

**GRADUATION REQUIREMENTS
FORNEY INDEPENDENT SCHOOL DISTRICT
CLASSES OF 2012, 2013 AND 2014**

- Notes: 1) On all plans, students must meet standard on all sections of the exit level TAKS by completion of the 12th grade in order to receive a high school diploma.
2) All students must complete either the DAP or Recommended Program unless the student has made application or has been approved to graduate on the Optional Program.

<u>DISTINGUISHED ACHIEVEMENT PROGRAM (DAP)</u>		<u>RECOMMENDED TEXAS HIGH SCHOOL PROGRAM</u>	
See the Course Description Guide for allowable course sequences and other details of this advanced graduation plan.		See the Course Description Guide for allowable course sequences and other details of this college preparatory plan.	
	<u>Credits</u>		<u>Credits</u>
English	4	English	4
Mathematics	4	Mathematics	4
Science	4	Science	4
Social Studies	4	Social Studies	4
World Geography	1	World Geography	1
World History	1	World History	1
U.S. History	1	U.S. History	1
Government	.5	Government	.5
Economics	.5	Economics	.5
Second Language	3	Second Language	2
Speech	.5	Speech	.5
Health	.5	Health	.5
Fine Arts	1	Fine Arts	1
Physical Education	1.5	Physical Education	1.5
Technology Applications/ Teachnology Education	1	Technology Applications	1
<u>State-approved electives</u>	<u>2.5</u>	<u>State-approved electives</u>	<u>3.5</u>
TOTAL CREDITS	26	TOTAL CREDITS	26
Student must also earn at least four advanced measures, usually by:			
1. AP Exams with a score of 3 or higher			
2. College class with a grade of B or higher			
Other methods of gaining advanced measure are available. See "Framework Academic Handbook" or your counselor for more information.			

Course Selection: 2010-2011

Name: _____

Student ID#: _____

Phone: _____

Date of Birth: _____

Current Grade Level _____

Parent E-mail: _____

Please review the course guide before completing this worksheet. Pay careful attention to prerequisites and recommendations listed in the course guide when making your selections.

If you are planning to take courses requiring an audition or tryout, you must select alternate courses until you have been approved. Please take care in making these alternate choices as you will be taking these courses if you are not selected through audition or tryout for your first choices.

You must also choose at least three alternate electives in case your schedule cannot accommodate your first choices. If alternate courses are not selected and you have a schedule conflict, your counselor will select alternates for you based on space available in classes at the time. You will be required to stay in those classes. For this reason, be sure you have selected ample alternate courses.

Non-required courses and electives chosen for the upcoming year are binding. The Master Schedule for classes and hiring of teachers is based on this Choice of Subject Form. **You will not be able to change classes, so choose carefully.**

1. English: _____

2. Math: _____

3. Science: _____

4. Social Studies: _____

5. Non-core Choice: _____

6. Non-core Choice: _____

7. Non-core Choice: _____

8. Non-core Choice: _____

Must List 3 Elective Alternates: _____, _____,

_____.

Student Signature: _____ Date: _____

Please sign below indicating approval of these course selections for the 2010-2011 school year. Only changes indicated by administrative request such as class overload will be allowed.

Parent Signature: _____ Date: _____

Name: _____

Student I.D. # _____

Date: _____

**10th Grade Courses
2010-2011**

{½}, {1} or {2} Shows
number of credits earned.
Total should be 8.

L = Local Credit Only
* Prerequisite Necessary or
Teacher Approval Required
#Audition or Tryout Required

NOTES:

(1) Sophomores must enroll in
courses totaling eight (8)
credits. The numbers in { }
should add up to 8.

(2) Each Sophomore must take
English, Math, Science and
Social Studies..

(3) Placement in Pre-AP
classes will be based on Pre-
AP guidelines.

(4) North Fomey High School
will offer those courses for
which a certified teacher is
available and which have
sufficient student enrollment.

(5) Schedules must be planned
for the entire year. After the
school year begins, changes
will be made only on the
recommendation of the teacher
regarding incorrect placement,
approval of an administrator,
to correct a school error in
scheduling, or to make a better
balance of class size.

(6) Course selections may be
overridden by required TAKS
coursework for students not
passing certain TAKS exams.

