hold. You will have the opportunity to read some of the finest poetry, plays, novels, short stories, and essays ever written. You will refine your ability to discover meaning in literature by being attentive to the various techniques and strategies authors use to evoke emotional responses from readers.

In addition to refining your appreciation of literature and your ability to read, write, speak, and discuss, you will also be required to take the AP English Literature and Composition Exam. While preparation for the exam is certainly one of our goals in this course, it is not the primary, or even the most important goal. Our primary goal is to explore, learn, and grow intellectually and personally— together, while trying to earn college credit.

CLASSROOM ENVIRONMENT:
While I will provide you with some information via lecture and class notes, the bulk of this course will be conducted in a seminar format. Note taking and communication skills are vitally important for success in college and in life—just as those skills are important to your success in this course. Communication involves both speaking and listening. It is the student’s responsibility to participate in the ongoing conversation that is this course. Also, students will be required to give various presentations and speeches, both individually and in groups.

EXPECTATIONS:
Students must be self-disciplined. You are to be prepared each day with all assignments and materials. I expect determination and diligence from my students and I am looking forward to an enlightening year of shared discourse and exploration where we will welcome intellectual challenges, as well as have fun. If you are serious about improving your skills in reading, writing, speaking, and analysis, this is the class for you! Undoubtedly, the skills you learn in this class will be invaluable at the collegiate level where all classes require these upper level skills.

What do former students say about taking AP Literature?
“The decision to take AP literature with Mrs. Brown was one of the best I ever made. By completing AP Lit., I go into my classes knowing I am more than capable to excel at what is required. What you learn from Mrs. Brown will stay with you.”
Matthew Blair- Mississippi State University, Civil and Environmental Engineering

“Because I took AP Literature, I was able to exempt this course in college. In high school, I was frustrated by Mrs. Brown’s insistence on a neat, organized binder. Now, however, I find that organizing binders for my engineering classes in the exact same way makes it easy for me to find notes or assignments on specific topics.”
Nate Brandt- Virginia Tech, Mechanical Engineering, Intern- GM Powertrain Engineering

“AP Lit. has helped me in more areas than just literature. As a college student, I find myself looking back at the books we analyzed and see that they fit into the curriculum of many of my classes.”
Dylan Crites- Hagerstown Community College, Engineering

“Taking AP Lit. was definitely a good decision in order to prepare me for college. It helped me to evaluate readings at a deeper level, and improved my writing. Mrs. Brown made me be organized. I highly recommend the class to any student who wants to be well prepared for success in college.”
Mollie Kemp- Otterbein University, Equine Pre-Vet Major

“AP Lit. taught me to read closely and carefully; the quote quizzes and other tests forced me to pay attention to detail and this has also paid off for reading quizzes in many of my college courses.”
Megan Micco- Duquesne University- Political Science
AP Language vs. AP Literature

“How do I decide?”

If you want to go on to college, especially a 4-year college, taking an AP English course is one of the best ways to prepare for the reading and writing expectations you will face. There are several paths you can take to incorporate AP English into your schedule. It is important to take a number of factors into account as you decide what is best for you.

Remember that AP Lang and AP Lit have a lot of things in common.

Both courses:
- Require completion of summer assignments.
- Require challenging reading and frequent writing.
- Require critical thinking.
- Require independent work (including reading of novels/books on your own).
- Involve projects and class discussion.
- Will significantly improve your reading and writing skills.
- Will help you to be better prepared for college.
- Will help you to become more cultured and well-read.
- Give you the opportunity to earn college credit by preparing you for the AP Exam.
  - See examples of potential college credits on pages 4 to 7.

If you will be a JUNIOR next year, you have the following options:

<table>
<thead>
<tr>
<th>Course</th>
<th>AP Language</th>
<th>Honors English 11</th>
<th>AP Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason to take</td>
<td>You want to take BOTH AP English courses (take Lang as a junior and AP Lit as a senior)</td>
<td>You want to take an AP course, but you do not feel like you have strong enough English skills to do that yet. Select AP Lit or Lang as a Senior.</td>
<td>You do have the option of taking AP Lit as a jr; however, AP Lang is typically recommended first in the sequence in order to build your skills. If you wish to ONLY take AP Lit, we’d recommend that you take Hon Eng 11 during your jr year to be as fully prepared as possible.</td>
</tr>
</tbody>
</table>
If you will be a SENIOR next year, you can choose between AP Language and AP Literature.

