

# **Advanced Placement Program**

## **North Gwinnett High School**



## What is the Advanced Placement (AP) Program?

Advanced Placement (AP) is a program for college-level courses and exams that gives high school students the opportunity to receive advanced placement and/or credit in college. About 1.2 million students participate in the AP Program each year, usually through an AP course. North Gwinnett offers 28 AP courses.

## What are AP courses?

AP courses are introductory college courses, so they are not easy, but neither are they impossibly difficult. An AP course will be more demanding than a regular high school course. They often require more time and work, but the AP courses give you greater depth. A student should realize that taking an AP class is a serious commitment. Students should give careful thought to which and how many AP courses to take in one year. The purpose of this booklet is to help students clearly understand course requirements and expectations.

For students from many backgrounds, the challenge of AP courses helps to focus students' interests as they begin to plan for their future. In fact, recent research following AP students into college shows that these students are more likely than other students to take additional courses in the academic departments for which they received AP credit, and to major in the subject of their AP course work. AP courses, modeled on rigorous, evidence-based standards, give students the preparation they need to not only enter college but to graduate.

## Why Participate?

With 28 courses to choose from, AP offers something for everyone. The only requirements are a strong curiosity about the subject you plan to study and the willingness to work hard. Here are just a few reasons to sign up:

- **Broaden Your Intellectual Horizon:**  
Explore the world from a variety of perspectives, most importantly your own.  
Study subjects in greater depth and detail.  
Assume the responsibility of reasoning, analyzing, and understanding for yourself.
- **Gain the Edge in College Preparation:**  
Get a head start on college-level work.  
Improve your writing skills and sharpen your problem solving techniques.  
Develop the study habits necessary for tackling rigorous course work.
- **Stand Out in the College Admissions Process:**  
Demonstrate your maturity and readiness for college.  
Show your willingness to push yourself to the limit.  
Emphasize your commitment to academic excellence.

"AP courses really prepare you for college. The rigor and the amount of coursework, the critical thinking skills, and the ability to stay focused through a 3-4 hour exam will take you very far in college. " --Eva-Seo Kim, NGHS Grad, student at Harvard University

"Taking AP classes not only gives you an opportunity to exempt out of college classes (which is a huge deal by the way), but also prepares you to succeed in college. Indeed, I attribute the easy transition between high school and college to little else but the NGHS AP program." --Will Bates, NGHS Grad, student at Auburn University

As students plan their schedules, they should also consider time commitments required in extracurricular and outside activities. Carefully review the course descriptions before you make your decisions.

<b>Why take an AP Exam?</b>
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Satisfactory grades on AP examinations offer many benefits which may enhance your applications for college admissions, placement, and scholarships. You may also receive college credit based on your AP scores.

AP exams are administered each year in May. An exam contains both multiple-choice and free-response questions that require essay writing, problem solving, and other skills. Every examination receives an overall grade on a five-point scale.

Scale:

- 5- Extremely Well Qualified
- 4- Well Qualified
- 3- Qualified
- 2-possibly qualified
- 1-no recommendation

AP Grade Reports are sent in July to each student’s home address, high school, and if the student has requested it, to the designated colleges.

Each college decides how much credit to award for AP scores. You can find this information for the college(s) you are interested in by using the AP Credit Policy search at [www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy).

<b>NGHS 2015 AP Exam Accomplishments</b>
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**AP Scholar** ..... 205 students  
(3 or higher on 3 or more AP Exams)

**AP Scholar with Honor** .....88 students  
(average score of at least 3.25 on all exams taken and 3 or higher on at least 4 of these exams)

**AP Scholars with Distinction**.....153 students  
(average score of at least 3.5 on all exams taken and 3 or higher on at least 5 of these exams)

**National AP Scholar** .....24 students  
(average score of at least 4 on all exams taken and 4 or higher on at least 8 of these exams)

**Number of students taking AP Exams**.....1448 students

**Number of exams taken**.....2793 tests

**NGHS 2014 AP Exam Accomplishments**

**AP Scholar** ..... 192 students  
 (3 or higher on 3 or more AP Exams)

**AP Scholar with Honor** .....69 students  
 (average score of at least 3.25 on all exams taken and 3 or higher on at least 4 of these exams)

**AP Scholars with Distinction**..... 140 students  
 (average score of at least 3.5 on all exams taken and 3 or higher on at least 5 of these exams)

**National AP Scholar** .....39 students  
 (average score of at least 4 on all exams taken and 4 or higher on at least 8 of these exams)

**Number of students taking AP Exams**.....1329 students

**Number of exams taken**.....2394 tests

**NGHS 2013 AP Exam Accomplishments**

**AP Scholar** ..... 176 students  
 (3 or higher on 3 or more AP Exams)

**AP Scholar with Honor** .....61 students  
 (average score of at least 3.25 on all exams taken and 3 or higher on at least 4 of these exams)

**AP Scholars with Distinction**..... 106 students  
 (average score of at least 3.5 on all exams taken and 3 or higher on at least 5 of these exams)

**National AP Scholar** .....27 students  
 (average score of at least 4 on all exams taken and 4 or higher on at least 8 of these exams)

**Number of students taking AP Exams**.....1236 students

**Number of exams taken**.....2311 tests

**Advanced Placement Exams (May 2 – 13, 2016)**

May 2: Chemistry, Environmental Science, Psychology	May 9: Biology, Music Theory, Physics C
May 3: Computer Science A, Spanish, Art History, Physics I	May 10: US Gov't, French
May 4: English Literature	May 11: English Language, Macroeconomics
May 5: Calculus AB, Calculus BC	May 12: World History, Comp. Gov't & Politics Statistics
May 6: US History, European History, Studio Art, German	May 13: Microeconomics, Human Geography, Latin

## AP Art History

**Course Description:** AP Art History surveys the earliest artistic expressions up to the expressions of the 21st century. This course of study focuses on architecture, painting and sculpture. Primary sources, works of art, literature, and other materials supplement the textbook.

