SOCIAL STUDIES
AP COURSES

• **AP U.S. Government & Politics** *(9th Grade/Year-long)* Fulfills the American Government graduation requirement

• **AP Human Geography** *(9th Grade/Year-long)*

• **AP World History** *(10th Grade/Year-long)* Fulfills the graduation requirement

• **AP U.S. History** *(11th Grade/Year-long)* Fulfills the graduation requirement

• **AP Macroeconomics** *(12th Grade/Semester-long)* Fulfills the economics graduation requirement
SOCIAL STUDIES AP COURSES (CONTINUED)

• **AP Micro and Macroeconomics** (12\(^{th}\) grade/Year-long) Fulfills the economics graduation requirement

• **AP U.S. Government & Politics** (12\(^{th}\) Grade/Semester-long) Fulfills the American Government graduation requirement

• **AP Psychology** (11\(^{th}\) and 12\(^{th}\) Grade) Year-long

• **AP Comparative Government** (11\(^{th}\) and 12\(^{th}\) Grade) Semester-long
SOCIAL STUDIES PLACEMENT GUIDELINES
RISING 9TH GRADE

• For placement into 9th grade AP U.S. Government or AP Human Geography from 8th Grade Georgia Studies and TAG Georgia Studies:

  ➢ Semester 1 Average ≥80% OR Summative Unit Assessment Average ≥ 80% AND Georgia Milestones Grade 7 Social Studies Level 3 or 4 AND current teacher recommendation
SOCIAL STUDIES PLACEMENT GUIDELINES
RISING 10TH, 11TH, AND 12TH GRADE

• If current course is on-level, in order to move into an AP class the following year, student must have:
  ➢ Semester 1 Average ≥ 80% OR Summative Unit Assessment Average ≥ 80% OR Identification through AP Potential AND current teacher recommendation

• If current course is AP, in order to stay in an AP class the following year, student must have:
  ➢ Semester 1 Average ≥ 80% OR Summative Unit Assessment Average ≥ 70% OR Identification through AP Potential AND current teacher recommendation
SUCCESSFUL STUDENT CHARACTERISTICS

- To be successful in an AP Social Studies class, students should possess these skills:
  
  - Ability to read college level texts independently
  - Above average ability to critically analyze written material
  - Above average writing ability
  - Above average interpretation skills
  - Ability to work independently outside of class
  - Above average ability to take notes and move rapidly through material
  - Ability to recognize new ideas and perspectives
  - A willingness to learn about and respect differences of opinion
TIME COMMITMENT TO BE SUCCESSFUL IN SOCIAL STUDIES AP CLASSES

- Students will spend approximately 45 minutes – 1 hour a night, for 3 – 4 nights a week:
  
  - Reading from the textbook, academic articles, and scholarly reviews.
  - Studying and reviewing class notes
  - Using review books to prepare for tests and quizzes
SOCIAL STUDIES QUESTIONS?

• Please send any Social Studies related questions to Jackie Angel, Department Chair at:

• angel@fultonschools.org
AP Calculus at Milton High School

Calculus

\[ \int f(x) \, dx \]

\[ \frac{dA}{dt} = \frac{dB}{dt} - \frac{dC}{dt} = \frac{dD}{dt} = (d_{1})T_{2}^{1/2}AB - (d_{2})T_{2}^{1/2}CD \]

\[ x^2 = A \]

\[ \frac{dT}{dt} = (c_{3}) \frac{dA}{dt} - (c_{4})(T_{0} - T) \]

\[ \left( x + \frac{b}{2a} \right)^2 = \frac{b^2 - 4ac}{4a} \]

\[ x + \frac{b}{2a} = \frac{-b + \sqrt{b^2 - 4ac}}{2a} \text{ or } x + \frac{b}{2a} = \frac{-b - \sqrt{b^2 - 4ac}}{2a} \]
AP Calculus Course Description

• AP Calculus AB is equivalent to first semester college Calculus course devoted to topics in differential and integral Calculus.

