



# Advanced Placement Program Information Night

Columbia High School

<https://tinyurl.com/yae9e75x>



# Welcome

Columbia High School is committed to every student's success.

We believe access to rigorous coursework, such as Advanced Placement® (AP®), plays an important role in that success.



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# What We'll Cover

- What is it Like to Take AP<sup>®</sup> courses?
- Advanced Placement<sup>®</sup> Course Offerings?
- AP<sup>®</sup> Exams
- The Benefits
- Next Steps: Help Your Child Make the Best Choices

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**What is it like to take AP<sup>®</sup> Courses?**

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# Advanced Placement<sup>®</sup>: The Basics

- The Advanced Placement Program is run by a non-profit organization, the College Board. The College Board is also responsible for the PSAT and SAT tests.
- **AP<sup>®</sup> courses** are college-level courses offered in high school.
- **AP<sup>®</sup> Courses** reflect what is taught in top, introductory college courses.
- Students take **AP<sup>®</sup> Exams** at the end of the course, measuring their mastery of college-level work.
- A score of 3 or higher on an **AP<sup>®</sup> Exam** may earn students college credit and/or placement into advanced courses in college.

# AP<sup>®</sup> Myths & Realities

Myth	Reality
AP <sup>®</sup> courses are for students who always get good grades.	AP <sup>®</sup> courses are for any students who are academically prepared and motivated to take college-level courses..
AP <sup>®</sup> courses are too stressful.	It's no secret that AP <sup>®</sup> courses are challenging, but the support you will receive from your classmates and teachers can help you manage the workload.
I don't think I will score high enough on the AP <sup>®</sup> Exam to get college credit.	You don't need to score a 5. Many colleges grant credit — and placement as well — based on a 3 or higher on an AP <sup>®</sup> Exam.
Taking AP <sup>®</sup> courses could hurt my GPA.	Taking AP courses shows colleges that you're willing to challenge yourself academically.
I can't take AP <sup>®</sup> because no one has recommended me.	If you think you're ready to take an AP <sup>®</sup> course, then you're ready to advocate for yourself — just talk to a teacher, your guidance counselor, and your parent(s)/guardians).
	<b>Access and Equity</b>

# AP<sup>®</sup> Exam Scores

- 5- Extremely well qualified
- 4-Well qualified
- 3-Qualified
- 2-Possibly qualified
- 1- No recommendation

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# College Admissions Officials In Their Own Words

- AP Program: The impact of AP credit and placement on the college experience



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# English Language Arts Department

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# ELA AP<sup>®</sup> Course Offerings

- **English Language and Composition - Juniors**
  - focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts.
- **English Literature and Composition - Seniors**
  - focuses on reading, analyzing, and writing about, (fiction, poetry, & drama) from various periods

**AP<sup>®</sup> English Language College Board Overview**

**AP English Literature College Board Overview**

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# Other ELA Elective Course Offerings

<b>American Literature</b> L4	<b>Contemporary Literature</b> L4	<b>Creative Writing/Poetry</b> L4	<b>Gender Studies</b> L4
<b>Shakespeare Literature</b> L4	<b>Journalism</b> L4	<b>African Literature</b> L4	<b>World Literature</b> L4
<b>Research &amp; Debate</b> L4	<b>Literature of Social Criticism</b> L4	<b>Literature and Performance</b> L4	<b>Literature and Philosophy</b> L4
	<b>AP Language and Composition</b> 11th grade L6	<b>AP Literature and Composition</b> 12th grade L6	

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# ELA AP<sup>®</sup> Exams

- **English Language and Composition - May 15, 2019**
  - 3 hours 15 minutes long
  - 52 - 55 Multiple-choice questions (nonfiction texts)
  - 3 Free-responses (synthesis, rhetorical analysis & argument)
- **English Literature and Composition - May 8, 2019**
  - 3 hours long
  - 55 Multiple-choice questions (drama, verse or prose fiction)
  - 3 Free-responses (literary analysis of poem and prose excerpt & analysis of a given theme in a work selected by the student. )





# Fine Arts Department

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# FINE ARTS AP<sup>®</sup> Course Offerings

## Studio Art – AP

Year, 5.0 credits, Level: 6, Prerequisites: Art 2, 3 or 4, and portfolio review  
Grades 11-12

AP Studio Art is designed for students seriously interested in the practice of art making. Ideally these students will have had a strong basis of art experiences prior to entering this course. There is a sequence of courses from Art 1-4 that is intentionally structured to prepare students for this course. The basic concept of the class is to simulate aspects of a college-level foundation course. Students must demonstrate experience in drawing from observation, working with color, and working in a range of media. Instructional emphasis is on development of rigorous practice, ideation and personal voice. The AP College Board portfolio requirements and timetable for submission demand a rigorous pace and necessitate work outside of class.

## **AP Studio Art College Board Overview**

<https://tinyurl.com/yae9e75x>



# FINE ARTS AP<sup>®</sup> Course Offerings

## Art History - AP

Year, 5.0 credits, Level: 6, Prerequisite: recommended that student have taken prior art courses Grades 10-12

The Advanced Placement program in Art History introduces students to 30,000 years of history in art and architecture from around the world. This course is an introduction to subjects normally grouped under the heading humanities, and is often the high school student's first exposure to discourse concerning religion, philosophy, cultural history and anthropology, all of which are examined through the visual/cultural evidence contained in art history. Issues regarding visual perception, the need for narrative, the nature of materials and technology, and the understanding of the human body are a major focus throughout the course. The evolving relationships between patrons, artists, and audience wind their way through each art historical period as well. Students learn to identify iconography, media, stylistic traits and the function of art in each society that they study. The nature of representation, idealization, realism, illusionism, modernism and post-modernism are defined through the study of specific artworks.

## [AP Art History College Board Overview](https://tinyurl.com/yae9e75x)

<https://tinyurl.com/yae9e75x>





# FINE ARTS AP<sup>®</sup> Course Offerings

## Music Theory - AP

Year, 5.0 credits, Level: 6

Prerequisite: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument. Grades 10-12

AP Music Theory is a college-level music course designed to develop a student's ability to recognize, understand, communicate and compose within the basic materials and processes of The Common Practice Era. The achievement of these goals will be approached through instruction in music history (context), vocabulary development, ear training (sight singing and dictation,) notational skills, part-writing, formal analysis, composition and exposure to a wide variety of music literature. The student's ability to read and write musical notation is fundamental to success in this course. It should also be assumed that the student has acquired at least basic performance skills through formal study of voice or other musical instrument. Enrollment in a performance ensemble is not a requirement, although it is recommended.

