

## **The Advanced Placement Program Northwood High School**

Northwood Advanced Placement students will be immersed in a rigorous, college-level classroom experience with certified College Board teachers who are passionate about their subjects and demonstrate continued commitment to meeting the needs of their pupils. With smaller class sizes, more personalized seminar style atmospheres and demanding expectations, students who follow the path of Advanced Placement will be fully prepared to face the challenges of four year universities upon graduation. While AP classes are open to all, it is recommended that AP students:

- Have a “B” average in the academic area of the respective AP course
- Possess the ability to synthesize and apply information
- Are well organized
- Are intrinsically motivated and have a strong work ethic
- Have personal accountability (attendance / homework / self-advocacy)
- Have the ability to maintain focus
- Are willing to accept and act on constructive feedback
- Are passionate about their course
- Are willing to work collaboratively
- Will spend extra time to reach their goals

### **Five Reasons to sign up for AP**

- Earn college credit in high school
- Make your high school transcript more appealing to colleges
- Learn the skills necessary to succeed at competitive four year universities
- Challenge yourself and make yourself proud
- Be better prepared for Northwood’s Early College Scholars Program

### **AP Offerings: Social Studies**

#### **AP Psychology**

Carlos Montalvan – [Carlos\\_Montalvan@mcpsmd.org](mailto:Carlos_Montalvan@mcpsmd.org)

#### **Psychology, Advanced Placement A/B**

##### **0.5 credit per semester**

This college-level course prepares students for the AP exam. Students scientifically study behavior and investigate the psychological domains—methods of research, biopsychology, cognitive processes, lifespan development, and sociocultural dimensions of behavior. Semester B extends student investigation of the psychological domains and includes thinking and language; states of consciousness; individual differences; personality and assessment; and psychological disorders and their treatment.

**Grade Level:** 11 - 12

No repeats for credit

<http://apps.montgomeryschoolsmd.org/coursebulletin/CourseDetails/Index/2330>

**Teacher expectations:**

- a. Students maintain and refer to syllabus for homework assignments, vocabulary quizzes, unit tests, and pacing guide for reading
- b. Students maintain an organized spiral bound journal for notes
- c. Students take notes from the text independently (approximately 10 pages/night) and are willing to self-advocate for help (either understanding the content material or asking for note taking strategy)
- d. Students complete flash cards for each unit of study (14 units)
- d. Students are prepared for class

**Typical assignments:**

- a. Unit tests (65-75MC) and 1 FRQ (to be completed in 25 minutes)
- b. Completion of quarterly projects
- c. Analysis of research articles (written response to psychological studies)
- d. Completion of notes on a daily basis

**Approximate homework time**

- a. 1-2 hours depending on unit

**Student advice**

- a. "complete review questions"
- b. "use vocabulary flash cards to study"
- c. "look at the syllabus"
- d. "always complete the reading"
- e. "study more in advance of tests"

**AP World History**

Monica Bond-Lamberty - [Monica\\_C\\_Bond-Lamberty@mcpsmd.org](mailto:Monica_C_Bond-Lamberty@mcpsmd.org) or [mrsbondlamberty@gmail.com](mailto:mrsbondlamberty@gmail.com)

This college-level course helps students develop greater understanding of world history and human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The chronological time frame is from 8000 BCE to the present. Note: World History AP A/B may be used instead of Modern World History A/B to satisfy the graduation requirement of a year in Modern World History.

**Who should sign up:** students who have an interest in world history. It also helps if you are willing to read the textbook on your own, material that is in the book is barely and briefly covered in class. Students should be ready to commit themselves to working with me to improve their writing. Success in the course requires efforts outside of class.

A typical week in APWH includes weekly tests, in-class writing assignments, oral DidYouReadThis quizzes, visual reviews and work on writing skills for the three essays that are on the exam (comparative, continuity and change over time and Document Based Questions).