**Specific Skills for Success:**

**NO** artistic skill needed

**Desire** and **enthusiasm** for study of the subject matter is the **MOST** essential requirement.

Reading comprehension

Writing skills will be improved through this course

**Out of Class Commitments:**

Textbook readings; required museum visit (two per semester); 30 minutes daily; more the day before a test

**Student Comments:**

"Art History was such an inspiring class! Sure we learned about the art pieces, but we also learned the style, history, culture, and artist behind each work."

**School-Issued Texts & Resources:**

*Discovering Art History*

ISBN: 978-0-87192-719-4

**Contact Person:**

Anne Nicely

anne\_nicely@gwinnett.k12.ga.us

## AP Biology

**Course Description:** Advanced Placement Biology is designed to be the equivalent of an introductory college biology course taken by biology majors. This course aids in the development of the processes of scientific inquiry and thinking. It provides students with a conceptual foundation in the major biological themes: science as a process, evolution, energy transfer, continuity and change. The relationship between science, technology and society is also explored. This, coupled with in-depth lecture and extensive laboratory investigations, provides students with access to exciting, hands on experiences. A.P. Biology will also help students develop a conceptual framework for modern biology and gain an appreciation of science as a process.

### **Specific skills for success:**

- Self- motivation and organization needed to complete tasks
- Ability to read and understand large amounts of material independently
- The ability to use deduction and inferences
- A desire to learn more about biological topics
- Honors Biology and Honors Chemistry pre-requisite
- Appropriate math and analytical skills for data collection and analysis
- Good writing skills

### **Out of Class Assignments:**

- 1 1/2 hour a night completing homework assignments and reading textbook.
- Extensive periodic assignments throughout the semester.
- The AP College Board recommended labs completed outside of regular class time at teacher directions.
- Lab evaluations of data collected in lab environment done independently in report form.

### **Student Comments:**

- “This course will give you a great experience on what college is like.”
- “You get to learn how biology and chemistry interrelate when doing labs in A.P. Biology.”
- “I like this class because it describes vividly the processes of life.”
- “I like the synthesis of topics that takes place in A.P. Biology.”
- “I like this class because science and biology has always fascinated me.”
- “It has more self-learning with great labs”
- “I like A.P. Biology because I get to learn how life functions, survives, and adapts.”

### **School-Issued Texts & Resources:**

*Biology* (Campbell)  
ISBN: 978-0-13-135691-7

### **Contact person:**

Matt Johnson  
[matthew\\_johnson@gwinnett.k12.ga.us](mailto:matthew_johnson@gwinnett.k12.ga.us)

Dana Prewitt  
[dana\\_prewitt@gwinnett.k12.ga.us](mailto:dana_prewitt@gwinnett.k12.ga.us)

## AP Calculus AB

**Course Description:** The AP Calculus AB course is designed to prepare students to be mathematically proficient at the college calculus level. Students are expected to take and be successful on the AP Calculus AB exam, thereby earning college credit for differential calculus (approximately 3 credit hours). The class focuses on the study of differential calculus with limited exposure to the early concepts of integral calculus. The concepts are presented and tested in the analytic (symbolic), graphical and tabular frameworks.

### **Specific Skills for Success:**

Strong background in Precalculus

Commitment to do homework

Ability to work independently

Intrinsic motivation to work hard and seek help when needed

Problem-solving skills

### **Out of Class Commitments:**

0-45 minutes for homework daily

1 hour preparation for quizzes

2 hours preparation for tests

4-6 hours preparation for final exams

12-18 hours outside of class preparing for AP Exam

### **Student Comments:**

“Calculus in general is actually one of the cooler math classes. You finally get to use all of the random math skills you thought you’d never need. The class isn’t that hard as long as you pay attention and do your work.”

“Be sure to practice as much as you can! The concepts you learn can be used in different aspects. I absolutely loved this class and I highly recommend it!”

“Do your homework (you need to practice). Don’t get too scared for the AP exam. If you paid attention, you’ll pass.”

“Practice problems and homework problems will be the best tool for preparing for tests. AP Calculus AB is tough but the effort you put in will get you your results.”

### **School-Issued Texts & Resources:**

*Calculus – Graphical, Numerical, Algebraic*

ISBN: 978-0-13-201408-3

*AP Test Prep Series – AP Calculus*

ISBN: 978-0-13-202949-0

### **Texts & Resources Students Should Purchase:**

*Barron’s AP Calculus*

978-0-7641-2382-5

### **Contact Persons:**

Diane Shumway

diane\_shumway@gwinnett.k12.ga.us

Carolyn Renner

carolyn\_renner@gwinnett.k12.ga.us

## AP Calculus BC

**Course Description:** The AP Calculus BC course is designed to prepare students to be mathematically proficient at the college calculus level. Students are expected to take and be successful on the AP Calculus BC exam, thereby earning college credit for differential and integral calculus and infinite series (approximately 3-6 credit hours). The class focuses on the study of differential and integral calculus including polar and parametric equations and includes a full treatment of Taylor Series and series convergence. The concepts are presented and tested in the analytic (symbolic), graphical, and tabular frameworks.

**Specific Skills for Success:**

Very strong background in Precalculus  
Commitment to do homework  
Ability to work independently  
Intrinsic motivation to work hard and seek help when needed  
Problem-solving skills

**Out of Class Commitments:**

0-60 minutes for homework daily  
1 hour preparation for quizzes  
2 hours preparation for tests  
4-6 hours preparation for final exams  
12-18 hours preparation for AP Exam

**Student Comments:**

“BC Calculus was a challenge but it helps to understand concepts in many other classes such as physics. It not only teaches pure calculus but also logic. I highly recommend it, but DO THE HOMEWORK! It helps.”

“Calculus BC is a fresh look at Math. It is different from any other prior math class we’ve taken so far. Calculus was my favorite class and it was always a class I was looking forward to every day.”

