

# Advanced Placement at FHS



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presentation

**What is AP?** The Advanced Placement Program (AP®) is nationally recognized for introducing students to the challenges of college-level work while they are still in high school. AP gives students an opportunity to earn credit, advanced placement, or both for college.

**AP**®

 **CollegeBoard**

# Expectations of an AP Student



- **Beyond** proficient in reading and writing
- **Responsible** and able to multitask, to prioritize activities, to make deadlines
- **Motivated & dedicated** to school work
- **Committed** to homework and to extra reading and research
- **Prepared and organized**

# AP vs CCP: Do what is best for your student

## College Credit Plus

- **Duration of class:** One semester (half-year)
- **Credit awarded:** One (1) high school credit (only guaranteed in Ohio public universities)
- **Weighted credit:** 5.0 A
- **Exam needed for college:** No; a course grade earned is directly transcribed to college
- **Cost:** None to you (unless the student fails the course at which time they are responsible for the cost of the class and all materials)
- **Application process:** Must qualify for college admission
- **Who should take?:** Mature/Independent/Autonomous learners ready for college environment

## Advanced Placement

- **Duration of class:** Two semesters (one full year)
- **Credit awarded:** One (1) high school credit (high scores accepted at nearly every university in the US)
- **Weighted credit:** 5.0 A
- **Exam needed for college:** Yes; with a qualifying score on the test offered at the end of the year
- **Cost:** starting around \$99 for exam (**other fees may apply depending on class**)
- **Who should take?:** Student ready and willing to learn/work hard

# AP Classes We Offer at FHS

Capstone - AP Seminar (10) and AP Research (11)

ELA - AP Language and Composition (11), AP Literature (12)

Math - AP Calculus AB/BC, AP Statistics-rotates years

Science - AP Biology (11 & 12), AP Physics 1 (12), AP Environmental Science (11 & 12)

Social Studies - AP US History (9), AP World (11), and AP Government(11)

World Languages- AP Spanish and AP French (varies pending successful completion of previous courses)

PLTW: AP Computer Science Principles

# A Note from College Board...

“Issues that might, from a specific cultural viewpoint, be considered controversial, including depictions of nationalities, religions, ethnicities, dialects, gender, or class, are often represented artistically in works of literature. AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole.”

# Descriptions of Courses

We can't provide an in depth overview of each and every class we offer at FHS but the AP College Board web page is a wonderful resource to gather information about all the classes they offer to our students.

This [link](#) will take you to the course offering homepage, just click on the class you are interested.

Please remember that this page shows all the classes AP offers, we do not offer them all. However, if there is a class your student is interested in contact their counselor about doing a possible independent study.

# How AP Works

AP Exam Score	Recommendation	College Course Grade Equivalent
5	Extremely well qualified	A+ or A
4	Very well qualified	A-, B+, or B
3	Qualified	B-, C+, or C
2	Possibly qualified	---
1	No recommendation	---

# Benefits of Taking AP

- Better prepared for the rigors of University level courses, work, and expectations.
  - level and types of writing which will be expected in college.
  - classroom participation and discussion.
- Recognized *nationally* by private and state colleges.
- More likely to:
  - Specialize in majors with tougher grading standards.
  - Graduate with a double major.
  - Twice as likely to go into advanced study - PhD programs, law, medicine.
- Their grades are a useful predictor of college GPA.

# What to Expect When You Take AP

- Summer Assignments (varies by course)
- College-level material, expectations, and participation
- Reading and studying outside of the school day
- Rigorous and mature content
- Heavily weighted assessments
- Expectation of time-management and self-advocacy
- Potential college credit
  - Earning a 3 or high on end of the year exams



# AP Scores and University Courses

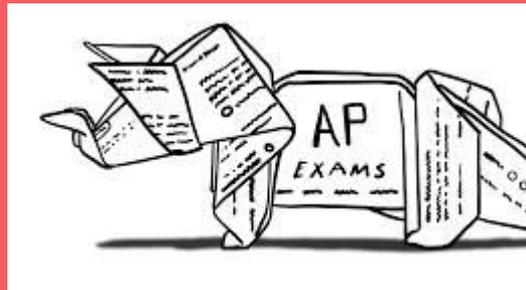
- Each institution expects different scores on AP Exams in order to earn credit at their college/university.
- Use this [link](#) to look at the schools your students are interested in and see their requirements.

