ADVANCED PLACEMENT APPLICATION

Criteria for enrollment

Student Name ***PSAT: Verbal Math____***

AP BIOLOGY

____"A" in College-bound Biology and in first semester College-bound Chemistry OR
"B" or better in Advanced Biology and in first semester Adv. Chemistry
____Score of 50 or above on Math portion of PSAT
____Score of 50 or above on Verbal portion of PSAT
____Recommendation of Biology teacher and Chemistry teacher. Consideration given to student motivation, grades in other science courses.

- ❑ Recommended _____
- ❑ Not recommended Biology Teacher

- ❑ Recommended _____
- ❑ Not recommended Chemistry Teacher

AP CALCULUS AB

____Completion of Precalculus with a grade of "B" or better.
____Score of 55 or above on the Math portion of the PSAT.
____Recommendation of Precalculus teacher.

- ❑ Recommended _____
- ❑ Not recommended Precalculus Teacher

AP CHEMISTRY

____"A" in college-bound Chemistry or "B" or better in Advanced Chemistry
____Score of 50 or above on Math portion of the PSAT.
____Score of 50 or above on Verbal portion of the PSAT.
____"B" or better in Algebra II
____Recommendation of Chemistry teacher

- ❑ Recommended _____
- ❑ Not recommended Chemistry Teacher

AP COMPUTER SCIENCE A

____"B" or better in Advanced Basic Programming OR
Recommendation of Computer Science teacher.
____"B" or better in Algebra II
____Completed or currently enrolled in Precalculus

- ❑ Recommended _____
- ❑ Not recommended Computer Science Teacher

AP ENGLISH 11: LANGUAGE AND COMPOSITION

____"A" or "B" in Advanced English 10
____Recommendation of current English teacher, consideration given to motivation.
____A writing sample may be required (This may be done as a part of the English 10 classroom instruction program).

- ❑ Recommended _____
- ❑ Not recommended English Teacher

I have read the Advanced Placement program information and, if recommended, agree to make the commitment necessary to meet the objectives of the program. _____ Student Signature

I have read the Advanced Placement program information and I have agreed to work with my son/daughter to complete the program successfully. _____ Parent Signature

AP ENGLISH 12: LITERATURE

____"A" or "B" in Advanced English 10 and 11 OR an "A" in 10CB and 11CB
____Score of 50 or above on the Verbal portion of PSAT
____Recommendation of current English teacher, consideration given to motivation.
____A writing sample may be required (This may be done as a part of the English 11 classroom instruction program).

❑ Recommended
❑ Not recommended

_____
English Teacher

AP GOVERNMENT AND POLITICS

____"B" or better in US History
____Score of 50 or above on the Verbal portion of the PSAT.
____Recommendation of US History teacher
____Recommendation of current English teacher. Consideration given to research skills; ability to organize ideas; use of writing skills and original source materials.

❑ Recommended
❑ Not recommended

_____
World History Teacher

❑ Recommended
❑ Not recommended

_____
English Teacher

AP PHYSICS B

____Concurrently enrolled in Precalculus (or higher math)
____Score of 50 or above on Math portion of the PSAT.
____Score of 50 or above on Verbal portion of the PSAT.
____Recommendation of previous science teacher

❑ Recommended
❑ Not Recommended

_____
Previous Science Teacher

AP STATISTICS

____"B" in Geometry, "B" in Algebra II
____Recommendation of Algebra II or Precalculus teacher.

❑ Recommended
❑ Not recommended

_____
Algebra II or Precalculus Teacher

AP STUDIO ART

____The student should be highly motivated and committed to their artistic development and personal growth.
____Four (4) semesters of Art.
____Portfolio evaluation required.
____Recommendation of Art teacher

❑ Recommended
❑ Not recommended

_____
Art Teacher

AP US and VA HISTORY

____"B" or better in World History
____Score of 50 or above on the Verbal portion of the PSAT.
____Recommendation of World History teacher
____Recommendation of current English teacher. Consideration given to research skills; ability to organize ideas; use of writing skills and original source materials.

❑ Recommended
❑ Not recommended

_____
World History Teacher

❑ Recommended
❑ Not recommended

_____
English Teacher

AP WORLD HISTORY

____"B" or better in current social studies and recommendation of that teacher.
____Recommendation of current English teacher. Consideration given to research skills; ability to organize ideas; use of writing skills and original source materials.