English

English I {1}
English II* {1}
English II * (Pre AP) {1}
English for Speakers of Other
Languages II * {1}
(Requires LPAC Placement)
Basic English II * {1} (Requires
ARD placement)

Mathematics

Algebra I {1}
Geometry * {1}
Geometry (Pre AP) * {1}
Algebra II * {1}
Algebra II (Pre AP) * {1}
Fundamentals of Math II* {1}
(Requires ARD placement)

Science

Biology {1}
Chemistry * {1}
Chemistry (Pre AP) * {1}

Social Studies

W. Geography {1}
Human Geography (AP) {1}
World History {1}
World History (AP) {1}

Fine Arts

Art I {1}
Art II Sculpting, Painting, Drawing *
{1}
Art (Pre AP) * {1}
Art (AP)* {1}

Band II {1}
Stage Band II {1}
Applied Music * {1}

Music Theory {1}

Chorale Women II * {1}
Chorale Men II* {1}
Concert Women II * {1}
Chamber/Show Choir * {1}

Theatre Arts I, II, III {1}
Tech. Theatre I * {1}
Theatre Production I *# {1}

Dance I, II {1}
Drill Team # {1}

Foreign Languages

Spanish I, II {1}
Spanish II (Pre-AP) {1}
Spanish III (Pre-AP) {1}
German I, II {1}
ASL I, II {1}

Health

Health Education {½}

Physical Education

Foundations of Personal Fitness {½}
Individual Sports {½}
Team Sports I {½}
Team Sports II {½}

Drill Team # {1} (Only Fall
semester is state credit)

Athletics

Tennis, Boys * {1}
Tennis, Girls * {1}

Golf, Boys * {1}
Golf, Girls * {1}

Swimming, Boys * {1}
Swimming, Girls * {1}

Cheerleading {½} #

Athletics, Boys {1}
Athletics, Girls {1}

Speech

Communication App. {½}
Professional Communication {½}

Specialty Courses

Creative Writing {½}
Literary Genres {½}
Journalism {1}
Photo Journalism {½}
Newspaper Production I * {1}
Yearbook Production I, II * {1}
Broadcast Journalism I * {1}

AFROTC I, III

Academic Decathlon:
Independent Study {1 Local}

Sports Medicine I, II* {1}
Athletic Trainer I, II * {1}

Debate I {1}

Peers Making Peace * {1 Local}

Technology

Computer Science A (AP) {1}*

**Career and Technical
Education Courses:****Agriculture, Food & Natural
Resources**

Principles of Agriculture, Food &
Natural Resources {½ or 1}
Livestock Production {½}
Small Animal Management {½}
Horticulture Science {1}
Agricultural Mechanics & Metal
Technologies {1}
Agriculture Facilities Design &
Fabrication* {2}

Architecture & Construction

Principles of Architecture &
Construction {½ or 1}
Concepts of Engineering &
Technology {1}
Interior Design {1}
Architectural Design* {1}
Engineering Design * (1)

**Arts, A/V Technology &
Communication**

Principles of Audio/Video Production
{½ or 1}
Audio/Video Production {1}
Graphic Design & Illustration {1}
Adv. Graphic Design &
Illustration {2}

**Business Management &
Administration**

Principles of Business, Marketing,
Finance {½}
Touch Systems Data Entry {½}
Business Information Mgt. {1}
Business Information Mgt. 2* {2}

Education & Training

Principles of Education & Training {½
or 1}
Child Development {1}
Inst. Practices in Education * {1}

Finance

Principles of Business Marketing &
Finance {½ or 1}
Money Matters {½}
Banking & Financial Services {½}
Security & Investments {½}
Accounting I * (1)

Health Science

Principles of Health Science {½ or 1}
Medical Terminology {½}
Lifetime Nutrition & Wellness {½}
Health Science {1}

Hospitality & Tourism

Principles of Hospitality & Tourism {½
or 1}
Restaurant Management {½}
Lifetime Nutrition Wellness {½}
Culinary Arts I (2)

Information Technology

Principles of Information Technology
{½ or 1}
Computer Maintenance {1}
Digital & Interactive Multimedia {1}

**Law, Public Safety, Corrections
& Security**

Principles in Law, Public Safety,
Corrections & Security {½ or 1}
Law Enforcement I {1}

Marketing

Principles of Business, Marketing,
Finance {½ or 1}
Advertising & Sales Promo. {1}

Pre-AP and AP Course Contract

Course Title: _____

(This contract is to be completed by all students enrolled in the above listed class, and returned to the student's counselor who will keep it on file.)

The purpose of Pre-AP and College Board Advanced Placement (AP) courses is to prepare students for college work and AP exams that give students the opportunity to receive college credit.