**School-Issued Texts & Resources:**

*Calculus – Graphical, Numerical, Algebraic*  
ISBN: 978-0-13-201408-3

*AP Test Prep Series – AP Calculus*  
ISBN: 978-0-13-202949-0

**Texts & Resources Students Should Purchase:**

*Barron’s AP Calculus*  
978-0-7641-2382-5

**Contact Persons:**

Diane Shumway  
diane\_shumway@gwinnett.k12.ga.us

Carolyn Renner  
carolyn\_renner@gwinnett.k12.ga.us

## AP Chemistry

**Course Description:** Advanced Placement Chemistry is designed to be the equivalent of an introductory college chemistry course taken by science majors. It is the study of matter and its changes including the study of atomic theory, thermochemistry, analytical chemistry, and inorganic chemistry. It is a rigorous course both in depth and breadth with a major focus on high level problem solving. Students will perform many lab experiments throughout the year.

AP Chemistry is intended by the College Board to be taken as a 2nd year chemistry course. However, many students choose to take AP Chemistry as a first year course and are successful. If, as a student, you did very well in AP Biology in 9th grade and really enjoy math and science, AP Chemistry is a possible option for you as a 10th grader. If you enjoyed and were successful at CP/Gifted Chemistry and would like to take AP Chemistry as your 4th science as a junior or senior, this is encouraged as well.

### Specific Skills for Success:

- The ability to think abstractly and logically
- A desire to learn more about matter
- Strong mathematical and problem solving skills
- Willingness to learn new and difficult material
- Commitment to do homework
- Intrinsic motivation to work hard, pace oneself on homework, and seek help when needed

**Out of Class Commitments:** Students are expected to manage their time well to complete lab reports, to complete daily and unit homework assignments, and to study for quizzes and tests. Some quizzes will be given as take home quizzes on webassign. The amount of time all this takes varies from student to student, but should average about 1 hour daily.

### Student Comments:

“Not an easy class, but if you are willing to work hard you can be successful.”

“It’s a tough class but you can get the grade you want with hard work.”

“AP Chemistry was a great learning experience. The material is challenging but so interesting, and the influence of your classmates and teacher helps you focus and strive for an A in the class”

### School-Issued Texts & Resources:

*Chemistry – The Central Science*

ISBN: 978-0-13-601879-7

### Texts & Resources Students Should Purchase:

*Hayden&McNeil Publishing 100 page duplicate lab notebook* (or similar brand)

Webassign subscription (app. \$10/year)

### Contact Person:

Jessica Ames

jessica\_ames@gwinnett.k12.ga.us

## AP Computer Science

**Course Description:** This course emphasizes object-oriented programming, problem solving and algorithm development. The course is taught using the programming language Java. The purpose of AP Computer Science is to lay the foundation for object-oriented programming. The course aims at teaching the students computer science concepts. Java is used as the vehicle to teach them. The focus is more on the concepts and abstract ideas rather than on the syntax. The course is the equivalent of a first semester college-level Computer Science course. The pre-requisite is Beginning Programming or recommendation of the teacher.

**Specific Skills for Success:**

Interests in programming/ software development  
Good mathematical skills  
Logic Development  
Ability to think creatively  
Attention to details and precision  
Ready to accept challenging tasks

**Out of Class Commitments:**

There will be homework every week. Students will have lots of lab time. But if they do not finish it within the provided time, they are responsible for finishing it after school or at home.

**Student Comments:**

“Challenging and fun at the same time. It is useful to understand the concepts taught in the class. I know that this course will help with future computer science and other advanced classes in college”

**School-Issued Texts & Resources:**

AP Computer Science Study Guide to Java Concepts, 4<sup>th</sup> Ed.  
ISBN: 978-0-471-71861-1

**Resources:**

Barrons: AP Computer Science A  
Java SDK ([www.java.sun.com](http://www.java.sun.com))  
Jcreator ([www.jcreator.com](http://www.jcreator.com))

**Contact Person:**

Jim Batten  
[Jim\\_Batten@gwinnett.k12.ga.us](mailto:Jim_Batten@gwinnett.k12.ga.us)

## AP English Language and Composition

**Course Description:** AP English Language and Composition is a college level course for high school students interested in improving themselves as critical readers, thinkers, and writers. Our emphasis is two-fold: reading strategies for the “expository, analytical, and argumentative writing that forms the basis of academic and professional communication” and writing from argumentative and analytical platforms. The course is designed for those who love reading, writing, and discussion, or are at least willing to apply themselves to the task.

**Specific Skills for Success:** Students need a strong work ethic coupled with analytical, writing and critical thinking skills.

**Out of Class Commitments:** We read a novel every three weeks and write an essay every two weeks. There are additional reading and writing assignments during class.

**Student Comments:**

"Do the reading, or you cannot pass."

"The course completely changed how I read and why."

"It's difficult at first, but it becomes the best class you've ever taken!"

**School-Issued Texts & Resources:**

*The Essay Connection*

ISBN: 978-0-618-64365-3

**Recommended & Required Supplemental Texts (subject to change –wait for syllabus):**

*The Things They Carried* by O'Brien

*A Farewell to Arms* by Hemingway

*The Great Gatsby* by Fitzgerald

*The Catcher in the Rye* by Salinger

*Devil in the White City* by Larson

**Contact Persons:**

Vanessa Guilarte

[vanessa\\_guilarte@gwinnett.k12.ga.us](mailto:vanessa_guilarte@gwinnett.k12.ga.us)

Jennifer Pinkerton

[Jennifer\\_Pinkerton@gwinnett.k12.ga.us](mailto:Jennifer_Pinkerton@gwinnett.k12.ga.us)

Natalie Powell

[natalie\\_powell@gwinnett.k12.ga.us](mailto:natalie_powell@gwinnett.k12.ga.us)

Casey Weeks

[Casey\\_weeks@gwinnett.k12.ga.us](mailto:Casey_weeks@gwinnett.k12.ga.us)

## AP English Literature

**Course Description:** AP Literature prepares students to enter into an 1102 (or equivalent) college level English class. The course is devoted to reading, analyzing, deconstructing and questioning texts at a high level. Skills are mostly assessed with in-class and out of class essays, but multiple choice assessments are also included. The course pushes students to think differently about written works by considering theoretical perspectives and author's purpose. Class discussions include psychological, historical, political, social and gender issues in relation to text.