## **AP Music Theory College Board Overview**

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# FINE ARTS AP<sup>®</sup> Exams

## Advanced Placement Studio Art

	<b>Section I: Selected Works (Quality) One-third of total score</b>	<b>Section II: Sustained Investigation (Concentration) One-third of total score</b>	<b>Section III: Range of Approaches (Breadth) One-third of total score</b>
<b>2-D Design Portfolio</b>	5 actual works Works demonstrating understanding of two-dimensional design in concept, composition, and execution	12 digital images: some may be details or process images Works demonstrating in-depth exploration of a particular 2-D design concern	12 digital images: 1 image each of 12 different works A variety of works demonstrating understanding of 2-D design

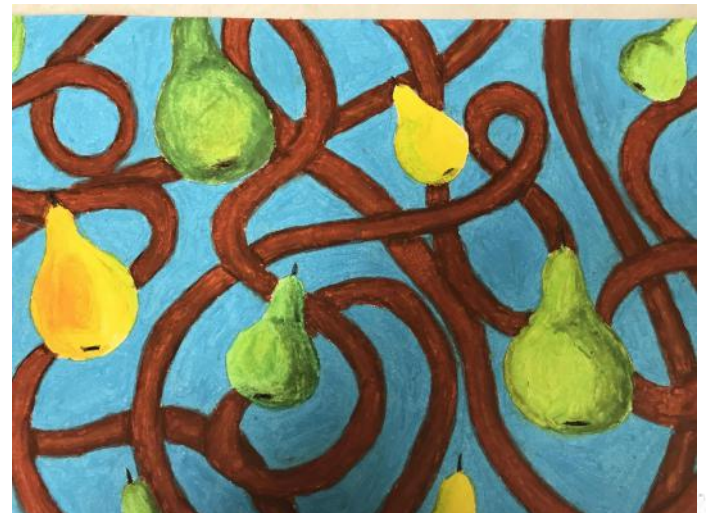
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# AP<sup>®</sup> Exams



Current student  
samples from  
Mr. Grayson's  
AP Studio Art  
Class



# FINE ARTS AP<sup>®</sup> Exams

## AP Art History

Content Area	Percent of Curriculum and Exam (Number of Works)
1. Global Prehistory, 30,000–500 B.C.E.	~4% (11 works)
2. Ancient Mediterranean, 3500 B.C.E.–300 C.E.	~15% (36 works)
3. Early Europe and Colonial Americas, 200–1750 C.E.	~20% (51 works)
4. Later Europe and Americas, 1750–1980 C.E.	~22% (54 works)
5. Indigenous Americas, 1000 B.C.E.–1980 C.E.	~6% (14 works)
6. Africa, 1100–1980 C.E.	~6% (14 works)
7. West and Central Asia, 500 B.C.E.–1980 C.E.	~4% (11 works)
8. South, East, and Southeast Asia, 300 B.C.E.–1980 C.E.	~8% (21 works)
9. The Pacific, 700–1980 C.E.	~4% (11 works)
10. Global Contemporary, 1980 C.E. to Present	~11% (27 works)
Total	100% (250 works of art)

# FINE ARTS AP<sup>®</sup> Exams

## AP MUSIC THEORY SKILLS & CONCEPTS

- Pitches
- Intervals
- Scales and keys
- Chords
- Meter
- Rhythm
- Melodic and harmonic dictation
- Composition of a bass line for a given melody, implying appropriate harmony; 4 voice and roman numerals
- Realization of a figured bass
- Realization of a Roman numeral progression
- Analysis of repertoire, including melody, harmony, rhythm, texture, and form
- Sight-singing



# Science and Mathematics Department

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# SCIENCE AP<sup>®</sup> Course Offerings

Course	Chemistry	Physics	Biology	Environmental Science	Alternate and Post-AP Offerings
Grades offered	11 <sup>th</sup> & 12 <sup>th</sup>	12 <sup>th</sup>	12 <sup>th</sup>	12 <sup>th</sup>	12 <sup>th</sup>
Possible Majors	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Engineering</li> <li>• Material Sciences</li> <li>• Pre-Med</li> <li>• Pharmacy</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Sciences</li> <li>• Engineering</li> <li>• Physics</li> <li>• Astronomy</li> <li>• Computer Science</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Med</li> <li>• Biology</li> <li>• <u>BioChemistry</u></li> <li>• Public Health</li> <li>• Environmental Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Planning/Policy</li> <li>• Marine Biology</li> <li>• Climatology</li> <li>• Field Ecology</li> <li>• Bioenvironmental Engineering</li> <li>• Biomedical Research</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Physics 2</b></li> <li>• <b>Astronomy</b></li> <li>• <b>Anatomy</b></li> <li>• <u><b>BioChemistry</b></u></li> <li>• <b>Environmental Science</b></li> <li>• <b>Forensic Science</b></li> <li>• <b>Senior Biology</b></li> <li>• <b>Science Research (3yr)</b></li> </ul>

\*All courses meet at least 7 periods a week

\*All students are expected to take the AP test

\*All courses include a summer assignment

# AP CHEMISTRY

- Two years of Chemistry in one year
- Reasoning and Data Analysis
- Pre-requisite: Algebra 2

## The Periodic Table

1 H																	2 He				
3 Li	4 Be															5 B	6 C	7 N	8 O	9 F	10 Ne
11 Na	12 Mg															13 Al	14 Si	15 P	16 S	17 Cl	18 Ar
19 K	20 Ca	21 Sc	22 Ti	23 V	24 Cr	25 Mn	26 Fe	27 Co	28 Ni	29 Cu	30 Zn	31 Ga	32 Ge	33 As	34 Se	35 Br	36 Kr				
37 Rb	38 Sr	39 Y	40 Zr	41 Nb	42 Mo	43 Tc	44 Ru	45 Rh	46 Pd	47 Ag	48 Cd	49 In	50 Sn	51 Sb	52 Te	53 I	54 Xe				
55 Cs	56 Ba	57-71	72 Hf	73 Ta	74 W	75 Re	76 Os	77 Ir	78 Pt	79 Au	80 Hg	81 Tl	82 Pb	83 Bi	84 Po	85 At	86 Rn				
87 Fr	88 Ra	89-103	104 Rf	105 Db	106 Sg	107 Bh	108 Hs	109 Mt	110 Ds	111 Rg	112 Cn	113 Nh	114 Fl	115 Uup	116 Lv	117 Uus	118 Uuo				
57 La	58 Ce	59 Pr	60 Nd	61 Pm	62 Sm	63 Eu	64 Gd	65 Tb	66 Dy	67 Ho	68 Er	69 Tm	70 Yb	71 Lu							
89 Ac	90 Th	91 Pa	92 U	93 Np	94 Pu	95 Am	96 Cm	97 Bk	98 Cf	99 Es	100 Fm	101 Md	102 No	103 Lr							