Homework varies on the student's reading ability, generally if you do all the work it takes about 3-10 hours a week.

For Video Survival Guide: [http://www.youtube.com/watch?v=K8FztE0\\_UrE](http://www.youtube.com/watch?v=K8FztE0_UrE)

You should be willing to write a lot in class, and be able to either listen really well or read well.

### **AP U.S. Government and Politics**

Jonathan D'Souza- [Jonathan\\_M\\_Dsouza@mcpsmd.org](mailto:Jonathan_M_Dsouza@mcpsmd.org)

#### **Course description:**

This college-level course is a survey of the structure and function of American government and politics that begins with an analysis of the Constitution, the foundation of the American political system. Students study the three branches of government, administrative agencies that support each branch, the role of political behavior in the democratic process, and the workings of political parties and interest groups.

#### **Expectations**

-students are expected to stay up to date on current events by reading newspapers, internet content related websites, watching tv programs dealing with government, and/or radio programs and podcasts. –the class demands participation from students. It offers students to participate in many ways, from debates, moot/mock trials, and Socratic seminars.

-Students will have an opportunity to visit Capitol, in Washington D.C., and listen to many guest speakers who deal with topics of interest related to this course.

-The class is engaging and demanding, allowing students to reflect on the nature of government and their own ability to influence government, at any level.

#### **Activities**

Position papers

Research

Reflection papers

Debates

Mock/moot trials

Analyzing current events

Field trips

Guest speakers

Note-taking from the textbook

Reading, reading, and more reading

Amount of time for work outside of class –hour

### **AP Foreign Language**

#### **AP Spanish Literature**

Ana Cruz - [Ana\\_E\\_Cruz@mcpsmd.org](mailto:Ana_E_Cruz@mcpsmd.org)

This course is for foreign language students interested in college-level work or credit. A selection of challenging literature and materials helps students deepen their understanding of how literature communicates meaning through form and content. Students read, discuss, and react to representative works of a range of literary genres and themes in preparation for the appropriate AP exam.

**Grade Level:** 9 - 10 - 11 - 12

### PERSPECTIVA GENERAL DEL CURSO

El curso de AP Spanish Literature se imparte 100% en español siguiendo los lineamientos establecidos por el College Board en su documento Spanish Language and Spanish Literature (Course description) y se centraliza en la lectura, el análisis, la apreciación y la crítica de textos representativos de la literatura española e hispanoamericana desde el medioevo hasta la actualidad. Asimismo, se perfecciona la expresión tanto oral como escrita del español.

El objetivo general del curso AP Spanish Literature es: Analizar obras literarias españolas e hispanoamericanas, de distintos géneros, desde el medioevo hasta la actualidad. Para ello, se requiere:

1. Realizar una aproximación personal y significativa a los textos literarios.
2. Leer, comprender e interpretar textos literarios españoles e hispanoamericanos de cualquier género.
3. Estimar la influencia del contexto en las obras literarias.
4. Realizar análisis comparativos de obras literarias.
5. Confrontar la crítica de obras literarias.
6. Participar activamente en discusiones literarias, empleando acertadamente la terminología apropiada.
7. Asimilar la teoría y técnica de la literatura; así como las figuras literarias a fin de aplicar ese dominio al análisis de las obras literarias.
8. Emplear la estructura y los recursos del texto argumentativo para discutir las obras literarias.
9. Crear el hábito de reflexionar como una forma de replantear los problemas en los análisis y aportar soluciones.
10. Investigar y usar información de diferentes fuentes para presentar una síntesis y sustentar coherentemente una opinión.

