



# ADVANCED *Placement*

Course Profiles  
2024-2025  
Mendon & Sutherland  
High Schools



# CONTENTS

Listed by Academic Area  
Click on the TITLE to go to the description page

INTRODUCTION .....	4
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## ART & MUSIC

AP Art History .....	5
AP Art and Design .....	7
AP Music Theory .....	28

## ENGLISH

AP Language and Composition .....	10
AP English Literature and Composition .....	13

## MATH, COMPUTER SCIENCE, & TECHNOLOGY

AP Calculus AB .....	16
AP Calculus BC .....	18
AP Computer Science A .....	21
AP Computer Science Principles .....	23
AP Statistics .....	25

## SCIENCES

AP Biology .....	31
AP Chemistry .....	34
AP Environmental Science .....	37
AP Physics C .....	39
AP Computer Science Principles .....	23

## HISTORY & SOCIAL SCIENCES

AP Economics: Macroeconomics and Microeconomics .....	41
AP European History .....	43
AP Government and Politics: U.S. and Comparative .....	45
AP Psychology .....	47
AP United States History .....	49
AP World History .....	51

## WORLD LANGUAGES & CULTURES

AP French Language and Culture .....	53
AP Latin .....	55
AP Spanish Language and Culture .....	58

# INTRODUCTION

Pittsford Central Schools is committed to providing an educational program that is rigorous, relevant, and recognized for excellence. Advanced Placement courses provide an opportunity for motivated and academically prepared students to take college-level courses in a variety of topics at their own high school, taught by their own teachers. Students who take an Advanced Placement course and do well on the exam, may qualify to receive college credit upon matriculation to the two- or four-year college of their choice. Studies have shown that participation in even one AP course during high school prepares students for the rigor of college level course work, setting them up for success post high school.

## Important points about the AP exams themselves:

- The course prepares students for the nationally administered *CollegeBoard* Advanced Placement exam.
- The exam is administered in May, although additional coursework will continue into June.
- All students enrolled in an Advanced Placement course are required to take the Advanced Placement exam in order to earn course credit.
- The *CollegeBoard* charges a fee for each exam taken.

Students with a financial need may be eligible for a \$34 College Board fee reduction per AP Exam. In addition, students for whom the exam fee(s) would serve as a hardship or a detriment to enrolling in the course should apply to the Pittsford Central School District Student Opportunity Fund for assistance in covering the exam fee(s). Application to this fund remains confidential. Students/families should work with the AP Coordinator in each high school to secure necessary financial assistance.

Pittsford offers a broad selection of advanced Placement courses across seven departments. To assist students and parents in determining if an Advanced Placement course is appropriate for a student, each department has prepared a course profile. Each course profile contains information about expectations of coursework, prerequisite requirements (if any), personal skill and ability levels, and other helpful information.

*PCSD believes that all motivated and academically prepared students should be able to enroll in AP courses. AP classes can be challenging, but that doesn't mean you're not up to the task. If you're willing to work hard and if you're prepared academically, you should be able to succeed in an AP course.*

**Department:** Art

**Average number of students who take this course:**

10 per building)

**Description:** In Advanced Placement Art History, students will explore works of art from the ancient world through the 21<sup>st</sup> century. This course is designed to offer students the same breadth of content that an introductory college course in art history would provide. Activities in the class will include readings, power point presentations, comparisons, discussions, research, projects, videos, and museum visits. Students will gain knowledge of important works of art and architecture from around the world, including art from beyond the European tradition. Various art media will be studied, including painting and drawing, architecture, sculpture, and other media. Students will examine the historical context of visual ideas, theory and style by considering issues of politics, religion, patronage, gender, function and ethnicity. Additionally, students will be prepared to visually analyze all the major art forms using the elements and principles of design as a basis.

[AP Art History College Board Course Overview link](#)

## AP Art History

### Academic Qualifications

**Prerequisites:** Course open only to Juniors and Seniors

No course prerequisite

**Prerequisite Academic History Trend:** None

### Ability Level Expectations

Above average communication skills – oral and written – are recommended

PCSD AP Exam score – 3 Yr. Trend in this course

5 = 50%   4 = 38%   3 = 13%   2 = 0%   1 = 0%

### Performance Qualifications (categories may vary depending on department)

Reading Level	Above Average Required text is college level <u>Gardner's Art Through the Ages</u> .
Writing Level	Above Average Students able to clearly articulate thoughts, concepts, and understandings (about the areas studied) utilizing the appropriate vocabulary required in the discussion of artwork.
Thinking Skills	Above Average Students are able to identify the components of artwork, analyze, interpret, and articulate their meanings and demonstrate the transfer of knowledge while drawing relationships and connections between and among artwork and periods of art.
Research Skills	Above Average Students are able to demonstrate the ability to successfully access school, community, and internet resources.
Specific Performance Skills	Students are able to: <ul style="list-style-type: none"><li>• Successfully formulate thesis statements</li><li>• Communicate effectively through oral as well as written expression</li><li>• Complete work in timed situations</li><li>• Take in large quantities of information in small amounts of time.</li></ul>

## Personal Skills/Attributes

Organizational	Students should possess high organizational skills in: <ul style="list-style-type: none"> <li>• Time management</li> <li>• Daily class preparation</li> <li>• Planning and execution of assigned work</li> </ul>
Independent Worker	Students have the ability to be self-directed and accept responsibility for their own learning
Motivation, Interest, Attitude	Students should maintain: <ul style="list-style-type: none"> <li>• A positive attitude and excitement about learning</li> <li>• The motivation to succeed to the best of their ability</li> <li>• Curiosity and interest about art and its connections with history</li> </ul>

## Summer Expectations

(estimated number of hours, type of summer work, how summer work is assessed ...)

Approximately 20 hours of summer work is expected. This is to include, but is not limited to:

- Gallery/museum visit(s)
- Readings from textbook and/or other sources
- Open book response to assigned questions
- Essays on assigned topics

Summer work is discussed and collected with grades given upon the start of school in September. Grades are included in the first quarter marking period.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	Students will be expected to: <ul style="list-style-type: none"> <li>• Participate in class discussions of artwork, time periods, and other topics studied</li> <li>• Take notes on class lectures/presentations, videos viewed</li> <li>• Prepare written reports/journal entries</li> <li>• Complete quizzes/tests on readings, discussions, lectures, etc.</li> <li>• Complete timed assignments/essays designed to simulate A.P. exam situations</li> <li>• Prepare class presentations of projects and reports</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	Assigned work may include: <ul style="list-style-type: none"> <li>• Gallery/museum visits</li> <li>• Readings from textbook and other sources</li> <li>• Research papers</li> <li>• Essays</li> <li>• Take-home exams</li> <li>• Optional internet based assignments</li> </ul> <p>You can expect to spend approximately <b>10</b> hours per week outside of class doing work for this course.</p>

**Department:** Art

**Course Profile:** AP Art and Design –  
AP Drawing/ 2D Art & Design/ 3D Art & Design

## AP Art and Design

**Course Description:** Advanced Placement Art & Design is a specific and intensive course of study, which parallels specialized curriculums and programs found in college and university Art Departments. With guidance from the instructor, students will develop a concentrated focus in one of three areas: AP Drawing, AP 2D Art & Design, AP 3D Art & Design. The course will emphasize independent problem solving from conception to completion of art works. Beginning in 2019-20, the AP Art and Design portfolios will each consist of two sections:

1. **Sustained Investigation** (60% of exam score) For all three portfolios, students will submit a minimum of 15 digital images and writing to document their inquiry-guided investigation through practice, experimentation, and revision:
2. **Selected Works** (40% of exam score) For all three portfolios, students will submit 5 physical art works or high-quality reproductions and writing to demonstrate skillful synthesis of materials, processes, and ideas.

