

Discovery School of Tulsa Course Descriptions

Curriculum Grades 6-12

Mathematics

Sixth Grade Math

Students in grade six mathematics build a foundation of basic understandings in numbers, operation, and quantitative reasoning, patterns, relationships, and algebraic thinking, geometry and spatial reasoning, measurement, probability and statistics, and problem-solving. The areas of emphasis include using ratios and adding and subtracting decimals and fractions. Students will be given opportunities to use models and manipulatives, collect and interpret data, and develop and describe proportional relationships using appropriate technology. The students will translate mathematical ideas from one form to another with emphasis on oral and written communication. An ever broadening development of algebraic form and concepts further the ability to problem-solve. Problem-solving, communication, connections of concepts both within and outside mathematics, and informal and formal reasoning will also be emphasized

Seventh Grade Math

This course continues the study of basic concepts involved in working with whole numbers, fractions, decimals, integers, and percents. Emphasis is given to problem solving, communicating mathematically, reasoning, connections with other disciplines and the real world, patterns and functions, algebra, statistics, probability, and geometry. Students in grade seven mathematics will extend and build upon their foundation of basic understandings of numbers, operation, and quantitative reasoning, patterns, relationships, and algebraic thinking, geometry and spatial reasoning, measurement, probability and statistics, and problem-solving. Areas of emphasis include using proportional relationships and addition, subtraction, multiplication, and division of decimals, fractions, and integers. Students will continue to experience opportunities to use models, manipulatives, and data collection and interpretation with appropriate technology. Problem-solving, communication, connections of concepts both within and outside mathematics, and informal and formal reasoning will be emphasized.

Eighth Grade Math

This course continues the study of whole numbers, fractions, decimals, and percents. Eighth grade mathematics helps students make the transition from arithmetic to algebra. Students are introduced to integers, solving equations, and the basics of algebra early in the course. Other topics include graphing and probability and statistics. Problem solving, applications, and communication are integrated throughout the course. Students in grade eight mathematics will continue to extend and build upon their foundation of basic understandings of numbers, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement, probability and statistics, and problem-solving. The areas of emphasis are using

algebraic principles to analyze proportional relationships and using probability to describe data and make predictions. Students will continue to experience opportunities to use models, manipulatives, and data collection and interpretation using appropriate technology. Problem-solving, communication, connections of concepts both within and outside mathematics, and informal and formal reasoning will be emphasized. This course is designed to successfully prepare students for Algebra in 9th grade.

PRE AP ALGEBRA I:

Grade: 8

Credit: 1

Prerequisite: Pre AP math Course 2

In this two-semester course, students use algebraic methods to explore, model and describe patterns, relationships and functions. There is a strong emphasis on writing, graphing, and solving linear equations. Students will use data collection and analysis; statistics and probability to make inferences, decisions, and arguments as they solve a variety of practical problems. The depth and breadth of the course will develop a strong foundation for the more theoretical and rigorous experience students will encounter at the Advanced Placement level. Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) graphing linear equations and inequalities, (5) pairs of linear equations and inequalities, (6) polynomials, (7) algebraic functions, (8) quadratic, cubic, and radical equations, and (9) mathematical reasoning and problem solving.

PRE AP GEOMETRY:

Grade: 1

Credit: 9

Prerequisite: Pre AP Algebra I

In this course, students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Students will also apply algebraic models and probabilities to physical applications. Students develop powers of spatial visualization while building their understanding of geometric figures. Students develop an understanding of the deductive reasoning method. Through applications and measurements, students use and strengthen their algebra skills. Geometry offers students many opportunities to explore geometric situations, develop conjectures and prove conjectures using a variety of methods. Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles, and planes, (2) polygons, with a

special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids.,

PRE AP ALGEBRA II:

Grade: 10

Credit: 1

Prerequisite: Pre AP Geometry

Students in this course use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem solving situations. They represent problem situations using discrete structures such as finite graphs, matrices, sequences and recurrence relations. This course reviews and builds on those concepts learned in Algebra I and Geometry. It places more emphasis on applying the basic concepts of Algebra to rational numbers and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic functions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. Graphing calculator technology is frequently used in this course.