❑ Recommended
❑ Not recommended

_____
Current Social Studies Teacher

❑ Recommended
❑ Not recommended

_____
English Teacher

AP Biology

The Course

AP Biology is a 2.0 credit, 2-period class, designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors their first year. Some students, after scoring satisfactorily on the AP exam, are permitted as college freshmen to take upper-level courses in biology or to register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory-science course and will be able to undertake other courses to pursue their majors. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The textbooks and the labs used for AP Biology will be those also used by college biology majors. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

The content of college introductory biology courses for biology majors generally covers these three general areas:

I. Molecules and Cells..... 25 percent
- Chemistry of Life: Water, organic molecules, free energy changes, enzymes
- Cells: Prokaryotic and eukaryotic cells, membranes, subcellular organization
- Cellular Energetics: Coupled reactions, fermentation and cellular respiration, photosynthesis

II. Heredity and Evolution..... 25 percent
- Heredity: Meiosis and gametogenesis, eukaryotic chromosomes, inheritance patterns
- Molecular Genetics: RNA and DNA structure and function, gene regulation, mutation, viral structure and replication, nucleic acid technology and applications
- Evolutionary Biology: Early evolution of life, evidence for evolution, mechanisms of evolution

III. Organisms and Populations..... 50 percent
- Diversity of Organisms: Evolutionary patterns, survey of the diversity of life, phylogenetic classification, evolutionary relationships
- Structure and Function of Plants and Animals: Reproduction, growth, and development, structural, physiological, behavioral adaptations
- Ecology: Population dynamics, communities and ecosystems, global issues

The Examination

The AP Biology Examination is three hours in length and is designed to measure a student's knowledge and understanding of modern biology. The examination consists of a 80-minute, 100-item multiple-choice section, which examines the student's understanding of representative content and concepts drawn from across the entire course, a 10-minutes reading period, and a 90-minute free-response section, consisting of four mandatory questions that encompass broader topics. In the free-response portion of the examination, usually one essay question is taken from Area I of the outline (Molecules and Cells) and another question focuses on Area II (Heredity and Evolution). Two questions generally focus on Area III of the outline. Any of these four questions may require the student to analyze and interpret data or information drawn from laboratory experience, as well as from lecture material, and may require students to integrate material from different areas of the course. The multiple-choice section counts for 60 percent of the student's examination grade, and the free-response section counts for 40 percent.

AP Calculus AB

The Course

Advanced Placement Calculus consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. Students who enroll in a calculus course in secondary school should have previously demonstrated mastery of algebra, geometry, trigonometry, analytic geometry, and elementary functions. This means that students should have at least the equivalent of four full years of mathematical preparation in these topics. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions of numbers.

Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Although facility with manipulation and computational competence are important outcomes, they are not the core of these courses. Technology can be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

This outline of topics is intended to indicate the scope of the course, but it is not necessarily the order in which the topics are to be taught.

I. Functions, Graphs, and Limits
- Analysis of graphs.
- Limits of functions (including one-sided limits).
- Asymptotic and unbounded behavior.
- Continuity as a property of functions.

II. Derivatives
- Concept of the derivative.
- Derivative at a point.
- Derivative as a function.
- Second derivatives.
- Applications of derivatives.
- Computation of derivatives.

III. Integrals
- Interpretations and properties of definite integrals.

The Examination

The Calculus AB examination consists of two sections: Section I: a multiple-choice section testing proficiency in a wide variety of topics. Section II: a free-response section requiring the student to demonstrate the ability to solve problems involving a more extended chain of reasoning. The time allotted for each AP Calculus Examination is 3 hours and 15 minutes. The multiple-choice section of each examination consists of 45 questions in 105 minutes. Part A of the multiple-choice section (28 questions in 55 minutes) does not allow the use of a calculator. Part B of the multiple-choice section (17 questions in 50 minutes) contains some questions for which a graphing calculator is required. The free-response section of each examination will has two parts: one part requiring graphing calculators and a second part not allowing graphing calculators. The free-response section consists of 6 problems in 90 minutes, three using the graphing calculator, and three without the use of the graphing calculator.