• AB course covers topics in these areas, including concepts and skills of Limits, Derivatives, Definite Integrals, and the Fundamental Theorem of Calculus

• Students will learn to approach Calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, as well as making connections amongst these representations

• BC Calculus (equivalent to 2 college semesters of Calculus) will cover AB course material as well as cover additional topics, including Infinite Series, Polar Equations, and Parametric Equations.
Course Placement Guidelines

**AP Calculus BC**
Completed Accelerated Pre-Calculus
Grade: 90 and higher (without +7 Honors points)

**AP Calculus AB**
Completed Accelerated Pre-Calculus
Grade: 80 and higher (without +7 Honors points)

-----------------------------------

**Non-AP Calculus**
Completed Pre-Calculus/Accelerated Pre-Calculus/Honors Pre-Calc
Grade: 70 and higher (without +7 Honors points)

*Above Guidelines are generalized. Please consult student’s current Pre-Calculus teacher or counselor for further questions.*
Course Expectations

Materials Needed

1) Textbook, 2) Tablet/Notebook/pencil  3)TI-84 Graphing Calculator

Required Prerequisite Summer Assignment
Pre-Calc Problems Packet Due 2nd week of school (~60 problems)

AP Calculus BC

• Expect 45-60 minutes of Homework/Review each day
• Fall / Spring Exams will be AP Exam Format: Multiple Choice and Free Response Sections (~3.5 hour exam given across multiple days)

AP Calculus AB

• Expect 30-45 minutes of Homework/Review each day
• Fall and Spring Final Exams will be AP Exam Format (~3.5 hour exam MC/FRQ sections across multiple days)

Non-AP Calculus

Expect 15-20 minutes of Homework/Review each day
AP Calculus BC Pacing

**Fall Semester (AB Topics)**
- Chapter P: Precalculus Review
- Chapter 1: Limits and Properties
- Chapter 2: Differentiation/Trig
- Chapter 2.6: Related Rates
- Chapter 3: Curve Sketch/
  Differentiation Applications
- Chapter 5: Log/Exponential
  Derivatives and Applications
- Chapter 4: Integration
- Chapter 5: Log/Exponential
  Integrals
- Chapter 6: Differential Equations
- Chapter 7: Volume/Area and
  Chapter 8: * Integral Applications

**Spring Semester (BC Topics)**
- Chapter 9: *Infinite Series
- Chapter 10: *Parametric/Polar
  Equations
- Chapter 11/12:*Vector Valued
  Functions
- AP Exam Preparation & Review:
  *(Mid-March – May)*

AP Exam Calculus BC:
- Tuesday May 5th, 2020 (8am)

* Indicates BC-only topics and
chapters
## AP Calculus AB Pacing

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tr>
<td><strong>Chapter P</strong>: Precalculus Review</td>
<td><strong>Chapter 4</strong>: Integration</td>
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<tr>
<td><strong>Chapter 1</strong>: Limits and Properties</td>
<td><strong>Chapter 5</strong>: Log/Exponential/Trig Integrals</td>
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<tr>
<td><strong>Chapter 2</strong>: Differentiation</td>
<td><strong>Chapter 6</strong>: Differential Equations</td>
</tr>
<tr>
<td><strong>Chapter 2.6</strong>: Related Rates</td>
<td><strong>Chapter 7</strong>: Volume/Area and applications of Integration</td>
</tr>
<tr>
<td><strong>Chapter 3</strong>: Curve Sketch/Differentiation Applications</td>
<td><strong>Chapter 8.2</strong>: Integration by Parts</td>
</tr>
<tr>
<td><strong>Chapter 5</strong>: Log/Exponential Derivatives and Applications</td>
<td><strong>AP Exam Preparation &amp; Review:</strong></td>
</tr>
<tr>
<td><strong>Trig Unit</strong>: Trig Derivatives</td>
<td><strong>(Mid-March – May)</strong></td>
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<tr>
<td></td>
<td><strong>AP Exam Calculus AB:</strong></td>
</tr>
<tr>
<td></td>
<td>Tuesday May 5&lt;sup&gt;th&lt;/sup&gt;, 2020 (8am)</td>
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</tbody>
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### Non-AP Calculus Pacing

Similar Curriculum as AB Calculus but with less pace and rigor
(No AP Exam Review)
AP Calculus AB/BC Exam Format

**AP Calculus AB/BC Exam Date**

**Tuesday, May 5th, 2020 (8am)**

The exam is approximately **three hours and 15 minutes** long and has two parts: multiple choice and free response. Each section is worth 50% of the AP Score.

