

A large red square with a white border, centered on a white background. Inside the square, the text "Advanced Placement at FHS" is written in white, bold, sans-serif font.

**Advanced  
Placement at  
FHS**

# AP Classes We Offer

(Mary)

**Sophomores** - APUSH and AP Capstone (Seminar)

**Juniors** - AP Government, AP Biology, AP Composition, AP Capstone (Research)

**Seniors** - AP Physics, AP Calculus, AP English Literature, AP Spanish/French

\*Also AP Computer Science for Juniors/Seniors

# How AP Works

(Sandy)

| <b>AP Score</b> | <b>Qualification</b>     |
|-----------------|--------------------------|
| 5               | Extremely well qualified |
| 4               | Well qualified           |
| 3               | Qualified                |
| 2               | Possibly qualified       |
| 1               | No recommendation        |

# AP Scores and University Courses

(Isis)

- <https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>
- This is the place where students can check the schools they are interested in, the AP tests they accept, the required scores for credit, and the courses which are equivalent.

# Benefits of Taking AP

(Meghan)

- 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.
- Can save students thousands of dollars of college tuition.
- can receive SEVERAL classes worth of college credit.
- 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.

# AP vs. CCP

(Becky)

## 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)
- **Application process:** Must qualify for college admission
- **Who should take?:** 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)
- **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:** \$92 for exam (other fees may apply depending on class)
- **Who should take?:** Any student ready and willing to learn/work hard

# AP Fees

Reminder: There ARE fees associated with taking AP courses.

Every Class is \$92 (covers the exam in May)

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

# APUSH

| Period | Date Range   | Approximate Percentage of ... |         |
|--------|--------------|-------------------------------|---------|
|        |              | Instructional Time            | AP Exam |
| 1      | 1491–1607    | 5%                            | 5%      |
| 2      | 1607–1754    | 10%                           | 45%     |
| 3      | 1754–1800    | 12%                           |         |
| 4      | 1800–1848    | 10%                           |         |
| 5      | 1844–1877    | 13%                           |         |
| 6      | 1865–1898    | 13%                           | 45%     |
| 7      | 1890–1945    | 17%                           |         |
| 8      | 1945–1980    | 15%                           |         |
| 9      | 1980–present | 5%                            | 5%      |

## APUSH Historical Thinking Skills:

- Analyzing evidence
- Interpreting historical arguments
- Comparison
- Contextualization
- Causation
- Argumentation
- Recognizing patterns of continuity and change over time
- Synthesis



# APUSH Exam: 3 hours, 15 minutes

## Format of Assessment

**Section I Part A:** Multiple Choice | 50–55 Questions | 55 Minutes | 40% of Exam Score

- Questions appear in sets of 2–5.
- **Students analyze historical texts, interpretations, and evidence.**
- Primary and secondary sources, images, graphs, and maps are included.

**Section I Part B:** Short Answer | 4 Questions | 45 Minutes | 20% of Exam Score

- Questions provide opportunities for students to demonstrate what they know best. **(No thesis.)**
- Some questions include texts, images, graphs, or maps.

**Section II Part A:** Document Based | 1 Question | 60 Minutes | 25% of Exam Score

- Analyze and synthesize historical data. **(Thesis required.)**
- Assess written, quantitative, or visual materials as historical evidence.

**Section II Part B:** Long Essay | 1 Question | 35 Minutes | 15% of Exam Score

- Students select one question among two.
- Explain and analyze significant issues in U.S. history. **(Thesis required.)**
- Develop an argument supported by an analysis of historical evidence.

**Questions 1–3 refer to the excerpt below.**

“Be it enacted ... That after the five and twentieth day of March, 1698, no goods or merchandizes whatsoever shall be imported into, or exported out of, any colony or plantation to his Majesty, in Asia, Africa, or America ... in any ship or bottom, but what is or shall be of the built of England, Ireland, or the said colonies or plantations ... and navigated with the masters and three fourths of the mariners of the said places only ... under pain of forfeiture of ships and goods.”