The following chart is designed to help you select which would be a better fit for you:

<table>
<thead>
<tr>
<th>Course</th>
<th>AP Language</th>
<th>AP Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you need to develop…</td>
<td>-Writing Skills (especially structure, voice, ability to develop a point of view, ability to use sources to support a position)</td>
<td>-Interpretive Skills (with literature, symbolism, character development, theme)</td>
</tr>
<tr>
<td></td>
<td>-Grasp of tone</td>
<td>-Poetry analysis skills</td>
</tr>
<tr>
<td></td>
<td>-Grasp of writer’s purpose</td>
<td>-Ability to connect literature to history, biography, real world</td>
</tr>
<tr>
<td></td>
<td>-Critical thinking</td>
<td></td>
</tr>
<tr>
<td>If you prefer reading…</td>
<td>-Nonfiction</td>
<td>-Fiction (novels, novellas, and short stories)</td>
</tr>
<tr>
<td></td>
<td>-Historical texts</td>
<td>-Drama</td>
</tr>
<tr>
<td></td>
<td>-Philosophical texts</td>
<td>-Poetry</td>
</tr>
<tr>
<td></td>
<td>-Personal Narratives (biography, autobiography, memoir)</td>
<td></td>
</tr>
<tr>
<td>If you like…</td>
<td>-Writing</td>
<td>-Reading Novels</td>
</tr>
<tr>
<td></td>
<td>-History and philosophy</td>
<td>-Poetry</td>
</tr>
<tr>
<td></td>
<td>-Class discussion</td>
<td>-Class discussion</td>
</tr>
<tr>
<td></td>
<td>-Argument and Debate</td>
<td>-Learning about writers</td>
</tr>
<tr>
<td></td>
<td>-Defending your ideas</td>
<td>-Critically analyzing literature</td>
</tr>
<tr>
<td></td>
<td>-Thinking analytically</td>
<td></td>
</tr>
<tr>
<td>If you hope to study…</td>
<td>-Journalism</td>
<td>-Literature</td>
</tr>
<tr>
<td></td>
<td>-Law</td>
<td>-Humanities</td>
</tr>
<tr>
<td></td>
<td>-History</td>
<td>-Visual or Performing Arts</td>
</tr>
<tr>
<td></td>
<td>-Science or Engineering</td>
<td>-Psychology</td>
</tr>
<tr>
<td></td>
<td>-Social Sciences (including Psychology)</td>
<td>-Anthropology</td>
</tr>
<tr>
<td></td>
<td>-Philosophy</td>
<td>-Philosophy (including Theology)</td>
</tr>
<tr>
<td>If you do better with…</td>
<td>The nitty-gritty (Ultimately, in Lang, we analyze the way the writer crafts his work and how he conveys meaning. This in turn helps students to become better at crafting their own written work.)</td>
<td>The big picture (Ultimately, in Lit, we analyze the messages a writer conveys through his work and how those messages connect to the author himself, the time in which he wrote, or the reader today.)</td>
</tr>
</tbody>
</table>

If, after reading through this, you are still uncertain as to which course to take—or whether to take an AP course—please talk to Mrs. Pepper, Mrs. Brown, Mrs. Lawson, Mrs. Kurtz and/or fellow students.
Advanced Placement Environmental Science

Course Description:
Advanced Placement Environmental Science is a year-long college level course that uses scientific processes to explore environmental topics including energy transfer, ecological processes, interdependence of Earth systems, environmental problems, and human interaction.

Teacher/Contact: Ms. Aydelotte aydeljen@wcps.k12.md.us

Text:

Prerequisites:
Biology or Honors Biology, Chemistry or Honors Chemistry, and Algebra II

The Road To Success:
To succeed in AP, students must be self-motivated; they will be expected to read, gather, and organize information from the textbook and/or other resource materials outside of class. Students should anticipate between thirty to sixty minutes of homework daily.