Typically, successful Pre-AP and AP students are task oriented, proficient readers, able to prioritize their time, and have parent support.

AP courses are different from the regular high school courses in that they are taught with college curricula and college level materials. Other characteristics of Pre-AP and AP courses include content immersion, a fast pace, and performance assessed at the analysis and synthesis levels.

It is suggested that students involved in AP and Pre-AP courses be involved in no more than four (4) extracurricular activities with each AP or Pre-AP course being considered as one extracurricular activity.

Student must pass the appropriate TAKS level test from the preceding year in order to be placed in a Pre-AP or AP course.

CONTRACT DESCRIPTION:

Schedule Changes: I understand that I have the first six weeks of the semester to request schedule changes (moving from a Pre-AP or AP course to an academic class.) After six weeks, I understand that my next opportunity to request a schedule change will be at the end of the semester. Schedule changes for the second semester must be made during the schedule change time period announced (usually for ONE week in early January).

Student: I agree to organize my time and effort to successfully complete the above named course. I will notify the teacher immediately if I fall behind in class readings or assignments. I am aware that summer readings or other assignments may be required of some classes. *I understand that I have the first six weeks of the first semester to request schedule changes (moving from an AP or Pre-AP course to an academic class.) After the first six weeks, I understand that my next opportunity to request a schedule change will be at the end of the semester.*

Parent: I agree to be familiar with the course requirements and to help my son/daughter organize a study time in support of class assignments. I will notify the teacher of any concerns that I have relating to the class or to my child's progress. *I understand that my student has the first six weeks of the semester to request schedule changes (moving from an AP or Pre-AP course to an academics class.) After the first six weeks, I understand that my student's next opportunity to request a schedule change will be at the end of the semester.*

Teacher: I agree to teach the above AP course at a college level and pace as outlined by the course requirements. (A Pre-AP course will be taught at approximately two grade levels above the student's current grade level.) Students and parents will be notified of student standing after the third week of each six weeks. *After contacting parents and reviewing a student's records, the teacher may request a review committee meeting to discuss the removal of a student who is having academic difficulties. This review committee will consist of the teacher, the parent(s), a principal, a counselor, and the student. This committee must meet during the first six weeks or the end of the first semester.*

Counselor: I agree to fully explain to the student the rigors of Pre-AP and AP courses.

Student: _____

Parent: _____

Counselor: _____

Principal: _____

Note: *This contract must be signed and returned when the student's course selection is due in order for a student to be enrolled in an AP or Pre-AP class.*

DISTINGUISHED ACHIEVEMENT PROGRAM

The Distinguished Achievement Program recognizes students who demonstrate levels of performance equivalent to college students or work done by professionals in the arts, sciences, business, industry or in community service. Students must complete the credit requirements and successfully complete any combination of four advanced measures. These measures require student performance that is equivalent to college or professional level work and are assessed by external courses of evaluation.

Four advanced measures may include all or any combinations of the following:

1. Original research/project

- judged by a panel of professionals in the field that is the focus of the project; or
- conducted under the direction of mentor(s) and reported to an appropriate audience; and
- related to the required curriculum set forth in 19 TAC #74.1 (relating to Essential Knowledge and Skills).

Note: Original research/projects may not be used for more than two of the four advanced measures. Students must obtain approval PRIOR to pursuing original research/projects.

2. Test Data

- A score of three or above on The College Board Advanced Placement examination

Note: If a student takes more than one AP exam, each exam receiving a three or above will count as one advanced measure.

- A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

3. College Courses

- A grade of 3.0 (B) or higher on courses that count for college credit, including tech prep programs.

Note: If a student takes more than one college course, each course in which the student earns a grade of 3.0 or higher will count as one advanced measure.

To pursue the Distinguished Achievement Program, students must notify their counselor no later than the beginning of the semester in which they plan to graduate. Students are responsible for providing their counselor with documentation of completion of the four advanced measures, even if this documentation is received after graduation (in the case of AP scores).

At this point, I am planning on graduating under the distinguished graduation program. I understand that taking an AP or Pre-AP course does NOT count as an advanced measure.