— English Parliament, Navigation Act, 1696

1. The excerpt most directly reflects which of the following goals for England’s North American colonies?
  - (A) Developing them as a producer of manufactured goods
  - (B) Aiding them in developing trade with other European nations
  - (C) Integrating them into a coherent imperial structure based on mercantilism
  - (D) Protecting them from American Indian attacks

# APUSH Summer Work

- Reading and taking notes on several chapters
- Completing vocabulary (with quiz upon return from summer break)
- Pre-writing for the year's first major essay assignment

# AP Government

## Course Goals and Objectives

Students successfully completing this course will:

- Describe and compare important facts, concepts, and theories pertaining to U.S. government and politics.
- Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).
- Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).
- Critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

# AP Government - Redesign Coming 2018-19

## Format of Assessment

---

**Section I: Multiple Choice | 60 Questions | 45 Minutes | 50% of Exam Score**

---

- Demonstrate understanding of major course concepts, policies and institutions
- Apply skills of comparison and interpretation in addition to factual recall

---

**Section II: Free Response | 4 Questions | 100 Minutes | 50% of Exam Score**

---

- Define concepts and explain or interpret content across all course topics
- Analyze political relationships and evaluate policy changes using examples from the course to support the argument or response

# AP Government Summer Work

- Completion of several current event analyses
- Attending first of five “Government in Action” events

# AP Calculus is the study of limits, rates of change, area under curves, and volumes.

Students must have completed Precalculus.

A summer assignment is required.

May receive 1 semester college credit.

# AP Calculus

## Exam Format

### Section I

**Multiple Choice** — 45 Questions | 1 hour, 45 minutes | 50% of Exam Score

- ▶ **Part A:** 30 questions; 60 minutes (calculator not permitted)
- ▶ **Part B:** 15 questions; 45 minutes (graphing calculator required)

### Section II

**Free Response** — 6 Questions | 1 hour, 30 minutes | 50% of Exam Score

- ▶ **Part A:** 2 questions; 30 minutes (graphing calculator required)
- ▶ **Part B:** 4 questions; 60 minutes (calculator not permitted)



# AP Calc

The Free Response questions are graded on a 9 point scale. Partial credit is given for work. If the answer is not supported by work they may not award any points. Then they calculate your composite score from the free response and multiple choice sections. They calculate a new curve with each exam, the 2015 curve:

Exam Score    Composite score    percentage of students

|   |        |       |
|---|--------|-------|
| 1 | 0-37   | 32.4% |
| 2 | 38-45  | 10.5% |
| 3 | 46-57  | 18.7% |
| 4 | 58-69  | 18.7% |
| 5 | 70-106 | 23.1% |

## AP Calculus AB Test Score Calculator

Multiple Choice Right:  45 / 45

Multiple Choice Percent: 100%

FRQ1 Score:  9 / 9

FRQ2 Score:  9 / 9

FRQ3 Score:  9 / 9

FRQ4 Score:  9 / 9

FRQ5 Score:  9 / 9

FRQ6 Score:  9 / 9

Composite Score: 108 / 108

(approx) AP Grade:

**5** / 5

Find your score:

Calculate!

# AP Physics 1

- equivalent to the first semester of a typical introductory, algebra-based physics course
- Topics:
  - Motion (straight line, circular, gravitational, rotational)
  - Forces and dynamics
  - Work, Energy, Power
  - Impulse and Momentum
  - Simple Harmonic Motion
  - Waves and Sound
  - Electrostatics
  - Electric Circuits

**There will be a required summer assignment.**

# AP Physics 1

## The AP Physics 1 exam 3 hours 2 Sections

- **Section 1 (90 minutes):** Multiple Choice 50% of Exam Score
  - 50 Questions
    - Discrete items
    - Items in sets
    - Multi-mark items (with 2 correct options)
- **Section 2 (90 minutes):** Free Response 50% of Exam Score
  - Experimental Design (1 question)
  - Quantitative/Qualitative Translation (1 question)
  - Short Answer (3 questions)

Exam questions are based on learning objectives, which combine science practices with specific content. Students learn to