Class work:
Students will spend the majority of class time on laboratory or field investigations. Experiences both in the laboratory and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom. The following is an overview of the concepts and principles we will cover:

<table>
<thead>
<tr>
<th>Earth Systems and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Living World</td>
</tr>
<tr>
<td>Populations</td>
</tr>
<tr>
<td>Land and Water Use</td>
</tr>
<tr>
<td>Energy Resources and Consumption</td>
</tr>
<tr>
<td>Pollution</td>
</tr>
<tr>
<td>Global Change</td>
</tr>
</tbody>
</table>

Students will also spend class time using online database systems, working through math problems, writing, reviewing, and revising sample free-response questions, watching films/documentaries, and using Accountable Talk strategies to discuss major concepts.

After taking this course students should be able to explain/discuss the following statements.

1. Science is a process.
2. Energy conversions underlie all ecological processes.
3. The Earth itself is one interconnected system.
5. Environmental problems have a cultural and social context.
6. Human survival depends on developing practices that will achieve sustainable systems.

Why take APES?
Because we all have a stake in the future of our environment!
**AP Human Geography**
Jason Stauch   staucjas@wcps.k12.md.us

**AP Human Geography** is for any highly motivated student who wants to learn more about the world we live in. The course is a combination of all the Social Studies—history, government, psychology, sociology, anthropology, and economics.

**AP Human Geography** is a fun, interesting, engaging, and relevant course that will challenge you to learn more about the world through activities that require you to examine where something on Earth is located, why it is located there, and the impact that geography has on human understanding.

**AP Human Geography** is not about memorizing names and places on a map—it is about learning, discovering, and thinking critically about how the Earth is organized and how the people on Earth interact with each other and their environment.

**Some of the main topics that we will read about, discuss, explore, and interact with include;**
- World Population Issues
- Migration
- Origins and Diffusion of Languages
- Popular and Folk Culture
- World Religions
- Ethnicity
- Genocide
- Border Disputes
- Conflicts Within and Between Nations
- Terrorism
- Economic Theories and Models
- Agriculture
- Resource Issues and Pollution
- Development and Industrialization

**Course Objectives**
--The main goal of AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.

--Examine how humans interact with and impact their environment and how the environment impacts human activities.

--To develop a geographic perspective with which to view the landscape and understand current events.

--The course introduces students to the importance of spatial organization—the location of places, people, and events and the connections among places and landscapes—in the understanding of human life on Earth.

**Expectations**
--Be prepared to discuss the readings (textbook, case studies, supplemental materials, current event articles) and participate in class activities on a daily basis.

--Learn how to think geographically and apply concepts learned in class to various current and historical events.

--Participate in out of class assignments and activities as assigned.
Millions of people work hard every day to make money to support their lifestyle. They work jobs to pay the mortgage/rent, school loans, car loans, and other necessities of life. A very small number of people understand the concept, “Rather than working hard for your money, you need to have your money work for you.” Understanding this concept paves the way to economic independence and wealth. This class will give students a thorough understanding of the principles of economics that apply to a market-based economic system as a whole. Students will learn basic economic concepts, learn how to measure economic performance, understand national income and price determination, and study the role of the financial sector within economies. They will become familiar with terms such as inflation, unemployment, and stabilization policies. Students will recognize economic growth and productivity, understand open economies and their impact within the international trades and financials. The course promotes the understanding of aggregate economic activity, utilizes resources within and across countries, and critically evaluates determinants of economic progress and economic decisions made by policymakers. The course will also instruct how to generate, interpret, label and analyze performance graphs, charts, and data to describe and explain economic concepts.