### **AP French Language**

Daniel Warrington - [Daniel\\_Warrington@mcpsmd.org](mailto:Daniel_Warrington@mcpsmd.org)

This course will be conducted in French. Students are encouraged to use French in their daily lives, both in and out of the classroom setting. Students taking AP French should already have a strong command of the language and be at ease when expressing themselves in all types of situations and levels of language. Comprehension of written and spoken French at this level not only encompasses conversations and lectures, but also Internet articles, newspapers, and short stories. This course will make use of the above to sharpen and hone linguistic skills and comprehension, along with cultural knowledge

### **Course Outline**

A variety of texts and resources will be used during instruction. This will provide the student with different approaches and areas of language learning and study. Working in the area of grammar and syntax, we will be using *L'Essentiel de la Grammaire Française* (Léon-François Hoffman) Students will do most of the chapter work at home and will work cooperatively in class to discuss the fine points of advanced grammar structures presented. Assessments will be

in the form of chapter tests, which follow each chapter in the text. These will be done at home periodically, or in class periodically.

The acquisition of a strong working vocabulary is essential at this level. *Triangle* is the core text used to achieve this goal. Many authentic sources (such as Internet, magazines, pamphlets, flyers, etc) will also be used. Vocabulary is put into practice and reinforced by essay writing. Topics are selected from *Triangle*. Students will be taught how to organize and keep a learning log in which they keep track of their own errors. They will use these logs to self correct and then to edit the essays of their peers. Final copies will be turned in for a grade. Grades will be those of AP Scoring Guidelines.

## **AP Spanish Language**

Daniel Warrington - [Daniel.Warrington@mcpsmd.org](mailto:Daniel.Warrington@mcpsmd.org)

### **Course Overview**

This course will be conducted in Spanish. Students are encouraged to use Spanish in their daily lives, both in and out of the classroom setting. Students taking AP Spanish should already have a strong command of the language and be at ease when expressing themselves in all types of situations and levels of language. Comprehension of written and spoken Spanish at this level not only encompasses conversations and lectures, but also Internet articles, newspapers, and short stories. This course will make use of the above to sharpen and hone linguistic skills and comprehension, along with cultural knowledge.

### **Course Outline**

A variety of texts and resources will be used during instruction. This will provide the student with different approaches and areas of language learning and study. Working in the area of grammar and syntax, we will be using *Una Vez Más* (Prentice Hall). Students will do most of the chapter work at home and will work cooperatively in class to discuss the fine points of advanced grammar structures presented. Assessments will be in the form of chapter tests, which follow each chapter in the text. These will be done at home periodically, or in class periodically.

The acquisition of a strong working vocabulary is essential at this level. *Triángulo* is the core text used to achieve this goal. Many authentic sources (such as Internet, magazines, pamphlets, flyers, etc) will also be used. Vocabulary is put into practice and reinforced by essay writing. Topics are selected from *Triángulo*. Students will be taught how to organize and keep a learning log in which they keep track of their own errors. They will use these logs to self correct and then to edit the essays of their peers. Final copies will be turned in for a grade. Grades will be those of AP Scoring Guidelines. *Triángulo*

## **AP Course Offerings: Science**

### **AP Chemistry Course Description**

Dr. Lori Kurth - [Lori\\_A\\_Kurth@mcpsmd.org](mailto:Lori_A_Kurth@mcpsmd.org)

**Chemistry AP A and B** are for highly motivated students with interest in the physical sciences. Chemistry AP builds on concepts covered in chemistry with greater detail in content and laboratory investigations. Students are prepared to take the Advanced Placement Chemistry examination at the end of the course. Topics in Chemistry AP include atomic theory, chemical bonding, phases of matter, solutions, types of reactions, equilibrium, reaction kinetics, and thermodynamics.

**Expectations/philosophy:** This class can be as much or as little as you, the student, choose to make it. Whether you realize it or not, the time where your education is something that is done to you by others is over. You must take full responsibility for your learning. I hope that you learn to be selfish when it comes to your education. Do not let anyone, yourself included, limit what you can learn.

However, this does not eliminate the need for a guide, the teacher. Please note that my goals fall into two broad categories. I want you to learn valid science, in this case chemistry, and I want you to learn how you, specifically, learn. We must also always be aware of our main goal. This year may be a wasted effort without a successful performance on the AP exam.