**Section 1: Multiple Choice**

45 questions; 1 hour and 45 minutes

**Part A** — 30 questions; 60 minutes (no calculator)

**Part B** — 15 questions; 45 minutes (graphing calculator permitted)

**Section 2: Free Response**

6 Problems; 1 hour and 30 minutes

**Part A** — 2 problems; 30 minutes (graphing calculator permitted)

**Part B** — 4 problems; 1 hour (no calculator)
FOUNDATIONAL SKILLS REQUIRED

• Before studying Calculus, all students should complete the equivalent of four years or secondary mathematics designed for college bound students. Students entering Calculus should have a strong foundation in the following areas:

• 1. Reasoning with algebraic symbols [Alg. 1+]
• 2. Working with algebraic structures [Alg. 1+]
• 3. Understand how to analyze and work with the following type of functions: linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, piece-wise defined functions. [Alg. 2, MA]
• 4. Understand the composition of functions, the algebra of functions and the graphs of functions. [Alg. 2, MA]
• 5. Understand the language of functions (domain and range, even and odd, periodic, symmetry, zeros, intercepts, and descriptors such as increasing and decreasing). [Alg. 1+]
• 6. Students understand how to define and evaluate the six trigonometric functions on the unit circle. [Geo, MA]
• 7. A basic understanding of sequences and series (sigma notation) [Alg. 2, MA]
Characteristics of Successful AP Calculus Students

• Stays engaged during class: taking notes, doing classwork, asking questions
• Keeps up with Daily Homework Assignments
• Takes time to practice working problems thoroughly
• Attends Help/Review Sessions
• Take Advantage of Website Resources (Notes/Worksheets/Videos/Links to online resources)

AB/BC Website: www.mryangeteacher.weebly.com

• Contact us with questions/concerns:
  AP Calculus AB/Non-AP Calculus – David Yang
  yangd@fultonschools.org
  AP Calculus AB/BC – Sim Jones
  jonesSG@fultonschools.org
AP Statistics at Milton High School
AP Statistics Course Description

- AP Statistics is equivalent to a one-semester, introductory, non-calculus-based college Statistics course.
- Students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.
- There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.
- Students use technology, investigations, problem solving, and writing as they build conceptual understanding.
Course Placement Guidelines

**AP Statistics**
Completed Accelerated Pre-Calculus
Grade: 80 and higher (without +7 Honors points)

or Completed AP Calculus AB
or Completed AP Calculus BC

*Above Guidelines are generalized.*

*Please consult student’s current math teacher or counselor for further questions.*
Course Expectations

Materials Needed

• Textbook
• Notebook & pencil
• Graphing Calculator (TI-84, TI-89, TI-Nspire)

Expect 15 minutes of reading each day.
Expect 45 - 60 minutes of homework each week.

Fall & Spring Exams will be AP Exam Format:
Multiple Choice and Free Response Sections
2 hour exam in December
~3 hour exam across multiple days in April
AP Statistics Exam Format

Friday, May 15th, 2020 at Noon
The exam is 3 hours long

Section 1: Multiple Choice
50% of the AP Score
40 questions; 1 hour and 30 minutes
Graphing Calculator Permitted

Section 2: Free Response
50% of the AP Score
6 Problems; 1 hour and 30 minutes
5 Short Answer problems
1 Investigative Task
Graphing Calculator Permitted
AP Statistics Pacing

Fall Semester
Chapter 1: Exploring Data
Chapter 2: Modeling Distributions of Data
Chapter 3: Describing Relationships
Chapter 4: Designing Studies
Chapter 5: Probability
Chapter 6: Random Variables

Spring Semester
Chapter 7: Sampling Distributions
Chapter 8: Estimating with Confidence
Chapter 9: Testing a Claim
Chapter 10: Comparing Two Populations or Groups
Chapter 11: Inference of Distributions of Categorical Data
Chapter 12: More about Regression
AP Exam Preparation & Review: Mid-April into May
Characteristics of Successful AP Statistics Students