AP Chemistry

The Course

AP Chemistry is a 2.0 credit, 2-period class, designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register for courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses.

The AP Chemistry course is designed to be taken only after the successful completion of a first course in high school chemistry. It is strongly recommended that credit in a first-year high school chemistry course be a prerequisite for enrollment in an AP Chemistry class. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. The importance of the theoretical aspects of chemistry has brought about an increasing emphasis on these aspects of the content of general chemistry courses. Topics such as the structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, and the basic concepts of thermodynamics are now being presented in considerable depth.

The following list summarizes topics for an AP Chemistry course:

I. Structure of Matter (20%)

Atomic theory and atomic structure, chemical bonding, nuclear chemistry

II. States of matter (20%)

Gases, liquids and solids, solutions

III. Reactions (35-40%)

Reaction types, stoichiometry, equilibrium, kinetics, thermodynamics

IV. Descriptive chemistry (10-15%)

Chemical reactivity, relationships in the periodic table, intro to organic chemistry

V. Laboratory (5-10%)

Observations, recording data, calculating and interpreting results, communicating

The Examination

The two main parts of the exam, Section I and Section II, will contribute equally (50% each) towards the final grade. Section I ((90 minutes) will consist of 75 multiple-choice questions with broad coverage of the topics. In Section II, students will answer six free-response questions. All students will write balanced chemical equations for five reactions chosen from eight given sets of reactants. In Part A of Section II, students will have 55 minutes to answer tree problems…one problem involving chemical equilibrium and two other problems. In Part B, students will have 40 minutes to answer a reactions question and two essay questions. Calculators are not permitted on the multiple-choice section. They will be allowed only during the first 55 minutes of the free-response sections of the exam. Any programmable or graphing calculator may be used, and students will NOT be required to erase their calculator memories before or after the exam.

AP Computer Science A

The Course

The goals of an AP course in computer science are comparable to those in the introductory course for computer science majors offered in college and university computer science departments. An AP Computer Science course is intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines that require significant involvement with computing.

The necessary prerequisites for entering the AP Computer Science course include a familiarity with mathematical notation at the level of a second course in algebra, experience in problem solving, and an appreciation of the need to structure and develop a given topic in a logical manner. A student should be comfortable with functions and the concepts often found in the uses of functional notation. Any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.

Students should be able to reach these goals:

- Design and implement computer-based solutions to problems in a variety of areas.
- Use and implement well-known algorithms and data structures.
- Develop and select appropriate algorithms and data structures to solve problems.
- Code fluently in an object-oriented paradigm using the programming language Java. Students are expected to be familiar with and be able to use standard Java library classes from the AP Java subset.
- Read and understand a large program consisting of several classes and interacting objects. Students should be able to read and understand a description of the design and development process leading to such a program.
- Identify the major hardware and software components of a computer system, their relationship to one another, and the roles of these components within the system.
- Recognize the ethical and social implications of computer use.

The Examination

Current offerings of the AP Computer Science Examination require the use of Java.

The AP Examinations for Computer Science A is three hours long and consists of two sections: a multiple-choice section (40 questions in 1 hour and 15 minutes), which tests proficiency in a wide variety of topics, and a free-response section (4 questions in 1 hour and 45 minutes), which requires the student to demonstrate the ability to solve problems involving more extended reasoning. The multiple-choice and the free-response section of both the AP Computer Science Examinations require students to demonstrate their ability to design, write, analyze, and document programs and subprograms. Minor points of syntax are not tested on the examinations. All student responses involving code must be written in Java subset. Students are expected to be familiar with and able to use the standard Java classes listed in the AP Java subset. For both the multiple-choice and the free-response sections of the examinations, a quick reference to both the case study and the classes in the AP Java subset will be provided. The multiple-choice section and the free-response section are given equal weight.

AP English 11: Language and Composition

The Course

Advanced Placement English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

The course has students write in a variety of forms—narrative, exploratory, expository, analytical, argumentative—and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. The overarching purpose is to enable students to write effectively and confidently in courses across the curriculum and in their professional and personal lives.