# AP Fees

Reminder: There ARE fees associated with taking AP courses.

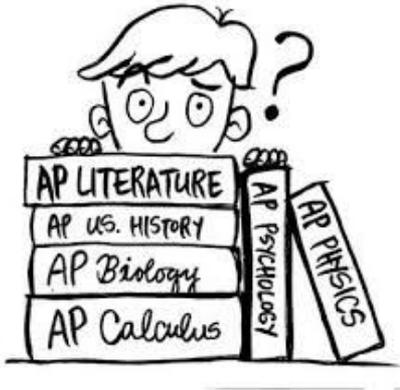
Exam cost varies by course, starting around \$99 (other fees may apply depending on class)

\*\*Additional fees may apply if the course requires other supplies.



# Taking Multiple AP Courses in a Year

## How many are too many?



- We recommend that students and families reflect on the student's strengths and weaknesses and determine which AP classes best fit your interests, strengths and potential future plans.
- Please enroll in the classes that are right for the student.

# Class drop deadline...

May 2nd-no core class changes will be granted after that date.



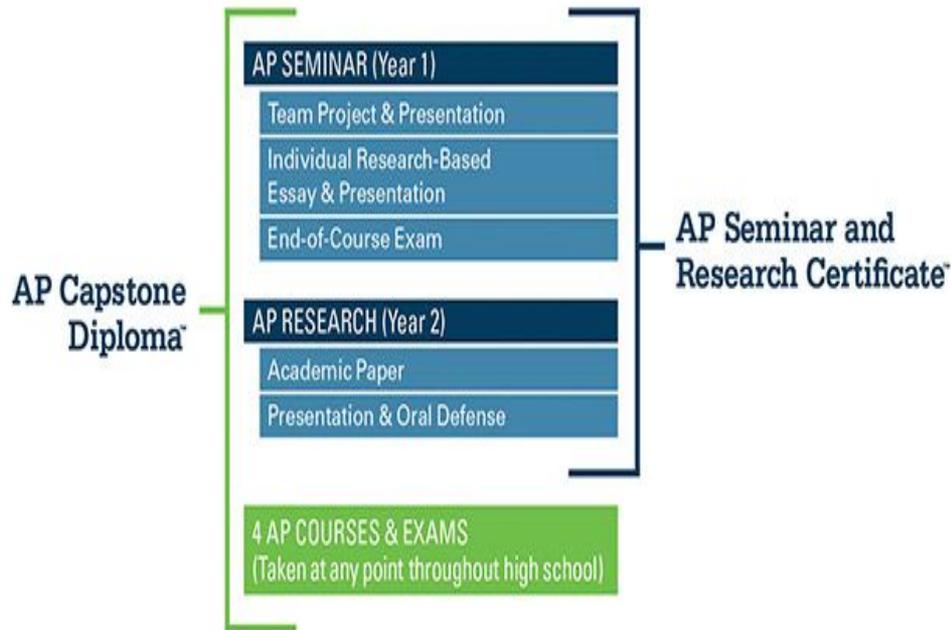
The rest of the presentation outlines courses and teachers information this QR code will link you to the entire presentation for later reference.

# Let's Start with AP Capstone

## What Is AP Capstone?

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.