[AP Art and Design: Drawing College Board Course Overview link](#)

[AP Art and Design: 2-D Art & Design College Board Course Overview link](#)

[AP Art and Design: 3-D Art & Design College Board Course Overview link](#)

### Academic Qualifications:

Prerequisites	Instructor Approval with Portfolio Review <ul style="list-style-type: none"><li>• Those students who desire to complete the AP Portfolio requirements are encouraged to take at least three classes from the Art Curriculum offered. Studio Art is highly recommended.</li></ul>
Prerequisite Academic History Trend	A student who consistently produces work that is creatively and technically strong, should achieve a solid portfolio grade. Assignment of grades and success in PCSD prerequisites and the AP Studio Course is not driven solely by the quality of the work produced. Grades are impacted by evidence of individual student progress, class participation, understanding of concepts, work ethic/effort, meeting deadlines, quality of work and overall classroom performance.
Ability Level Expectations	<ul style="list-style-type: none"><li>• Students demonstrate above average abilities in creative problem solving, aesthetic reasoning, critical thinking, and studio production skills</li><li>• Students demonstrate an understanding of advanced creative concepts and skills and are able to articulate their meaning</li><li>• Students can synthesize concepts and skills in their own work</li></ul>
PCSD AP Exam score – 3 Yr. Trend in this course	Studio in Drawing: 5 = 17% 4 = 56% 3 = 25% 2 = 3% 1 = 0% Studio in 2-D Art & Design: 5 = 13% 4 = 46% 3 = 41% 2 = 0% 1 = 0% Studio in 3-D Art & Design: 5 = 0% 4 = 100% 3 = 0% 2 = 0% 1 = 0%



## Performance Qualifications (categories may vary depending on department)

Reading Level	Age Appropriate
Writing Level	Age Appropriate
Thinking Skills	<ul style="list-style-type: none"> <li>Students will employ above average critical thinking skills (recognize, describe and apply aesthetic theories/models) to evaluate art and the creative process.</li> <li>Students will identify the relationships among and distinctions between the Elements and Principles of Art and apply that knowledge toward their art.</li> <li>Students will relate decisions in style, media, and subject matter toward the formulation of concepts and purposes in the production of their work.</li> <li>Students will make connections and interpretations regarding creative expression and its relationship to the world.</li> </ul>
Research Skills	Age Appropriate
Specific Performance Skills	<p>Students will demonstrate an above average understanding/application of:</p> <ul style="list-style-type: none"> <li>Observational drawing skills, spatial relationships and composition</li> <li>Color and design concepts</li> <li>Media, techniques and resources</li> <li>Aesthetic reasoning</li> </ul> <p>A portfolio of work will be produced reflecting the emergence of personal expression and individual style.</p>

## Personal Skills/Attributes

Organizational	The student's ability to follow directions and exercise sound, common sense judgment in time management is essential.
Independent Worker	Student should be able to effectively utilize "non-instructional" time both in and out of the classroom without continual teacher direction.
Motivation, Interest, Attitude	<p>Student should be intrinsically motivated to learn beyond teacher directed activities.</p> <p>Student should exhibit a high level of interest and enthusiasm toward art and their personal creative growth.</p> <p>Student should be receptive and open-minded to new ideas and approaches and be able to thrive in a creative group environment.</p>

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Approximately 20 - 40 hours of independent work based on a variety of subject matter and design concepts, is assigned. Students are strongly encouraged to approach each assignment with the possibility that it could be of a quality to be included as a portfolio piece.

Summer work will be assessed through an in-class critique during the first week of school.

## Course Expectations

Activities will vary by teacher. They may include the following:

### In-Class

(participation, presentations, exams)

- Students learn independent time management skills.
- Students should be prepared daily to work in a consistently productive and efficient manner.
- Daily interaction with the instructor is expected. Students should be able to effectively communicate their ideas and concepts, both verbally and visually.
- Establishing strong, supportive peer relationships fosters the creation of a working environment conducive to quality work and the opportunity to mentor fellow students.
- Regular, constructive participation in class critiques and discussions is expected.
- Students are expected to upload art to a website for colleges to access.
- Students are expected to document process through thumbnail sketches, experimentation, and revision.

### Outside of Class

(projects, portfolios, research, anticipated hours of work/week, teacher conferencing)

- An average of five additional hours of work outside of class is expected. This time may include teacher conferencing and work on assigned projects and portfolio pieces.
- An additional one to two hours per week of working outside of class (sketchbook assignments) may also be required.

You can expect to spend approximately 6-7 hours per week outside of class doing work for this course.



# AP English Language and Composition

**Department:** English

**Average number of students who take this course:**

30-50 per building

**Course Description:** An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. Students will also complete the AP WE Service Project to build and demonstrate skills such as: civic engagement; leadership; critical thinking and analysis; and communication and collaboration.

[AP English Language and Composition College Board Course Overview link](#)

Academic Qualifications	
Prerequisites	Teacher recommendation. Course average could indicate readiness but is not the sole factor in teacher recommendations.
Prerequisite Academic History Trend	NA
Ability Level Expectations	Students should be passionate readers and writers. They should have the time and self-discipline to invest in long-range, independent assignments. If they are tempted to use study guides <u>in lieu of</u> reading the primary sources, they should not take this course. Students should have already achieved relative mastery of the conventions of writing and standard English grammar.
PCSD AP Exam score – 3 Yr. Trend in this course	5 = 29% 4 = 44% 3 = 20% 2 = 6% 1 = 1%



## Performance Qualifications (categories may vary depending on department)

Reading Level	By the end of the course students will be able to perform careful, critical close analyses of literature, especially non-fiction. They will be able to identify how language use and rhetorical strategies contribute to meaning. They will read widely, deeply, and actively from various genres and periods. The course requires a mature and independent reader who utilizes a variety of interpretive strategies.
Writing Level	Students will write frequently and in a variety of modes: narration, description, exposition, and persuasion/argument. They will produce essays of critical analysis and extensive reader-response entries. The goal is to write cogent, elegant, and compelling arguments with an appropriate sense of audience and voice. Students will be able to intelligently use details and evidence. They will write effectively under time constraints, as well as when given sufficient time to revise.
Thinking Skills	The course requires insightful, sophisticated, and original thinking. Students should be comfortable employing rhetorical devices in speech and written work.
Research Skills	Students will explore a variety of critical approaches to analyzing literature. Independent research is expected.
Specific Performance Skills	In short...AP Language is for students who are mature and independent readers, writers, and thinkers.

## Personal Skills/Attributes

Organizational	Students will be responsible for their own organization.
Independent Worker	Independence is expected. In the best sense, we expect collegiate academics and collegiate maturity and independence. Most classes are run as seminars in which the teacher guides and facilitates a culture of inquiry. We expect students will prepare and engage.
Motivation, Interest, Attitude	Students must be motivated to learn, to read, and to write. They should not enter the course hoping to discover an interest in reading and writing, but rather bring those interests with them.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Approximately 30-40 hours of work over the summer – two or three books, with possibly some choice. Depending on the student's reading rate, more time may be needed. We recommend that students keep a reader response journal throughout the summer, as it may be valuable to instruction at the beginning of the school year.

## Course Expectations

Activities will vary by teacher. They may include the following: large group shared inquiry; reading/research circles; oral presentations; timed, in-class written responses.

### In-Class

(participation, presentations, exams)

Preparation and enthusiastic engagement in class is expected. Students might also be expected to lead large group discussions.

### Outside of Class

(projects, portfolios, research, anticipated hours of work/week, teacher conferencing.

Students can expect to be reading and/or writing most nights of the school year. They are expected to pace themselves according to their reading rate. In addition, independent projects will be assigned and then produced over a long period of time with minimal teacher supervision.

# AP English Literature and Composition

**Department:** English

**Average number of students who take this course:** 50 per building

## Course Description:

This is a college level course. The course requires the student to read extensively and critically, to produce numerous essays of literary analysis, and to participate responsibly in class discussion. An extensive summer reading project is required, approximately 30-40 hours. The course prepares students for the nationally administered College Board Exam in English Literature and Composition. Students must be intrinsically motivated and passionate readers.

[AP English Literature and Composition College Board Course Overview link](#)

## Academic Qualifications

Prerequisites	Teacher recommendation. Course average could indicate readiness but is not the sole factor in teacher recommendations.
Prerequisite Academic History Trend	None
Ability Level Expectations	Students should be passionate readers and writers. They should have the time and self-discipline to invest in long-range, independent reading assignments, and if they are tempted to use study guides <i>in lieu</i> of reading the primary sources, they should not take this course.
PCSD AP Exam score - 3 Yr. Trend in this course	5 = 26%    4 = 31%    3 = 34%    2 = 9%    1 = 1%



## Performance Qualifications (categories may vary depending on department)

Reading Level	Students will perform careful, critical close analyses of imaginative literature. They will identify how language contributes to meaning, recognize how literary elements and devices contribute to a work's effectiveness, and be able to read widely, deeply, and actively from several genres and periods (16 <sup>th</sup> c. to 21 <sup>st</sup> c.). This requires a mature and deliberate reader. Students will read a great deal of poetry from a variety of time periods and genres.
Writing Level	Students will write frequently and in a variety of modes, including critical analysis, personal response/reaction, expository, analytical, argumentative, and creative. The goal is to write cogently and elegantly with a strong sense of voice and to achieve a mature style. Students will intelligently use reasons and evidence to support arguments. They must write effectively under time constraints as well as when given sufficient time to revise and revisit piece.
Thinking Skills	Students will demonstrate sophisticated, insightful, and original thinking. Demonstration of such skills should be evident in large group discussions and in written assignments. They should be comfortable employing rhetorical devices in speech and written work.
Research Skills	Students will explore a variety of critical approaches to analyzing. Independent research is expected of all students.
Specific Performance Skills	In short...AP Lit is for students who are mature and independent readers, writers, and thinkers. They must be intrinsically motivated.