• Stays engaged during class: taking notes, doing classwork, asking questions
• Keeps up with daily reading assignments
• Takes time to practice working problems thoroughly
• Collaborates with peers to clarify wording of answers
• Takes advantage of extra practice problems available in textbook and on AP Central website

• Contact us with questions/concerns:
  Crystal Wludyga – wludygac@fultonschools.org
  Alli Gonding – gondinga@fultonschools.org
AP LANGUAGE AND COMPOSITION

Course Description: An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming 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 convention and the resources of language contribute to effectiveness in writing.
AP LANGUAGE AND COMPOSITION

THE TEST

• The test is three hours long. For 60 minutes, candidates read prose passages and answer sets of multiple-choice questions on the passages. Then the candidates have 120 minutes to answer three essay questions. Performance on the multiple-choice section counts for 45% of the total score; performance on the essay section, 55%. Multiple-choice questions test students' ability to read critically and recognize rhetorical elements in individual passages.

• The two parts of the examination are complementary; the exam measures as many of the overall course objectives as possible in the three-hour exam period.
COURSE GOALS: AP Language and Composition

• Upon completing the AP English Language and Composition course, students should be able to …

• Analyze and interpret samples of skillful writing, identifying and explaining an author’s use of rhetorical strategies and techniques

• Apply effective strategies and techniques in their own writing
AP LANGUAGE AND COMPOSITION

COURSE GOALS: AP Language and Composition (cont’d)

• Write for a variety of purposes
• Create and sustain arguments based on readings, research, and/or personal experiences
• Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions
• Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
AP LANGUAGE AND COMPOSITION

COURSE GOALS: AP Language and Composition (cont’d)

- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review; write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers
AP LITERATURE AND COMPOSITION
PLACEMENT GUIDES

• Milton High School has an open enrollment policy.
• The completion of AP Language and Composition is strongly encouraged, however.
• Students who take AP Language and Composition their sophomore year may take AP Literature and Composition their junior or senior year.
STUDENT CHARACTERISTICS

- Successful AP Literature students are:
  - intellectual curious.
  - competent writers.
  - comfortable with mature subject.
  - readers who have a passion for fiction and poetry.
  - engaged in class discussions and enjoy the life lessons gained from such discussions.
TIME COMMITMENT

• AP Literature students spend an average of 15 – 45 minutes a night preparing for class. For example,
  • 15 minutes may be spent studying vocabulary or allusion terms.
  • 30-45 minutes may be spent reading or researching.
• All plays are read in class.
• All AP essays are written in class.
• The majority of the assigned homework is reading.
World Language AP Courses

MILTON 2019-20
French/Japanese/Latin/Spanish

Prerequisites:

- Levels 1-4H
- Exceptions for seniors
  - Seniors may pursue the AP course after level 3H with teacher recommendation
- Excellent grades earned in 3H/4H
Topics Covered
Characteristics of a World Language AP student

Students must:

- Maintain have earned excellent grades
- Be willing to communicate in the TARGET language exclusively (Spanish/Japanese/French)
- Show incredible interest in the culture of the language
- Be able to thoroughly research and analyze readings focusing on themes of the AP curriculum
Characteristics of a World Language AP student

- Students must:
  - Be able to be persuasive as you defend your conclusions or explain the thoughts of other authors.
  - Be able to write well in the target language. Previous Language Arts course grades been excellent.
  - Be able to **listen** and **reflect** on lengthy audio files (podcasts, news, films etc.) in the target language. (French/Spanish accents will vary)
Time Commitment

- Summer work may consist of reading a novel as you continue to use the target language.
- For Japanese one must know 350 kanji characters.
- During the school year you can expect to study 45 minutes a night 3-4 week. (varies according to language)
Exam Format: French & Spanish

Section I - 50% of Exam score

- **Multiple choice** - 65 questions (1 hour, 35 minutes)
  - Part A - 30 questions (40 minutes)
    - Interpretive Communication – Print Texts
  - Part B - 35 questions (55 minutes)
    - Interpretive communication: print and Audio texts (combined)
    - Interpretive Communication: audio texts
Section II- 50% of Exam score