Parent Signature

Student Signature

***North Forney High School
Personal Graduation Plan for***

Student Name

Student Academic Goals

1. Attend class daily
2. Return homework
3. Ask for assistance
4. Earn graduation credits
5. Graduate with class
6. Pass all portions of TAKS
7. Earn college credits while in high school
8. Attend college/university (Two year or four year)
9. Join the military
10. Go to work full time
11. Other (Specify)

Parent Academic Goals

1. Contact teachers
2. Encourage attendance
3. Monitor report cards
4. Check home work
5. Sign up for Parent Portal
6. Teacher conference as needed
7. Other

Academic Plan

Instructional

1. Academic counseling
2. TAKS remediation, as needed
3. Focus on student needs according to benchmarks
4. Summer School
5. Correspondence courses
6. Computer assisted instruction
7. Credit by exam
8. Dual credit
9. TAKS on-line tutorials from TEA website

Monitoring Plan

1. Academic credits checked by counselor
2. Formal/Informal
3. Benchmark testing results
4. Report cards
5. Ongoing

2010-2011

2010-2011

Student Goals: _____

Parent Goals: _____

Student Signature: _____

Parent Signature: _____

Date: _____

Date: _____

Academic

Instructional: _____

Monitoring: _____

INSTRUCTIONS: Please choose the numbers what your goals for high school are at this time. Please list the numbers on the appropriate line, sign, and date. The high school counselor will determine academic plans after reviewing grades, TAKS scores and goals.

Course Selection Checklist

- _____ "Course Registration Sheet" completed with parent and student signatures
- _____ "Personal Graduation Plan" completed with parent and student signatures
- _____ Pre-AP/AP/Dual Credit course teacher recommendation (each teacher will initial by his/her content area)
- _____ "Pre-AP/AP Contract" signed by student and parent (if applicable)
- _____ "Distinguished Achievement Program" page signed by student and parent (if applicable)

Time Line:

Current 9th Graders:

Course selection will be through math classrooms. Please have all forms completed and returned to your teacher by **February 10th**.
NFHS counselor will be in math classrooms beginning **February 11th** to review and enter students' course selections.

Current 10th Graders:

Course selection will be through math classrooms. Please have all forms completed and returned to your teacher by **February 10th**.
NFHS counselor will be in math classrooms beginning **February 11th** to review and enter students' course selections.

Expectations for Advanced Placement and Pre-Advanced Placement Courses



English
Math
Science
Social Studies
Foreign Language

10th Grade

Advanced Placement Program

The purpose of this booklet is to raise awareness of the courses offered in the Forney ISD Advanced Placement (AP) and Pre Advanced Placement (PAP) Program and to inform students and parents of the expectations for courses within the programs.

As you review the expectation pages submitted by teachers currently teaching AP and PAP courses, you will find the same themes running through each course expectation.

- Attendance in class is critical to success.
- Organization skills are vital.
- Work ethic must be strong and solid.

The expectations are not intended to discourage a student from taking a particular course, or a parent from encouraging their child to take a course. The intent is to help students and parents understand what their child will face once enrolled in one or more of these courses.

Pre Advanced Placement and Advanced Placement courses are in place to prepare students for the rigor they will face in college. The courses may not be appropriate for all students. Furthermore, one must realize taking an AP course is the equivalent of taking a 3 hour college course. So, if a student wants to enroll in 3 or 4 AP courses, the student is actually taking a full college load! Time consideration should also be given to extracurricular activities, job duties, and family responsibilities.

Students and families should have discussions regarding the expectations of the courses and understand the teacher will make higher demands of the students enrolled.

Advanced Placement Program

The Advanced Placement (AP) Program of the College Board enables students to complete college-level studies as well as prepare for AP exams that give students the opportunity to receive college credit or placement for qualifying exam scores. AP courses encourage critical and creative thought, fine-tune analytical skills, enhance reasoning abilities, and serve as an “academic bridge” to help smooth the transition for students from high school to college. When evaluating a student’s high school transcript, universities place a great deal of importance on the rigor and success of an applicant’s academic program in high school, particularly in the junior and senior years.

The AP program in Forney ISD is an inclusive program. A student may enroll in an AP class as long as the prerequisite courses (i.e., English II before English III) have been successfully completed, and the student is willing to accept the time and learning requirements of a college-level class. Each student signs a course contract when enrolling in an AP course. The contract and course description for each class outline in detail the requirements of the class. Successful completion of each AP course requires a significant amount of individual study time per week.

Advanced Placement Exams

The AP examinations are structured to measure depth of knowledge, completeness of thought, and synthesis of ideas. Approximately 1200 institutions of higher learning award credit based on a student's AP examination scores. Exams are graded on a five-point scale with college credit usually given for scores of 3 or higher. The score requirement and number of college credit hours or placement credit awarded varies among universities and colleges. Score requirements can be accessed at www.collegeboard.com/ap/creditpolicy. In March of the academic year, the AP student is expected to sign up to take the Advanced Placement examination in May. For a fee, the student will take the examination.