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# AP PHYSICS

- Mechanics + Electricity & Magnetism
- Extends sophomore physics with a greater degree of mathematical sophistication.
- Calculus co-requisite

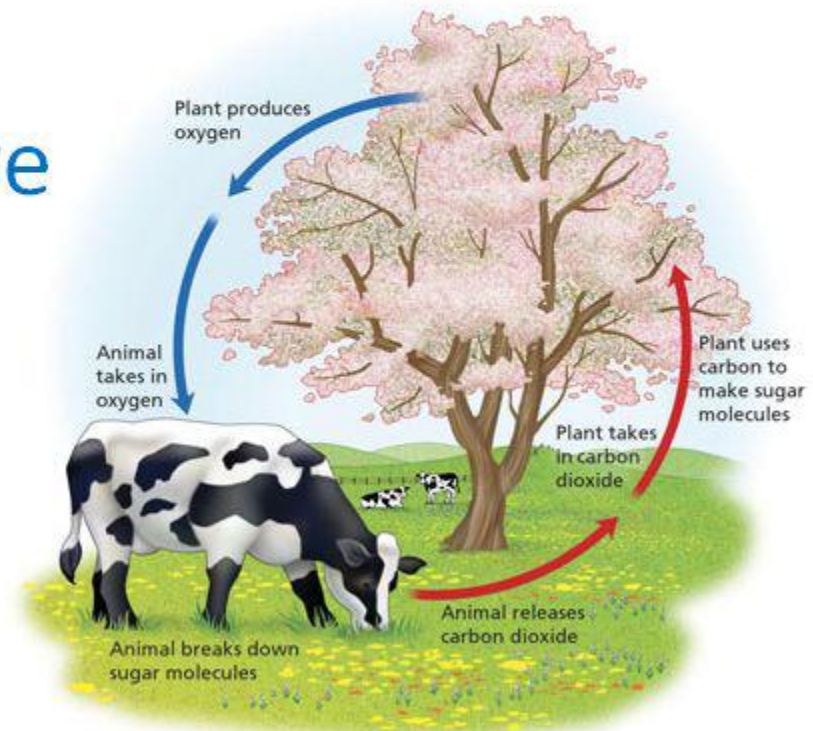


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# AP BIOLOGY

- Bio-chemistry of Basic Life Processes
  - Cell signaling, Photosynthesis, genetics
- Reading intensive



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# AP ENVIRONMENTAL SCIENCE

- Identify & Analyze Environmental Problems, Evaluate Risks and Examine Solutions
- Reading Intensive
- Inter-Disciplinary
  - Reading Comprehension
  - Problem Solving/Math Aptitude
    - % Change, Growth Rate, Efficiency



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# Science AP<sup>®</sup> Exams

Exam	Date	Structure
Chemistry	Thursday May 9 <sup>th</sup>	<ul style="list-style-type: none"><li>• 3 hours and 15 minutes</li><li>• Multiple Choice (60) and Free Response (7)</li><li>• Calculator For Free Response</li></ul>
Physics	Monday May 13 <sup>th</sup>	<ul style="list-style-type: none"><li>• 2 Exams (Mechanics and E&amp;M)</li><li>• Multiple Choice (35) and Free Response (3)</li><li>• Calculator Allowed</li></ul>
Biology	Monday May 13 <sup>th</sup>	<ul style="list-style-type: none"><li>• 3 hours</li><li>• Multiple Choice (63), Grid-in (6) and Free Response (8)</li><li>• Calculator Allowed</li></ul>
Environmental Science	Monday May 6 <sup>th</sup>	<ul style="list-style-type: none"><li>• 3 hours</li><li>• Multiple Choice (100) and Free Response (4)</li><li>• Calculator NOT Allowed</li></ul>

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# MATH AP<sup>®</sup> Course Offerings

Branch of Study	Calculus	Statistics	Programming	Alternate and Post-AP offerings
Course(s)	<ul style="list-style-type: none"> <li>Calculus AB</li> <li>Calculus BC</li> </ul>	<ul style="list-style-type: none"> <li>AP Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Computer Science Principles</li> </ul>	<ul style="list-style-type: none"> <li>Honors Calculus</li> <li>Advanced Topics in Mathematics</li> <li>Calculus 3</li> <li>Linear Algebra</li> </ul>
Prerequisite(s)	<ul style="list-style-type: none"> <li><u>Precalculus</u></li> </ul>	<ul style="list-style-type: none"> <li>Algebra 2</li> </ul>	<ul style="list-style-type: none"> <li>Algebra 1</li> <li>Roadmap to Computing</li> </ul>	

\*All students are expected to take the AP test

\*Most courses include a summer assignment

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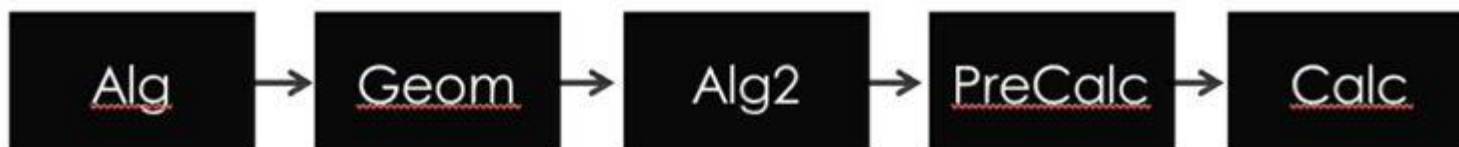


# AP CALCULUS (AB & BC)

- Why take AP Calculus?
  - Consider your interests/goals
- Which Calculus to take?
  - AB vs BC
  - Honors
- What does it take to be successful?
  - Algebra 2 & Precalculus success
  - Hard work/independent practice

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# ROUTES TO CALCULUS



Grade	8	9	10	11	12
Grade	7	8	9	10	11
Grade	9	Summer	10	11	12
		10	10	11	12
		10	Summer	11	12

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# AP STATISTICS

- Divergent from the math sequence
  - Greater focus on reasoning, logic and communication
  - Significantly more critical reading and writing
- Routes to Success
  - Review the readiness indicator
  - Dedicate about 30 mins a night for HW
- Applicable to many fields of Study

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# AP COMPUTER SCIENCE PRINCIPLES

- Why take AP Computer Science Principles?
  - Consider your interests/goals
- What to expect?
  - Infrastructure: Ex: How does email work?
  - Coding: Python applications
  - Digital Portfolio – Create & Explore tasks

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# THINGS TO CONSIDER...