**Specific Skills for Success:**

- Willingness to read and to analyze amazing works of literature
- Desire to improve writing skills for college.
- Not a requirement but AP Psychology is a very helpful course for this class.

**Out of Class Commitments:** The majority of the homework is reading; therefore, students must be willing to read the novels listed below in Supplemental Texts.

**Student Comments:** "AP Lit introduced me to a deeper appreciation of literary and cultural works. Taking AP Lit has made me a better thinker and critic toward how language is used in the world today." --Christine An, NGHS Grad, Harvard graduate

"AP Lit will make you a better reader, writer, and really, just a better human being." --Esther Kim, NGHS Grad, Columbia University graduate

"I went to college thinking I won't take any more literature classes, being a science major. It turned out that there was much more writing and reading than I expected, and was glad to know that I got that extra step ahead from taking AP Lit. It really is a beneficial class that will last you for your four years in college and beyond." --Sola Lee, NGHS Grad, Princeton University graduate

"AP Lit not only helped prepare me for college English, but also made me a better real-world writer. It provided me with reading and writing skills that I can apply to both my scholastic life and my professional career." --Kaitlin Young, NGHS Grad, student at GA Tech

**School-Issued Texts & Resources:**

*Perrine's Literature, Structure, Sound, and Sense*

ISBN: 978-0-15-507494-1 *Othello OR Hamlet* – Williams Shakespeare

**Recommended & Required Supplemental Texts (subject to change –wait for syllabus):**

*Brave New World* by Aldous Huxley

*Othello* by William Shakespeare

*Invisible Man* by Ralph Ellison

*Crime and Punishment* by Fyodor Dostoyevsky

*A Streetcar Named Desire* by Tennessee Williams

*Cracking the AP English Literature & Composition Exam* by The Princeton Review

**Contacts:**

Anne-Rose Loureiro anne-rose\_loureiro@gwinnett.k12.ga.us

Sally Rutherford sally\_rutherford@gwinnett.k12.ga.us

## AP Environmental Science

**Course Description:** This course is designed to be the equivalent of a one-semester introductory college course in environmental science. It is designed 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 man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This is a college-level class and is rigorous.

**Specific Skills for Success:**

- . Good reasoning and math skills
- . Commitment
- . Good study skill and time management
- . Lab Skills: manipulations and report
- . Interest in the topic

**Out of Class Commitments:**

- . Average 1 hour per class to read, write reports, study for tests, and analyze and prepare the labs

**School-Issued Texts & Resources:**

*Living in the Environment*, 16th edition  
ISBN: 978-0-495-55671-8

**Contact Person:**

Matt Johnson  
matthew\_johnson@gwinnett.k12.ga.us

Dana Prewitt  
dana\_prewitt@gwinnett.k12.ga.us

## AP European History

**Course Description:** AP European History surveys major historical developments in Europe from approximately 1450-present. This course of study focuses on the political evolution of nation states, the development of modern science, Renaissance and Reformation, English, French and Industrial Revolutions, Imperialism and Nationalism, World Wars, Cold War, the rise and fall of the USSR and the evolution of the European Union. Primary sources, works of art, literature, and other materials supplement the textbook to discover diplomatic, political, economic, social and cultural history.

**Specific Skills for Success:**

- . desire and enthusiasm for study of the subject matter is the MOST essential requirement.
- . reading comprehension,
- . writing formal essays,
- . interpretive skills for document use.

**Out of Class Commitments:** Textbook readings; required museum visit (one per semester); 30 minutes daily; more the day before a test

**Student Comments:** “This class gives you the fundamental knowledge on every historical event from present day, dating back to the fall of the Roman Empire.”

**School-Issued Texts & Resources:**

*A History of Modern Europe, Vol.1*

**ISBN:** 978-0-393-97910-7

**Contact Person:**

Anne Nicely

anne\_nicely@gwinnett.k12.ga.us

## AP French Language and Culture

**Course Description:** The AP French Language and Culture course emphasizes a holistic approach to language proficiency. Course work provides student with opportunities to demonstrate their proficiency in each of the three modes of written and spoken communication – interpersonal, interpretive, and presentational. This course also engages the students in an exploration of Francophone culture in both contemporary and historical contexts. The course provides students with a learning experience equivalent to that of a third year college course in French.

**Specific Skills for Success:** Language, content, and culture are interrelated through the study of six themes (Global Challenge, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.) The course seeks to develop language skills (reading, writing, listening and speaking) that can be used in various activities and disciplines. Students are encouraged to think independently, to learn to find information, and to react and respond to others. Students should have a strong motivation to learn French and be willing to participate in all four skills. Students enrolled in this course are usually juniors or seniors enrolled in their fourth and fifth year of French.

**Out of Class Commitments:** There are regular homework assignments, as well as individual and group presentations and projects. Some assignments require using the internet. (There is internet access at school, if needed.) Students will also need to study for tests.

**Student Comments:**

“The AP French Language class, although difficult, was most enlightening. From vocabulary and grammar, we learned how to craft language.”

“AP French Language is a wonderful class that helps students to understand the nuances of this beautiful language. It is a challenging, yet rewarding experience.”

“It really helps you understand and connect elements of French grammar and literature.”

**School-Issued Texts & Resources:**

*AP French: Preparing for the Language and Culture Examination*  
ISBN: 978-0-13-317537-0

**Contact Person:**

Rhonda Archer  
rhonda\_archer@gwinnett.k12.ga.us

## AP Government US

**Course Description:** From completion of this course students will gain an analytical perspective on government and politics in the United States. They will study “general concepts used to interpret U.S. politics” and be able to analyze specific examples of these concepts. They will examine their own political beliefs and values and be able to explain their perspectives. Ultimately, students will be able to provide, from course readings and their enriched perspectives, rational and well developed answers to two core questions: How should we be governed and what should government do?