## Personal Skills/Attributes

Organizational	The student is responsible for his/her organization.
Independent Worker	The course demands that students exhibit independence.
Motivation, Interest, Attitude	Students must want to read and write. They should not enter the course hoping to discover an interest in literature, but rather bring that interest with them.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Approximately 30-40 hours of work over the summer. Summer work often becomes the basis for the first unit of study in the fall.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	Enthusiastic preparation and participation in class is expected. Students might also be expected to lead large group discussions.
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	Students can expect to be reading or writing most nights of the school year.

**Department:** Mathematics

**Average number of students who take this course:**

55-60 per building

**Course Description:** This is a college level course comparable to the first semester of college calculus, based on the AB syllabus of the College Board. Material studied will include limits and continuity, differential and integral calculus, their applications, and elementary differential equations. The course is intended for the mature, highly motivated student whose past performance in math has been excellent, and who is willing to spend an average of six to eight hours a week in outside study of the subject. The student's commitment to meeting the challenge of this course is critical to his/her success.

[AP Calculus AB College Board Course Overview link](#)

## AP Calculus AB

Academic Qualifications	
Prerequisites	Precalculus H Precalculus – students with A's, strong work ethic.
Prerequisite Academic History Trend	Students with A's in the prerequisites tend to receive a(n) A or B in this course and a 4 or 5 on the exam.  Students with B's in the prerequisites tend to receive a B or C in this course and a 3 or 4 on the exam.  Students with C's in the prerequisites tend to receive a lower than C in this course and a 2 or 3 on the exam.
Ability Level Expectations	Strong math students who can... 1) use previous knowledge to create new ideas 2) relate knowledge from several areas 3) assess value of theories and apply them to new problems 4) integrate previous learning into new situations 5) think abstractly and analyze critically
PCSD AP Exam score – 3 Yr. Trend in this course	5 = 34%    4 = 25%    3 = 24%    2 = 13%    1 = 3%

## Performance Qualifications (categories may vary depending on department)

Reading Level	College level
Writing Level	College level
Thinking Skills	Synthesis and analysis level from Bloom's Taxonomy
Research Skills	Not Necessary
Specific Performance Skills	Application of techniques learned in class to analyze new problem situations Memorization (necessary but not the most important)

## Personal Skills/Attributes

Organizational	Good note-taking is required and the ability to use notes taken in class. Students must develop a system for completing homework, studying and performing well on assignments and assessments.
Independent Worker	Self-discipline is a must. Homework is not checked daily, but it is critical to success in the class. Students must develop the ability to self-diagnose weak areas so they can get help prior to testing.
Motivation, Interest, Attitude	Students must be highly motivated, interested in mathematics, and bring a positive attitude to the coursework.

## Suggested Summer Preparation

(estimated number of hours, type of summer work, how summer work is assessed ...)

None

## Course Expectations Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	<ul style="list-style-type: none"> <li>• Participation in discussions</li> <li>• Group work</li> <li>• Calculator and non-calculator problem solving</li> <li>• Note-taking</li> <li>• Attentiveness and preparedness</li> <li>• Timed quizzes and tests</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	<ul style="list-style-type: none"> <li>• Daily homework</li> <li>• Written assignments due every 2-3 weeks</li> <li>• Studying notes each night prior to doing homework</li> </ul> <p>The amount of time spent outside class varies widely depending on the ability and diligence of each student. You can expect to spend approximately <u>8</u> hours per week outside of class doing work for this course.</p>



**Department:** Mathematics

**Average number of students who take this course:**

20-50 per building

**Course Description:** This is a rigorous college level course comparable to the first and second semester of college calculus, based on the BC syllabus of the College Board. Material studied will include limits, differential and integral calculus, their applications, infinite series, and differential equations. The course is intended not only for the extremely able student but for the mature, highly motivated student whose past performance in math has been superior, and who is willing to spend an average of eight hours a week in outside study of the subject. The student's commitment to meeting the challenge of this course is critical to his/her success.

[AP Calculus BC College Board Course Overview link](#)

## AP Calculus BC

### Academic Qualifications

Pre-requisites	Precalculus Honors students with an A average.
Pre-requisite Academic History Trend	<p>Students with A's in the prerequisites tend to receive a(n) A or B in this course and a 4 or 5 on the exam.</p> <p>Students with B's in the prerequisites tend to receive a B or C in this course and a 3 or 4 on the exam.</p> <p>Students with C's in the prerequisites tend to receive lower than a C in this course and a 2 or 3 on the exam.</p>
Ability Level Expectations	<p>Exceptionally strong math students who can...</p> <ol style="list-style-type: none"><li>1) use previous knowledge to create new ideas</li><li>2) relate knowledge from several areas</li><li>3) assess value of theories and apply them to new problems</li><li>4) integrate previous learning into new situations</li><li>5) think abstractly and analyze critically</li></ol>
PCSD AP Exam score - 3 Yr. Trend in this course	5 = 61%    4 = 20%    3 = 14%    2 = 5%    1 = 0%

## Performance Qualifications (categories may vary depending on department)

Reading Level	College level
Writing Level	College level
Thinking Skills	Higher level thinking skills needed, including the ability to analyze and synthesize information
Research Skills	Not Necessary
Specific Performance Skills	Application of techniques learned in class to analyze new problem situations  Memorization (necessary but not the most important)

## Personal Skills/Attributes

Organizational	Good note-taking is required and the ability to use notes taken in class. Students must develop a system for completing homework, studying and performing well on assignments and assessments.
Independent Worker	Self-discipline is a must. Homework is not checked daily, but it is critical to success in the class. Students must develop the ability to self-diagnose weak areas so they can get help prior to testing.
Motivation, Interest, Attitude	This is a very challenging elective. Students must be highly motivated, interested in mathematics, and bring a positive attitude to the coursework.

## Suggested Summer Preparation

(estimated number of hours, type of summer work, how summer work is assessed ...)

None

## Course Expectations

Activities will vary by teacher. They may include the following:

### In-Class

(participation,  
presentations, exams)

- Participation in discussions
- Group work
- Calculator and non-calculator problem solving
- Note-taking
- Attentiveness and preparedness
- Timed quizzes and tests

### Outside of Class

(projects, portfolios,  
research, anticipated  
hours of work/week,  
teacher conferencing)

- Daily homework
- Written assignments due every 2-3 weeks
- Studying notes each night prior to doing homework

You can expect to spend approximately **8** hours per week outside of class doing work for this course, depending on the ability and diligence of each student.

**Department:** Mathematics

**Average number of students who take this course:**

15 per building

## AP Computer Science A

**Course Description:** This is a programming course with a major emphasis on methodology, algorithms, logic, and data structures using Java and based on the College Board syllabus. Object-oriented programming is studied and applied using hands-on structured lab components to design, implement, and analyze solutions to problems. High School course credit will be awarded upon completion of the Advanced Placement College Board exam associated with the course, and all other assignments through the end of the PCSD school year.

[AP Computer Science A - College Board Course Overview link](#)

### Academic Qualifications

Prerequisites	Computer Science Principles
Prerequisite Academic History Trend	<p>Students with A's in the prerequisites tend to receive a(n) A or B in this course and a 4 or 5 on the exam.</p> <p>Students with B's in the prerequisites tend to receive a B or C in this course and a 3 or 4 on the exam.</p> <p>Students with C's in the prerequisites tend to receive lower than a C in this course and between a 1 and 3 on the exam.</p>
Ability Level Expectations	This course is intended for strong math students with good reading and writing skills. Students also need mature analytic skills and an independent work ethic.
PCSD AP Exam score - 3 Yr. Trend in this course	5 = 33%    4 = 22%    3 = 21%    2 = 13%    1 = 10%

### Performance Qualification (categories may vary depending on department)

Reading Level	College Level
Writing Level	College Level
Thinking Skills	Students must be able to analyze, synthesize and evaluate information.
Research Skills	N/A
Specific Performance Skills	Students will learn to code in Java. They must have strong logical sequential skills.



## Personal Skills/Attributes

Organizational	Note taking and using those notes to complete assignments and prepare for exams; pacing long term assignments; gathering and organizing data; categorizing data.
Independent Worker	Self-motivation; the ability to persevere when solving problems and have the ability to troubleshoot.
Motivation, Interest, Attitude	Students must be highly motivated, interested in writing code and bring a positive attitude to class.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Nothing Required.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	Participate in class discussions, group work, problem solving, notetaking, preparedness, programming to solve problems, troubleshooting.
<b>Outside of Class</b>	Homework, reading text, writing code, preparing for assessments. The amount of time spent outside class varies widely depending on experience with code and focus during lessons.

## AP Computer Science Principles

**Department:** Mathematics, Science, Technology  
**Average number of students who take this course:**  
 40 per building

**Course Description:** This course is designed to introduce students to the world of programming using a variety of languages with a focus on Python. Students work in teams to develop computational thinking, solve problems and utilize computational tools that foster creativity. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Problems allow for various levels of entry whether students are novice or developing programmers. Each unit focuses on one or more computationally intensive career paths. The course invites students to consider the societal impact of computing, both present and future.