MATH MODELING WITH APPLICATIONS

Grade: 11

Credit: 1

Prerequisite: Pre AP Geometry

This is a course for high school students with a minimum prerequisite of Algebra I. This course will reinforce, broaden, and extend the mathematical knowledge and skills acquired in algebra. The course should build on the mathematical background of the students yet stretch their knowledge toward topics studied in Geometry and Algebra II. Students should have the opportunity to reinforce all the course objectives, maintain and extend their algebraic and geometric skills, and find mathematics both useful and enjoyable. The primary purpose of this course is to use mathematics as a tool to model real-world phenomena in science, finance, music, and art including the following basic understandings: In Mathematical Models with Applications, students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators

with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems. Underlying processes and mathematical tools. As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

PRE CALCULUS

Grade: 11

Credit: 1

Prerequisite: Pre AP Algebra II

In Pre Calculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to model functions and equations and solve real-life problems. As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts

ADVANCED PLACEMENT STATISTICS:

Grade: 10-11-12

Credit: 1

Prerequisite: Pre AP Algebra I, Teacher Recommendation

Students are introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course prepares students for the College Board AP Statistics Examination for possible college (one-semester, non-calculus based statistics) credit. Students collect, organize, analyze, interpret, and report data using statistical formulas and processes. Students distinguish between random sampling and biased sampling. Students use statistical measures to analyze real-world phenomena. Upon completion of this course students are well prepared and expected to take the Advanced Placement Statistics test which can result in one semester of college credit. Successful Completion of the AP Exam for any AP course will allow for acquisition of college credit upon approval of the college.. For Advanced Placement courses, please access more information on the internet at the web address

<http://apcentral.collegeboard.com/course/descriptions>.

AP CALCULUS AB

Grade: 11-12

Credit: 1

Prerequisite: Pre AP Algebra II, Teacher Recommendation

Students explore functions, graphs, limits, derivatives, and integrals. This course prepares students for the College Board AP Calculus AB Examination for possible college credit (1st semester calculus). For Advanced Placement courses, please access more information on the internet at the web address

<http://apcentral.collegeboard.com/course/descriptions>.

AP CALCULUS BC

Grade: 11-12

Credit: 1

Prerequisite: Pre AP Algebra II, Teacher Recommendation

Students explore all topics covered in AP Calculus AB plus additional topics including parametric, polar, and vector functions and polynomial approximations and series. This course prepares students for the College Board AP Calculus BC Examination for possible college credit (a full year of calculus). This exam also has a Calculus AB sub-score grade for students to receive 1st semester college calculus credit. For Advance Placement courses, please access more information on the internet at the web address <http://apcentral.collegeboard.com/course/descriptions>

High School Science

BIOLOGY

Grade: 9-10

Credit: 1.00 (2 semesters)

Prerequisite: None

Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the study of cells, DNA, genetics, the living kingdoms on our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment.

PRE-AP BIOLOGY

Grade: 9-10

Credit: 1.00 (2 semesters)

Prerequisite: Enrollment in Honor class and teacher recommendation

Pre-AP Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the living kingdoms on our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment. The first semester's study includes the study of cells, DNA, genetics. The class can be considered college preparatory, suggested for the average to above average student.

AP BIOLOGY

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisite: Biology, Chemistry Honors or an A+ in Chemistry or Teacher approval

This course covers the first year college curriculum and prepares students to take the AP Biology exam. Emphasis is on developing the conceptual framework, knowledge, and analytical skills necessary to understand, and participate in, the modern field of biology. The curriculum includes the study of molecular, cellular, ecological, and evolutionary biology, presented in a variety of formats, including class discussions, readings, lab work, and lecture. Students interested in this course should be successful independent learners with a strong interest in the field of biology.

CHEMISTRY

Grade: 10-11

Credit: 1.00 (2 semesters)

Prerequisite: None

Chemistry provides a broad survey of basic chemistry. The first semester examines chemical and physical properties, the qualitative nature of chemical reactions, chemical periodicity, and bonding. The second semester continues with the quantitative nature of chemical reactions, states of matter, gaseous behavior, solutions, equilibrium, and acid-base chemistry. Throughout the year, the course makes use of laboratory investigations to develop the relationships between experiment and theory.

PRE-AP CHEMISTRY

Grade: 10-11

Credit: 1.00 (2 semesters)

Prerequisite: Biology and Teacher approval

Pre-AP Chemistry covers many of the same topics as Chemistry in greater depth. Special emphasis is placed on a rigorous mathematical examination of chemical principles. The first semester focuses on basic concepts of chemistry including the qualitative nature of chemical reactions, atomic structure, chemical bonding and molecular geometry. The second semester opens with stoichiometry and the quantitative nature of chemical equations. These concepts are then applied to various topics such as the kinetic theory of gases, condensed phases of matter, reaction kinetics, equilibrium, acid-base chemistry and oxidation-reduction chemistry. Interested students must meet with the teacher and get teacher's approval.

AP CHEMISTRY

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisite: Biology, Chemistry, and Teacher approval

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The curriculum prepares students to take the AP chemistry exam for AP credit. Five general areas are intensively studied: the Structure of Matter, Chemical Bonding, States of Matter, Physical Chemistry and Chemical Reactions. Advanced laboratory work is done in each topic area. Students are expected to take the AP Examination given by the Educational Testing Service in May.