- Solve problems mathematically — including symbolically (most values given on the exam are not numerical)
- Design and describe experiments and analyze data and sources of error
- Explain, reason, or justify answers with emphasis on deeper, conceptual understanding
- Interpret and develop conceptual models

# AP Physics

**Sample MC question:** Box A of mass  $m$  sits on the floor of an elevator, with box B of mass  $2m$  on top of it. The elevator is moving upward and slowing down.  $F_A$  is the magnitude of the force exerted on box B by box A, and  $F_B$  is the magnitude of the force exerted on box B by box A, and  $F_g$  is the magnitude of the gravitational force exerted on box B. Which of the following ranks the forces in order of increasing magnitude?

- a)  $F_B = F_A = F_g$       b)  $(F_B = F_A) > F_g$       c)  $F_B < (F_A = F_g)$       d)  $F_g < F_B <$   
 $F_A$

Answer: b

# AP Biology

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

Currently there are 29 students taking AP Bio at Fairview. The course is 75 % classwork and 25% lab work. The prereqs for taking the class include honors biology and chemistry. The curriculum was recently updated to reflect the Next Generation Science

Standards and is based on promoting inquiry and upper level, thinking, problem solving and analytical skills

# AP French & Spanish Language and Culture

Section 1: **Multiple Choice** = 50%

Part A - Interpretive Communication: **Print texts** 30 questions - Approx. 40 min.

Part B - 1) Interpretive Com: **Print & Authentic Audio Texts** combined

2) Interpretive Com: **Authentic Audio Texts** 35 questions w/above section Approx. 55 min.

Section 2: **Free Response** = 50%

Interpersonal Writing: **E-mail Reply** 1 prompt 12.5% of grade 15 minutes

Presentational Writing: **Persuasive Essay** 1 prompt 12.5% of grade Approx. 55 min.

Interpersonal Speaking: **Conversation** 5 prompts w/in one conversation 12.5% of grade 20 sec. For each response

Presentational: Speaking: **Cultural Comparison** 1 prompt 12.5% of grade 4 min. Prep 2 min to respond

# AP French & Spanish Language and Culture

*Section 1: Multiple Choice* 50% of final score Approx. 95 minutes

Part A: Interpretive Communication - **Print texts** 30 questions Approx. 40 min.

Part B: Interpretive Communication: **Print and Audio Texts** (combined) 35 ques. In part B - both sections

Interpretive Communication - **Authentic Audio Texts** Approx. 55 min

*Section 2: Free Response* 50% of final score Approx. 85 minutes

Interpersonal Writing: **E-mail Reply** 1 prompt 12.5% 15 minutes

Presentation Writing: **Persuasive Essay** 1 prompt (print, graph, audio texts) 12.5% Approx. 55 min.

Interpersonal Speaking: **Conversation** 5 prompts w/in 1 conversation 12.5% 20 seconds each response

Presentational Speaking: **Cultural Comparison** 1 prompt 12.5% 4 min. To prepare & 2 min. To present