- **Free response** - 4 Tasks (1 hour, 28 minutes)
  - **Part A** - written tasks (70 minutes)
    - Interpersonal writing: email reply (1 prompt - 15 minutes)
    - Presentational writing: Persuasive Essay (1 prompt - 55 minutes)
  - **Part B** - Spoken responses (18 minutes)
    - Interpersonal speaking: Conversation (5 prompts)
    - Presentational Speaking: Cultural Comparison (1 prompt)
Japanese

Section I

- **Multiple choice** - 70 questions 1 hour, 20 minutes
  - Part A - 30 to 35 questions - 20 minutes
    - Interpretive communication: listening
  - Part B - 35 to 40 questions - 60 minutes
    - Interpretive communication: reading
Section II

- Free response - 4 tasks - 40 minutes
  - Part A - writing - 30 minutes
    - Interpersonal writing: text chat (6 prompts)
    - Presentational writing: compare and contrast article
  - Part B - speaking 10 minutes
    - Interpersonal speaking: conversation
    - Presentational speaking: cultural perspective presentation (1 prompt)
Latin

Section I

- **Multiple choice** - 50 questions – 1 hour
  - Syllabus reading: Vergil and Caesar – 20 questions
  - Slight reading: poetry and prose – 30 questions

Section II

- **Free response** - 5 questions - 2 hours
  - **Translation**: Vergil (1 passage) and Caesar (1 passage)
  - **Analytical essay** (1 prompt)
  - **Short answer**: Vergil (5 to 7 questions) and Caesar (5 to 7 questions)
AP Scores

5 – Extremely well qualified
4 – Well qualified
3 – Qualified
2 – possibly qualified
1 - no recommendation
Computer Science
AP Courses
For 2019-2020

AP COMPUTER SCIENCE PRINCIPLES

• For 10th – 12th Grade Students
• 2nd Course in Computer Science Pathway
• Big Ideas Covered:
  The Internet
  Digital Information
  Intro to Programming

AP COMPUTER SCIENCE A

• For 10th – 12th Grade Students who have taken
  AP Computer Science Principles
• 3rd Course in Computer Science Pathway
• Description:
  Write well-designed programs
  in the JAVA programming language
AP COMPUTER SCIENCE PRINCIPLES

Sample Activity:

• **Class**
  *This is a good “First AP” course for students who will complete daily class work activities and homework on time*

*Students work individually and in groups with Code.org*
AP Computer Science A

Sample Labs:
* Write a Chatbot
* Write a Rock, Paper, Scissors Game

- Class
  * Students need to have good problem-solving skills, logical reasoning abilities, and clear procedural abilities
  * Students work individually and in groups writing and compiling code
  * Grades consist of Labs, Homework, Quizzes, and Tests
AP COMPUTER SCIENCE PRINCIPLES

**AP Test**
*2 Performance Tasks due in March
*Multiple Choice portion in May

AP COMPUTER SCIENCE A

**AP Test**
*Multiple Choice and Free Response (Handwritten) in May
Milton High School
Advance Placement Visual Arts

Drew Brown and Lynn Hatcher
hatcherly@fultonschools.org
browndrew@fultonschools.org
AP Art Courses at Milton:

• AP Art History
• AP 3D Design
• AP 2D Design
• AP Drawing
AP Art History Overview

• Discover diversity in and connections among forms of artistic expression throughout history and across the globe
• Explore big ideas and essential questions
• Become knowledgeable regarding an image set of 250 works of art, including architecture
• Designed to be the equivalent of a two semester college course
Recent AP Honors, 2017-18:

• Named Best Art Department in Metro Atlanta at the Atlanta High School Art Exhibition, 2018

• Keara Walsh, Atlanta Art Institute Jurors Choice, 4th place AHSAE

• Abby Burnett, Honorable Mention AHSAE, Kiwanis 9th grade winner, North Fulton High School Art Exhibit