Students should check with individual colleges for their AP credit policies.

Pre Advanced Placement Program

Many of the core courses in the major academic disciplines offer advanced courses referred to as Pre AP. These courses lay the foundation for success not only in the AP program, but ultimately in college coursework. Pre AP courses emphasize the same types of thinking skills and student expectations as the AP courses, although the course content is at the appropriate grade level.

The Pre AP program in Forney ISD is an inclusive program. A student may enroll in a Pre AP class as long as the prerequisite courses (i.e., English II before English III) have been successfully completed, and the student is willing to accept the time and learning requirements of an advanced class. Each student signs a course contract when enrolling in a Pre AP course. The contract and course description for each class outline in detail the requirements of the class.

Pre Advanced Placement and Advance Placement Courses

The following courses are offered in Forney ISD if a minimum enrollment is reached for the class.

Pre-AP English I	Pre-AP W Geography
Pre-AP English II	AP World History
AP English Language and Composition	AP U.S. History
AP English Literature and Composition	AP U.S. Government
Pre-AP Algebra II	AP Comparative Government and Politics
Pre-AP Geometry	AP Microeconomics
Pre-AP Precalculus	AP Macroeconomics
AP Calculus	AP Human Geography
Pre-AP Biology	AP Psychology
Pre-AP Chemistry	Pre-AP Spanish II
Pre-AP Physics	Pre-AP Spanish III
AP Biology	AP Spanish Language
AP Chemistry	AP Spanish Literature
AP Physics B	Pre-AP German III
AP Environmental Science	AP German IV
AP Computer Science	AP Music Theory
Pre-AP Art	
AP Art	

Pre-AP English II

Expectations for the class and class rigor

This class is a prerequisite for the college level work of the eleventh and twelfth grade AP Literature and Language courses. Students are expected to work over and beyond the normal classroom expectations. They need to possess intrinsic values about academic learning and have a desire to learn for the sake of learning and not for the grade. The accelerated pace of the course requires many hours of outside reading and research; some of which will be required during the holidays. Not only should the student be self-disciplined and self-motivated but also receptive to the challenge of thinking critically.

Reading Assignments

- Antigone by Sophocles
- Of Mice and Men by John Steinbeck
- The Pearl by John Steinbeck
- Lord of the Flies by William Golding
- Julius Caesar by Shakespeare
- 1984 by George Orwell
- Wuthering Heights by Emily Bronte
- Two other novels with teacher approval
- Short stories
- Poetry
- Essays
- Speeches

Homework Assignments and Expectations

- Keeping and following a planner
- Disciplined, close reading of novels;
- Writing
- Memorizing/presenting speeches
- Analyzing
- Researching
- Critical thinking opportunities

Projects

- Ancient Greece Project which includes a map of Ancient Greece, analysis of Creon's speech in Antigone, research of the sculptures of the Parthenon, and comparison and contrast of ancient burial customs
- Time Line for Lord of the Flies using quotes and symbols to support the decline of civilization (learning to embed and introduce quotes correctly using parenthetical documentation)
- Producing songs that illustrate themes
- Producing films that illustrate persuasive techniques
- Multi-genre research paper

Pre-AP Geometry

Expectations for the class

Students in Pre-AP Geometry will have the opportunity to learn and practice skills and objectives to prepare them for state mandated test as well as future AP classes. This will be accomplished through emphasis of the Geometry Texas Essential Knowledge and Skills and Student Expectations that make up the curriculum at Forney ISD and additional concepts strictly covered in the Pre-AP course.

Exemplary attendance is vital. Students will be exposed to new material on a daily basis; absences will cause them to fall behind rapidly. When absent, a student is expected to take the initiative to seek make up work and attend tutoring for help in grasping the material, if necessary.

Organization is also very important in being successful in this course. Students must retain work throughout the school year to refer to later, in case that concept is revisited or is needed in understanding a new concept. This, along with a good work ethic is a must.

Class Rigor

Students enrolled in Pre-AP Geometry must have a solid understanding of basic concepts from 8th grade math and Algebra. There will be very little review of these objectives; and when they are reviewed, students will see more difficult problems required of them.

