

Pat Abbassi

Honors Chemistry

This class is intended to be an Honors level introductory course in chemistry that is designed to meet the requirements for entrance into the University of California system.

All the basic concepts of chemistry: the atomic theory, critical thinking, problem solving skills, and laboratory techniques are incorporated in the course of study. The class is designed to meet the California Content Standards for chemistry and to study concepts at greater depth than the college prep course.

Navdeep Singh

Advanced Placement Environmental Science

Students participate in classroom presentations, discussions, Labs and activities.

Students can expect to have 3-4 hours of homework per week which include such things as chapter questions, and outline.

Student grades are based on multiple choice tests, essay tests, class work including labs, completed homework assignments. The course is designed so that a student's hard work, performance on the tests and completion of homework will ensure success.

All students taking the course are required to take the AP Test given by the College Board at the end of the course.

Thomas Johnson

Honors Physics

Students are assigned problems and concept questions based on classroom discussion and notes. In addition, students participate in lab activities and write lab reports.

Students are assigned approximately 2 hours of homework each week involving physics problems and questions from their textbook.

Students are graded on homework problems and questions, lab reports, and unit tests.

Julie Barnes

English 12AP, Literature and Composition

ASSIGNMENTS: The course focuses on readings in several genres, primarily novels, drama, and especially poetry, and incorporates research into the social and historical influences on

literature in different literary periods from *Beowulf* through *Brave new World* and beyond. Classic British works are the main focus.

Students read in greater depth and breadth works by major authors and write about those works as a method of understanding, appreciating, interpreting, and analyzing the themes and genres, as well as the structure and style of the works.

Because the AP exam requires the analysis of several types of poems, significant time is spent during the year analyzing the structure and content of various types of poetry from the 16th century to the contemporary period.

Writing is emphasized and students will practice various writing skills, including but not limited to expository, narrative, persuasive, descriptive, interpretive, and analytical.

A college application essay is written during the first quarter and college-level essay writing is emphasized throughout the course.

One essay a week is the normal requirement.

HOMEWORK: 3-5 hours per week, consisting mainly of reading, reading comprehension and/or interpretive questions, Cornell notes.

Patricia Ford

English 11AP, Language and Composition

HOMEWORK: Students can expect up between six to eight hours of homework per week including chapter outlining, Cornell notes, exercises, readings, multiple-choice, and essays.

Grades are based on essay tests, multiple-choice tests, class-work/homework, and class participation.

ESPRIT DE CORPS: The goal of the course centers upon thinking and writing at a first or second year college level, and to prepare for and take the Advanced Placement exam. For this reason, working together for everyone's benefit is emphasized, whether through consistent attendance, participation in class discussion, or completing makeup work in a timely fashion. The course is fast-paced, and new concepts are learned daily for much of the fall semester. Initially, students may feel overwhelmed and concerned about their eventual success, but the course is designed so that a student's hard work and effort to improve over time will insure a successful completion of the course, and can help others in the class to succeed, as well. And, there are moments when the best action to take for everyone's benefit is to have a moment of levity.

John Koulos

Advanced Placement European History/Economics HP

Students participate in classroom simulations/presentations, discussions, and develop advanced writing skills that prepare them for college level history classes.

Students can expect to have 2-3 hours of homework per week which include such things as chapter questions, outlines, and short essays.

Student grades are based on essay tests, multiple choice tests, as well as completed homework assignments. The course is designed so that a student's hard work and completion of homework will ensure success.

Kristy Armstrong

Advanced Placement United States History (APUSH) Common Assignments: Reading text and historical documents, chapter outlines, document analysis, historical evaluation, class notes, multiple choice tests, essay tests, etc.. Hours of work required: 3-4 hours per week

Grading policies: homework 50%, tests 50%

Honors Government Class

Eric Ball

Group projects, Discussions, Debates, A 12 hour Community Service Project, Essays, Simulations, and Individual Projects

Approximately 1-2 hours a week.

A Student will pass the class through hard work, effort and commitment.

Frank Meyer

Honors Math Analysis

Honors Math Analysis is a rigorous math course which will help prepare students for the heavy demands of AP Calculus and college. Students can expect to have 4 to 5 hours of homework per week. Assignments will vary from chapter problem sets to small projects. There will be approximately 4 projects per semester, which will involve the use of technology and the concepts covered in the chapters.

Student grades are weighted 80% towards quizzes and tests, with 20% coming from daily work and projects. The purpose of the daily work is to practice the concepts that will be tested, so that the students may be successful on them.