• Bella Morrisey, Blick Award

• 10 works exhibited in Piedmont College HS Exhibit

• 2 works in Capitol Art Exhibit

• Signing Day: Students at SCAD, Cal Poly, Michigan, Virginia Commonwealth, USC, Auburn, Ga Tech, etc!
Recent AP Honors, 2018-19:

- Alpharetta Arts Center Grand Opening, Juried, 2018
- Atlanta Celebrates Photography, 2018
- Piedmont College High School Art Exhibit, 2019
- AHSAE/Kiwanis North Fulton High School Art Exhibit
  - Abby Burnett, Nicole Lin- Honorable Mentions
- All State Art Exhibit at Columbus State University, Leslie Salmond
- Capitol Art Exhibit, 2019, Sophia Kwan
- Abby Burnett, NAHS (National) Juried Exhibit and Fulton Co Financial Report
- University of North Georgia Juried Exhibit, 2019, Audrey Norris and Claire O’Neill
Recent Honors AP 3D, 2017-18:
• Highest AP 3D scores in the State. All 5’s!!!

Recent Honors AP 3D, 2018-19:
• 2 AP-3D Students Accepted into the All State Art Symposium, Maxine Kenn and Haley Roberts
• AP-3D showed in North Fulton HS Art Show
• Capitol Arts Exhibit
• Ceramics Art Symposium
• Atlanta Dogwood Festival
1. **Sustained Investigation** (60% of exam score)
Students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision:

1. **A minimum of 15 digital images** that include works of art and design and process documentation.
2. Typed responses to prompts, providing information about the questions that guided their investigation and how they practiced, experimented, and revised, guided by their questions.

2. **Selected Works** (40% of exam score)
For all three portfolios, students will submit works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas:

1. For AP 3-D Art and Design: **Digital images of 5 works** (2 views of each) with typed responses describing the materials, processes, and ideas used.
2. For AP 2-D Art and Design and AP Drawing: **5 physical works** or high-quality reproductions of physical works with written responses on paper describing the materials, processes, and ideas used.
2018 Milton HS Data

• 100% percent of our students passed with a score from 3-5!
• 21 2D/Drawing students
• 4 3D students
• Our 3D students scored the highest in Fulton County and the State of Georgia!
Placement Guidelines

• All AP art students must complete the pre-requisites and preferably have earned mid-high A average. Introduction to Art plus 2 additional semesters of art (minimum) are required. Art teachers pre-approve requests before students are added to class rosters.

2D/Drawing Students choose from:
• Drawing & Painting I and II, Graphic Design, Digital Design

3D Design Students choose from:
• Sculpture I and II, Ceramics I–IV

• AP art students must complete homework assignments during the summer prior to their course.
Characteristics of Successful AP Art Students

• Track Record of success in Milton Art Department
• Spends time outside of class creating art
• Willing to put in effort, good work ethic!
• Work habits of student
  • Punctual
  • Submits work on time
  • Good communicator
  • Easily coachable, good listener
  • Good time manager
  • Willing to take artistic risks and think outside the box
AP Concepts

*Composition
*Media Exploration
*Technical Expertise
*Ideas and Artist’s Voice
*Creativity in Artistic Choices
AP Art Show!! A Celebration!
Milton Science AP Courses

- AP Biology
- AP Chemistry
- AP Physics 1
- AP Physics C
- AP Environmental Science
Milton Science AP Courses

You can visit the Milton Science Department for additional information about Science AP Courses and other information

www.mhssscience.wordpress.com

You can also find our website on the Milton High School Home Page on the Extracurricular drop down menu
New Interdisciplinary Course Sequence: AP Capstone
What is the AP Capstone Diploma?

- AP Capstone Diploma™
  - AP Seminar Year 1
    - Earn score of 3 or higher
  - AP Research Year 2
    - Earn score of 3 or higher
  - 4 AP Exams Throughout High School
    - Earn score of 3 or higher
- AP Seminar and Research Certificate™
Seminar and Research Framework

Q: Question and Explore
U: Understand and Analyze Arguments
E: Evaluate Multiple Perspectives
S: Synthesize Ideas
T: Team, Transform, Transmit
Courses that Complement Each Other

**AP Seminar**
- Students will be engaged in cross-curricular conversations
- Students work individually and in teams
- Students communicate analysis of their research in oral and written format

**AP Research**
- Students conduct original research
- Students further their research skills
- Students will work with a research mentor and create a portfolio
- Students write a 4000 – 5000 academic paper which they will present and defend
How is the AP Seminar score determined?