Successful completion of this course counts toward graduation requirements and helps prepare students for passing the AP American Government and Politics Examination. Students taking this course are expected to take the AP American Government and Politics Exam in May. As is expected, this course is taught at a college level. The major differences between a college and high school American Government course include the amount of reading, the level of critical thinking, the “in-depth” level of content comprehension, and the type of course requirements expected of students. Specific to course requirements, in addition to traditional examinations, students taking this class are expected to read the texts and other assigned readings like *The Federalist Papers*; take quizzes and write essays on the assigned readings; and participate actively in all class discussions and activities.

\* The College Board Course Description (The Acorn Book) for United States Government and Politics

**Specific Skills for Success:** Analytical, writing, and critical thinking skills

**Out of Class Commitments:** Readings, essays, and participation at local political events

**School-Issued Texts & Resources:**

*Government in America, 12<sup>th</sup> Edition Student Edition*

ISBN: 978-0-321-29236-0

*Government in America, 12<sup>th</sup> Edition AP Test Prep*

ISBN: 978-0-321-35741-0

**Recommended & Required Supplemental Textbooks:**

Matzke, C. Study Guide to accompany *Government In America: People Politics and Policy*. Twelfth Edition New York, New York. Person Longman ISBN O-321-33845-6 \$23.00 Course Workbook.

*Gideon’s Trumpet* by Lewis, A. (1964). Vintage Books: New York, NY.

*Ignorance is No Defense* by J. Tom Morgan

**Contact Person:**

Jason Thompson

jason\_thompson@gwinnett.k12.ga.us

## AP Human Geography

**Course Description:** AP Human Geography is a college level course that travels well beyond the simple memorization of geographic facts and figures. It teaches you why and how things happen in and around the world, and how they are connected. To put it simply, Human Geography deals with the why of where. We deal with demographics, migration, linguistics, religion, political geography, urbanization, and industrialization. It's the perfect course for students interested in what's happening in the world now!

**Specific Skills for Success:** The requirements to succeed are desire and determination. If the student is willing to work hard and never give up, we would recommend them to take AP Human Geography. Other skills that are important to have would be above average reading abilities and above average writing skills.

**Out of Class Commitments:** Students are required to read *The Power of Place Geography, Destiny, and Globalization's Rough Landscape* by Harm De Blij for summer reading. They will need to write a summary for each of the ten chapters. Additionally, students have homework most nights of the week including weekends.

### **Student Comments:**

"AP Human Geography is an interesting course to take. It gives you an overview of the whole AP program. Human Geography helps strengthen your vocabulary and learn about the world around you."

"If you want a new kind of challenge for yourself take this class!"

"Take AP Human Geography! The teachers are great!"

"Get your high school career started right with AP Human Geography."

### **School-Issued Texts & Resources:**

Human Geography People, Place, and Culture 8th Edition by H. J. De Blij

ISBN: 0-471-67951-6

Recommended Supplemental Textbooks:

An Introduction to Human Geography: The Cultural Landscape by James M. Rubenstein 11th Edition

ISBN: 0-13-192019-7

AP\* Human Geography: Study Guide 3<sup>rd</sup> Edition by Ethel Wood

ISBN: 978-0-9831766-6-4

### **Contact Person:**

David Ellwanger

[david\\_ellwanger@gwinnett.k12.ga.us](mailto:david_ellwanger@gwinnett.k12.ga.us)

Katie Massey

[katie\\_massey@gwinnett.k12.ga.us](mailto:katie_massey@gwinnett.k12.ga.us)

## AP Latin: Vergil

**Course Description:** Students in AP Latin read selected portions from two Latin texts: Julius Caesar's *de bello Gallico* and Vergil's *Aeneid*. The *de bello Gallico* is Caesar's commentary on his military campaign in the Roman province of Gaul (roughly, modern day France) and is important to Latin students because of its rare first-hand account of history by arguably the most famous Roman of all time. Julius Caesar was not just recording his battles, but more to the point he was justifying his extended presence in Gaul and his nearly unprecedented consolidation of power in the Roman world, which ultimately led to his assassination and the downfall of the Roman Republic. Vergil's *Aeneid* is an epic chronicling the flight and travels of the Trojan prince Aeneas and his allies from Troy to Italy, which results in the foundation of the city of Rome. As with Caesar's narrative, the real meaning lies behind the basic conceit of the story. After his assassination, Julius Caesar left his wealth and power to a relatively unknown young man named Octavian. After a hard-fought civil war with Marc Antony, Octavian sought to establish his legacy as the destined and fated ruler of a new Rome. Now known as Augustus, Rome's first emperor had Vergil write a national epic poem, in the manner of Homer's Greek *Iliad* and *Odyssey*, which would equate Augustus with Aeneas and Augustus' new Rome with the glorious beginnings of the Romans' ancestors.

### Specific Skills for Success:

Students are expected to be able to translate accurately from Latin into English the poetry of the *Aeneid* and the prose of the *de bello Gallico*, and to demonstrate a grasp of grammatical structures and vocabulary. Since the appreciation of Latin literature requires an understanding of literary techniques and of meter, stylistic analysis of the literature is an integral part of the advanced work in the course. In addition, students will study the cultural, social, and political context of the *Aeneid* and of the *de bello Gallico*.

### Out of Class Commitments:

The great majority of work is done in class. However, students are expected to read in English additional selections from the *Aeneid*, the *de bello Gallico*, and from various related scholarship and biography to establish the historical, political, and social context of the *Aeneid* and of the *de bello Gallico*.

### Student Comments:

"It's the most difficult class I've ever taken, but it is also the most rewarding."

"Latin teaches lessons beyond the textbooks. AP Vergil, though challenging, has an exciting course of study, enlightening students with material that has proven its value for thousands of years. What is learned in this course enriches the comprehension of all other studies. I love Latin and I love this course."

"AP Vergil has combined two of my favorite subjects: history and literature. Studying one of history's defining works genuinely interests me, and I've been able to draw connections between this class and many other academic subjects."