Jose Castro

AP Calculus

Prerequisite: a C or better in Math Analysis, either College Prep or Honors. The curriculum for AP Calculus AB covers the same topics as a first semester of Calculus in a college course. Students can expect 45 minutes to one hour of HW every day. Students in Calculus spend a lot of time working in groups and exploring mathematical questions. “Problems Of the Week” or POWs are assigned weekly starting from the first week of school. POWs consist of questions from former AP exams or questions developed to assist students with their understanding of topics covered in class. On POWs, students are always asked to show all their work and to justify their answers using complete sentences. Grading for AP Calculus is based on HW, POWs, and tests. There is one midterm/make up exam per quarter.

Instructor: Jill Abercrombie

Course: Statistics AP

Statistics is the study of the collection, analysis, interpretation or explanation, and presentation of data. It provides tools for prediction and forecasting based on data. It is applicable to a wide variety of academic disciplines, from the natural and social sciences to the humanities, government and business.

This statistics class is a hands-on course, with activities and experiments built into almost every chapter. Students learn how to communicate methods, results, and interpretations using the vocabulary of statistics. Students are required to demonstrate written and oral understanding of the statistical process, including design, analysis, and conclusions.

The AP Statistics exam requires students to have a calculator with graphing capabilities, such as a TI-83 Plus, or TI-84 Plus calculator. Students who need to borrow a TI-83 calculator are issued one to use all year, and many spares are kept by the teacher for student use when needed. Students can expect 4 – 5 hours of assigned work outside of class time per week.

Assignments include chapter notes/outlines, problems, and project write ups.

The quarter grades are composed of Tests/Quizzes, Notes/Projects, and Daily Assignments.

Tests include Chapter Tests, and Cumulative Quarter Tests which review previous chapters to keep students mindful of previous topics.

Remember: *Desire + Hard Work = Success*. The goal is to prepare for the Advanced Placement Exam. Therefore students are expected to study and take the AP exam

Felisa Patino

Spanish 3Honors

This course is an accelerated course designed to further develop reading, writing and speaking skills in the target language. The course reviews previously learned grammar structure. Throughout the course of the year students continue to acquire new grammar concepts and tenses resulting in students producing more complex sentence structures. This course expands students’ vocabulary knowledge by integrating activities that include terms from the suggested Spanish AP vocabulary list. Students create multimedia presentations and short essays throughout the year. Students learn about world, cultural and social issues

affecting Spanish speaking countries and communities. Average homework is 20-30 minutes M-F.

Monica Cueto

AP Spanish Language

AP Spanish Language is intended for students who wish to develop their proficiency in all four language skills: listening, speaking, reading and writing. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking people and should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing. It is designed to be comparable to advanced level (fifth and sixth semester or the equivalent) college/university Spanish courses. The objective of this course is that students improve the ability to comprehend formal and informal spoken Spanish, acquisition of new vocabulary, the ability to compose expository passages and the ability to express ideas orally with accuracy and fluency.

Students can expect to have about two hours of homework per week.

Students grades are as follows: 20% for each, participation and class work; 25% for homework, and 35% for tests.

Roxana Westbrook

Advanced Placement Spanish Literature

This course is designed to develop the cultural knowledge and appreciation of the Hispanic Literary Community. We are going to study more than 40 novels and Hispanic writers from the middle Ages to the 20th Century. This course is comparable to learning a second language at a third year college level. Students will have about 2 hours homework per week. The grading system will be based on tests, participation, class work, and homework.

French 3H:

This Honors course continues to increase proficiency in all skills with emphasis on grammatical accuracy, reading and writing skills. The student focuses on conversing, describing, and narrating in the present, past and future as well as expressing opinions and discussing hypothetical events. Listening skills continue to be developed. We learn songs, watch French films, have discussions etc. Exposure to other cultures through various activities helps focus the student on cultural similarities as well as differences. We “travel” to different parts of the francophone world.

The average time spent on homework per week is 2 hours.

French 4AP:

Course Overview

Most of our class time is used for developing students' speaking, listening, reading and writing skills. I feel it is imperative that students understand and prepare for the nervousness and time constraints that will arise during the administration of the AP exam, so they are given several opportunities in class to practice with timed essays and speaking opportunities.

Listening skills continue to be developed through classroom discussions about French songs, French films, articles from magazine and newspaper articles, literary texts, letters, etc., to help them grow in their knowledge of francophone cultures.

The average time spent on homework per week is 2-3 hours