- Rigor & Pace
  - College Board Approved
- Self-Assessment
  - Commitments (Other APs, Clubs/Sports)
  - Passion and Learning Style
- Grade Tolerance
- Google: AP Test College Credit

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# Math AP<sup>®</sup> Exams

Exam	Date	Structure
Calculus AB	Tuesday May 14 <sup>th</sup>	<ul style="list-style-type: none"><li>• 3 hours and 15 minutes</li><li>• Multiple Choice (45) and Free Response (6)</li><li>• Calculator and Non-Calculator Sections</li></ul>
Calculus BC	Tuesday May 14 <sup>th</sup>	<ul style="list-style-type: none"><li>• 3 hours and 15 minutes</li><li>• Multiple Choice (45) and Free Response (6)</li><li>• Calculator and Non-Calculator Sections</li></ul>
Statistics	Thursday May 16 <sup>th</sup>	<ul style="list-style-type: none"><li>• 3 hours</li><li>• Multiple Choice (40) and Free Response (6)</li><li>• Calculator Allowed</li></ul>
Computer Science Principles	Tuesday April 30 <sup>th</sup> (Tasks) Friday May 10 <sup>th</sup>	<ul style="list-style-type: none"><li>• Create &amp; Explore Tasks (20 hours; 40%)</li><li>• 2 hour Exam</li><li>• Single &amp; Multiple Select Questions</li></ul>

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# Social Studies Department

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# Social Studies AP Program

	AP Courses	
Grade 9	Grades 10 - 11	Grades 11 & 12
World History Honors	US History 1 & 11	European History
		Comparative Government & Politics
		U.S. Government & Politics
		Psychology

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## Gr. 9

## Honors World History

The goals of the two-year World History course are:

- a. To introduce & develop the disciplinary practices and reasoning skills & methods of inquiry associated with a **rigorous** history course in a manner suitable for HS freshman and,
- b. To develop in students the **confidence** to tackle challenging coursework and,
- c. to encourage **risk-taking** within a supportive learning environment.

# AP History Disciplinary Practices & Skills

## Disciplinary Practices

1. Analyzing historical evidence
2. Argument Development

## Historical Reasoning Skills

1. Contextualization
2. Comparison
3. Causation
4. Continuity and Change over Time

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## Gr. 9

## Honors World History

Taking the APWH exam (in May, 2019) is **not emphasized** in this course and therefore, students are **NOT** required to sit for the exam.

Taking the exam is an **OPTION** for students. Families can decide for themselves whether the student is ready and interested in doing so.

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- Two- year course
- Participation required for both years
- Enrollment after grade 10 is not permitted
- Students, in most cases, ‘loop’ with the same teacher
- AP exam held in May of Junior year



**Gr. 11 & 12**

**4 Course Offerings**

**European History**

1 yr. (1450 - Present)

**Government & Politics**

- United States
- Comparative

1 yr.

1 yr. (6 countries)

**Psychology**

1 yr

Although the elective course is NOT a prerequisite for the AP course, students are encouraged to enroll in the elective.

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# Student Readiness Indicators

The student:

- Has a B/B+ avg. in an Honors-level course.
- Possesses a keen interest to ensure a lasting commitment to the subject;
- Strives to engage in critical analysis of complex issues related to the subject matter;
- Is consistently a resourceful, independent, and responsible learner;

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# Student Readiness Indicators (cont.)

The student:

- Actively and constructively participates in intellectually demanding tasks & discussions;
- Strives to comprehend, analyze, and evaluate a variety of materials in history;
- Is committed to conducting thorough research and constructing compelling and mechanically sound essays.

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# Helpful Sites

## College Board Student Home Page

<https://student.collegeboard.org/>

## College Board: Parents

<https://bigfuture.collegeboard.org/get-started/for-parents>

## Resources for Parents & Families

<https://apstudent.collegeboard.org/exploreap/for-parents>

<https://tinyurl.com/yae9e75x>



# More Helpful Sites

Getting started...

Applying to College 101

Financial Aid

Financial Aid Checklist

Finding Your College Fit

Parent Action Plan: Gr. 10

Student Profiles

<https://tinyurl.com/yae9e75x>



# Student Pages by Course

## World History

Course Overview

## U.S. History

Course Overview

## European History

Course Overview

<https://tinyurl.com/yae9e75x>





# Student Pages by Course

## Comparative Govt & Politics

Course Overview

## U.S. Government & Politics

Course Overview

## Psychology

Course Overview

<https://tinyurl.com/yae9e75x>



# Questions for Students to Consider & Families to Discuss

Why do I want to take a particular AP course? What are my academic goals?

Do I really enjoy the course subjects?

How much time will I have available given my other responsibilities-

Extra-curricular, job, home?

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# World Languages Department

<https://tinyurl.com/yae9e75x>



# WL AP<sup>®</sup> Course Offerings

- AP French Language and Culture
- AP Italian Language and Culture
- AP Spanish Language and Culture
- AP Spanish Literature and Culture

AP<sup>®</sup> French Language and Culture

AP<sup>®</sup> Italian Language and Culture

AP<sup>®</sup> Spanish Language and Culture

AP<sup>®</sup> Spanish Literature and Culture

<https://tinyurl.com/yae9e75x>



# WL AP<sup>®</sup> Courses

The AP French, Italian, and Spanish Language and Culture courses emphasize:

- **Communication** (understanding and being understood by others) by applying **Interpersonal**, **Interpretive**, and **Presentational** skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.
- The AP French, Italian, and Spanish Language and Culture courses strive not to overemphasize grammatical accuracy at the expense of communication.
- To best facilitate the study of language and culture, the courses are taught almost exclusively in the Target Language.
- The AP French, Italian, and Spanish Language and Culture courses engage students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of **cultural products** (e.g., tools, books, music, laws, conventions, institutions); **practices** (patterns of social interactions within a culture); and **perspectives** (values, attitudes, and assumptions).