[AP Computer Science Principles College Board Course Overview link](#)

Academic Qualifications	
Prerequisites	One unit of Regents science and Algebra I and Geometry concurrently
Prerequisite Academic History Trend	
Ability Level Expectations	This course is intended students with good mathematics, reading and writing skills. Students also need mature analytic skills and an independent work ethic.
PCSD AP Exam score – 3 Yr. Trend in this course	5 = 22%    4 = 28%    3 = 32%    2 = 14%    1 = 4%

## Performance Qualification (categories may vary depending on department)

Reading Level	College Level
Writing Level	College Level
Thinking Skills	Students must be able to analyze, synthesize and evaluate information.
Research Skills	N/A
Specific Performance Skills	<ul style="list-style-type: none"> <li>• Understand Computer systems and networks</li> <li>• Program design with Scratch and Python</li> <li>• Data visualization</li> <li>• Writing code, analyzing code, debugging</li> </ul>

## Personal Skills/Attributes

Organizational	Note taking and using those notes to complete assignments and prepare for exams; pacing long term assignments; gathering and organizing data; categorizing data.
Independent Worker	Self-motivation; the ability to persevere when solving problems and have the ability to troubleshoot.
Motivation, Interest, Attitude	Students must be highly motivated, interested in writing code and bring a positive attitude to class.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Nothing Required.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	Participate in class discussions, group work, problem solving, notetaking, preparedness, programming to solve problems, troubleshooting.
<b>Outside of Class</b>	Homework, reading text, writing code, preparing for assessments. The amount of time spent outside class varies widely depending on experience with code and focus during lessons.

**Department:** Mathematics

**Average number of students who take this course:**

35-60 per building

**Course Description:** This is a college level non-calculus based introductory course in statistics. AP Statistics is intended for strong math students who have successfully completed Algebra 2. It can be taken concurrently with AP Calculus or Precalculus. In addition to a high aptitude for mathematics, good reading and writing skills are necessary. The purpose of this course is to introduce students to the major concepts and tools for collecting analyzing, and drawing conclusions from data. The syllabus is divided into four major themes: exploratory analysis, planning a study, probability and statistical inference. The course concludes with a nationally administered examination provided by the College Entrance Examination Board and all other assignments through the end of the PCS D school year. Many colleges award advanced placement, credit or both on the basis of examination results.

[AP Statistics College Board Course Overview link](#)

## AP Statistics

Academic Qualifications	
Prerequisites	Precalculus or Precalculus concurrent w/ AP Statistics
Prerequisite Academic History Trend	<p>Students with A's in the prerequisites tend to receive a(n) A or B in this course and a 4 or 5 on the exam.</p> <p>Students with B's in the prerequisites tend to receive a B or C in this course and a 3 or 4 on the exam.</p> <p>Students with C's in the prerequisites tend to receive lower than a C in this course and between a 1 and 3 on the exam.</p>
Ability Level Expectations	This course is intended for strong math students with good reading and writing skills. Students also need mature analytic skills and an independent work ethic.
PCSD AP Exam score – 3 Yr. Trend in this course	5 = 27%    4 = 32%    3 = 23%    2 = 10%    1 = 7%



**Performance Qualification** (categories may vary depending on department)

Reading Level	College Level
Writing Level	College Level
Thinking Skills	Students must be able to analyze, synthesize and evaluate information.
Research Skills	N/A
Specific Performance Skills	<p>Writing to answer statements like, "Justify your answer" or "Explain completely."</p> <p>Constructing responses that are clear, concise and stated in the context of the situation.</p> <p>Hypothesis testing.</p>

**Personal Skills/Attributes**

Organizational	Note taking and using those notes to complete assignments and prepare for exams; pacing long term assignments; gathering and organizing data; categorizing data.
Independent Worker	Self-motivation; homework not checked daily but critical to success.
Motivation, Interest, Attitude	If students are interested in the course and curious about the real world applications of statistics, they are more likely to be successful.

**Summer Expectations** (estimated number of hours, type of summer work, how summer work is assessed ...)

Nothing Required.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>Activities</b>	<ul style="list-style-type: none"> <li>• Exponential decay with M &amp; M's</li> <li>• Sample proportion with bowl</li> <li>• Heart rate activity – back to back stem and leaf</li> <li>• Analysis of students' individual grades using displays and regression</li> <li>• Simulating real events</li> </ul>
<b>In-Class</b> (participation, presentations, exams)	<ul style="list-style-type: none"> <li>• Simulations</li> <li>• Small group work</li> <li>• Unit tests</li> <li>• Data collection and analysis</li> <li>• Calculator work</li> <li>• Students should be prepared for every class and ask clarifying questions in or outside of class.</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	<p>Written assignments, homework, projects (surveys, hypothesis tests).</p> <p>The number of hours spent outside class varies from student to student depending on commitment to the course and efficiency in working.</p> <p>You can expect to spend approximately <u>5</u> hours per week outside of class doing work for this course.</p>

**Department:** Music

**Average number of students who take this course:**

9 per building

**Course Description:** The Advanced Placement Music Theory course consists of a college level teaching approach to the theoretical music concepts of form, analysis, part writing, composition and advanced ear training. The course concludes with a nationally administered examination prepared by the College Entrance Examination Board and all other assignments through the end of the PCSD school year. Many colleges and schools of music award credit on the basis of these exam results. In addition, there is an emphasis on original student compositions as a vehicle for learning many topics covered on the AP exam. Most arranging and composing will be done on the Finale program. The course will culminate in a large scale work of the student's choice from a selected list of projects.

[AP Music Theory College Board Course Overview link](#)

## AP Music Theory

### Academic Qualifications

Prerequisites	Students are required to successfully complete the course in music theory as a prerequisite to this course, or demonstrate proficiency through a placement exam coupled with the teacher's recommendation. Students with no prior experience with music theory are not recommended for the course.
Prerequisite Academic History Trend	<p>Students with A's in the prerequisites tend to receive a(n) 95 or higher in this course and a 5 on the exam</p> <p>Students with B's in the prerequisites tend to receive a(n) 88- 94 in this course and a 4 on the exam.</p> <p>Students with C's in the prerequisites tend to receive a(n) 80 – 87 in this course or a 2 on the exam.</p>
Ability Level Expectations	A student receiving a "B-" or less in the pre-requisite are not recommended to take this course. Students who have studied music theory outside of SHS/MHS but have not taken our prerequisite class may test into the AP level class.
PCSD AP Exam score – 3 Yr. Trend in this course	5 = 67%    4 = 17%    3 = 17%    2 = 0%    1 = 0%

## Performance Qualifications (categories may vary depending on department)

Reading Level	The text and supplements used are of the college level.
Writing Level	Written responses to musical examples heard require higher level organizing of thoughts into short essay form.
Thinking Skills	The ability to research a given musical topic independently, using the internet or other resources is a component of the class. Skills in analyzing music from the “big picture” view as well as looking at the myriad of small details comprising music are also utilized. There are many projects which require the synthesis of skills into cohesive products such as compositions, etc.
Research Skills	Ability to research a variety of music topics, sometimes citing musical examples. Internet Researching Skills.
Specific Performance Skills	<ul style="list-style-type: none"> <li>• Sight Singing</li> <li>• Note Reading</li> <li>• Melodic Dictation</li> <li>• Piano Keyboard Skills</li> <li>• Transposition</li> <li>• Analysis</li> <li>• Ear training</li> <li>• Composition</li> <li>• Arranging</li> <li>• Reasonable Level of Skill with Finale Program</li> </ul>

## Personal Skills/Attributes

Organizational	Highly Organizational. Must have the ability to take given parameters and apply them in creative compositional projects.
Independent Worker	Very Independent Work Habits. Must be able to handle long range goals with short guided meetings with the teacher, applying the revision process.
Motivation, Interest, Attitude	Must be very high. Most students work at levels beyond the minimum requirements on all projects due to their high motivation.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Nothing Required.

## Course Expectations

Activities will vary by teacher. They may include the following:

Developing skills required to be successful on the AP exam, including in-depth analysis of music, sight singing, melodic dictation, responding to questions based on aural examples provided, composition, and fluency with Finale computer writing software.

### In-Class

(participation, presentations, exams)

All Included

### Outside of Class

(projects, portfolios, research, anticipated hours of work/week, teacher conferencing)

- Analysis projects
- Harmonization projects
- Teacher conferencing
- Ear training
- Sight singing
- Composition
- Some Research Projects
- Students also are often required to find their own examples of music that reflect topics studied in class.

You can expect to spend approximately 1.5 hours per week outside of class doing work for this course.

**Department:** Science

**Average number of students who take this course:**

55 per building

**Course Description:** The emphasis of this course is on inquiry-based learning of essential concepts.

Students are provided the opportunity to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The major themes that recur throughout the course are: The process of evolution drives the diversity and unity of life; Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis; Living systems store, retrieve, transmit and respond to information essential to life process; Biological systems interact, and these systems and their interactions possess complex properties. The course concludes with a nationally administered examination approved by the College Entrance Board and all other assignments through the end of the PCSD school year. Many colleges award advanced placement status, credit, or both on the basis of the examination results.