### School-Issued Texts & Resources:

*A Song of War: Readings from Vergil's Aeneid* by Richard A. LaFleur and Alexander G. McKay

ISBN: 978-0-13-320520-6

*Caesar: Selections from his Commentarii De Bello Gallico* by Hans-Friedrich Mueller

*A Vergil Workbook: Second Edition* by Katherine Bradley and Barbara Weiden Boyd

*A Caesar Workbook* by Rose Williams and Debra L. Nousek

### Contact Person:

Jeremy Martin

jeremy\_martin@gwinnett.k12.ga.us

## AP Macroeconomics

**Course Description:** The purpose of an Advance Placement course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

**Specific Skills for Success:**

- . Ability to interpret graphs and charts
- . Ability to evaluate issues
- . Good analytical skills
- . Good basic math skills (Students who performed well in Algebra I and Geometry usually find the conceptual nature of the course easy to grasp.)

**Out of Class Commitments:** Approximately one hour for every hour in class

**School-Issued Texts & Resources:**

*Principles of Economics*

ISBN: 978-0-324-22472-6

**Contact Person:**

Anne Nicely

anne\_nicely@gwinnett.k12.ga.us

## AP Microeconomics

**Course Description:** The purpose of an Advance Placement course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of the product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

**Specific Skills for Success:**

- . Ability to interpret graphs and charts
- . Ability to evaluate issues
- . Good analytical skills
- . Good basic math skills (Students who performed well in Algebra I and Geometry usually find the conceptual nature of the course easy to grasp.)

**Out of Class Commitments:** Approximately one hour for every hour in class

**Note:** This is a semester-long course that is paired with AP Comparative Government.

**School-Issued Texts & Resources:**

*Principles of Economics*

ISBN: 978-0-324-22472-6

**Contact Person:**

Anne Nicely

anne\_nicely@gwinnett.k12.ga.us

## AP Music Theory

**Course Description:** This course is designed to give the student basic fundamentals of music theory, ear training, sight-singing, keyboard skills, and experience in written composition. This course is comparable to the first year of college music theory/ sight singing/ ear training.

**Specific Skills for Success:**

Basic piano skills  
Basic sight singing skills  
Knowledge of music reading and notation  
Strong work ethic and drive

**Out of Class Commitments:**

Reading the textbook, completing practice problems from a workbook, piano accessibility

**Student Comments:**

“This class helped me with my music composition.”

“This class forced me to think analytically, and listen critically.”

“Because I took AP Music Theory, I was successful in college music classes. I was ahead of my peers, and breezed through the first two semesters of college music theory.”

**School-Issued Texts & Resources:**

*Tonal Harmony* by Stefan Kostka and Dorothy Payne (McGraw Hill 2004) with the accompanying workbook.

Highly recommend *Barron's AP Music Theory* study guide to supplement given text materials.

**Contact Person:**

Lauren McCombe

Lauren\_mccombe@gwinnett.k12.ga.us

# AP Physics I

**Course Description:** This is a Trig-Based AP Physics Course designed to be taken by those students who want a sound preparation for AP Physics C, or as a final survey physics course for those who might be interested in majoring in any of the physical sciences in college (engineering, physics, or chemistry). This yearlong college level course is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion), work, energy, and power, mechanical waves and sound, and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students taking this class should have a strong interest in the study of science and be recommended by their 10th grade chemistry teacher or 11th grade CP/Honors Physics teacher.

## **Specific Skills for Success:**

Strong Algebra Skills

Knowledge of basic Trigonometry

Strong Problem Solving Skills

Self-discipline and willingness to take responsibility for one's own learning.

Ability to apply concepts to real world situations

## **Out of Class Commitments:**

Between 30 and 60 minutes of homework (reading/problems solving) per night.

## **Student Comments:**

"I've worked very hard in this class, but I've learned more than I thought I would!"

"I was very well prepared for my freshman college physics course!"

"My first couple of test scores were lower than I'm used to, but I taught myself to think outside the box..."

## **School-Issued Texts & Resources:**

*Physics*, 3<sup>rd</sup> Edition

ISBN: 978-0-13-196067-1

## **Recommended Supplemental Information:**

*The College Board (AP program )* <http://apcentral.collegeboard.com/apc/Controller.jspf>

*The Physics Classroom* <http://www.physicsclassroom.com/Class/>

*AP B-MITE 55 AP Physics B lessons* [http://archive.org/details/ap\\_physics\\_b](http://archive.org/details/ap_physics_b)

*Hyper Physics* <http://hyperphysics.phy-astr.gsu.edu/hbase/hframe.html>

*AP Exam M.C. Review (The AAPT PhysicsBowl)*  
<http://www.compadre.org/psrc/items/detail.cfm?ID=391>

## **Contact Person(s):**

Kent Ames

kent\_ames@gwinnett.k12.ga.us

Hsiao Kung

hsiao\_kung@gwinnett.k12.ga.us

## AP Physics C

**Course Description:** The Advanced Placement Physics C course is a calculus-based, in-depth study of electricity, magnetism, and mechanics. The course is an investigation driven development of the laws of physics. Problem-solving and critical thinking are emphasized throughout the course. The topics of kinematics, dynamics, impulse and momentum, work and energy, rotational motion, oscillations and gravitation are covered in this course.

This course is designed to meet the needs of students (1) who are planning to major in a science or science related field in college, (2) who need physics as a college entrance requirement and want a challenge, (3) who are planning to take the AP exam.

**Specific Skills for Success:**

Prior or current enrollment in Calculus (BC or AB)

Disciplined work habits.

Problem-solving skills.

**Out-of Class Commitments:**

Time to do nightly homework

Access to a computer with an internet connection

**Student Comments:**

“a daily brain workout.”

“This class emphasizes application over memorization.”

“reasonable homework load.”

“There are many labs and few lectures.”

“ requires understanding and working daily.”

**School-Issued Texts & Resources:**

*Physics*, 3<sup>rd</sup> Edition

ISBN: 978-0-13-196067-1

**Contact Person:**

Kent Ames

kent\_ames@gwinnett.k12.ga.us

## AP Psychology

**Course Description:** Advanced Placement Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The course is comparable to an introductory course at most colleges and universities.

### Specific Skills for Success:

- Ability to handle comprehensive independent reading of college-level texts and professional articles
- Ability to critically analyze written material
- Ability to take/process copious notes and move rapidly through material
- Ability to work independently outside of class with disciplined work habits
- An openness to new ideas, opinions, and perspectives, with a willingness to learn about and respect differences in people

**Out of Class Commitments:** One hour per night, five nights a week to read, complete vocabulary studies, and work through the study guide materials prior to an exam.