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# WL AP<sup>®</sup> Courses

Upon entering one of these course, students should be able to:

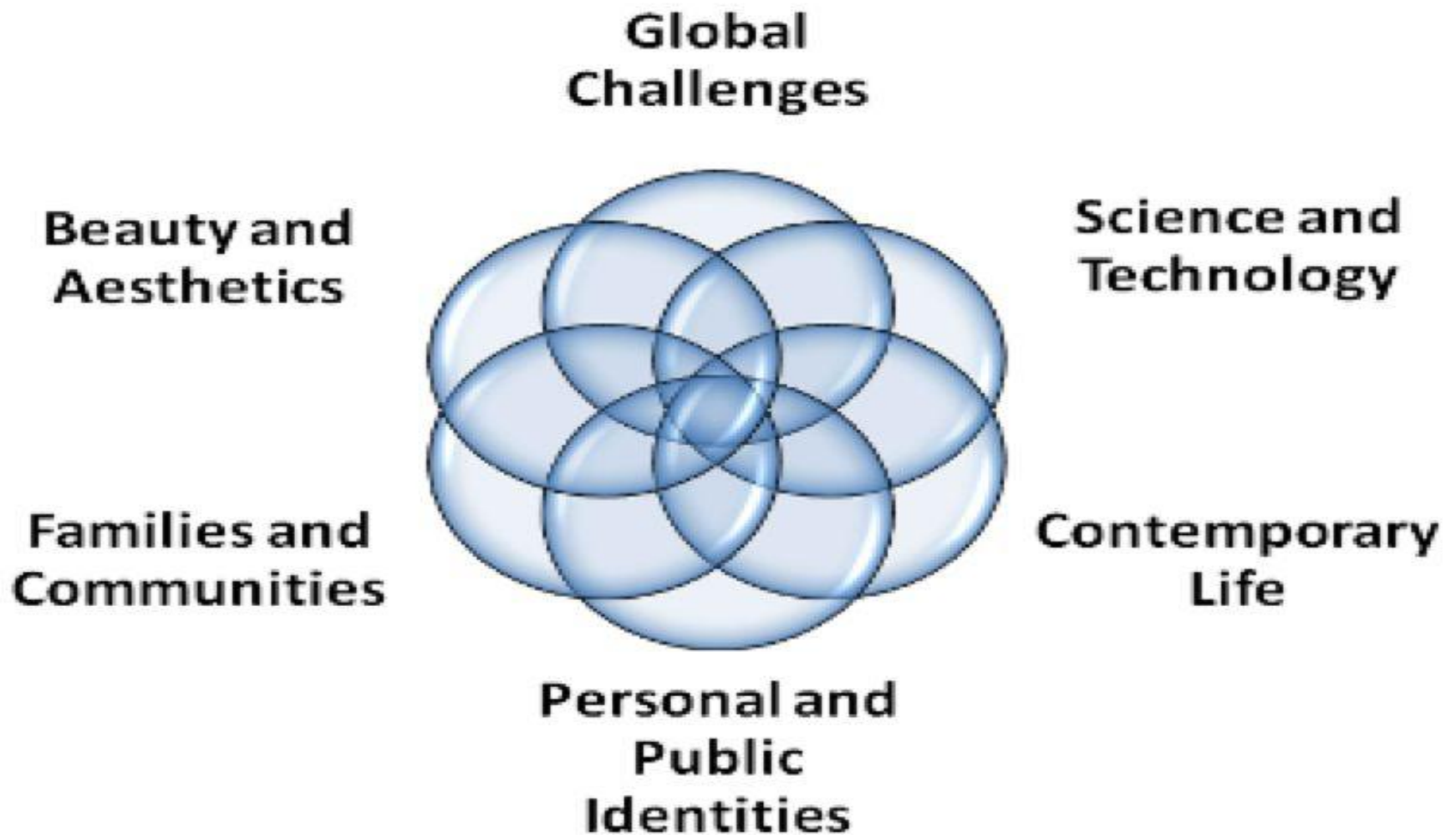
- Control basic grammatical structures and some control of complex grammatical structures.
- Write organized essays to defend their viewpoint on a topic.
- Read authentic sources and accurately summarize content from the sources; it might include inaccuracies.
- Listen to authentic sources and accurately summarize content from the sources; it might include inaccuracies.
- Appropriate vocabulary and use of idiomatic expressions; it might be basic at times.
- Pronunciation, intonation, and pacing are generally comprehensible; errors occasionally impede comprehension.

<https://tinyurl.com/yae9e75x>





# WL AP<sup>®</sup> Courses: Themes



<https://tinyurl.com/yae9e75x>

# WL AP<sup>®</sup> Courses: Exam Format

## Exam Format

### Section I

**Multiple Choice** — 65 Questions | ~ 1 Hour, 35 Minutes | 50% of Exam Score

- **Part A** — 30 questions; 40 minutes
  - Interpretive Communication: Print Texts
- **Part B** — 35 Questions; ~55 minutes
  - Interpretive Communication: Print and Audio Texts (combined)
  - Interpretive Communication: Audio Texts

### Section II

**Free Response** — 4 Tasks | ~ 1 Hour, 28 Minutes | 50% of Exam Score

- **Part A** — Written Tasks; ~70 minutes
  - **Interpersonal Writing:** Email reply (1 prompt; 15 minutes)
  - **Persuasive Writing:** Persuasive essay (1 prompt; ~ 55 minutes total: 15 minutes to review materials plus 40 minutes to write)
- **Part B** — Spoken Responses; ~ 18 minutes
  - **Interpersonal Speaking:** Conversation (5 prompts; 20 seconds for each response)
  - **Persuasive Speaking:** Cultural comparison (1 prompt; 4 minutes to prepare, 2 minutes to respond)

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# WL AP<sup>®</sup> Spanish Literature and Language

The AP Spanish and Literature course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish.

The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin America, and U.S. Hispanic literature.