# Benefits of AP Capstone

- Fosters the **research**, argumentation, and communication skills that are at the core of college readiness and essential for lifelong learning
- Provides a setting to build on the knowledge and rigorous course work of AP in an **interdisciplinary** format
- Offers students a unique opportunity to **distinguish** themselves to colleges and universities
  
- Builds **professional excellence** through participation in an intensive, weeklong collaborative professional development institute
- Offers a **flexible curricular content model** with room for creativity and student input
- Affords schools and districts the **distinction** of offering a rigorous, widely recognized diploma program
  
- Helps identify **students who are prepared to enter college** with the research, writing, and collaboration skills necessary for successful college completion
- Provides consistent, **externally validated measures** of student ability

# Part I of Capstone: AP Seminar (10th grade) with Mrs. Morgan

Task One 20% of total score

Task Two 35% of total score

End of Course Exam 45% of total score

**Section I:** EOC A | 52 to 55 questions | 30 mins |

3 short-answer questions: These questions will be based on a single source. Students will be asked to explain and analyze an argument.

**Section II:** EOC B | 1 hours and 30 minutes | 3 Free-Response Questions |

One Essay: This question will be based on four (4) different sources, which give different perspectives on one (1) theme. Students will be asked to synthesize information and create an evidence-based argument.

# Part II of Capstone: AP Research 11th grade with Mr. Graves

## About the Course

Build on what you learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, you will design, plan, and conduct a year-long research based investigation to address a research question. Students will produce two Final Products for College Board: 4,000–5,000 word Academic Paper **and** 15–20 minute Oral Defense Presentation.

## Tasks:

### Academic Paper

75% of Score

The academic paper should be 4,000–5,000 words long. You'll be evaluated on the content, structure, format, and conclusions of the paper as well as your ability to properly and accurately cite sources.

### Presentation and Oral Defense

25% of Score

The culminating event of the AP Research course will be a presentation of your research question, research methodology, and findings, including an oral defense that addresses a set of questions about your research inquiry. The presentation and defense take 15–20 minutes. You will also be required to answer 3–4 questions from a panel of trained evaluators and your AP Research teacher.

- AP Research teachers use a scoring rubric designed by the AP Program.
- AP Research teachers also take part in mandatory training from the AP Program in how to score these components.

# **AP US History and AP World History**

with Mr. Howatt                      with Mrs. Atwood

## **Freshmen Year**

### **Historical Thinking Skills:**

- Developments and Processes
- Sourcing and Situation
- Claims and Evidence in Sources
- Contextualization
- Making Connections
- Argumentation

## **Junior Year**

### **Reasoning Processes:**

- Comparison
- Causation
- Continuity and Change

# AP US History

Units	Exam Weighting
<b>Unit 1:</b> Period 1: 1491–1607	<b>4–6%</b>
<b>Unit 2:</b> Period 2: 1607–1754	<b>6–8%</b>
<b>Unit 3:</b> Period 3: 1754–1800	<b>10–17%</b>
<b>Unit 4:</b> Period 4: 1800–1848	<b>10–17%</b>
<b>Unit 5:</b> Period 5: 1844–1877	<b>10–17%</b>
<b>Unit 6:</b> Period 6: 1865–1898	<b>10–17%</b>
<b>Unit 7:</b> Period 7: 1890–1945	<b>10–17%</b>
<b>Unit 8:</b> Period 8: 1945–1980	<b>10–17%</b>
<b>Unit 9:</b> Period 9: 1980–Present	<b>4–6%</b>

**NOTE:** Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit and topic.

## **THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)**

This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

## **THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT)**

This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

## **THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO)**

This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.

## **THEME 4: MIGRATION AND SETTLEMENT (MIG)**

This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

## **THEME 5: POLITICS AND POWER (PCE)**

This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

## **THEME 6: AMERICA IN THE WORLD (WOR)**

This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.

## **THEME 7: AMERICAN AND REGIONAL CULTURE (ARC)**

This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

## **THEME 8: SOCIAL STRUCTURES (SOC)**

This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.