[AP Biology College Board Course Overview link](#)

## AP Biology

### Academic Qualifications

Prerequisites	3 units of Regents level Science (including Regents Biology and Chemistry)  OR  Regents level Biology and Chemistry and Honors Physics
Prerequisite Academic History Trend	Students with A's in the prerequisites tend to receive a(n) A or B in this course and a 5 or 4 on the exam.  Students with B's in the prerequisites tend to receive a B in this course and a 4 on the exam.  Students with C's in the prerequisites tend to receive a B or C in this course and a 4 or 3 on the exam.
Ability Level Expectations	This is a college level course.
PCAD AP Exam score – 3 Yr. Trend in this course	5 = 20%    4 = 34%    3 = 33%    2 = 12%    1 = 1%





## Performance Qualifications (categories may vary depending on department)

Reading Level	College level scientific, biology text.
Writing Level	Must write logical, comprehensive essays that synthesize information from a variety of topics. Must write lab reports that include an application of the material learned in class to the scientific experiment.
Thinking Skills	Knowledge, Comprehension, Application, Analysis, Synthesis.
Research Skills	Internal and External Searches of library and journal databases.
Specific Performance Skills	Labs are designed to help you learn how to: understand problems, develop hypothesis, design and implement controlled experiments, identify independent and dependent variables, analyze data, draw conclusions, think analytically and communicate results with appropriate data tables and graphs.

## Personal Skills/Attributes

Organizational	Good note-taking, complete assigned readings, pre-labs and assignments. Daily study required.
Independent Worker	Time Management, Self-disciplined, Self-advocate, Focused
Motivation, Interest, Attitude	Perseverance, Highly Motivated, Positive Attitude

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Summer work may include assignments based on textbook reading, teacher-selected reading, searches of library and journal databases. Writing essays may be required.

## Course Expectations

Activities will vary by teacher. They may include the following:

### In-Class

(participation, presentations, exams)

- A minimum of 8 inquiry labs
- Essay writing
- Lab reports
- Tests, Quizzes
- 7 periods a week of intense, concentrated study

### Outside of Class

(projects, portfolios, research, anticipated hours of work/week, teacher conferencing)

- Reading
- Writing
- Studying
- Pre-labs
- Labs

The amount of time for each student may vary, however, an average of eight (8) hours per week.

**Department:** Science

**Average number of students who take this course:**

60-70 per building

**Course Description:** The AP Chemistry course is organized around six "big ideas" in chemistry, which serve to structure the course. The emphasis of this course is on inquiry-based learning of essential concepts surrounding these six big ideas. The course supports student achievement through multiple opportunities to test, evaluate, and refine explanations and predictions of natural phenomena. Students will focus on the following science practices: generating representations and models, developing strategies for collecting data, and making connections across scales, concepts, and domains. The course supports students in mastering the quantitative aspects of chemistry, by enhancing their qualitative understanding and visualization of the particulate nature of matter. The course concludes with the Advanced Placement College Board exam, and all other assignments through the end of the PCSD school year. Many colleges award advanced placement status, credit, or both on the basis of the examination results.

[AP Chemistry College Board Course Overview link](#)

## AP Chemistry

Academic Qualifications	
Prerequisites	3 units of Regents level Science (including Regents level Chemistry) OR 2 units of Regents level Science (including Regents level Chemistry) and Honors Physics 8
Prerequisite Academic History Trend	Students with A's in the prerequisites tend to receive a(n) A in this course and a 4-5 on the exam  Students with B's in the prerequisites tend to receive a B in this course and a 3-4 on the exam.  Students with C's in the prerequisites tend to receive C's in this course and a 2-3 on the exam.
Ability Level Expectations	
PCSD AP Exam score - 3 Yr. Trend in this course	5 = 30%    4 = 35%    3 = 25%    2 = 9%    1 = 1%

## Performance Qualifications (categories may vary depending on department)

Reading Level	The reading is at a college level. The student must be able to extract the important information from the reading and apply that information to a variety of problems.
Writing Level	The student must be able to write in complete sentences succinctly summarizing the information.
Thinking Skills	Students should be able to analyze data, synthesize information, evaluate answers to problems, and be able to design laboratory experiments.
Research Skills	Students should be able to find pertinent information for the course from various Internet sources.
Specific Performance Skills	Student should be proficient in the laboratory with basic measuring skills, weighing, Bunsen burner operation, and reading a meniscus.
Math Skills	Higher level math skills are necessary. Algebraic manipulation needs to be easily performed.
Reasoning Skills	Students should be able to tie together the threads that interrelate the main ideas in chemistry.

## Personal Skills/Attributes

Organizational	Student should be able to easily find previously covered materials including periodic table, equation sheets etc.
Independent Worker	The course requires a minimum of 8 hours outside of class per week on homework, lab write-ups, studying.
Motivation, Interest, Attitude	Students must be highly motivated and be able to handle the ups and downs involved with an inherently difficult class.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

A summer packet may be given out to help students review Regents material necessary for AP.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	<ul style="list-style-type: none"> <li>• Independent problem solving</li> <li>• Small group work (LAB)</li> <li>• Quizzes</li> <li>• Tests</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing.)	5 hours of work outside of class – homework, lab write-up, studying, individual instruction.

**Department:** Science

**Average number of students who take this course:**

60-70 per building

**Course Description:** The goal of the AP

Environmental Science course is to provide students

with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems

both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The course concludes with a nationally administered examination provided by the College Entrance Examination Board and all other assignments through the end of the PCSD school year. Many colleges award advanced placement status, credit, or both on the basis of the examination results. Summer work may be required.

[AP Environmental Science College Board Course Overview link](#)

## AP Environmental Science

### Academic Qualifications

Prerequisites	3 units of Regents level Science (Earth Science, Biology and Chemistry)
Prerequisite Academic History Trend	Students with A's in the prerequisites tend to receive a(n) A or B in this course and a 5 or 4 on the exam  Students with B's in the prerequisites tend to receive a B in this course and a 4 on the exam.  Students with C's in the prerequisites tend to receive a B or C in this course and a 4 or 3 on the exam.
Ability Level Expectations	This is a college level course.
PCSD AP Exam score - 3 Yr. Trend in this course	5 = 18% 4 = 36% 3 = 18% 2 = 21% 1 = 6%

### Performance Qualification (categories may vary depending on department)

Reading Level	College level scientific textbook and primary documents.
Writing Level	Must write logical, comprehensive essays that synthesize information from a variety of topics. Must write lab reports that include an application of the material learned in class to the scientific experiment.
Thinking Skills	Knowledge, Comprehension, Application, Analysis, Synthesis.



Research Skills	Internal and External Searches of library, journal databases and Internet sources. Students should be able to identify acceptable scientific sources.
Specific Performance Skills	Labs are designed to help you learn how to: understand problems, develop hypothesis, design and implement controlled experiments, identify independent and dependent variables, analyze data, draw conclusions, think analytically, and communicate results with appropriate data tables and graphs.

### Personal Skills/Attributes

Organizational	Good note-taking. Complete assigned readings, pre-labs and assignments. Daily study required.
Independent Worker	Time Management, Self-disciplined, Self-advocate, Focused.
Motivation, Interest, Attitude	Perseverance, Highly Motivated, Positive Attitude.

### Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Approximately 6-8 hours. May include reading, writing and field studies.

### Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	<ul style="list-style-type: none"> <li>• Essay writing</li> <li>• Lab reports</li> <li>• Tests, Quizzes</li> <li>• Several field trips are required</li> <li>• 7 periods a week of intense, concentrated study</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing.	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Studying</li> <li>• Pre-labs</li> <li>• Labs</li> </ul> <p>The amount of time for each student may vary, however, an average of 8 hours per week</p>

**Department:** Science

**Average number of students who take this course:**

20 per building

**Course Description:** Class work and laboratory

work combine to derive the basic physical laws in the

correct mathematical form rather than the approximation used for the Regents courses. The

areas that will be explored are mechanics, electricity, and magnetism. The “C” program is

more demanding mathematically and may result in college credit for the potential Physics

major. It is the equivalent of one semester of Mechanics and one semester of Electricity and

Magnetism. Each part may be taken separately for a semester’s worth of college credit.

Since calculus is used extensively, advanced study in mathematics is highly recommended.

This course concludes with a nationally administered examination provided by the College

Entrance Examination Board and all other assignments through the end of the PCSD school

year. Many colleges award advanced placement status, credit, or both on the basis of the

examination results.