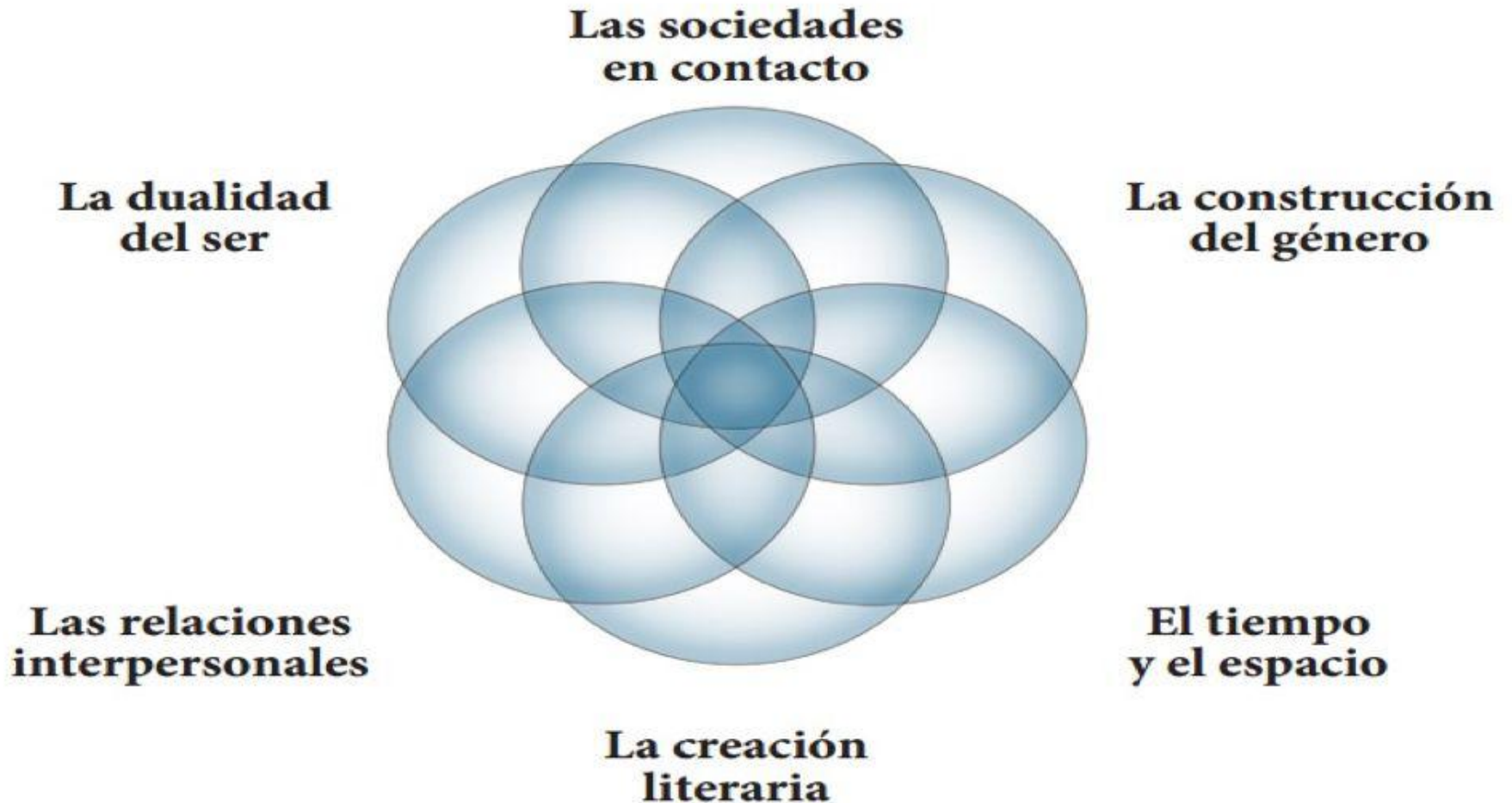
This AP course aims to enhance students' formal study of Spanish Literature and Culture to develop their skills for critical reading and analytical writing in Spanish, and to encourage them to make interdisciplinary connections and cultural comparisons.

A wide variety of activities will ensure a better understanding of the literary Works and will provide students with the practice necessary to discuss the literary texts in different formats.

<https://tinyurl.com/yae9e75x>



# WL AP<sup>®</sup> Spanish Literature and Language: Themes



<https://tinyurl.com/yae9e75x>

# WL AP<sup>®</sup> Spanish Literature and Language:

Interpersonal, Interpretative and Presentational (Speaking, Writing, Reading & Listening)

## Expectations:

The students will be able to participate in oral and written discussions on literary texts presented in class by providing answers that elaborate on the main points and are supported by textual references.

The students demonstrate an understanding of oral and written texts by interpreting main ideas and supporting details. They are able to explain how a text's content relates to sociocultural contexts and how features of the text are characteristic of literary periods, genres, movements, or techniques. They use a variety of relevant literary terms to analyze texts.

The students produce and deliver oral and written presentations that are fundamentally analytical in nature. Oral and written presentations have an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.

<https://tinyurl.com/yae9e75x>



# WL AP<sup>®</sup> Spanish Literature and Language

## AP Spanish Literature and Culture Exam Format

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice			50%	Approx. 80 minutes
Part A	Interpretive Listening	15 questions	10%	Approx. 20 minutes
Part B	Reading Analysis	50 questions	40%	Approx. 60 minutes
Section II: Free Response				Approx. 100 minutes
Short Answers: Text Explanation		1 prompt	7.5%	Suggested time: 15 minutes
Short Answers: Text and Art Comparison		1 prompt	7.5%	Suggested time: 15 minutes
Essay: Analysis of Single Text		1 prompt	17.5%	Suggested time: 35 minutes
Essay: Text Comparison		1 prompt	17.5%	Suggested time: 35 minutes

response)