Upon completing the Language and Composition course, students should be able to:

- analyze and interpreting samples of good writing
- apply effective strategies and techniques in their own writing
- create and sustain arguments based on readings, research, and/or personal experience
- write for a variety of purposes
- demonstrate understanding of the conventions of citing primary and secondary sources
- demonstrate understanding and mastery of standard written English
- written in a variety of genres and contexts, both formal and informal
- produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, explanations
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
- write thoughtfully about their own process of composition
- revise a work to make it suitable for a different audience
- analyze image as text
- evaluate and incorporate reference documents into researched papers.

The Examination

The AP English Language and Composition Exam consists of 60 minutes for multiple-choice questions followed by 120 minutes for essay questions. Performance on the essay section of the examination counts for 55 percent of the total grade; performance on the multiple-choice section, 45 percent. The multiple-choice questions test the students' skills in analyzing the rhetoric of prose passages. Some questions in the multiple-choice will refer to documentation and citation of sources. In the essay portion, students will read a number of related sources in support of an argument or analysis. There will be an additional 15-minute reading period to accommodate the added reading. The total number of essay questions will be three, and there will be 40 minutes of writing time allotted for each question.

AP English 12: Literature and Composition

The Course

An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure or their readers. Students will consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. This course includes the in-depth reading of texts drawn from multiple genres, periods, and culture, from the sixteenth to the twentieth century. Students will read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition, students will consider the social and historical values it reflects and embodies. A generic method for the approach to such close reading involves the following elements: the experience of literature, the interpretation of literature, and the evaluation of literature.

Students in an AP English Literature and Composition course should read actively. The works taught in the course will require careful deliberative reading. The approach to analyzing and interpreting them will involve learning how to make careful observations of textural detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the work's meaning and value. The actual choice of works is the responsibility of the AP teacher, who should consider previous courses in the school's curriculum. In addition, the AP teacher should ensure that by the end of the course, students will have studied works by both British and American writers as well as works written from the sixteenth century to contemporary times. Writing should be an integral part of the AP English Literature and Composition course. Writing to understand a literary work may involve writing response and reaction papers along with annotation, free-writing, and keeping some form of a reading journal. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument. Writing assignments should focus on the critical analysis of literature and should include expository, analytical, and argumentative essays. Although critical analysis should make up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.

The Examination

The AP English Exam is a three-hour examination that gives students the opportunity to demonstrate their mastery of the skills and abilities previously described. The AP Examination in English Literature and Composition employs multiple-choice questions that test the student's critical reading of selected passages. The examination also requires writing as a direct measure of the student's ability to read and interpret literature and to use other forms of discourse effectively. Although the skills tested in the examination remain essentially the same from year to year, each year's examination is composed of new questions. Ordinarily, the examination consists of 60 minutes for multiple-choice questions followed by 120 minutes for essay questions. Performance on the essay section of the examination counts for 55 percent of the total grade; performance on the multiple-choice section, 45 percent.

AP U.S. Government & Politics

The Course

U. S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U. S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, group, beliefs, and ideas the constitute U. S. politics.

Topics include:

- Constitutional underpinnings of the United States Government: Considerations that influenced the formulation and adoption of the Constitution, separation of powers, Federalism, &theories of democratic government
- Political beliefs and behaviors: Beliefs that citizens hold about their government and its leaders, processes by which citizens learn about politics, nature, sources, and consequences of public opinion, ways in which citizens vote, factors which influence citizens
- Political parties, interest groups, and mass media: Political parties and elections, interest groups, including political action committees (PACs), mass media
- Institutions of a national government: Major formal and informal institutional arrangements of power
- Public policy: Policymaking in a federal system, formation of policy agendas, roles of institutions, bureaucracy and courts
- Civil rights and civil liberties: Development of civil liberties and civil rights by judicial interpretation, knowledge of substantive rights and liberties, impact of the Fourteenth Amendment

The Examination

The AP United State Government and Politics exam is 2 hours and 25 minutes long. It consists of a 45-minute multiple-choice section consisting of 60 questions and a 100-minute free-response section consisting of four mandatory questions. The score on each question will account for one-fourth of the student's total score on this section of the exam.

The multiple-choice and free-response sections of each examination will have equal weight.

AP Physics B

The Course

AP Physics B is a 2.0 credit, 2-period class. This class is available for grades 11-12 and students must be enrolled in Pre-calculus or higher.