Most of the lessons will be by direct teaching; however, some of the concepts will be learned through exploration and discovery. Questions will almost always be from, at least the application level. On occasion the student will be asked to evaluate or judge a method of approaching a problem and will need to support the decision with sound reasons. Students will be asked to think in a logical step-by-step reasoning to evaluate Geometric Proofs.

Reading Assignments

There is very little reading required in this course. There is however an extensive vocabulary students will keep a record of and be expected to understand and use.

Homework Assignments and Expectations

Homework assignments will be given daily, sometimes including weekends and holidays. Assignments are usually due the next school day. There is a rare occasion that additional time may be required to guarantee that students are able to successfully complete an assignment. Learning math requires practice.

Projects

There are only a few projects required of Pre-AP Geometry students. Learning will be tied to projects; not simply another way to get a grade.

Pre-AP Algebra II

Expectations for the class

Students in Algebra 2 Pre-AP will have the opportunity to learn and practice skills and objectives to prepare for state mandated tests as well as future AP classes. This will be accomplished through emphasis of the Algebra II Texas Essential Knowledge and Skills/SEs that make up the curriculum at Forney ISD and additional concepts that are strictly covered in the Pre-AP course.

Exemplary attendance is vital. Students will be exposed to new material on a daily basis; absences will cause them to fall behind rapidly. When absent, a student is expected to take the initiative to seek make up work and come to tutoring for help in grasping the material, if necessary.

Organization is also very important in being successful in this course. Students must retain work throughout the school year to refer to later, in case that concept is revisited or is needed in understanding a new concept. This, along with a good work ethic is a must.

Class Rigor

Students enrolled in Algebra II Pre-AP must have a solid understanding of basic concepts from Algebra I and geometry. There will be very little review of these objectives and when they are reviewed, students will see more difficult problems.

Most of the lessons will be by direct teaching; however, some of the concepts will be learned through exploration and discovery. Questions will almost always be from, at least the application level. There will be occasions when students will be asked to evaluate or judge a method of approaching a problem and will need to support the decision with sound reasons.

Reading Assignments

Little reading is required in this course. However, extensive vocabulary is covered that students will keep a record of and be expected to understand and use.

Homework Assignments and Expectations

Assignments are usually due the day after they are assigned. There is a rare occasion that additional time may be required to guarantee students are able to successfully complete an assignment. I am mindful that most of these students have additional AP classes; however, I believe learning math requires practice.

Assignments are graded on effort; not on mastery. Students grade their own work to determine if they understand the material. They are expected to get help with problem areas from either the teacher, another student, or through some source of their choice.

Projects

There are only a few projects required of Pre-AP Algebra II students. True learning will be tied to projects; not simply another way to get a grade. There will be no more than two projects per semester.

Pre-AP Chemistry

Expectations for the class

1. The student is expected to come into class with good to excellent math skills in Algebra I. We do not teach math in class. We take Algebra I to extremes the student has never seen before so good skills will mean success as they learn these extremes.
2. The student is expected to spend time outside of class on a regular basis, if not daily then close to it, reviewing notes or other topics of the class even when no official homework is due the next class meeting. This means study time is necessary for success.
3. The student is expected to engage in all classes be it taking notes, labs, class work, etc. Do not waste the instructor's time.

Class Rigor

Pre-AP Chemistry is one of the hardest classes on campus. Hard only means that a student must spend the appropriate amount of time studying in order to conquer it.

This class requires a good bit of study time outside of class (see #2 above).

Homework is to be expected on a regular basis, especially after the first six weeks of class. In some chapters, this means a lot of homework and even on weekends, holidays or special class events such as homecoming, prom, etc.

Reading Assignments

1. The class notes are the core of the material so there is not a lot of reading outside of the notes. The student is expected to read the textbook if necessary for better understanding if the instructor is not available or the notes do not clarify the issue.
2. Reading will be required for the major project.

Homework Assignments and Expectations

1. Assignments are given on a regular basis.
2. Not all assignments are graded, especially if they are done during class time. The student is expected to complete all assignments even if there will not be a grade given for it. This is how college works as well as Pre – AP Chemistry. Assignments are for the student to master the material. Failure to complete assignments may mean failure on a test due to lack of mastery of the material.
3. When given class time, the student is expected to make use of it. NOT to say “I will do it at home.”
4. Chemistry is a very detailed subject and all work will be graded accordingly. The instructor will not tolerate the laziness of not including the details where appropriate. A paper may receive a “0” for a grade even when all the answers are correct if the details are not included in their work.
5. Late work shows a student's attitude towards the class. The instructor understands that “life happens” and therefore understands late work may be unavoidable at times. If the instructor deems late work as exhibiting laziness, the late work will not be accepted. NO late work will be accepted after a test is given without absolute documented excused absences or explanations.