**Additional Resources:**
- Completion of additional exercises from the NCEE, *Wall Street Journal*, and other sources.
AP Music Theory

Cara Price  pricecar@wcps.k12.md.us

AP Music Theory is a year-long course specifically designed for students who plan to study music in college. This study can be a major, minor or elective study in music and is appropriate for ALL genres and fields in the music industry (E. g. performance, theatre, composition, business etc.). Course study in music theory requires that the student be proficient on an instrument or voice. Students will study a wide variety of topics in music theory including music rudiments, voice leading, chordal analysis and composition techniques. Students who wish to take the course need a recommendation from either their school music teacher or a private instructor. Students who are NOT involved with Band or Chorus are still invited and encouraged to enroll in this class. If you think you would like to take the class but are not sure, see Mrs. Beth Smith or Mrs. Cara Price for more details.

The AP Music Theory exam has 3 components:

- **Multiple Choice Section**—This section includes questions based on listening examples as well as questions not based on listening examples.
- **Written Free-Response Section**—Is comprised of 7 separate dictations including 2 melodic dictations, 2 harmonic dictations, 1 part-writing exercise using figured bass, 1 part-writing exercise using Roman numerals and 1 composition of a bass line.
- **Sight-singing**—Students are expected to record 2 brief melodies when given in written form.

The AP Music Theory test is extremely challenging but definitely worth the effort for any student who wants to pursue music post-graduation (either as a career or as a hobby).

Student Testimony:

- **AP Music Theory is a valuable class because it gives students a chance to learn about the fundamentals of music, and gives them a way to earn a college music credit.** (Ryan Weisenmiller, CSHS 2011, Shepherd University--Music Education Major)

- **AP Music Theory is an essential course for anyone pursuing a music-related career. Not only will it improve your ears and your understanding of basic musical concepts, but you will be better equipped to tackle related courses at higher institutions. It is the best way to prepare yourself for the field of music.** (Laura Canfield, CSHS 2008, Belmont State University--Music Business Major)
AP Physics I

Jim George – georgjam@wcps.k12.md.us

AP Physics is a course for highly motivated students with an interest in Physics, Math, and Engineering. AP Physics is an algebra based physics course, but students taking AP Calculus concurrently will find that the courses benefit one another. AP Physics builds on concepts covered in Physics and Honors Physics with a greater focus on detail in both content and lab investigations. Students will be prepared to take the AP Physics I exam at the end of the course.

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. To succeed in AP Physics students must be self-motivated; they will be expected to play an active role in their education. Students will be expected to complete readings and seek out supplemental information on their own to aid in their understanding of the content. The student must be willing to put in their own time in order to truly be successful.

As a teacher I am very easy going, I like to joke around and have fun. A typical week of class will consist of lecture notes, lab activities, and lots of practice problems. Homework will be assigned daily and is graded on effort. Homework is crucial to success; again the student must be willing to put their own time in to the course. Many students ask me “When will I ever use Physics?” and my response is always, even if you don’t go into math, science, or engineering, the thinking skills, reasoning skills, and logical approach to problem solving that you will learn and use in this class will help you towards whatever goals you may have. The value of learning how to think cannot be understated.
AP Psychology

Beth Smith smithbet@wcps.k12.md.us

Like all AP courses, the Psychology course is designed to prepare students for the AP Psychology exam. The AP Psych course is equivalent to an entry level college Psychology course (Psych 101) fulfilling a general education credit. The course is designed to allow students to explore the study of behaviors and mental processes and goes deeper into topics such as research methods, sensation and perception, biopsychology, abnormal psychology, personality theory, social psychology, development and cognition, to name a few.

AP Psych is a year-long course at CSHS.

Expectations:

• Read (without prompting) entire college level text.
• Keep running log of vocabulary words for each chapter.
• Participate in engaging and thought provoking class discussions.

Students who are interested in the field of Psychology but who are not sure whether they are ready for the rigor of this course should consider taking the Honors Psychology course first. Most material covered in the AP course will be discussed in Honors Psych. Taking the Honors course first will allow you to “overlearn” the material that will be on the AP test.