<https://tinyurl.com/yae9e75x>







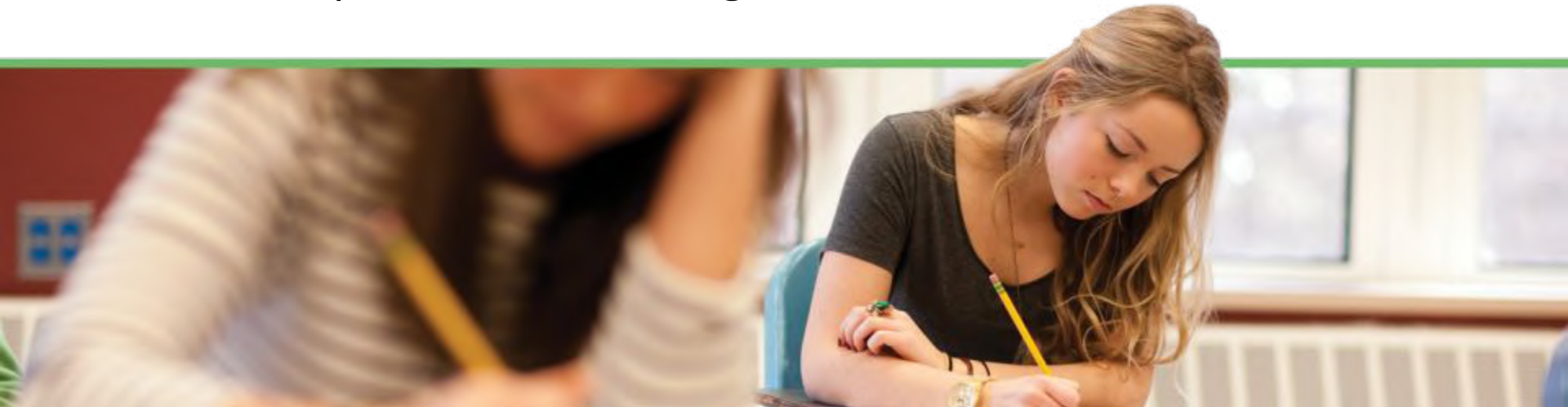
# AP<sup>®</sup>: The Benefits

<https://tinyurl.com/yae9e75x>



# AP<sup>®</sup>: The Benefits

- Students build the rigorous college-level content and skills.
- Taking AP<sup>®</sup> courses helps you “stand out” in the college admission process.
- AP<sup>®</sup> courses provide an opportunity to earn valuable credit and/or advance in placement in college.



<https://tinyurl.com/yae9e75x>

# Credit and Placement Opportunities

Each college and university has its own policies regarding AP<sup>®</sup> credit and placement. The College Board offers information about AP<sup>®</sup> credit at thousands of college and universities at:

[www.collegeboard.org/apcreditpolicy.](http://www.collegeboard.org/apcreditpolicy)



- Search by school name or alphabetically
- Data for each school includes a direct link to that school's Web page detailing AP<sup>®</sup> credit and placement policies
- A statement from the college or university about its AP<sup>®</sup> policy \*

<https://tinyurl.com/yae9e75x>





# Next Steps: Help Your Child Make the Best Choices

<https://tinyurl.com/yae9e75x>



# AP<sup>®</sup>: Start the Conversation

**Help your child prepare to talk to a teacher and your counselor about AP<sup>®</sup> courses. Here are some questions to encourage your child to think about:**

## **What AP course is right for me?**

Before you talk to a teacher and your counselor, think about what interests you:

- Which courses do you enjoy most in school? In which subjects do you excel?
- What college majors are you considering? What careers excite you?

## **Ask your counselor and teacher the following questions:**

- Which **AP<sup>®</sup>** courses being offered at Columbia High School, do you recommend for me?
- Are there other courses that can help me succeed in **AP<sup>®</sup>** or prepare me for college and careers?

## **What steps do I need to take?**

- What is our school's enrollment deadline?
- May I speak with a student who has taken an **AP<sup>®</sup>** course?
- What can I do next to help me prepare for **AP<sup>®</sup>** courses?

<https://tinyurl.com/yae9e75x>



# AP<sup>®</sup> Student Commitment

- Students who enroll in any **AP<sup>®</sup>** course are **expected** to complete the course AND are **encouraged** to take the **AP<sup>®</sup>** exam.
- Summer assignments are required in most **AP<sup>®</sup>** courses.
- It is expected that students plan their time wisely during the Summer in order to submit their **AP<sup>®</sup>** Summer assignment on the first day of school.
- Spring meetings (May): Review of **AP<sup>®</sup>** course requirements & distribution of the summer assignments.

<https://tinyurl.com/yae9e75x>



# Roles of Parents/Guardians of AP<sup>®</sup> Students

- \*Review syllabi for all **AP<sup>®</sup>** Courses with your child.\*
- \*Encourage and support your child. **AP<sup>®</sup>** classes can be a very stressful and demanding time for students.

<https://tinyurl.com/yae9e75x>



# AP<sup>®</sup>: Resources Worth Exploring for Students and Families

- AP information: [apstudent.collegeboard.org](https://apstudent.collegeboard.org)
- College and Career Planning: [bigfuture.org](https://bigfuture.org)
- Personalized feedback, practice and college planning based on your PSAT/NMSQT<sup>®</sup> results: My College QuickStart<sup>™</sup>  
[www.collegeboard.org/quickstart](https://www.collegeboard.org/quickstart)
- AP credit policy information from colleges and universities:  
[www.collegeboard.org/apcreditpolicy](https://www.collegeboard.org/apcreditpolicy)