The aim of Physics B provides a systematic development of the main principles of physics, emphasizing problem solving as well as continuing to develop a deep understanding of physics concepts. It is assumed that the student is familiar with algebra and trigonometry; calculus is seldom used although some theoretical developments may use basic concepts of calculus.

In most colleges, this is a one-year terminal course including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. However, Physics B often provides a foundation in physics for students in the life sciences, as well as other fields not directly related to science.

The Physics B course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be the major goals of the course.

Course content for Physics B includes the following:

- Newtonian Mechanics
- Fluid Mechanics and Thermal Physics
- Electricity and Magnetism
- Waves Optics
- Atomic and Nuclear Physics

Laboratory experience must be part of the education of AP Physics students and they should be able to:

- design experiments,
- observe and measure real phenomena,
- organize, display, and critically analyze data,
- determine uncertainties in measurement,
- draw inferences from observations and data, and
- communicate results, including suggested ways to improve experiments and proposed questions for further study.

The Examination

The AP Physics B exam is three hours long, divided equally between a 70-question multiple-choice section and a free-response section. The two sections are weighted equally, and a single grade is reported for the B Exam. The multiple-choice section emphasizes the breadth of the students' knowledge and understanding of the basic principles of physics; the free-response section usually contains 6 or 7 questions and emphasizes the application of these principles in greater depth in solving more extended problems. In general, free- response questions may ask students to solve problems, design experiments, analyze data or errors, or communicate results. Calculators are not allowed on the multiple-choice section, but are allowed on the free-response section. Students will not be required to erase their calculator memories before or after the exam.

AP Statistics

The Course

Advanced Placement Statistics consists of a full high school academic year of work that is comparable to a one-semester, introductory, non-calculus based college course in statistics. Students who enroll in a statistics course in secondary school should have successfully completed a second-year course in algebra (Algebra II) and possess sufficient mathematical maturity and quantitative reasoning ability.

The topics for AP Statistics are divided into four major themes: exploratory analysis (20-30 % f the exam), planning and conducting a study (10-15 %of the exam), probability (20-30 % of the exam), and statistical inference (30-40%) of the exam. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to:

1. Exploring Data: Observing patterns and departures from patterns:
   - Interpreting graphical displays of distributions of univariate data (dotplot, stemplot, histogram, cumulative frequency plot)
   - Summarizing distribution of univariate data
   - Comparing distributions of univariate data (dotplots, back-to-back stemplots, parallel boxplots)
   - Exploring bivariate data
   - Exploring categorical data: frequency tables
2. Planning a Study: Deciding what and how to measure
   - Overview of methods of data collection
   - Planning and conducting surveys
   - Planning and conducting experiments
   - Generalizability of results from observational studies, experimental studies, and surveys
3. Anticipating Patterns: Producing models using probability theory and simulation
   - Probability as relative frequency
   - Combining independent random variables
   - The normal distribution
   - Sampling distributions
4. Statistical Inference: Confirming models
   - Confidence intervals
   - Tests of significance
   - Special case of normally distributed data

The Examination

The AP Statistics Exam is three hours long and seeks to determine how well a student has mastered the concepts and techniques of the subject matter of the course. The paper-and-pencil exam consists of (1) a 90-minute multiple-choice section testing proficiency in a wide variety of topics, and (2) a 90-minute free-response section requiring the student to answer open-ended questions and to complete an investigative task involving more extended reasoning. The two sections will be given equal weight in scoring. Each student will be expected to bring a graphing calculator with statistical capabilities to the examination. It is not yet possible for students to have access to a computer during the AP Statistics Exam. Calculator memories will not be cleared. However, calculator memories may be used only for storing programs, not for storing notes. A student may bring up to two calculators to the examination.

AP Studio Art

The Course

The AP program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. Students should be made aware that AP work involves significantly more commitment and accomplishment than the typical high school course and that the program is not for the casually interested. Students will need to work outside the classroom, as well as in it, and beyond scheduled periods. Students should be considered responsible enough to leave the art room or school if an assignment requires them to do so, and homework, such as maintaining a sketchbook or a journal, is probably a necessary component of instruction.

Critiques, a common structure in the college classroom, are important in AP as well. Group and individual critiques enable students to learn to analyze their own work and their peers' work. Ongoing critical analysis, through individual critiques, enables both the students and the teacher to assess the strengths and weaknesses in the work.