As a student in AP chemistry I expect that you come each day prepared to work, do what I ask of you, and always be conscious of what you have learned and what you have not learned. In return, I will ensure you are exposed to all of the appropriate topics, experience repeatedly to the conditions and problems of an AP exam, and provide the support and reinforcement you require to be successful. If we do this each day, I am confident of our success.

Obviously, we have our work cut out for us, but with perseverance, we will succeed.

#### **Typical activities:**

**Tests and Quizzes (summative):** Selected response, vocabulary intensive, short answer, short essays

**Labs and Activities (formative):** Lab reports and in-class activity assignments

**Homework:** Chapter problems

You must recognize that you will be required to spend more time than you did on general chemistry. It is assumed by the College Board that the student will spend at least 5 hours a week in unsupervised individual study.

## **Advanced Placement Biology (Double Period)**

Krista McClain - [Krista\\_L\\_McClain@mcpsmd.org](mailto:Krista_L_McClain@mcpsmd.org)

**AP Biology** is for highly motivated students with interest in biology. The double-period course emphasizes laboratory investigations and builds on the concepts covered in Biology. Students prepare to take the Advanced Placement biology examination at the end of the course. Topics in AP Biology include chemistry of life, cytology, cellular energetics, genetics, diversity of life, evolution, ecology, and behavior.

**Prerequisites:** A or B in both semesters of Biology/Honors Biology

A or B in both semesters of Chemistry/Honors Chemistry

AP biology students must be able to think critically and draw conclusions from complex scientific data and experimentation. Strong writing skills are essential to success in the course and on the exam. Students should have the independence and drive to complete extensive reading assignments outside of the classroom. 1 hour outside of class per day should be expected for reading and reviewing of course materials. Additional time outside of class should be reserved to work on projects and formal laboratory reports. In class activities include problem solving sessions, hands on applications, laboratory experiments, discussions, and lectures of more complicated topics.

Some current AP Biology students have said the following regarding the course:

- Its fun as well as educational. We do a lot of small projects that really help me in understanding the lessons much better.
- The content was very interesting and was taught very well.
- It's a great course.
- The teacher is very engaging and likable. She presents the work in a way I can understand.

## **AP Environmental Science**

Erol Miller - [Erol\\_K\\_Miller@mcpsmd.org](mailto:Erol_K_Miller@mcpsmd.org)

Environmental Science AP A and B are for highly motivated students with interest in interdisciplinary science. Environmental Science AP builds on concepts covered in Environmental Science, with greater detail in content and laboratory investigations. Students are prepared to take the Advanced Placement environmental science examination at the end of the course. Topics in Environmental Science AP include the interrelationships of the natural world and environmental problems, issues, and solutions.

**Prerequisite:** Attainment of the outcomes of Biology A and B

**Corequisite:** Chemistry A and B recommended

**Grade Level:** 9 - 10 - 11 - 12

No repeats for credit

Students will be expected to complete the chapters readings prior to class lectures/activities. Typically there is one to two chapters a week that students will need to read. Students will also be expected to turn work in on time and make up any missing work as soon as possible after an absence. My teaching style consists of using both lectures/discussions and class activities. I am

typically a laid back teacher unless students are being rude or not paying attention. When this happens I tend to be a little more strict. However, on most days lectures include a few jokes and anecdotal stories to help make the lectures more enjoyable.

A typical week may involve one or two lectures/ class discussions a week and one or two class activities a week. Class activities generally involve a lab activity, field work, guided readings or short films. Outdoor field studies will be announced ahead of time. Students will be expected to dress appropriately for the outdoor activities as posted. One optional but recommended field trip in the spring is also provided.

In addition to chapter readings, there are generally one to two homework activities a week. Students should expect to spend two to three hours a week on homework.