# AP World History

Units	Chronological Period*	Exam Weight
<b>Unit 1:</b> The Global Tapestry	c. 1200 to c. 1450	<b>8–10%</b>
<b>Unit 2:</b> Networks of Exchange		<b>8–10%</b>
<b>Unit 3:</b> Land-Based Empires	c. 1450 to c. 1750	<b>12–15%</b>
<b>Unit 4:</b> Transoceanic Interconnections		<b>12–15%</b>
<b>Unit 5:</b> Revolutions	c. 1750 to c. 1900	<b>12–15%</b>
<b>Unit 6:</b> Consequences of Industrialization		<b>12–15%</b>
<b>Unit 7:</b> Global Conflict		<b>8–10%</b>
<b>Unit 8:</b> Cold War and Decolonization	c. 1900 to the present	<b>8–10%</b>
<b>Unit 9:</b> Globalization		<b>8–10%</b>

\*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.

## THEME 1: HUMANS AND THE ENVIRONMENT (ENV)

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

## THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

## THEME 3: GOVERNANCE (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

## THEME 4: ECONOMIC SYSTEMS (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

## THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

## THEME 6: TECHNOLOGY AND INNOVATION (TEC)

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

# AP Government with Mr. Graves

Units	Exam Weighting
<b>Unit 1:</b> Foundations of American Democracy	<b>15–22%</b>
<b>Unit 2:</b> Interactions Among Branches of Government	<b>25–36%</b>
<b>Unit 3:</b> Civil Liberties and Civil Rights	<b>13–18%</b>
<b>Unit 4:</b> American Political Ideologies and Beliefs	<b>10–15%</b>
<b>Unit 5:</b> Political Participation	<b>20–27%</b>

## **BIG IDEA 1: CONSTITUTIONALISM**

The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.

## **BIG IDEA 2: LIBERTY AND ORDER**

Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.

## **BIG IDEA 3: CIVIC PARTICIPATION IN A REPRESENTATIVE DEMOCRACY**

Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policymaking and assume citizens will engage and participate

## **BIG IDEA 4: COMPETING POLICYMAKING INTERESTS**

Multiple actors and institutions interact to produce and implement possible policies.

## **BIG IDEA 5: METHODS OF POLITICAL ANALYSIS**

Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

Section	Question Type	Number of Questions	Exam Weighting	Timing
<b>I</b>	<b>Multiple-choice questions</b>	<b>55</b>	<b>50%</b>	<b>80 minutes</b>
<b>II</b>	<b>Free-response questions</b>	<b>4</b>	<b>50%</b>	<b>100 minutes (recommended timing below)</b>
	Question 1: Concept Application (3 points)		12.5%	20 minutes
	Question 2: Quantitative Analysis (4 points)		12.5%	20 minutes
	Question 3: SCOTUS Comparison (4 points)		12.5%	20 minutes
	Question 4: Argument Essay (6 points)		12.5%	40 minutes

# AP Calculus

## with Mr. Morrison

**Section I:** Multiple Choice | 45 questions | 1 hour | 50% of Exam Score

- **Part A:** 30 Questions; 60 mins (no calculator)
- **Part B:** 15 questions; 45 mins (graphing calculator required)

**Section II:** Free-response | 6 Free-Response Question | 1 hours and 30 minutes | 50% of Exam Score

- **Part A:** 2 Questions; 30 mins (graphing calculator required)
- **Part B:** 4 questions; 60 mins (no calculator)

**AP Calculus is the study of solving problems involving change. Topics in the course include limits, derivatives, integrals and application.**

Students must have completed Precalculus.

A summer assignment is required.

May Receive 1 Semester College Credit.

# AP Physics 1 with Mrs. Houser

**The AP Physics 1 exam**  
**(3 hours 2 Sections)**

**Section 1 (80 minutes)** 50% of Exam Score

**Multiple Choice**

**40 Questions**

- Discrete questions
- Questions in sets
  - Stimulus or data with related questions

**Section 2 (100 minutes):** 50% of Exam Score

**Free Response**

**4 Questions**

- Mathematical routines
- Translation between representations
- Experimental Design and Analysis
- Qualitative/Quantitative translation

Students are responsible for independently studying outside of class. This course focuses on applying mathematical reasoning and physics concepts to explain phenomenon.