<https://tinyurl.com/yae9e75x>

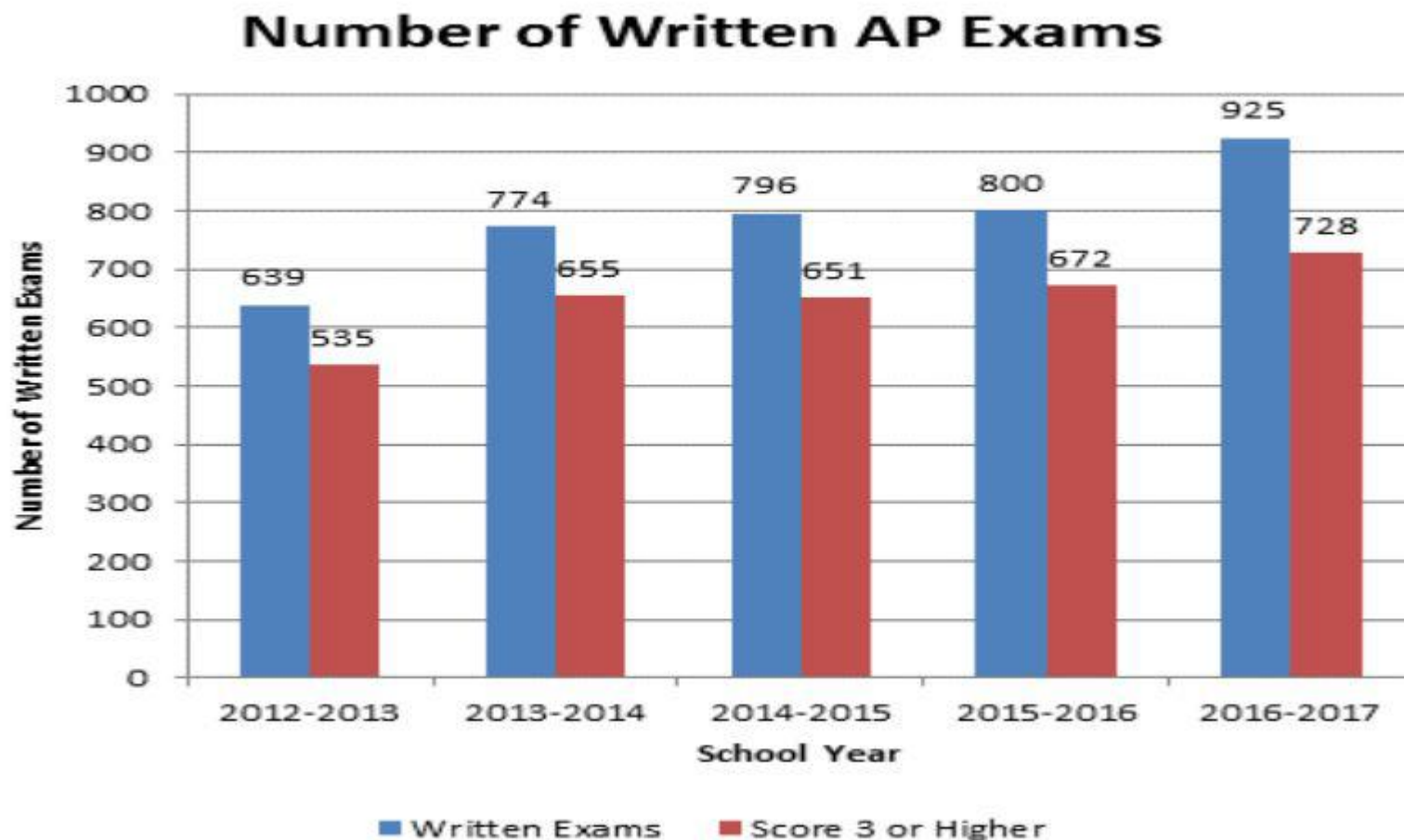


# Questions and Answers

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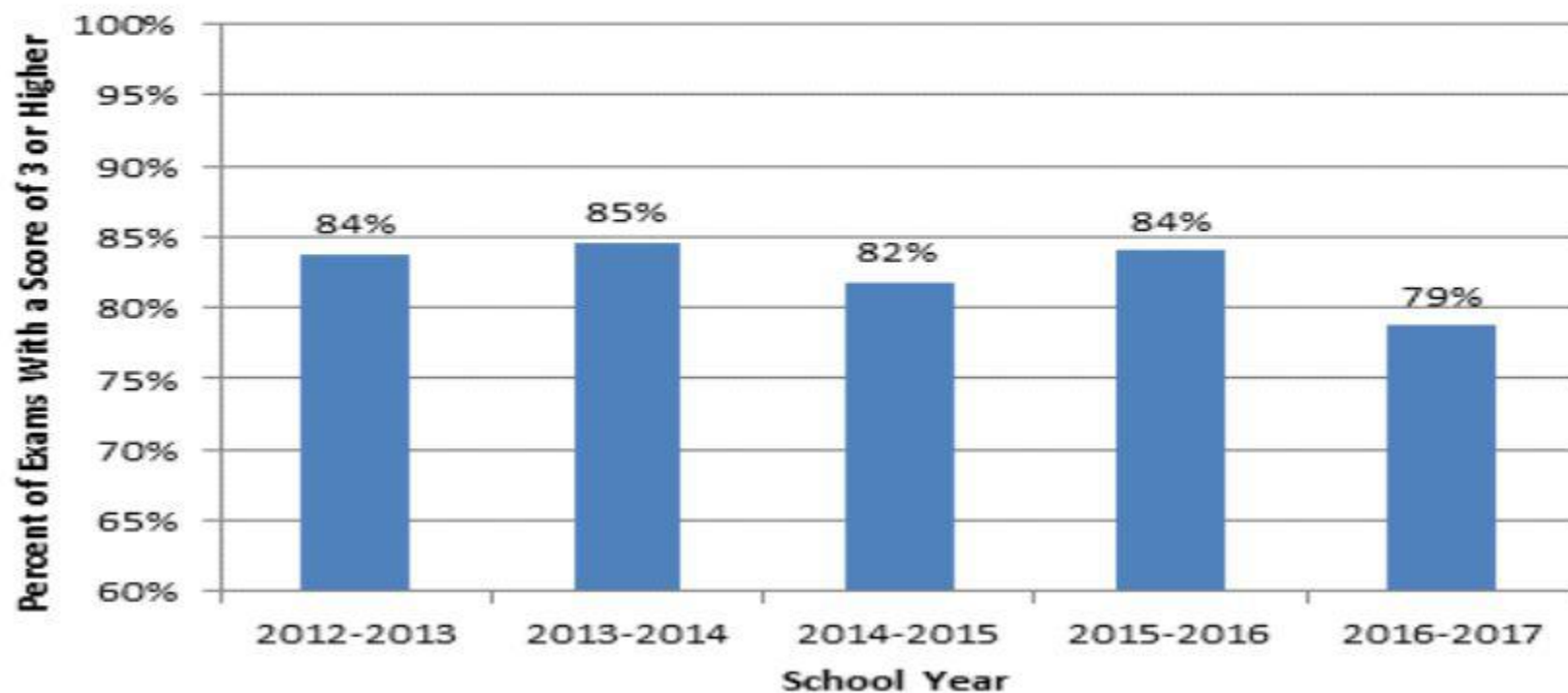
# AP<sup>®</sup> at Columbia High School



<https://tinyurl.com/yae9e75x>

# AP<sup>®</sup> at Columbia High School

**Percent of Written AP exams Scoring 3 or Higher**



<https://tinyurl.com/yae9e75x>

# AP<sup>®</sup> Academic Honors and Achievements

- 1 CHS student received the Advanced Placement (**AP<sup>®</sup>**) Scholar Award from the National College Board in the category of National **AP<sup>®</sup>** Scholar.
- 5 CHS students received the Advanced Placement (**AP<sup>®</sup>**) Scholar Award from the National College Board in the category of **AP<sup>®</sup>** Scholar with Distinction.
- 14 CHS students received the Advanced Placement (**AP<sup>®</sup>**) Scholar Award from the National College Board in the category of AP Scholar with Honor.
- 29 CHS students received the Advanced Placement (**AP<sup>®</sup>**) Scholar Award from the National College Board in the category of AP Scholar.

<https://tinyurl.com/yae9e75x>