Students typically find the course to be challenging yet fun. They especially enjoy the outdoor experiences like the fall woodland studies, the water testing activities and the spring field trip to the Chesapeake Bay. Although the AP Environmental Science class does not have as much math as AP Physics or AP chemistry and some people it is equally as challenging because students have to learn a large amount of material about a many different concepts. They also must understand the sometimes complicated and often subtle relationships between all of the concepts. Therefore, a deep understanding of all the topics is required in order to be successful on The AP Environmental Science exam.

### **AP Course Offerings: Math**

#### **AP Calculus**

Warren David Wilkerson - [Warren D Wilkerson@mcmspmd.org](mailto:Warren_D_Wilkerson@mcmspmd.org)

Calculus AB topics are those traditionally offered in the first year of calculus in college, and are designed for students who wish to obtain a semester of advanced placement in college. The topics studied include limits, continuity, derivatives and integrals of algebraic and transcendental functions and their applications, and elementary differential equations.

**Prerequisite:** Attainment of the outcomes of Precalculus A and B

**Grade Level:** 9 - 10 - 11 - 12

No repeats for credit

My expectations are that students will work hard, welcome intellectual challenges and have fun.

The style of lessons range from didactic to discovery. Students have regular homework which consist of book work and labs. This course follows the MCPS guidelines for grading.

Students should budget a minimum of 30 minutes every day for work, but be prepared to work longer when necessary.

“This class takes the simple math of Algebra to a whole new level. The class itself is much easier than Precalculus. So, if you’ve taken PreCal, you’re already half-way there. But, it isn’t a cake walk, you have to think outside the box in ways you’d never normally think. In this class you will master the Art of the Samurai.” Andrew Soncrant 2012

## **AP Statistics**

Landon Southerly - [Landon R Southerly@mcpsmd.org](mailto:Landon_R_Southerly@mcpsmd.org)

### **AP Statistics, A/B**

#### **0.5 credit per semester**

Advanced Placement Statistics students engage in the exploratory analysis of data, using graphical and numerical techniques. Data sets are collected using statistical design methods. Students produce appropriate models using probability, simulation, and statistical inference. Models are used to draw conclusions from data and analyzed by inferential methods to determine whether the data support or discredit the model. This course is equivalent to a non-calculus-based introductory college statistics course.

**Prerequisite:** Attainment of the outcomes of Algebra 2A and 2B

**Grade Level:** 9 - 10 - 11 - 12

No repeats for credit

Students are expected to have a strong background in reading and writing as well as math. AP Statistics is all about interpreting data correctly, and the interpretation requires a large amount of writing and analysis. The course is more about the interpretation and real world analysis of the mathematics and less about doing typical math problems. My teaching philosophy mixes in group work and individual practice, but I also lecture a fair amount, and students are expected to read about 2 chapters a week. I am blunt and honest, but can also have a good time in class. Just expect me to be honest about how hard I feel you are working. Students should have a strong background in math and should have completed Algebra 2 with a B average. I highly recommend taking pre-calculus and AP Statistics at the same time, and I wish more qualified students would choose this option.

**Typical Activities:** Daily homework and reading assignments from the textbook, formative reading quizzes, timed practice AP free response questions, difficult multiple choice unit exams, projects on statistical concepts, data collecting activities. Expect homework to take between 2-4 hours a week.

**Student Anecdotes:** From Facebook from a former student: "I just thought I'd let you know that all of the stuff we learned in stats about t-tests and what not is helping me understand all this research I have to read through to write my psych paper!"

I believe students generally enjoy the class, and the importance of statistics is beginning to be understood. The NY Times recently published an article called "For Today's Graduate, Just One Word: Statistics." I believe students need some basic understanding of statistics more than ever before.