# AP Physics 1

## Exam Weighting for the Multiple-Choice Section of the AP Physics 1 Exam

Units of Instruction	Exam Weighting
<i>Unit 1: Kinematics</i>	10–15%
<i>Unit 2: Force and Translational Dynamics</i>	18–23%
<i>Unit 3: Work, Energy, and Power</i>	18–23%
<i>Unit 4: Linear Momentum</i>	10–15%
<i>Unit 5: Torque and Rotational Dynamics</i>	10–15%
<i>Unit 6: Energy and Momentum of Rotating Systems</i>	5–8%
<i>Unit 7: Oscillations</i>	5–8%
Download <i>Fluids</i>	10–15%

## Practice 1

### Creating Representations 1

Create representations that depict physical phenomena.

#### SKILLS

**1.A** Create diagrams, tables, charts, or schematics to represent physical situations.

**1.B** Create quantitative graphs with appropriate scales and units, including plotting data.

**1.C** Create qualitative sketches of graphs that represent features of a model or the behavior of a physical system.

## Practice 2

### Mathematical Routines 2

Conduct analyses to derive, calculate, estimate, or predict.

**2.A** Derive a symbolic expression from known quantities by selecting and following a logical mathematical pathway.

**2.B** Calculate or estimate an unknown quantity with units from known quantities, by selecting and following a logical computational pathway.

**2.C** Compare physical quantities between two or more scenarios or at different times and locations in a single scenario.

**2.D** Predict new values or factors of change of physical quantities using functional dependence between variables.

## Practice 3

### Scientific Questioning and Argumentation 3

Describe experimental procedures, analyze data, and support claims.

**3.A** Create experimental procedures that are appropriate for a given scientific question.

**3.B** Apply an appropriate law, definition, theoretical relationship, or model to make a claim.

**3.C** Justify or support a claim using evidence from experimental data, physical representations, or physical principles or laws.

# AP Biology

## With Mr. Bruening

**Section I:** Multiple Choice | 60 questions | 1 hour 30 minutes | 50% of Exam Score

- Individual questions
- Sets of questions with 4–5 questions per set

**Section II:** Free-response | 1 hours and 30 minutes | 6 Free-Response Questions | 50% of Exam Score

This section tests your skill in composition in these areas:

- The two long questions ask students to interpret and evaluate experimental results OR Interpret and evaluate experimental results with graphing
- The four short-answer questions assess students' understanding of the following: Scientific investigation, Conceptual analysis, Analysis of a model or visual representation, and Data analysis

# AP Biology

AP Biology is a college majors level lab course taken mostly by high school Juniors.

- The course is 50 % classwork and 50% lab work.
- 1-2 BIG tests per quarter to prepare for AP Bio Test
- The prereqs for taking the class include Advanced Biology and Chemistry.
  - The curriculum was recently updated to reflect the Next Generation Science Standards
- This course promotes inquiry and upper level, thinking, problem solving and analytical skills.
- Mentoring time is used to complete / prepare for labs and is not optional to attend.

# AP Environmental Science

## With Mr. Bruening

### Exam Format

#### Section I: Multiple Choice

80 Questions | 1 Hour 30 Minutes | 60% of Exam Score (individual and set-based questions)

- 3–4 sets include quantitative data, such as data tables, charts, or graphs.
- 3–4 sets include qualitative data or information, such as models, representations, or maps.
- 2 sets include text-based sources.

#### Section II: Free Response

3 Free Response Questions | 1 Hour 10 Minutes | 40% of Exam Score

- Question 1: Design an investigation
- Question 2: Analyze an environmental problem and propose a solution data.
- Question 3: Analyze an environmental problem and propose a solution doing calculations.

# AP Environmental Science

The AP Environmental Science course is designed to be the equivalent of an introductory college course in Environmental Science and is taken mostly by high school Juniors and Seniors.

Environmental Science is **interdisciplinary**, embracing topics from geology, biology, environmental studies, ethics, political science, economics, chemistry, and geography.

Students are challenged to analyze environmental concepts and processes in order to propose and justify solutions to environmental problems.

# Reminders for AP Spanish and AP French with Señora Arancibia and Mme. Peters

- Please note that you must successfully take Spanish/French I, II, III, and IV in order to take AP Spanish and AP French.
- Classwork/homework includes vocabulary expansion, authentic readings/audio/video, cultural investigations, discussions, grammar review, debates, vocabulary quizzes, essay/conversation/short presentation practices, etc
- Summer work IS a requirement as *Practice makes Permanent!*

# Benefits of Studying a Second Language: A marketable skill

1. Improve Executive Function
2. Improve memory
3. Enhance ability to multitask
4. Improve performance in other academic areas
5. Stimulate one's brain
6. Boosts self-esteem
6. Improve one's attention span
7. Provide more career option
8. Selective colleges prefer students who take high level language classes
9. Boost creativity/creative thinking
10. Improve the first language skills

# AP French and AP Spanish

## Section I: Multiple Choice 50% of Exam Score

Part A: Listening- 25 questions 40 minutes 25% of score

Part B: Reading-30 questions 40 minutes 25% of score

## Section II: Free-response | 50% of Exam Score

- **Project presentation-** 6-8 minutes 20% of score
- **Project Q &A-** 4 questions 15% of score
- **Persuasive Essay** | 1 prompt| Approx. 55 min. 15% of score

# Possible Credits for AP French and Spanish

- AP World Languages classes can earn you up to 17 college credits.
- Which is the equivalent of 4-5 CLASSES.

# AP Language & Composition (11th grade) with Mr. Latkovic

This course focuses primarily on non-fiction texts

**Section I:** Multiple Choice | 52 to 55 questions | 1 hour | 45% of Exam Score

Excerpts from non-fiction texts are accompanied by several multiple-choice questions.

**Section II:** Free-response | 2 hours and 15 minutes (includes a 15-minute reading period) | 3 Free-Response Questions | 55% of Exam Score

This section tests your skill in composition in three areas:

- **Synthesis:** After reading several texts about a topic, you will compose an argument that combines and cites at least three of the sources to support your thesis.
- **Rhetorical analysis:** You will read a non-fiction text and analyze how the writer's language choices contribute to the intended meaning and purpose of the text.
- **Argument:** You will create an evidence-based argument that responds to a given topic.

# AP Literature and Composition (12th grade) with Mrs. Hicks

**Section I:** Multiple Choice | 55 questions | 1 hour | 45% of Exam Score

Excerpts from non-fiction texts are accompanied by several multiple-choice questions.

**Section II:** Free-response | 2 hours and 15 minutes | 3 Free-Response Questions | 55% of Exam Score

This section tests your skill in composition in three areas:

- **Poetry Prompt:** After reading several texts about a topic, you will compose an argument that combines and cites at least three of the sources to support your thesis.
- **Prose Prompt:** You will read a non-fiction text and analyze how the writer's language choices contribute to the intended meaning and purpose of the text.
- **Argument:** You will create an evidence-based argument that responds to a given topic

# AP Computer Science Principles

## with Mrs. Delis

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. A programming background is NOT required!

### **The Exam:**

#### **Section I: End-of-Course Multiple-Choice Exam**

70 multiple-choice questions | 120 minutes | 70% of score | 4 answer options

- 57 single-select multiple-choice
- 5 single-select with reading passage about a computing innovation
- 8 multiple-select multiple-choice: select 2 answers

#### **Section II: Create Performance Task and Written Response**

30% of score

- Create performance task program code, video, and student-authored Personalized Project Reference | 9 hours in-class | 10% of score
- 2 written response questions | 60 minutes end-of-course exam | 20% of score



As always, if you have any questions please contact us.