[AP Physics C: Electricity and Magnetism College Board Course Overview link](#)

[AP Physics C: Mechanics College Board Course Overview link](#)

## AP Physics C

### Academic Qualifications

Prerequisites	3 units of Regents level Science (including Regents level Physics) and AP Calculus concurrent
Prerequisite Academic History Trend	<p>Students with A’s in the prerequisites tend to receive a(n) A or B in this course and a 4-5 on the exam</p> <p>Students with B’s in the prerequisites tend to receive a B-C in this course and a 2-4 on the exam.</p> <p>Students with C’s in the prerequisites tend to receive a C in this course and a 1-3 on the exam.</p>
Ability Level Expectations	This is a college level course
PCSD AP Exam score – 3 Yr. Trend in this course	<p>2 Exams are given:</p> <p><u>Physics C-E&amp;M</u> 5 = 23%    4 = 33%    3 = 13%    2 = 23%    1 = 9%</p> <p><u>Physics Mechanics</u> 5 = 33%    4 = 32%    3 = 22%    2 = 13%    1 = 1%</p>

## Performance Qualifications (categories may vary depending on department)

Reading Level	College level scientific, physics text.
Writing Level	Must occasionally write short, logical, comprehensive essays that synthesize information from a variety of topics.
Thinking Skills	Knowledge, Comprehension, Application, Analysis, Synthesis.
Research Skills	Must be able to apply scientific method.
Specific Performance Skills	Highly developed math skills, organized problem solutions notebook.

## Personal Skills/Attributes

Organizational	Good note-taking, complete assigned readings and assignments. Daily study required.
Independent Worker	Critical for success.
Motivation, Interest, Attitude	Perseverance, highly motivated, positive attitude.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Summer work may be required.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Demonstrations</li> <li>• Practice problems</li> <li>• Homework review</li> <li>• Tests</li> <li>• Quizzes</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	<ul style="list-style-type: none"> <li>• Lab write-ups</li> <li>• Homework problem solutions</li> <li>• Read / study from textbook</li> </ul> <p>You can expect to spend approximately <u>5-7</u> hours per week outside of class doing work for this course.</p>

# AP Economics: Macroeconomics and Microeconomics

**Department:** Social Studies

**Average number of students who take this course:**

40-70 per building

**Course Description:** This college level course

studies economics and economic systems and is

divided into two elements – Microeconomics and Macroeconomics. Microeconomics gives students an understanding of the principles of economics that apply to the functions of individual decision makers in the larger economic system. Primary emphasis is placed on the nature of market functions, the study of factor markets, and the role of government in promoting greater efficiency and equity in the economy. Macroeconomics gives students a thorough understanding of the principles that apply to an economic system as a whole.

Primary emphasis is placed on the study of national income, price determination, economic performance measures, economic growth, and the global economy. This course prepares students to take two National Advanced Placement Examinations in May – one in Microeconomics and one in Macroeconomics.

[AP Macroeconomics College Board Course Overview link](#)

[AP Microeconomics College Board Course Overview link](#)

Academic Qualifications	
Prerequisites	None
Prerequisite Academic History Trend	There are no prerequisites for this course.
Ability Level Expectations	Although the course is not taught with an emphasis or prerequisite in mathematics, an aptitude for math and logical problem solving is strongly recommended.
PCSD AP Exam score – 3 Yr. Trend in this course	<p><u>AP Macroeconomics:</u> 5 = 38%    4 = 27%    3 = 19%    2 = 14%    1 = 3%</p> <p><u>AP Microeconomics:</u> 5 = 32%    4 = 32%    3 = 20%    2 = 11%    1 = 4%</p>

## Performance Qualifications (categories may vary depending on department)

Reading Level	On grade level.
Writing Level	On grade level to a lesser extent as writing is in abbreviated graphic format.
Thinking Skills	College level – especially higher level thinking skills such as application and synthesis.
Research Skills	On grade level.
Specific Performance Skills	<ul style="list-style-type: none"> <li>• Graphing skills</li> <li>• Algebraic equations</li> <li>• Inductive and deductive reasoning skills</li> </ul>

## Personal Skills/Attributes

Organizational	College level.
Independent Worker	College level.
Motivation, Interest, Attitude	Extremely necessary as the material is relevant to current events. The degree of difficulty may require a student to seek additional assistance online as well as outside of class with the instructor.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

None.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	<ul style="list-style-type: none"> <li>• Note-taking and graphing</li> <li>• Chapter support activities</li> <li>• Weekly quiz for each chapter</li> <li>• Free response essays</li> <li>• Mock AP Exam</li> <li>• Participation in simulation activities, small group problem solving</li> <li>• Approximately 2-3 exams per quarter</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	<ul style="list-style-type: none"> <li>• Stock market investment portfolio activity</li> <li>• Economic indicator research project</li> <li>• Contemporary economic issues debate</li> <li>• <i>Wall Street Journal</i> activities</li> <li>• Primary economic documents</li> <li>• Online quiz activities</li> <li>• Problem sets</li> <li>• Assigned problems from the textbook</li> </ul> <p>You can expect to spend approximately <b>6-8</b> hours per week outside of class doing work for this course.</p>

**Department:** Social Studies

**Average number of students who take this course:**

10 per building

**Course Description:** This college level course

consists of a chronological survey of modern

European History from the Renaissance (circa 1400) to the present in four historical

periods. The students get to participate in debates, defend/refute controversial historical positions, and role play historical figures and empires.

[AP European History College Board Course Overview link](#)

## AP European History

### Academic Qualifications

Prerequisites apply only to 10 <sup>th</sup> grade students	Teacher recommendation. A minimum of 90% in previous Social Studies course and strong writing skills. This course may not be taken concurrently with AP World History in 10 <sup>th</sup> grade.
Prerequisite Academic History Trend	Students with A's in the prerequisites tend to receive an A to B+ in this course and a 4-5 on the exam.  Students with B's in the prerequisites tend to receive a C in this course and a 2-3 on the exam.
Ability Level Expectations	Above average to excellent.
PCSD AP Exam score - 3 Yr. Trend in this course	5 = 42%    4 = 26%    3 = 15%    2 = 15%    1 = 3%

### Performance (categories may vary depending on department)

Reading Level	At or above 10 <sup>th</sup> grade level at the beginning of the school year.
Writing Level	At or above 10 <sup>th</sup> grade level at the beginning of the year.
Thinking Skills	Good critical thinking and evaluation and analysis skills are essential.
Research Skills	Students need to be able to complete research independently.
Specific Performance Skills	Students should: <ul style="list-style-type: none"><li>• Work well in a timed situation</li><li>• Have the ability to analyze and interpret primary and secondary sources</li><li>• Have or develop a high level of writing</li><li>• Develop good public speaking skills</li><li>• Be self-directed learners</li></ul>

## Personal Skills/Attributes

Organizational	Excellent.
Independent Worker	Independent work, particularly reading and researching, is required.
Motivation, Interest, Attitude	Students should be highly motivated to succeed and have the desire to challenge themselves academically. Students must be intrinsically driven to learn and succeed in this subject.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed...)

Students will be given a recommended summer reading list. Selected content from the recommended readings will be assessed during the first quarter of the academic year.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Seminars</li> <li>• Lectures and note taking</li> <li>• Exams</li> <li>• Research papers</li> <li>• Presentations</li> <li>• A variety of activities designed to improve critical thinking and questioning skills</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	<ul style="list-style-type: none"> <li>• Approximately 30-45 minutes of reading per night</li> <li>• Work on research papers and/or preparation for seminars and class discussions</li> <li>• Independent work on presentations and projects</li> </ul> <p>You can expect to spend approximately <b>8 - 15</b> hours per week outside of class doing work for this course.</p>



# AP Government and Politics: US and Comparative

**Department:** Social Studies

**Average number of students who take this course:**

40-60 per building

**Course Description:** This course has two

components which study the government and politics

of the United States and six other nations – China, Great Britain, Iran, Mexico, Nigeria and Russia. United States government is concerned with the nature of the American political system, its development over the past two hundred years, and how it works today.

Comparative government is an introduction to various political systems in our contemporary world which will familiarize students with the most important methods, concepts, and theories in the field of comparative politics. The course prepares students for two Advanced Placement examinations in May – one in United States Government and one in Comparative Government.

[AP Government and Politics: US College Board Course Overview link](#)

[AP Government and Politics: Comparative College Board Course Overview link](#)

## Academic Qualifications

Prerequisites	There are no prerequisites for this course.
Prerequisite Academic History Trend	There are no prerequisites for this course.
Ability Level Expectations	Strong reading, writing, and research skills are necessary.
PCSD AP Exam score – 3 Yr. Trend in this course	<p><u>AP U.S. Exam:</u> 5 = 29%   4 = 18%   3 = 32%   2 = 16%   1 = 4%</p> <p><u>AP Comparative Exam:</u> 5 = 22%   4 = 26%   3 = 34%   2 = 14%   1 = 4%</p>

## Performance Qualifications (categories may vary depending on department)

Reading Level	College level.
Writing Level	College level.
Thinking Skills	College level.
Research Skills	Above grade level.
Specific Performance Skills	Analytical skills; ability to participate in class discussions and debates and defend ideas both orally and in written form.