Student Testimony:

• AP Psychology is an extremely valuable class to take because it provides information and theories that coincide with many other classes, such as: sociology, AP literature and public speaking. From having a solid foundation in AP Psych, learning information in various subjects comes easier than it would if I hadn’t taken the class. (Virginia Livingston, 2012)
• Taking AP Psych in high school was a great stepping stone to my college career. Because the workload and tests were comparable to college courses, I feel like I transitioned from high school to college better with less of a “shock factor” that a lot of college freshman tend to experience. I was also able to gain 4 college credits and fulfill one of my requirements for graduation by taking the class. Combined with other AP courses in high school I was able to get enough credits to graduate from college early. (Amy Poet, CSHS 2010, University of Maryland)
Course Description
This course introduces students to four broad conceptual themes of statistics: exploring data, observing patterns and departures from patterns; planning a study, deciding what to measure and how to measure; anticipating patterns in advance, introducing probability and simulation; and statistical inference, confirming models for explanations of patterns.

Throughout the course, students will work together in small groups to gain proficiency in the art of communicating statistical concepts. They learn the importance of writing a complete response using the appropriate methodology and terminology. They come to understand how methods, results, and interpretations of data are best communicated.

Assessment
There are several ways that assessment occurs. Daily assignments are given and checked for completion. Quizzes are given periodically. Tests are generally given with each chapter. County benchmarks (cumulative tests) are given four times throughout the course.

Expectations
Students are expected to read ahead, complete all assignments on time, and take the AP exam at the end of the year. Students will also need to be open-minded and willing to scrutinize how data is gathered.

Why Take Statistics
Statistics is very rapidly becoming a required course for most majors beyond the basic math requirements. Statistics can be very difficult, and when taken in college, can be a daunting task. Even if you do not pass the exam, the concepts learned will make the college course much simpler. In addition to the collegiate advantages, learning how to gather and interpret data will make you a more discerning consumer, citizen and person in general. Activities used to collect data range from blind taste tests to tests of physical ability, which allow you to see how statistics can be used in everyday life.
AP Studio Art

Joshua Edwards edwarjos@wcps.k12.md.us

Instagram @ cshsart

Course Description

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, 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 common college foundation courses.

Why should I take AP Studio Art?

I will challenge you. Students will tackle real-world topics through the lens of photography, ceramics, painting, printmaking, sculpture and/or graphic arts. An AP Studio Art portfolio has the potential of opening opportunities at the collegiate level. Recently students from our AP Studio Art program have been awarded scholarships ranging from $1,000 a semester to upwards of a full tuition waiver based upon their portfolio quality.

Expectations

Students will create 24 original pieces of art over the course of a year. 12 of these pieces will be based upon a selected concentration topic that will be studied in depth throughout the year and 12 pieces will reflect the range of ability that each student is capable of. Like all AP courses, the expectation is at times intense and will require a considerable amount of time and dedication both in school and outside of the traditional school hours.

Activities/Resources

- College visits
- Multiple art shows and competitions
- Portfolio creation and submission
- Web based community of learners
- Access to 20+ iMac lab with 12 DSLR cameras with state of the art editing software
- National Gallery of Art field trip
AP United States Government and Politics
Teacher – Karri Ernst Ernstkar@wcps.k12.md.us

Course Description
This college-level course familiarizes students with the workings of government. The course is designed to teach students to understand and be able to critically analyze important concepts of American government and politics. Throughout the course, students will identify the major players in our government and evaluate their influences on our country. This course will focus on six basic units that will give you a deeper understanding of the American government. Each unit is designed to give a comprehensive overview of a particular aspect of American government. In addition, you will be asked to make connections across the various units of study. As a college-level course, it is rigorous and demanding. It requires that students put forth their best effort on a daily basis, both in class and out of class, which will enhance their understanding of concepts by listening to or reading the news, spend time outside of class experiencing politics and government in action. This college-level course prepares students to take the AP United States Government exam. The examination is representative of this course and is therefore appropriate to measure skills and knowledge in the fields of government and politics.

In addition to this course, students will have the opportunity to participate in a national competition known as We the People. It will allow students to showcase their knowledge of various topics of Government in a debate like setting. Students will be able to receive one elective credit through We The People as well as the credit they will receive by taking AP Government.