### **AP Course Offerings: Art**

#### **AP Art History**

E. Reff-Presco - [Eden A Reff@mcpsmd.org](mailto:Eden_A_Reff@mcpsmd.org)

Students prepare for the AP Art History exam. They study the evolution of Western and non-European art in contemporary society by examining the major forms of visual expression in

world cultures. Students analyze architecture, sculpture, painting, and the decorative arts within a historical and cultural context. They also focus on the ancient through the medieval periods of history, as prescribed by the College Board curriculum. Semester B emphasizes the period from the Renaissance to the present.

**Prerequisite:** Based on criteria for Honors courses

**Grade Level:** 10 - 11 - 12

No repeats for credit

This course is excellent in its ability to teach students why art is important through historical and contemporary studies. Students are expected to complete readings, contribute to class discussions, and research various types of art and artists. Writing assignments will be given to assist in building literacy skills necessary for college level courses. The teaching style for this course is student driven. Students establish the direction of discussions as well as determine which aspects of our discussions will be further explored. Students will have a lot of opportunities to build observational study skills as we really try to focus on deconstructing the meaning and significance behind the creation of the world's most impressive and artistic marvels!

Students will learn to build their academic skills to prepare for the College Board exam by creating timelines, PowerPoint presentations, timed writings, making flash cards, playing memory games (jeopardy, art dominoes), analyzing works of art for graded discussions, and participating in group activities, etc. Students should expect to complete an equivalent of at least 30 minutes of homework a night. A typical homework assignment may involve making flashcards of images for specific chapters or creating an outline based on a unit of study. This class can be really fun when students participate in the discussions. Sometimes we compare contemporary subject matter with history. For instance, students may find it interesting to discover what Andy Warhol and Lady Gaga have in common! This is an exciting topic to explore, especially in AP Art History. This is also a great way to learn about history through the art that was created around the world and from different periods.

### **AP Studio Art 2D & Drawing**

Anne Michael - [Anne\\_A\\_Michael@mcpsmd.org](mailto:Anne_A_Michael@mcpsmd.org)

### **Studio Art 2-D A/B, Advanced Placement or Studio Art Drawing A/B, Advanced Placement 0.5 credit per semester**

This individualized program focuses on art projects that demonstrate the competencies expected of Advanced Placement art applicants, as identified by the College Board. Students assemble portfolios to meet the submission requirements for the AP Exam. Writing and thinking skills are reinforced through journaling. This course may be repeated once for credit.

**Prerequisite:** 2 credits, including Foundations of Art or Drawing and Design, and Studio Art 1A and 1B.

**Grade Level:** 10 – 11 – 12

Unlimited repeats for subject credit

### **Description and Typical Activities:**

In AP Studio students should have an extensive knowledge about art materials, techniques and history. Students are expected to have taken more art classes than the prerequisite proposed by MCPS, it is the expectation of the teacher that a student has completed Studio Art 2.. AP

Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. NHS's AP Studio Art Program consists of two portfolios—2-D Design and Drawing—corresponding to the most common college foundation courses. The AP Studio courses are thought with these instructional goals in mind:

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of the visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

### **What is the Students' Commitment?**

AP Studio Art is for highly independently motivated students who are seriously interested in the study of art; the program demands significant commitment. It is highly recommended that studio art students have previous training in art. Talk to your counselor or Mrs. Michael so you can review the Studio Art poster, detailing current requirements for each of the portfolios. As in the introductory college course, students will need to work outside the classroom, as well as in it, and beyond scheduled periods. Students should be considered responsible enough to leave the art room or school if an assignment requires them to do so, and homework, such as maintaining a sketchbook or a journal, is probably a necessary component of instruction. Critiques, a common structure in the college classroom, are important in AP as well.