## Personal Skills/Attributes

Organizational	Very important.
Independent Worker	Important, plus ability to work with others.
Motivation, Interest, Attitude	Very important.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

There are no summer work requirements however; students are encouraged to stay up to date on current issues by reading national and international news stories.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	<ul style="list-style-type: none"> <li>• Regular participation in class discussions</li> <li>• Periodic seminar activities, debates, role plays, presentations, and discussions</li> <li>• Cooperative group projects and presentations</li> <li>• Approximately 3 to 4 exams for US Government and 6 to 8 exams for Comparative Government</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	<ul style="list-style-type: none"> <li>• Reading assignments outside of class</li> <li>• Written assignments based on outside reading</li> </ul> <p>You can expect to spend approximately 5-7 hours per week outside of class doing work for this course.</p>

**Department:** Social Studies

**Average number of students who take this course:**

110-130 per building

**Course Description:** This course is an introductory survey of the major concepts in the scientific study of human behavior, human development, motivation, learning personality, and social behavior. Emphasis is placed on understanding, integrating and applying theoretical and methodological issues to the study of psychology.

[AP Psychology College Board Course Overview link](#)

## AP Psychology

### Academic Qualifications

Prerequisites	Grades 11 and 12 only.
Prerequisite Academic History Trend	There are no prerequisites for this course.
Ability Level Expectations	
PCSD AP Exam score – 3 Yr. Trend in this course	5 = 41%    4 = 32%    3 = 16%    2 = 7%    1 = 5%

### Performance Qualifications (categories may vary depending on department)

Reading Level	College Level – Course reading requires a high level of comprehension. Includes over 900 vocabulary terms.
Writing Level	College Level – requires the ability to coherently express written responses to the material covered.
Thinking Skills	College level – especially higher level thinking skills such as application and synthesis.
Research Skills	Course requires both oral and written presentations based on research.
Specific Performance Skills	

## Personal Skills/Attributes

Organizational	Notes and readings are required at student's discretion.
Independent Worker	Students are provided with a monthly calendar of assignments and topics, which requires strong time management skills.
Motivation, Interest, Attitude	A high level of motivation is required; students must be self-directed learners.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

None.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	<p>Students will be evaluated according to a model similar to the following:</p> <ul style="list-style-type: none"> <li>• 10% participation</li> <li>• 60% exam scores</li> <li>• 30% outside assignments and readings</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	<ul style="list-style-type: none"> <li>• Reading projects</li> <li>• Research projects</li> <li>• Field experiments</li> <li>• Reading articles</li> <li>• On-line lab simulations</li> </ul> <p>You can expect to spend approximately <u>5-7</u> hours per week outside of class doing work for this course.</p>

**Department:** Social Studies

**Average number of students who take this course:**  
100-140 per building

**Course Description:** This course consists of a survey of American History from the Pre-colonial Period to present day. American history is studied through extensive chronological coverage and readings on a broad variety of topics in special historical fields including economic, cultural and intellectual, social, political-constitutional, and diplomatic. This will be accomplished through a variety of student-centered methods which might include debates, press conferences, discussions, research, and reading.

[AP US History College Board Course Overview link](#)

## AP United States History

### Academic Qualifications

Prerequisites	Teacher recommendations. Social Studies average in the A range. Strong writing skills.
Prerequisite Academic History Trend	Students with A's in the prerequisites tend to receive an A to B in this course and a 3-5 on the exam.  Students with B's in the prerequisites tend to receive a C in this course and a 2-3 on the exam.
Ability Level Expectations	Strong reading, writing, oral expression and research skills are necessary.
AP Exam score – 3 Yr. Trend in this course	5 = 28%    4 = 27%    3 = 29%    2 = 14%    1 = 2%

### Performance Qualifications (categories may vary depending on department)

Reading Level	11 <sup>th</sup> grade.
Writing Level	11 <sup>th</sup> grade.
Thinking Skills	At or above grade level regarding critical thinking and evaluating skills.
Research Skills	Proficient with MLA, and use of books and electronic resources for research.
Specific Performance Skills	Presentation skills and public speaking skills for debates.

## Personal Skills/Attributes

Organizational	Extremely important.
Independent Worker	Extremely important.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Students will be given a recommended summer reading list. Selected content from the recommended readings will be assessed during the first quarter of the academic year.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	<ul style="list-style-type: none"> <li>• Periodic testing covering chapters from the book, class lectures, and written assignments.</li> <li>• Frequent analysis of primary sources.</li> <li>• Writing activities such as Long Essay Questions, Document Based Essays and Short Answer Questions.</li> <li>• Participation in class discussion and review activities.</li> <li>• Periodic debates involving oral engagement of colleagues in both role-play and factional engagements.</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	<ul style="list-style-type: none"> <li>• Approximately 1-3 writing assignments per unit.</li> <li>• Weekly chapter assigned in textbook, 25 pages on average.</li> </ul> <p>You can expect to spend approximately 5-7 hours per week outside of class doing work for this course.</p>

**Department:** Social Studies

**Average number of students who take this course:**

New course, no statistics

## AP World History

**Course Description:** This course focuses on developing students' understanding of world history from approximately 1200 to the present. Students investigate the content of world history for significant events, individuals, developments, and processes in four historical periods. The course also provides a look at the connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. The students get the opportunity to participate in debates, defend/refute controversial historical positions and role play individuals and empires.

[AP World History College Board Course Overview link](#)

### Academic Qualifications

Prerequisites	Grades 10 - 12. Teacher recommendation, A minimum of 90% in previous Social Studies course and strong writing skills.
Prerequisite Academic History Trend	There are no prerequisites for this course.
Ability Level Expectations	Above Average to Excellent
PCSD AP Exam score - 3 Yr. Trend in this course	5 = 33%    4 = 37%    3 = 25%    2 = 6%    1 = 0%

### Performance Qualifications (categories may vary depending on department)

Reading Level	At or above 10 <sup>th</sup> grade level at the beginning of the school year.
Writing Level	At or above 10 <sup>th</sup> grade level at the beginning of the school year.
Thinking Skills	Good critical thinking and evaluation and analysis skills are essential.
Research Skills	Student need to be able to complete research independently.
Specific Performance Skills	<p>Student should:</p> <ul style="list-style-type: none"><li>• Work well in a timed situation</li><li>• Have the ability to analyze and interpret primary and secondary sources</li><li>• Have or develop a high level of writing</li><li>• Develop good public speaking skills</li><li>• Be self-directed learners</li></ul>



## Personal Skills/Attributes

Organizational	Extremely important
Independent Worker	Independent work, particularly reading and researching, is required.
Motivation, Interest, Attitude	A high level of motivation is required; students must be self-directed learners.

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Students will be given a recommended summer reading list. Selected content from the recommended readings will be assessed during the first quarter of the academic year.

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Seminars</li> <li>• Lectures and note taking</li> <li>• Exams</li> <li>• Research papers</li> <li>• Presentations</li> <li>• A variety of activities designed to improve critical thinking and questioning skills</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	<ul style="list-style-type: none"> <li>• Approximately 30-45 minutes of reading per night</li> <li>• Work on research papers and/or preparation for seminars and discussions</li> <li>• Independent work on presentations and projects</li> </ul>

# AP French Language and Culture

**Department:** World Language

**Average number of students who take this course:**

13 per building

**Course Description:** In this advanced course,

students will attain proficiency in the areas of listening, speaking, writing, reading and some literary analysis. As candidates for advanced placement in college, students acquire the ability to understand spoken French in connected discourse, to speak with ease and fluency in conversational French, and to write freely and accurately on a variety of topics. The course concludes with the nationally administered examination provided by the Advanced Placement Program of the College Examination Board and all other assignments through the end of the PCSD school year. Many colleges award advanced credit and/or standing on the basis of the examination results.

[AP French College Board Course Overview link](#)

## Academic Qualifications

Prerequisites	French 4 Honors and teacher recommendation.
Prerequisite Academic History Trend	Students with A's in the prerequisites tend to receive A's in this course and a 4-5 on the exam.  Students with B's in the prerequisites tend to receive B's in this course and a 3-4 on the exam.
Ability Level Expectations	Students who enroll should already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking, and writing.
PCSD AP Exam score - 3 Yr. Trend in this course	5 = 15%    4 = 26%    3 = 47%    2 = 12%    1 = 0%

## Performance Qualifications

(categories may vary depending on department)

Reading Level	Has ample vocabulary for reading newspapers and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary.
Writing Level	Can express themselves coherently, resourcefully, and with fluency and accuracy.
Speaking Level	Can express themselves coherently, resourcefully, and with fluency and accuracy.
Listening Level	Can understand spoken French in various contexts.
Thinking Skills	N/A
Research Skills	N/A



## Personal Skills/Attributes

Organizational	<ul style="list-style-type: none"> <li>• Able to meet deadlines</li> <li>• Follows course syllabus</li> </ul>
Independent Worker	<ul style="list-style-type: none"> <li>• Meets instructional objectives by setting personal goals</li> <li>• Devotes time out of class to develop all four communication skills</li> </ul>
Motivation, Interest, Attitude	<ul style="list-style-type: none"> <li>• Shows genuine interest in language and culture</li> <li>• Is motivated to learn</li> <li>• Displays a good attitude toward learning</li> </ul>

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

- Some prep work (e.g. Reading, vocabulary acquisition) related to appropriate communication skill (generally less than 5 hours).