Museums and galleries may be used as extensions of school. In addition, art books, slides, and reproductions provide important examples for the serious study of art. Such references are invaluable in expanding students' awareness of visual traditions---cultural, historical, and stylistic.

The Examination

AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art program sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. Each year the thousands of portfolios that are submitted in AP Studio Art are reviewed by college, university, and secondary school art instructors using rigorous standards. This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school. The AP program is based on the premise that college-level material can be taught successfully to secondary school students.

The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the concentration section (Section II). In the breadth section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The quality section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content.

AP U.S. History

The Course

The AP program in United States History is designed to provide students with analytic skills and factual knowledge necessary to deal critically with problems and materials in United States history. The program prepares students for intermediate and advanced college courses. Students should learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students will analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students should learn to take notes from both printed materials and lectures or discussions, write essay examinations, and write analytical and research papers. They should be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others.

The following outline is based on a representative sample used in AP U.S. History courses:

1. Pre-Columbian Societies
2. Transatlantic Encounters and Colonial Beginnings, 1492-1690
3. Colonial North America, 1690-1754
4. The American Revolution, 1754-1789
5. The Early Republic, 1798-1815
6. Transformation of Politics in Antebellum America
7. The Transformation of Politics in Antebellum America
8. Religion, Reform, and Renaissance in Antebellum America
9. Territorial Expansion and Manifest Destiny
10. The Crisis of the Union
11. The Civil War
12. Reconstruction
13. The Origins of the New South
14. Development of the West in the Late Nineteenth Century
15. Industrial America in the Late Nineteenth Century
16. Urban Society in the Late Nineteenth Century
17. Populism and Progressivism
18. The Emergence of America as a World Power
19. The New Era: 1920's
20. The Great Depression and the New Deal
21. The Second World War
22. The Home Front during the War
23. The United States and the Early Cold War
24. The 1950's
25. The Turbulent 1960's
26. Politics and Economics at the End of the Twentieth Century
27. Society and culture at the End of the Twentieth Century
28. The United States in the Post-cold War World

The Examination

The examination is 3 hours and 5 minutes in length and consists of two sections: a 55-minute multiple-choice section and a 130-minute free-response section. The free-response section begins with a 15-minute reading period during which students analyze the documents and plan their answer to the document-based essay question (DBQ). Two standard essay questions in the next two parts are also required. Students are required to answer one essay question in each part in a total of 70 minutes. Both the multiple-choice and the free-response sections cover the period from the first European explorations of the Americas to the present, although the majority of questions are on the nineteenth and twentieth centuries.

AP World History

The Course

The AP program in World History offers students an immersion in the processes that, over time, have resulted in increasing interactions. The course offers balanced global coverage with Africa, the Americas, Asia, and Europe each represented.

The course will have as its chronological frame the period from approximately 8000 B.C.E. to the present, with the period 8000 B.C. E. to 600 C.E. serving as the foundation for the balance of the course.

AP World History highlights five overarching themes that should receive approximately equal attention throughout the course:

1. Interaction between humans and the environment.
2. Development and interaction of cultures.
3. State-building, expansion, and conflict
4. Creation, expansion, and interaction of economic systems
5. Development and transformation of social structures

The course addresses habit of mind or skills in two categories: 1) those addressed by any rigorous history course, and 2) those addressed by a world history course.

Four habits of mind are in the first category:

- Constructing and evaluating arguments: using evidence to make plausible arguments.
- Using documents and other primary data; developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.
- Assessing continuity and change over time and over different world regions.
- Understanding diversity of interpretations through analysis of context, bias, and frame of reference.

Five habits of mind are in the second category:

- Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones.
- Comparing within and among societies, including comparing societies' reactions to global processes
- Considering human commonalities and differences
- Exploring claims of universal standards in relation to culturally diverse ideas
- Exploring the persistent relevance of world history to contemporary developments.

The Examination

The examination is 3 hours and 5 minutes in length and consists of two sections: a 55-minute multiple-choice section and a 130-minute free-response section. Both sections carry equal weight for scoring purposes. The free-response section begins with a mandatory reading period during which students prepare for a document-based question.