Projects

1. There will be at least two (2) projects assigned. One minor and one major. Minor projects are quiz grades. Major projects are test grades.
2. Projects are for learning and so the instructor expects the student's efforts to show this.
3. The major project is a test grade and is therefore a large amount of work. The instructor's expectations are high for this project and will be graded accordingly.

AP World History

Course

A.P. World History: Neolithic Revolution to the Present

Expectations and rigor for the class

Course Description

A.P. World History is a college class molded after the College Board's Advanced Placement World History survey course. The concepts introduced in this course will prepare students to take the Advanced Placement National Exam. Students in AP World History who are interested in earning up to six hours of college course credit may take the Advanced Placement Exam in May.

Course Philosophy: Why Take This Course?

AP World History is a challenging course that is meant to be the equivalent of a freshman college course allowing students to earn college credit. With that in mind, goals are to prepare students for the tenth grade and exit level TAKS exams, eleventh grade AP US History and AP English Language and Composition exams, as well as the PSAT, ACT and SAT college placement exams. The course will not only boost the student's chance for admission into a competitive college or university, but will better prepare students for success in completing his/her undergraduate degree.

It is my aim that students learn to think and write critically and objectively; that they gain a greater understanding of human interactions and commonalities; that they begin to see themselves as part of a larger global community.

All students who demonstrate an interest in world history are welcome to take this class provided they understand they are expected to read extensively and independently and write frequently. This is not, in any way, a "blow-off" course. This course is for students serious about achieving success at the four-year college and university level.

Required Reading

Text: Stearns, Peter. World Civilizations: The Global Experience, 3rd edition. Longman. 2007.

Homework Assignments and Expectations

Notebooks and Spirals

Daily assignments and notes are kept in a spiral notebook. Notebooks are collected weekly and graded based on completion and accuracy. The key aspect of daily work is to practice higher order thinking skills such as: analysis, synthesis and evaluation. Writing spirals hold a collection of in-class timed writing exercises and essay pre-writes. Writing exercises are timed in order to get students used to the pressure of a timed writing situation.

Tests/Exams and Projects

Tests include cumulative 5 option multiple-choice questions. It is suggested that students study previous tests and review previous notes before each test. There are typically only two tests per six weeks. Other test grades include projects and notebooks. There is typically one project per six weeks. A project is a long-term assignment that requires additional research, analysis, or creativity, beyond what can be achieved in one/two class periods or with the required textbook.

Writing

Besides keeping a writing spiral, the AP World History course requires mastering three types of essays: Change-over-time, Comparison, and Document Based Question Essays.

These essays require thorough analysis of major themes within and across historical time periods and geographical regions. There is a strong emphasis on improving writing skills.

AP Human Geography

Expectations/Class Rigor:

1. AP courses are different from the regular high school courses in that they are taught with college curricula and college level materials. Typically, successful AP students are task oriented, proficient readers, able to prioritize their time, and have parent support. AP courses include content immersion, a fast pace, and performance assessed at the analysis and synthesis levels. The goal will be to pass the AP Human Geography exam at the end of the school year.
2. Mature and controversial subjects will be discussed in a respectful manner in the classroom. Students are expected to handle these subjects with maturity.
3. Students must be naturally inquisitive. They must be open to discussing topics in-depth, not just at the surface level.
4. Students must be responsible for learning the material. They must be self-motivated and self-disciplined.
5. Students must keep up with current events.
6. Students are expected to stay on task and maintain a positive and cooperative attitude.
7. A critical aspect of this class is the assigned readings from the textbook.

Reading Assignments:

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography* 8th ed. Upper Saddle River, N.J.: Prentice Hall, 2005.

Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 3rd ed. New York: John Wiley, 2004.

Hudson, John C. *Goode's World Atlas*. 20th ed. N.p.: Rand McNally, 1999.

Articles will be read in class.

There will be a summer reading list.

Homework Expectations/Projects:

1. A critical aspect of this class is the assigned readings from the textbook. There is not enough time for the instructor to teach all the information that will be needed to perform adequately on the AP exam and justify this class as a college course. Items will be tested that are in the text and not discussed in class.
2. Cornell Notes will be assigned on a daily basis. The students will take a daily quiz using their notes. As the students become proficient in the Cornell method, they will no longer use the notes on quizzes but as a study guide in preparation for tests.
3. Several field work assignments will be completed during the school year.
4. Essays will be timed in class! This is in preparation for timed essays for AP Exams. The essays must be rational and clear.