Expectations
- Students are expected to review their syllabus on a continuous basis and keep up with assignments and readings.
- Students are expected to come to class with an open mind and be prepared to participate in multiple discussions with their peers in a respectful manner.
- Students are expected to complete the reading, research, writing, and AP exam prep on time.
- Students are expected to keep up with current events and connect them to classroom government content by reading the newspaper, online websites/blogs, and/or watching various news media to share during weekly current event assignments and discussion.
- Most importantly, students are expected to continue to practice their reading, writing, note taking, and oral communication skills for the duration of the class.

Activities
- Participating in the We The People competition
- Supreme Court Cases Analysis
- Mock Trial
- Debates
- Note-taking and reading strategies
- Analyzing current events
- Reading of various sources
- Web quests and internet scavenger hunts
- Researching of Media Bias
- Reading, writing, and research
- AP Prep – practice tests
AP United States History

Amy Kelly – kellyamy@wcps.k12.md.us

Course Description
Why study history? Historians’ responses vary, yet always include a passion and spark. History is not just the study of a multitude of facts, people, wars, and dates, many of which seem to be forgotten once the discussion becomes silent. The ever-changing field of history is a fascinating journey of events that place an indelible mark on a generation and the people whose contributions continue to impact our lives today. The study of history allows one to understand multiple perspectives of an event or era, ponder big questions, discuss effectively and respectfully, and to apply the lessons of the past to the problems of today. This college-level course will allow students the opportunity to study United States history from the early inhabitants of the United States to our modern global society. As historians in the classroom, students will gain new and varying perspectives of our country’s unique past while participating in collaborations with peers and taking part in multiple opportunities for research.

Expectations
- Students are expected to review the syllabus on a continuous basis and keep up with assignments and readings.
- Students are expected to come to class with an open mind and be prepared to participate in multiple discussions and collaborations with their peers in a respectful manner.
- Students are expected to be aware of their learning goals and continue to look for ways to better understand the content by reviewing individually, with peers, in the weekly AP study group, and with me.
- Students are expected to complete the reading, research, writing, and AP exam prep on time.
- Most importantly, students are expected to take on the role of an historian by continuing to practice their reading, writing, note taking, and oral communication skills for the duration of the class.

Activities
- Creating a portfolio that includes response papers, research, film analysis, cartoon analysis, and annotated bibliographies.
- Simulations
- Mock Trials
- Debates
- Reading of various primary sources
- Research and more research
- Web quests and internet scavenger hunts
- Online blog discussions
- AP Preparations
- AP Study Group
**AP World History**

**Jason Stauch  staucjas@wcps.k12.md.us**

**AP World History is for any highly motivated student who wants to understand more about the ways in which the world is connected today by examining the past.**

**The AP World History course provides a perspective and understanding of history as a foundation by which students analyze the complexities of today’s global interdependency.**

**AP World History is not about memorizing dates and names—it is about learning to think like a historian and it is about making connections between time periods, people, places, and events.**

**The course will be broken down into units of study based on historical periodization. AP World History will use the approach of analyzing global events and interactions from the foundations of history to present. The primary goal of the course is to provide a student-centered learning environment and engage the student in a comprehensive curriculum.**

**The culminating objective is for students to demonstrate a complete picture of world history. It is expected that students who want to take the AP exam will be prepared for that challenge.**

AP World History highlights five overarching themes. The themes serve as unifying threads throughout the course, helping students to put what is particular about each period or society into a larger framework.

The **5 Main Themes** of the course are:
- Theme 1: Interaction Between Humans and the Environment
- Theme 2: Development and Interaction of Cultures
- Theme 3: State-Building, Expansion, and Conflict
- Theme 4: Creation, Expansion, and Interaction of Economic Systems
- Theme 5: Development and Transformation of Social Structures

**Expectations**

--Be prepared to discuss the readings (textbook, primary documents, case studies, supplemental materials, current event articles, and more) and participate in class on a daily basis.

--Learn how to think and write like a historian while making connections between people, places, and events.

--Use evidence to support and/or critique arguments about people, places, and events related to World History.

--Participate in out of class assignments and activities as assigned.