### Student Comments:

“Unlike a lot of classes in high school, AP Psych is relevant to your life ALL THE TIME. Took the class a year ago, and I see things every day that remind me of this class. The concepts I learned in class have helped me win arguments, predict people's birth order, understand kids I babysit, and get along with others better. If you study, read, listen to lectures, and enjoy the material you will succeed! I loved this class so much that it inspired me to be a psych major in college. This semester I am not taking a psych class because I PASSED the AP exam, and exempted out of psych 101 (which was my only 8 o'clock and it made life so much easier not have that class!) Props to Mrs. Mitchell! Although my studies seem empty now without a psych class, I look forward to beginning on classes for my major next semester. Soak up every moment, Mrs. Mitchell is a superb teacher who knows what she is teaching and is passionate about the information. Don't ever bring a fish to class or make her go on an elevator and she will love you forever! Oh and if she is having a bad day, ask her about how her 2 beautiful children are doing, a smile will come to her face Assuming you all are upperclassmen, enjoy high school classes, don't wish them away because COLLEGE IS HARD! The class that has helped me the most with dealing with stress, making new friends, and getting along with my roommate this year has been AP PSYCH. Skip your math homework, and put this class as your priority... It'll take you farther in life than any other class. Best of luck to you! Love, Kathleen Brooks - Class of 2012”

“Your class was one of my favorite classes ever! Very fun and interesting and I miss it like crazy (and I miss you too!)...advice for future students: read every night, take good reading notes, and do test corrections!”

“Your class was amazing. Your comparisons make it clear that this class applies to every day life and you start to see it everywhere once you get a grasp on the concepts. Almost everything is in the lectures; you took it to a higher level. Really appreciated everything you did!”

### School-Issued Texts & Resources:

*Psychology*, 8<sup>th</sup> Edition, AP Level

ISBN: 978-0-7167-2830-6

\***On your own purchase** - *Psychology Study Guide* [Paperback] 8<sup>th</sup> Edition by Richard O. Straub

\*Summer Reading Book – *Opening Skinner's Box* by Lauren Slater

### Contact Person:

Erin Mitchell

erin\_mitchell@gwinnett.k12.ga.us

## AP Spanish Language

**Course Description:** The Advanced Placement Spanish Language course at Walton High School adheres to the College Board AP Central® course description and is comparable to fifth and sixth semester college and university courses that focus on speaking and writing in the target language at an advanced level. The course encompasses listening and speaking skills, reading comprehension, comprehensive grammar review, and composition. Students have the opportunity to travel to Salamanca, Spain as a component of the course where they receive college credit for the coursework done in Spain. This course is taught entirely in Spanish.

**Specific Skills for Success:** The emphasis of the course is on strengthening communicative abilities in Spanish in order to demonstrate: strong interactive communicative ability in Spanish in the interpersonal, presentational, and interpretive modes; a strong command of Spanish linguistic skills including accuracy and fluency that support communicative ability; comprehension of Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, and broad regional variations; ability to produce Spanish comprehensible to native speakers in a variety of settings, types of discourse, and topics.

**Out of Class Commitments:** Around 30 minutes to one hour on most nights, Mondays through Thursdays. We try not to assign homework over the weekend. Most of what is learned in the course is accomplished with intensive work in the class. Outside work includes listening journals, interviews or reading journals assigned at the beginning of the semester and completed at the student's pace throughout the semester.

### **Student Comments:**

“Yo simplemente le doy gracias por ¡ enseñarme tanto! porque sin su clase, no podría tener el éxito en la clase de español aquí en Georgia Tech. De todo lo que yo aprendí en la clase de AP, pienso que los ensayos me ayudaron mucho, Por los ensayos, soy una mejor escritora que los estudiantes en mi clase, incluyendo los estudiantes nativos. Yo nunca creí que me iba a enamorar de la lengua, pero ahora el español es lo que hago todos los días. Yo escucho las canciones en español, y veo las telenovelas. Me fascina que tan rápido yo aprendí español en un año.”

“In college, I switched from a History Major with a focus in Latin America to Journalism Major. Spanish probably helps more in journalism since I can write competently in 2 languages now. Now while I did get a 3 on the national exam, I exempted out of Spanish 1002 at UGA. I had the best time in class with my friends and Mrs. Morales knows exactly what she's doing, this class isn't for people who won't take it seriously because it required more work than I thought. I feel like I deserved my 3 since I didn't work as hard as I could've in class, especially with reading.”

“Although I am fluent in Spanish, I decided to take AP Spanish because I had not taken Spanish in a very long time and I thought it would be a fun class to take. I already knew how to speak it, but AP Spanish helped me out with my grammar and vocabulary. There were so many things I thought I already knew but did not know and this class helped me figure these things out. I am currently attending the University of Georgia as a Mathematics major and Spanish minor. Taking AP Spanish greatly influenced my decision of minoring in Spanish. I got a 5 on the AP test and received 10 hours just from that one test! The work was completely worth it and I enjoyed it at the same time! I was about to take AP Latin, but I am so glad I switched to Spanish! I loved it and I think more people should take it too!” -Nicole Hernandez

### **Contact Person:**

Vivian Morales  
vivian\_morales@gwinnett.k12.ga.us

## AP Statistics

**Course Description:** This course is a unique math course in that it doesn't fall into a sequence with other courses. It can be taken as an elective while taking another math course or it can be taken as a final math course for high school students.

**Specific Skills for Success:**

Mathematical skills are not nearly as important for success as personal disciplinary skills. Students must be motivated to do their work in a timely manner, ask questions when struggling, and take ownership in their mastery of the concepts. Written and verbal communication skills are important as we address more than just the numbers.

**Out of Class Commitments:**

We have several projects throughout the year. Many of those are group projects, but there are also individual projects. These are excellent learning opportunities that can be lots of fun. Of course, there is homework on a regular basis that is completed prior to the unit test.