Pre-AP Spanish II

Expectations for the class

Students will learn to communicate effectively in Spanish both orally and in writing. Students will be expected to master present, preterit, imperfect, future, and conditional verb tenses. Students will also be expected to master a large number of new vocabulary words.

Class Rigor

The increased rigor of this class versus a regular Spanish class comes from students being responsible for a much larger vocabulary, a greater emphasis on oral communication, more in depth reading assignments and higher composition skills. Assignments will be designed to help prepare students for the Spanish AP exam.

Reading Assignments

Students will be required to read short selections throughout the year in Spanish, with the ultimate goal being they will be able to read simple short stories, poems, and novels by the end of the year.

Homework Assignments and Expectations

Students will have homework on a regular basis, and it is expected to be completed in a timely manner.

Projects

Students will have a major project each six weeks. For instance, my students recently created children's books in paint and then imported them into Photo Story where they recorded them in their own voices in Spanish. The overall effect was to produce a children's book that was being read aloud.

Students who wish to take Spanish III Pre-AP, need to take Spanish II Pre-AP to be fully prepared for the next level.

Pre-AP Spanish III

Expectations for the class

When students enter Spanish III, they should have a good understanding of the usage of the present, future, and preterit past tenses in Spanish. They should have a strong vocabulary base.

Students are expected to communicate in Spanish on various every day topics. Students should finish Spanish III with the confidence to include their Spanish ability on a job resume and or the desire to continue to AP Spanish IV.

Key Components

Communication is key in the PAP Spanish III classroom. Students are expected to use what they know to speak and strive to communicate orally to their highest potential. Necessary grammatical concepts including spelling and proper placement of accents are studied and learned. Students should be able to write properly in various formats.

Reading Assignments

Assignments include reading short stories, songs, poetry, and excerpts from literature.

Homework Assignments

All homework assignments should be completed on time and be as correct as possible. Writing homework should be written in Spanish and not translated from English. Homework is usually writing sentences or doing a few grammar sheets to reinforce class work.

AP Studio Art Drawing and AP Studio Art 2-D Design

Class Expectations

Students will enter this class having had Art 1 and at least 1 other 2-D Studio art class. They must be willing to be challenged in their art making ability and in their ways of looking at art. Students will engage in making art using a variety of media and styles. Students will learn to investigate methods of presenting issues and concepts from a historical perspective and learn to show depth of thought in their own artwork. Students will participate in critical thinking related to the analysis of historical works of art, the art of peers and their own work, both in progress and completed. Students will work to develop technical skills and work to be independent thinkers who can contribute to their culture through the making of art. Students will participate in at least 2 different art competitions during the school year.

Class Rigor Components

As with any studio art class, students are expected to learn various vocabulary and concepts which form the basis for understanding, appreciating and producing works of art. In addition to this ongoing process, students will commit to producing quality work showing a breadth of techniques, compositions, media and approaches. From this work, 12 pieces will be selected to be a part of the portfolio review in May. These must be done in a timely manner which will require focused production time while in class as well as planning and execution time outside regular class hours.

Students must also produce quality work which shows their own unique approach to a theme or “Concentration” from which another 12 works will be submitted in May for the portfolio review. These pieces must show development and “discovery” in their approach to art. Research time, planning and execution time will be required in class and outside of class to produce these works. Students must also evaluate their artworks to find an additional 5 pieces which demonstrate their “best” work to submit as part of the portfolio.

To accomplish the above, (29 pieces of quality art) students must be constantly creating, refining, researching and critiquing artworks. Students will be presented with a variety of assignments to help spark creative energy and give guidance to the various sections of the portfolio requirements. Critiques in front of peers, and in writing, for their artworks will be required of each student.

Reading Assignments

Students will be given a list of artworks and/or artists on which to do research and write critiques. This is to be done before the actual school year begins (summer) and will better prepare the student for the class work.

Homework Assignments

Students should maintain a sketchbook with ideas for possible portfolio work, for practice, experimentation, or for working out solutions to problems encountered in their artwork.

Special Projects

Artwork produced for the review must be digitally photographed by the student to submit for the AP Portfolio review. The 5 “Quality” works must be packaged and shipped to the AP Portfolio location for review along with the digital images. This is the AP “test” for the class.