- **Performance Task 1 (20% of AP Score)**
  - Students work in teams to identify, investigate, analyze, and evaluate an academic or real-world problem, question, or issue. Each team designs and/or considers options, alternatives, and approaches; develops a written report and multimedia presentation to communicate its conclusion, solution, or recommendation; and provides a defense to questions posed by the teacher.
    - **Individual Research Report** (single document, approx. 1200 words)
    - **Team Multimedia Presentation and Defense** (8-10 minutes, plus defense)

- **Performance Task Two Performance Task 2: (35% of AP Score)**
  - The College Board will annually release cross-curricular source material (texts) representing a range of perspectives focused on a single theme. Students use texts to identify a research question of their own; conduct research; analyze, evaluate, and select evidence to develop an argument; and present and defend their conclusions.
    - **Individual Written Argument** (approx. 2,000 words).
    - **Individual Multimedia Presentation** (6-8 minutes).
    - **Oral Defense** (two questions from the teacher).

- **End of Course Exam (45% of AP Score)**
  - Written analysis of sources (in May)
AP Seminar: Considerations

- Full year course; prerequisite for AP Research

- Open to rising juniors who are
  - Motivated
  - Curious
  - Creative
  - Tolerant of mistakes (their own and those of others)
  - Persistent
  - Interested in improving their oral and written communication
How is AP Research Structured?

Students further their skills acquired in the AP Seminar course by individually
- exploring research methodology
- employing ethical research practices
- accessing, analyzing, and synthesizing information as they address a research question on a topic of their choice

Students explore their skill development, document their processes, and curate the artifacts of developing their scholarly work in a portfolio. Course culminates in
- an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) (75% of the AP score) and
- a presentation with an oral defense (25% of the AP score)
What are the effects of listening to soothing instrumental and vocal music while falling asleep on sleep quality and sleep stage patterns, and how do these patterns correlate with declarative memory performance tasks?

How does the influence of current events contribute to Doctor Who's long-lasting success?

Does Percy Jackson suffer from PTSD?

How is the path toward self-fulfillment impacted by the physiological cost of material wealth of affluent teens?

Do sports injuries affect a high school student’s academic performance?

Should the federal government acknowledge and regulate the pink tax on women’s health-related items?

To what extent do institutional biases involving sexual orientation and gender identity exist in the American health care system?

How will Article 13 of the European Union’s digital copyright law affect digital culture?
AP Research: Considerations

- Open to students who
  - Have completed AP Seminar
  - Have a passion for a specific subject they will spend a year investigating at a high level

- Workload of AP Seminar and AP Research
  - Both courses result in production of multiple written papers and multimedia presentations
  - Time is spent out of class on nights, weekends, and over holidays working on assignments
  - Group work is a large component of AP Seminar but not AP Research
How does taking AP Seminar and AP Research benefit my child?

- Students can note themselves as Capstone Students on the Common Application and in Tier I University interviews.
- Students stand out to colleges in the application process.
- Students develop key academic skills they'll use in college and beyond.
- Students become self-confident, independent thinkers and problem solvers.
- Students have the opportunity to engage in topics in a way that is much more exploratory, free-flowing, and collaborative than traditional AP coursework.
- Students are able to craft their own research project based on their personal interests.
- Students are able to earn college credit.
What do current AP Seminar students at Milton HS say?

“Unequivocally the strongest preparation I have received in my academic career for college…”

“I learned much more than I thought I would…”

Recommended for any rising junior who “is prepared for the extreme rigor and dedication it takes to complete this course” and “willing to work with others”

- In a survey last week, >93% of currently enrolled students agreed the course improved their
  - Argumentation and analysis skills
  - Writing skills
- More than 75% reported improved presentation skills
- Over 65% have improved their productive collaboration skills
Brief Information Session

For more information, please join the AP Capstone teachers and a current student in the media center after this presentation.
QUESTIONS?
THANK YOU!