**Student Comments:**

"This is the first math class I actual felt that I could apply to everyday life."

"While this is different than what I originally expected, I look forward to coming to this class."

**School-Issued Texts & Resources:**

*Stats: Modeling the World*

ISBN: 978-0-13-135958-1

**Contact Person:**

John Rowland

john\_rowland@gwinnett.k12.ga.us

## AP Studio Art

**Course Description:** Students enrolled in the AP Studio Art course will be expected to produce art in a variety of media, technique, and subject matter. Emphasis is placed on drawing from observation; the application of color and design principles; understanding the fundamentals of two-dimensional design; the development of a body of work that is a student's own choosing; recognition of the history of art and its role in the development of visual ideas; and application of the critique process in written and oral form. Students are expected to work both in class and at home throughout the school year. All assignments are to be turned in completed and on time. This is a rigorous course and students are required to have a minimum of 24 artworks completed by the end of the school year.

**Specific Skills for Success:**

Aspiration to develop college level artwork and participate in critiques.

Willingness to learn and 100% effort in all projects and critiques.

Commitment to learning and coming to class prepared with materials and completed assignments.

**Out of Class Commitments:** Students will complete a finished work every two weeks on each semester. Students will be given subject matter or actual materials with which to complete their pieces, and a teacher and students will critique both written form and verbally them in class every other Mondays. After critique, students will have three days to elaborate and rework their projects to receive modified grade. Completed "homework" will be turned in at the beginning of the class on every other Mondays. Class participation is mandatory and late work is not accepted. These assignments should show evidence of 2-3 hours' work each.

**Student Comments:**

"It's a lot of work, but worth it"

"It helped me develop a comprehensive portfolio"

**Contact Person:**

Yvette Kim

yvette\_kim@gwinnett.k12.ga.us

## AP United States History

**Course Description:** This course is designed to increase students' understanding of United States history from early Native American civilizations and Columbus' encounter with the "New World" to the present. Successful completion of this course counts towards graduation requirements and helps students prepare for success on the AP United States History examination. The content of the course is divided into two semesters. During the first semester, students will study US history from "New World Beginnings" through "the Gilded Age." Students will examine "American Foreign Policy/Imperialism" through the 21<sup>st</sup> century during the second semester. The areas of concentration in this course include political, economic, social, and cultural history with an emphasis on the development, implementation, and changing nature of cultural and intellectual institutions.

As is expected, this course is taught at a college level. The major differences between a college and high school course include the amount of reading, the level of critical thinking, and the "in-depth" level of content comprehension. In addition to traditional examinations, students taking this class are expected to read the texts; take quizzes and complete writing assignments on the assigned readings; participate actively in class discussions, debates, note taking, simulations, and films, along with other activities; and complete a series of document based questions (DBQs) and free response essays (FRQs).

**Specific Skills for Success:** Critical thinking, analysis, reading comprehension skills, writing skills, map skills, thematic categorization, interpretation of primary sources, and historiography.

**Out of Class Commitments:** Reading of textbook and supplemental readings, studying notes and completing critical essays (approximately 5 hours per week). Test corrections and essay re-writes will also be offered.

**Student Comments:** "Students should make sure that they keep up with the reading and take notes."  
"The class is very challenging, but it helps to prepare you for college."  
"You should use the course website and take advantage of the opportunity to complete test corrections."  
"Make sure you actually read and prepare for the reading quizzes and tests."

### School-Issued Texts & Resources:

Faragher, Buhle, Czitrom, & Armitage, *Out of Many: A History of the American People* (AP Edition). Upper Saddle River, NJ: Prentice Hall, 2007. ISBN# 0132276518

Faragher, Buhle, Czitrom, & Armitage, *Out of Many: AP Test Prep Series, U.S. History* (Guide Book). Upper Saddle River, NJ: Prentice Hall, 2007. ISBN# 0131986066

### Required Summer Reading:

David McCollough, *1776*. NY: Simon & Schuster, 2005.  
ISBN# 0743226712

### Course Website:

<http://apush.northgwinnett.com> (Contains notes, assignments, review guides, syllabus)

### Contact Person:

Michelle Mullis  
[Michelle\\_Mullis@gwinnett.k12.ga.us](mailto:Michelle_Mullis@gwinnett.k12.ga.us)

Katie Saldarriaga  
[Katie\\_saldarriaga@gwinnett.k12.ga.us](mailto:Katie_saldarriaga@gwinnett.k12.ga.us)

## AP World History

**Course Description:** The Advanced Placement World History course is the equivalent of a two semester college-level course in Global Civilization/History. The course covers a little over ten thousand years of human history beginning with the development of agriculture and permanent settlement and ending with the present times. The course is also relatively all-encompassing, primarily covering the Europe, Asia, the Americas, and Africa with some necessary emphasis on Oceania. The course features a mostly thematic approach that seeks to trace global developments within world cultures as well as to make connections between these cultures based on the same themes. This is a course that also has a heavy emphasis on teaching critical thinking, historical document analysis, and writing skills.

**Specific Skills for Success:** To be able to critically analyze major historical trends and documents within and between time periods and cultures. To have mature study and work habits of nightly study and reading to insure full understanding of the materials. To be willing to master three different types of essays: The Comparative, Change-and Continuity-over-Time, and Document Based Question Essays.

### **Out of Class Commitments:**

- Roughly (15-20) pages of reading a night.
- Preparation for daily reading quizzes.
- Weekly essay writing assignments.
- Analysis of primary source documents.

### **School-Issued Texts & Resources:**

*Traditions and Encounters*

ISBN: 978-0-07-320483-3

[http://highered.mcgraw-hill.com/sites/0072957549/student\\_view0/](http://highered.mcgraw-hill.com/sites/0072957549/student_view0/)

Mhhe.com/psi

### **Contact Persons:**

Kevin Blankenship

kevin\_blankenship@gwinnett.k12.ga.us

Rebecca Carlisle

rebecca\_carlisle@gwinnett.k12.ga.us

Matt Neithercut

matt\_neithercut@gwinnett.k12.ga.us