## Course Expectations

Activities may vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	<ul style="list-style-type: none"> <li>• Variety of listening activities</li> <li>• Debates on themes of topical interest</li> <li>• Role-plays</li> <li>• Oral presentations</li> <li>• In-class writing assignments</li> <li>• Recordings of speech</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	<ul style="list-style-type: none"> <li>• Research</li> <li>• Essays</li> <li>• Written diaries/journals</li> <li>• Readings</li> <li>• Oral diaries</li> <li>• Writing and speaking conferences w/ teacher</li> <li>• Correction and analysis of own work</li> <li>• Practice of structure</li> <li>• Vocabulary expansion</li> </ul> <p>You can expect to spend approximately <b>3 or more</b> hours per week outside of class doing work for this course.</p>

**Department:** World Language

**Years Offered:** Offered alternate years ([see Program of Studies](#))

**Average number of students who take this course:**  
27 per building

**Course Description:** This is a Latin Prose and Poetry course. The AP Latin curriculum affords students the opportunity to read from Books I, IV, V, and VI of Julius Caesar's *De Bello Gallico* and from Books I, II, IV, and VI of Vergil's *Aeneid*. The historical and cultural background of Julius Caesar's campaigns in Gaul and the heroic epic story of Aeneas and the Trojan expatriates allow students to experience history, legend, and mythology as well as to find satisfaction in their own significant reading skills. Students will master literary techniques, elements of style, and specific vocabulary and idioms of Caesar and Vergil. The course will include the study of political, social and cultural backgrounds in the age and rule of Julius Caesar and his heir Augustus. The course concludes with the taking of the nationally administered Advanced Placement Latin Examination and all other assignments through the end of the PCSD school year. Many colleges award advanced placement credit, advanced standing, or both, on the basis of these examination results.

[AP Latin College Board Course Overview link](#)

## AP Latin

### Academic Qualifications

Prerequisites	Latin 2*, Latin 3  * The teacher may encourage a particularly able student (for example one with a broad foreign language background) to enroll in this course.
Prerequisite Academic History Trend	Students with A's in the prerequisites tend to receive A's in this course and a 3-5 on the exam.  Students with B's in the prerequisites tend to receive B's in this course and a 3 on the exam.
Ability Level Expectations	
PCSD AP Exam score - 2 Yr. Trend in this course	5 = 11%    4 = 17%    3 = 47%    2 = 23%    1 = 2%

## Performance Qualifications

(Categories may vary depending on department)

Reading/ Analytical Skills	<ul style="list-style-type: none"> <li>• Write a literal English translation of a Latin passage on the syllabus.</li> <li>• Identify the context and significance of short excerpts from the required books.</li> <li>• Identify and analyze characteristic or noteworthy features of the poet's mode of expression, including his use of word choice and placement, imagery, figures of speech, sound and metrical effects, as seen in specific passages.</li> <li>• Discuss particular motifs or general themes not only suggested by specific passages but also relevant to the poem as a whole.</li> <li>• Analyze characters or situations as portrayed in specific passages.</li> <li>• Read aloud Latin prose and poetry with attention to features such as the correct metrical structure.</li> </ul>
Writing Skills	<ul style="list-style-type: none"> <li>• Interpret the text.</li> <li>• Analyze critical statements about the text.</li> <li>• Compare and contrast different aspects of the form, structure, or content of the text.</li> <li>• Evaluate some issue of importance relevant to the text.</li> </ul>
Culture	Familiarity with pertinent Roman cultural, social, and political history and study of the ancient epic as a literary genre are assumed. Although reading from the <i>Iliad</i> and <i>Odyssey</i> is not required, it is hoped that students will point out parallels between the <i>Aeneid</i> and the works of Homer.
Research Skills	N/A

## Personal Skills/Attributes

Organizational	<ul style="list-style-type: none"> <li>• Able to meet deadlines</li> <li>• Follows course syllabus</li> </ul>
Independent Worker	<ul style="list-style-type: none"> <li>• Meets instructional objectives by setting personal goals</li> <li>• Devotes time out of class to develop reading skills</li> </ul>
Motivation, Interest, Attitude	<ul style="list-style-type: none"> <li>• Shows genuine interest in language and culture</li> <li>• Is motivated to learn</li> <li>• Displays a good attitude toward learning</li> </ul>

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Approximately three hours of vocabulary work.

## Course Expectations

Activities will vary by teacher. They may include the following:

### In-Class

(participation, presentations, exams)

- In-class discussions
- Oral presentations
- In-class writing assignments

### Outside of Class

(projects, portfolios, research, anticipated hours of work/week, teacher conferencing)

- Research
- Essays
- Readings
- Writing conferences with teacher
- Correction and analysis of own work
- Practice of structure
- Vocabulary expansion

You can expect to spend approximately **3 or more** hours per week outside of class doing work for this course.

# AP Spanish Language and Culture

**Department:** World Language

**Average number of students who take this course:**

15 per building

**Course Description:** In this advanced course, students will attain proficiency in the areas of listening, speaking, writing, reading and some literary analysis. As candidates for advanced placement in college, students acquire the ability to understand spoken Spanish in connected discourse, to speak with ease and fluency in conversational Spanish and to write freely and accurately on a variety of topics. The course concludes with the nationally administered examination provided by the Advanced Placement Program of the College Examination Board and all other assignments through the end of the PCSD school year. Many colleges award advanced credit and/or standing on the basis of the examination results.

[AP Spanish College Board Course Overview link](#)

Academic Qualifications	
Prerequisites	Spanish 11 – Honors and teacher recommendation.
Prerequisite Academic History Trend	Students with A's in the prerequisites tend to receive A's in this course and a 5 on the exam.  Students with B's in the prerequisites tend to receive B's in this course and a 3 - 4 on the exam.
Ability Level Expectations	Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing.
PCSD AP Exam score – 3 Yr. Trend in this course	5 = 20%    4 = 33%    3 = 43%    2 = 4%    1 = 0%

Performance Qualifications (categories may vary depending on department)	
Reading Level	Acquisition of vocabulary and grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish.
Writing Level	Can compose expository passages. Can write persuasively. Can accurately incorporate several sources and cultural information in writing.
Speaking Level	Can express ideas orally with accuracy and fluency. Can respond to spoken Spanish spontaneously. Can accurately express cultural norms in Spanish.
Listening Level	Can comprehend formal and informal spoken Spanish with varied accents in various contexts.
Thinking Skills	N/A
Research Skills	Can synthesize sources to create an argument.

## Personal Skills/Attributes

Organizational	<ul style="list-style-type: none"> <li>• Able to meet deadlines</li> <li>• Follows course syllabus</li> </ul>
Independent Worker	<ul style="list-style-type: none"> <li>• Meets instructional objectives by setting personal goals</li> <li>• Devotes time out of class to develop all four communication skills</li> </ul>
Motivation, Interest, Attitude	<ul style="list-style-type: none"> <li>• Shows genuine interest in language and culture</li> <li>• Is motivated to learn</li> <li>• Displays a good attitude toward learning</li> </ul>

## Summer Expectations (estimated number of hours, type of summer work, how summer work is assessed ...)

Some prep work (e.g. Reading, vocabulary acquisition) related to appropriate communication skill (generally less than 5 hours).

## Course Expectations

Activities will vary by teacher. They may include the following:

<b>In-Class</b> (participation, presentations, exams)	<ul style="list-style-type: none"> <li>• Variety of listening activities</li> <li>• Debates on themes of topical interest</li> <li>• Oral presentations</li> <li>• In-class writing assignments</li> <li>• Recordings of speech</li> <li>• Discussions of literature</li> <li>• Conversations / discussions of cultural differences</li> </ul>
<b>Outside of Class</b> (projects, portfolios, research, anticipated hours of work/week, teacher conferencing)	<ul style="list-style-type: none"> <li>• Essays - both formal and informal</li> <li>• Written diaries/journals</li> <li>• Readings - literature and culture</li> <li>• Oral diaries</li> <li>• Writing and speaking conferences w/ teacher</li> <li>• Correction and analysis of own work</li> <li>• Independent practice of structure</li> <li>• Vocabulary expansion</li> <li>• independent listening and reading</li> </ul> <p>You can expect to spend approximately <u>3</u> hours per week outside of class doing work for this course.</p>