# AP Spanish and French Language and Culture

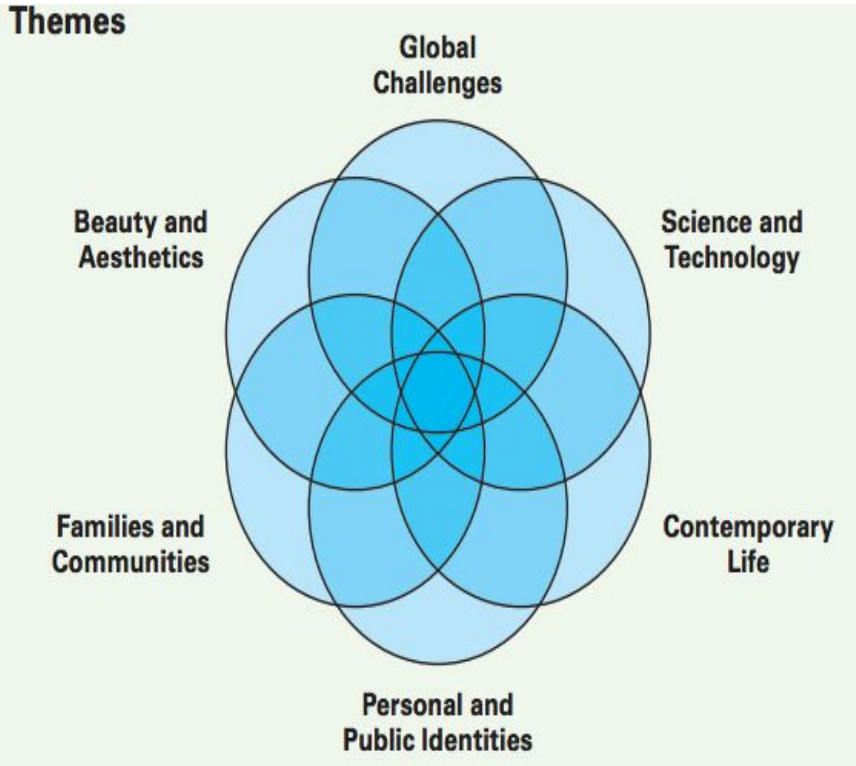
\*Please note that you must successfully take Spanish/French I, II, III, and IV in order to take AP Spanish and AP French.

\*Classwork/homework includes vocabulary expansion, authentic readings/audio/video, cultural investigations, discussions, grammar review, debates, vocabulary quizzes, letter/essay/conversation/short presentation practices, etc.

\*Summer work IS a requirement as Practice makes Permanent!



# AP Spanish and French Language and Culture



\*Bilingualism Improves Executive Function - Cognitive processes, such as working memory, reasoning, task flexibility, problem solving, planning and execution. Skills necessary for all aspects of personal and professional life.

\*Statistics have proven that SAT scores rise with each year of a second language studied.

\*

# AP Language & Composition EXAM

**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.

# Course Expectations & Activities

- College-level materials, and college level expectations: Work Quality, Attendance, and Behavior.
- **READ** and **ANNOTATE** what is assigned.
- Come to class prepared to **DISCUSS!!!**
- **STUDY** on your own!!! There is **NO** way to prepare you entirely for the amount of information you need to know. **YOU HAVE TO DO THE WORK TO IMPROVE UPON YOUR AREAS OF WEAKNESS!!!**
- Test Preparation and practice. (Multiple choice, vocabulary)
- Peer editing and partner work.
- **WRITING** essays (rhetorical analysis, synthesis, & argument)

# Materials and Units

- **Units: Cultural/Social Issues (food, gender, racism, political rhetoric, education, technology, Satire, etc.)**
- Reading Materials:
  - 16th-20th century excerpts. The test ALWAYS has questions about 16th and 17th century texts.
  - Primary documents (Constitution, Declaration of Independence, etc.)
  - Novels (*The Scarlet Letter*, *Tale of Two Cities*, *Othello*, *Merchant of Venice*)
  - Nonfiction texts (*Proofiness*, *Freakonomics*, *Salt Sugar Fat*)
  - Documentaries and Feature Films
  - Poetry (including spoken word)
  - Articles and Essays
  - Audio/Video Clips (NPR, SNL, etc.)
  - Music
  - Art

# Summer Work- Expect it!

- Purpose: Prepare students for the work during the year. Essay types and vocabulary are completely new.
- Expect the following types of work:
  - Reading novels/nonfiction texts which will be part of the first unit of the year. With the reading, you will do CRJ/nonfiction notes sheets (study tools).
  - Grammar review and practice.
  - Writing Samples and Projects.
  - Textbook reading
- Due usually on the first day of school.
- Worth hundreds of points right at the start of the year.

# AP Literature and Composition

## Exam Overview

The AP English Literature and Composition Exam uses multiple-choice questions and free-response prompts to test students' skills in literary analysis of prose and verse texts.

- The **multiple choice section** tests critical reading skills. Students read several passages and answer questions about the content, form, and style of each.
- The **free-response section** tests students' ability to analyze and interpret literary texts by composing clear and effective essays.