References:

<http://www.montgomeryschoolsmd.org/>

<http://apcentral.collegeboard.com/apc/Controller.jsp>

### **AP Course Offerings: English**

#### **AP Language and Composition**

Stephanie Halloran - [Stephanie\\_Halloran@mcpsmd.org](mailto:Stephanie_Halloran@mcpsmd.org)

Linda Joseph - [Linda\\_Joseph@mcpsmd.org](mailto:Linda_Joseph@mcpsmd.org)

Course description:

This course is designed for able and motivated students with a command of standard English and a lively interest in the power and versatility of language. Students read complex prose written in a variety of periods, disciplines, and rhetorical contexts and write for a range of purposes to express ideas with clarity and precision. Students are strongly encouraged to take the AP examination at the end of the course.

Course and workload:

This class is heavily writing and discussion based; students write a variety of essays both in and out of class and participate in graded discussions throughout the year. Students read mostly non-fiction works, both essays and full-length books, and several classic literary works as well (such as the Great Gatsby). In addition to readings for class and essays, students complete independent reading and research projects each quarter. The average homework load is 45-60 minutes per night.

The classroom atmosphere of this class is not a passive, lecture-based one—students are expected to read carefully and participate often. Students who take this course must be able to read challenging text independently, take risks in both writing and speaking, and to revise written work multiple times.

What students have to say:

“I love the debates we have.”

“The material was challenging and interesting.”

“I became a better writer.”

### **AP Literature and Composition**

Carolyn McGee - [Carolyn E McGee@mcpsmd.org](mailto:Carolyn_E_McGee@mcpsmd.org)

**Course description:** This course is designed for able and motivated students with a command of standard English and an interest in reading challenging literature, both classical and contemporary and representative of dominant literary genres and themes. Students apply methods of literary analysis and write for a variety of purposes to increase their precision in expression.

**Prerequisite:** Successful attainment of the outcomes of English 11 and teacher recommendation

**Instructor expectations and classroom environment:** Writing is an art, and critical reading is a skill. I do not expect you to walk into the classroom having completely mastered either of these; however, I do expect that you will be open and willing to work hard to improve your ability to read and write well. Because this is a course for upperclassmen, I expect you to practice strong study habits and maturity in your treatment of the course.

As a teacher, I rely on the classroom to be vibrant, exciting, and collaborative. Because the course is challenging, I strive to make the atmosphere comfortable and informal.

**Typical activities:** This course emphasizes three major skills: reading, writing, and speaking

- **Reading:** We read a variety of texts in the course, including short stories, poetry, drama, and novels. I am to select materials that represent a variety of authors, time periods, genres, themes, and styles, so that students are exposed to a breadth of work.
- **Writing:** Essay writing is a heavy focus of this course; if you are serious about improving your writing, this is the place for you. Students write a variety of pieces, including creative pieces (original poetry, “Beowulf”-style boasts, etc.), extended critical essays, short analyses, and timed writings.
- **Speaking:** The class itself is heavily discussion-based; I do lecture, but it occurs infrequently. I like to think of the class as a mutual exploration of language, so I rely on students to prepare and share their insights with one another. I have found that students find this method of learning most enjoyable. Graded discussions and individual presentations are examples of graded oral assignments.

**Work load:** The nightly work load for this course varies, but I would estimate that it is approximately one hour per night outside of class.

**What students have to say:**

- “I like that the teacher makes learning fun for the students. That way, we are learning the material because we want to and not because we have to.”
- “It's fun to watch Ms. McGee get excited over the things we say as she draws on the board.”
- “I think I gained valuable experience from the class discussions, something which I hope I'll get to do a lot more in college. The class definitely has taught me to analyze things and to think more outside of the box when it comes to literature.”
- “Ms. McGee is very accommodating. She is always available outside of class for help.”
- “AP Lit has helped me like no other class. (And if you haven't started reading this aloud to your class, now is where you should start.) I've had to use abstract thought here quite extensively, to the point that my brain feels sore every day as if it were a muscle I had just lifted weights with for hours. To continue with this weight-lifting analogy (I learned in your class that that's called an "extended metaphor"), my mental faculties would not have been able to take the strain without the conditioning of AP Lit.” (excerpted from an email from a former student).