PHYSICS

Transcript Code: PHYSICS

Grade: 11-12

Credit: 1.00 (2 semesters)

Prerequisites: Biology, Chemistry, and Teacher approval

Physics, as the most basic of all sciences, introduces the nature of basic things around us such as matter, energy, heat, motion, forces, light and sound. This course has been designed to teach the laws of nature in their simplicity, and problem solving skills corresponding to both in ideal and real world situations. The course of physics is integrated with very basic mathematical rules includes mechanics, heat and thermodynamics, waves and optics, electricity and magnetism, and atomic and nuclear physics. A set of experiments will allow students to implement the theory into the real world and appreciate the beauty of the natural world.

RE AP PHYSICS

Transcript Code: PHYSICS**Grade:** 11**Credit:** 1.00 (2 semesters)**Prerequisites:** Biology, Chemistry, and Teacher approval

This advanced level physics course will allow students to learn the same physical concepts with more depth and mathematical basis. The purpose of this course is to prepare students for the college level physics courses.

AP PHYSICS**Grade:** 12**Credit:** 1.00 (2 semesters)**Prerequisites:** Biology, Chemistry, and Teacher approval

This course is designed to introduce a college level, calculus based physics course with a set of advanced laboratory experiments. The students of AP Physics course will be well prepared to the College Board's advance placement physics exam. Also, students will have the opportunity to receive college credits if they can pass the advance placement exam with a satisfactory grade. AP Physics is especially recommended to the students who would like to choose a profession in the fields of science, engineering, and medicine.

High School Technology Applications Course Descriptions

DIGITAL GRAPHICS AND ANIMATION**Grade:** 9**Credit:** 1.00 (2 semesters)**Prerequisite:** None

Digital Graphics and Animation is an introductory course in design, typography, and imaging techniques. The course includes topics such as digital composition, color, imaging, editing, and animation. An integral component in other areas, understanding design elements is essential in the creation of a successful product in this course. The student will use the computer's set of tools, common to bitmapped and object-oriented software programs, to produce and edit digital designs as well as to incorporate design principles when capturing digital images with the scanner and camera. Students will work with color, resolution, and halftones as well as other image enhancing strategies including outlining, cropping, digital manipulation, color correction, masking, and the use of channels, paths, background, and layers. Animation, both 2-D and 3-D, will be introduced in this course. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity and telecommunication tools. A prerequisite for this course is grades 6-8 Technology Applications Knowledge and Skills.

WEB MASTERING

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisite: None

The World Wide Web (WWW) is the fastest growing part of the Internet. The popularity of the WWW is due largely to the ease with which users can not only access and navigate the web but also create pages of information to share with others. Students will learn how to design, create, and maintain web pages. Projects will incorporate tools such as HTML, Dreamweaver, Photoshop, Flash, Fireworks, digital cameras, and scanners.

VIDEO TECHNOLOGY

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisite: None

Video production is probably the most universally known of all visual media and is an integral component of many technology applications. The process of editing creates a special mood, tempo, and pace to enhance the subject matter. Video production is not only instructional and analytical, but also artistic. Students will learn video basics as well as participate in pre-production, production, and post production stages of video creation, distribution, and evaluation of the product. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity tools.

COMPUTER SCIENCE I

Grade: 9-10-11-12

Credit: 1.00 (2 semesters)

Prerequisite: Teacher Recommendation

Computer Science involves the understanding of programming language concepts and how these are applied to problem solving. The enormous growth of programming languages requires a changing curriculum and flexibility in the pace of instruction. Computer Science I is a course covering problem solving, computer architecture, and programming concepts. This knowledge helps students understand how software is written which increases the student's ability to learn application software through understanding of the basic concepts. Students can study Computer Science to comprehend the social, economic and cultural environment of the information age.

Programming equips students with skills which involve much more than the syntax of a programming language. Computer programs are a form of communication. When developing program solutions, students consider clarity of expressing (readability), program maintenance, ease of debugging, program extension, reliability, utility, and validity. Concept mastery of a high level language, while creating solutions which are well structured and modular in nature, is the primary emphasis rather than syntax.

COMPUTER SCIENCE II

Grade: 9-10-11-12

Credit: 1.00 (2 semesters)

Prerequisite: Computer science 1 and Teacher approval

Computer Science II reinforces and increases the depth of understanding of the basic concepts and covers advanced programming concepts which are useful in preparation for the Computer Science Advanced Placement tests.

MULTIMEDIA

Grade: 9-10-11-12

Credit: 1.00 (2 semesters)

Prerequisite: Teacher approval

Multimedia is a laboratory-based course designed to provide an overview of and experience in multimedia technology. Sounds, images, graphics, and video are the informational projects from which students will construct media rich knowledge structures. Students will develop necessary skills and obtain hands-on experiences working with a variety of multimedia tools to build linear and non-linear interactive products. Students enrolled in this course will be computer literate and have experience with basic electronic productivity tools.