# Parts of the Test

**Multiple Choice** — 55 Questions | 1 Hour | 45% of Exam Score

- Includes excerpts from drama, verse, or prose fiction
- Each excerpt is accompanied by several multiple-choice questions

# Parts of the Test Continued

**Free Response** — 3 Free-Response Questions | 2 Hours | 55% of Exam Score

- Students write essays that respond to three free-response prompts from the following categories:
  - A literary analysis of a given poem
  - A literary analysis of a given passage of prose fiction (this may include drama)
  - An analysis that examines a specific concept, issue, or element in a work of literary merit selected by the student



# AP Literature Expectations

## In Class Activities:

- Test Prep Questions (weekly)
- Practice Writing Prompts
- Class Discussions
- Analysis of Classic and Modern Literature
  - Exposure to a variety of texts (prose, poems, plays)
  - Allusions
  - Critical Reading Journals

# AP Literature Summer Work

As there is no way to work with all the texts during the school year, there will be assignments over summer and breaks (Winter/Spring/Long Weekends).

Students normally begin the school year with anywhere from 400-600 points in the gradebook due to the Summer Work students are assigned. Assignments have varying due dates (normally one each month).

*In the past we have utilized the following texts*

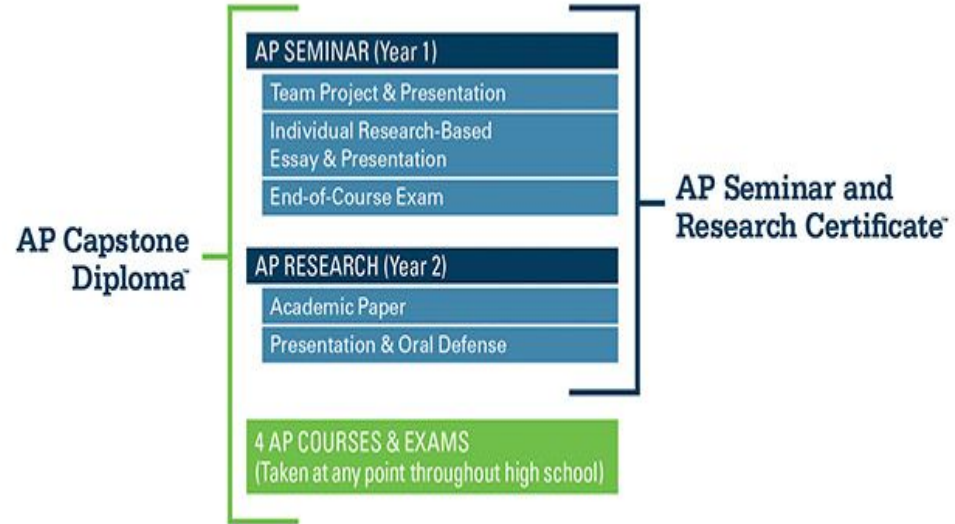
- *How to Read Literature like a Professor* by Thomas C. Foster
- *Their Eyes Were Watching God* by Zora Neal Hurston
- *Invisible Man* by Ralph Ellison
- *Bless Me, Ultima* by Rudolfo Anaya

# 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
- Demonstrates student **research and writing abilities** through a 5,000-word scholarly research paper

# PLTW Computer Science Principles (AP)



- **Computer Science Principles** (CSP) is a course within the Polaris Engineering program offered at Fairview High School. The course is designed to cover all learning objectives in the College Board's **AP Computer Science Principles** framework and to prepare students to do well on the AP assessment.
- Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration.
- The course does not aim to teach mastery of a single programming language, but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity.

# PLTW Computer Science Principles (AP)



- The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills.
- Students create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, and interpret simulations. Students collaborate to create and present solutions that can improve people's lives.
- Computer Science Principles (CSP) helps students develop programming expertise and explore the workings of the Internet.
- CSP will be the open door to any computer science career!

# Class drop deadline...

June 30th AT NOON

\*\*Don't use the fact that you didn't do summer work as an excuse to drop the class!!!