ROBOTICS

Grade: 9-10-11-12

Credit: 1.00 (2 semesters)

Prerequisite: Teacher approval

This course explores concepts related to basic residential wiring, serial and parallel electrical circuits, and wiring connections. The students will also learn about designing and etching a solid state electronic project. Projects will allow students to design and build computer interface boards, learn basic computer programming, and master the control of simple robot functions. Other skills covered include soldering, metering, and working with L.E.D.'s, resistors.

BUSINESS COMPUTER INFORMATION SYSTEMS I

Grade: 9-10-11

Credit: 1.00 (2 semesters)

Prerequisite: None

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and/or post-secondary education. Students apply technical skills to address business applications of emerging technologies.

BUSINESS COMPUTER INFORMATION SYSTEMS II

Grade: 9-10

Credit: 1.00 (2 semesters)

Prerequisite: Microcomputer Applications, BCIS1

An occupationally specific course (pre-employment laboratory or cooperative education) designed to provide advanced training in concepts and skills related to computer applications. Special emphasis is placed on computer operations, word processing, database management, spreadsheet manipulation, telecommunications, desktop publishing, and other high-level business application software. The course may be taught as a pre-employment laboratory or as cooperative education. The course is approved for computer proficiency credit.

Language Arts Grades 6-12

On-Level Middle School English Language Arts Grades 6-8 (ELA 6-8)

In middle school English Language Arts, students further develop their language skills to better understand themselves and the world. Students read and analyze a wide variety of texts, including novels, short stories, plays, essays, and poems from a variety of cultures. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies for a variety of forms of composition that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

Pre-AP English Language Arts 8 (Pre-AP ELA 8)

In 8th grade, students may take Pre-AP English Language Arts. Pre-AP prepares students for high school AP courses in language and literature by further emphasizing students' skills in using and analyzing language. In addition to the goals of on-level language arts courses, students read from more advanced texts and seek to offer more in-depth interpretations. Students compose analytical papers using a college level rubric with appropriate formatting and documentation.

On-Level English I

Grade: 9

Credit: 1.00 (2 semesters)

Prerequisites: 8th Grade English

In English I, students begin developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of World Literature, including novels, short stories, plays, essays, and poems. Reading instruction centers not

on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

On-Level English II

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisites: English I

In English II, students continue developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of World Literature, including novels, short stories, plays, essays, and poems. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

On-Level English III

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisites: English II

In English III, students further develop college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of American literature, including novels, short stories, plays, essays, and poems, as well as literature from other cultures. Reading instruction centers not on mere comprehension, but building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the

development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

On-Level English IV

Grade: 12

Credit: 1.00 (2 semesters)

Prerequisites: English III

In English IV, students master college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of British literature, including novels, short stories, plays, essays, and poems, as well as literature from other cultures. Reading instruction centers not on mere comprehension, but building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

Pre-AP English I and II

Grades: 9-10

Credit: 1.00 (2 semesters)

Prerequisites: Administration and Teacher Approval

In 9th and 10th grade, students may take Pre-AP English Language Arts. Pre-AP prepares students for high school AP courses in language and literature by further emphasizing students' skills in using and analyzing language. In addition to the goals of on-level language arts courses, students read from more advanced texts and seek to offer more in-depth interpretations. Students compose more advanced analytical papers using a college level rubric with appropriate formatting and documentation.

AP English Language and Composition

Grade: 11**Credit:** 1.00 (2 semesters)**Prerequisites:** Administration and Teacher Approval

In 11th grade, students may take AP English Language and Composition. Teachers create a course audit approved by College Board for accreditation.

College Board states that, “The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

“The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the ability to write in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading texts from various disciplines and periods as well as personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize materials from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), and the American Psychological Association (APA).

AP English Literature and Composition**Grade: 12****Credit:** 1.00 (2 semesters)**Prerequisites:** Administration and Teacher Approval

In 12th grade, students may take AP English Literature and Composition. Teachers create a course audit approved by College Board for accreditation.

College Board states that, “The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the

close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Reading

“Reading in an AP course should be both wide and deep. This reading necessarily builds upon the reading done in previous English courses. These courses should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. In their AP course, students should also read works from several genres and periods -- from the sixteenth to the twenty-first century -- but, more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

Writing

“Such close reading involves the experience of literature, the interpretation of literature, and the evaluation of literature. All these aspects of reading are important for an AP course in English Literature and Composition, and each corresponds to an approach to writing about literary works. Writing to understand a literary work may involve writing response and reaction papers along with annotation, freewriting, and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation, and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument.