SAVANNAH ARTS ACADEMY
ADVANCED PLACEMENT COURSE OFFERINGS
2014-2015

Why Participate?
Get a head start on college-level work. Improve your writing skills and sharpen your problem-solving techniques. Develop the study habits necessary for tackling rigorous course work.
Demonstrate your maturity and readiness for college. Show your willingness to take the most rigorous courses available to you. Emphasize your commitment to academic excellence.
Study subjects in greater depth and detail. Assume the responsibility of reasoning, analyzing, and understanding for yourself.

General Information:
Teacher recommendations are used as a basis for recommending students and predicting success. Students should select courses based on interest and academic strengths. AP contracts signed in the spring determine the master schedule; students will not be allowed to drop classes over the summer or in the fall. Course work is on the level of a freshman or sophomore college course; the College Board audits each syllabus to insure SAA is teaching a college-equivalent course. In college, students generally take four classes a semester; at SAA we take eight classes. All students who take the courses are required to take the exams. Students who are no-shows will have to pay a $20 return fee. The course work moves at a fast pace to cover all the standards. Students can expect to spend much more time on homework than in other courses. Making an “A” in an Advanced Placement course is much harder than in a SAA honors class. The majority of the courses require extensive summer reading.
While the credit policies of individual schools of higher education vary considerably, the College Entrance Examination Board has established the following guidelines for Advanced Placement:
  5 = extremely well qualified
  4 = Well qualified
  3 = Qualified
  2 = Possibly Qualified
  1 = No Recommendation
Teachers listed below are currently teaching the following AP courses.
Visit the College Board website for more information at: http://apcentral.collegeboard.com/home
Visit GA College 411 for college & HOPE scholarship information at: https://secure.gacollege411.org/default.aspx
For further information, call Cindy Hicks, AP Coordinator, at 395-5000 ext. 722018 or E-mail at cynthia.hicks@sccpss.com
AP English Literature and Composition; Richard Clifton (12th grade)
The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. The course includes an intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Writing assignments will focus on critical analysis and interpretation of selected literature and poetry. The student will also develop an understanding of chronological context and the relevance of period structures in both British and American literature.
Students will be provided with an excellent resource—Perrine’s Literature: Structure, Sound, and Sense. Your child will read analyze various works such as: Hamlet, King Lear, Frankenstein, Persuasion, All the Pretty Horses, and The Amazing Adventures of Kavalier and Clay. The works can vary from year-to-year, but we will focus on such staples as Shakespeare, Austen, and Cormac McCarthy. As well, students will read selected works from writers such as William Faulkner, John Updike, Flannery O’Connor, and John Cheever. Most of the class focuses on works and major literary movements in Western civilization. The study of literature and poetry will require active outside reading, class participation, and the completion of analytical essays that reflect the standards and requirements of the College Board’s AP program. The course is structured specifically for the student who excels in literary analysis and who enjoys reading and writing. The class, though, is not a creative or imaginative writing course. The focus is on analysis and discussion: a serious course for the serious student.

AP English Language and Composition; Bradley Wallace (11th grade; prerequisite: Am. Lit.)
The AP English Language and Composition course is equivalent to an introductory college composition course. The course helps students become skilled readers of prose written for a variety of purposes, aware of the interactions among a writer’s purpose, audience expectations, and subjects. Students will be required to read approximately 4000 pages of text in addition to writing several essays. Students who elect to take AP English Language and Composition must be independent workers, self-motivated, and have at least ten hours per week to dedicate to the completion of course work outside of class. When students attend the information session, they will take a Mock AP English Language Exam to help identify preparedness for the rigor of the course. This course is NOT a creative writing course, but a course in Rhetoric.

AP Environmental Science; Emily Kroutil (11th or 12th grade; prerequisites: Biology and Chemistry)
The AP Environmental Science course is an excellent option for any interested student who has completed two years of high school laboratory science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Students must be willing to work hard, think critically, and complete assignments in a timely fashion.
**AP Music Theory; Carl Polk (11th or 12th grade; prerequisite: Music Theory)**

The AP Music Theory course expands upon the academic and aural skills learned in the ninth grade Music Theory/Composition course. This course is designed to develop musical skills that will lead to a thorough academic and aural understanding of tonal music composition and music theory. Students are prepared to take the AP Music Theory Exam when they have completed the course. Students planning to major in music in college may be able to enroll in an advanced music theory course, depending on individual colleges’ AP policies.

**AP United States Government and Politics; Gerald Kincaid (12th grade; prerequisites: World & US History; Economics and Government)**

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.

**AP Macroeconomics; John Lynah (12th grade; prerequisites: US History, World History, Government)**

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

**AP Statistics; Craig Sapp (12th grade; prerequisite: Accelerated Math 3 or Trigonometry)**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data (describing patterns and departures from patterns); sampling and experimentation (planning and conducting a study); anticipating patterns (exploring random phenomena using probability and simulation); and statistical inference (estimating population parameters and testing hypotheses). AP Statistics is comparable to a freshman college statistics course.

**AP Computer Science: Craig Sapp (12th grade; prerequisite: none)**

The purpose of this course is to introduce students to the major concepts in programming with Java. Students are exposed to four broad conceptual themes: object-oriented program design, program implementation and analysis, algorithms, and computing in context. The course challenges students to solve an assortment of problems (mathematical, puzzles, practical issues) with different strategies. It enforces problem solving ability and logical reasoning. AP Computer Science is comparable to a freshman college programming course.
AP Chemistry; Kristen Sheffield (11th & 12th grade; prerequisites: Biology, Chemistry, and Physics)
Advanced Placement Chemistry is designed by the College Board and their standards on a freshman level chemistry course; General Chemistry. In the two semesters of AP Chemistry, students will explore, investigate and problem solve. Students will be asked to apply their chemistry content knowledge to problem sets and laboratory reports. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The content in this course can be achieved with great work-ethic and motivation resulting in preparation for the AP Chemistry Examination and future success in college science courses.

AP World History; Mary Summerford (incoming 9th; prerequisites: students are identified by test score with the hopes of placing students properly. This is a college level course; please consider your student's real potential for success.)
The AP World History course covers the history of the world by exploring five themes: Interaction between Humans and the Environment, Development and Interaction of Cultures, State-Building Expansion and Conflict, Creation Expansion and Interaction of Economic Systems, and Development and Transformation of Social Structures. AP World students will strive to master four historical thinking skills: Crafting Historical Arguments from Historical Evidence, Chronological Reasoning, Comparison and Contextualization, and Historical Interpretation and Synthesis.

An advanced intellect, a disciplined work ethic, and overall maturity are essential qualities of the successful AP World students. These qualities along with year-long aggressive study of World History will prepare students for the AP exam administered in May. It is assumed a student registered for this course is prepared for a rigorous schedule that will include: weekly extensive reading of our college level textbook, analysis of primary documents, development of critical thinking skills, extensive essay writing, outlining, projects, and assigned book readings (including summer reading). AP World will be at least 5 hours of work each week.

AP European History; Mary Summerford (10th-12th grade; prerequisites: World History)
The AP European History course covers European history from the Renaissance through the collapse of the Soviet Union. This college level course focuses on the political, economic, cultural and social aspects of Europe from 1400-1991. The primary goal is to enlighten students and to foster an interest in the study of historical events.

This course is for the seasoned advanced student. An advanced intellect and a mature work ethic are essential qualities needed to obtain a successful score on the AP exam. It is assumed a student registering for this course is prepared for a rigorous schedule that will include: weekly extensive reading of our college level textbook, analysis of primary documents, development of critical thinking skills, extensive essay writing, projects, and assigned book readings (including summer reading).
AP Calculus AB; Dan Snope (11th or 12th grade; prerequisite: Accelerated Precalculus or Precalculus)
The AP Calculus AB course content is that of a freshman college calculus class; it includes topics on
differential and integral calculus as well as basic work in differential equations. Students must be
comfortable doing mathematics with and without a graphing calculator. Students are required to,
complete a take-home summer precal review exam and a summer book report. TI Nspire graphing
activities are conducted throughout the year.

AP Calculus BC; Dan Snope (12th grade; prerequisite: AP Calculus AB or Accelerated Precalculus)
AP Calculus BC includes all the material from AB as well as more advanced work in all areas of single
variable calculus. This course is the equivalent of a Calculus II college class and, upon successful
completion of the end of course exam, most colleges will award the student two full course credits and
entrance into the next level of calculus. TI Nspire graphing activities are conducted throughout the year.
This is a rigorous course.

AP Spanish Language and Culture: Maria Verwiel (prerequisites: must have at the very least level III
and take an entrance examination and pass it with at least an 80 if they are going to skip level IV.)
The AP Spanish Language and Culture course takes a holistic approach to language proficiency and
recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage,
language control, communication strategies, and cultural awareness. Students learn language structures
in context and use them to convey meaning. The course provides opportunities for students to
demonstrate their proficiency in Spanish across the three modes of communication interpersonal,
interpretable, and presentational and the five goal areas: communication, cultures, connections,
comparisons, and communities as outlined in the Standards for Foreign Language Learning in the 21st
Century). Language laboratory will be used.

AP Spanish Literature; Maria Verwiel (prerequisites: must have at the very least level III and take an
entrance examination and pass it with at least an 80 if they are going to skip level IV.)
The AP Spanish Literature and Culture course is designed to provide students with a learning experience
equivalent to that of an introductory college course in literature written in Spanish. The course
introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin
American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate
their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and
presentational) and the five goal areas (communication, cultures, connections, comparisons, and

AP Physics 1; Amy Durden (11th or 12th grade; prerequisite: Accelerated Math 3 or Trig)
This is a college-level introductory survey course. AP Physics 1 covers the areas of Newtonian
Mechanics, Rotational Motion, Oscillations and Gravitation, Waves Motion, and Basic Circuits. Because
the course is new, most colleges have not published information regarding course credit. The pace is
rapid and intense. Students must have excellent math skills and be willing to work and study
independently at a college level in order to be successful.
AP Physics C Mechanics/AP Physics C Electricity and Magnetism; Amy Durden (12th grade; prerequisites: Physics B suggested; already or concurrently taking Calculus)

AP Physics C is equivalent to the two semester beginning physics sequence for engineering or science majors. It provides an in-depth development of the physics concepts and principles mechanics, electricity and magnetism, with an emphasis on inquiry and critical thinking skills including problem solving, deep mathematical reasoning, and experimental investigations. Semester One, Mechanics, focuses on topics of study including kinematics, Newton’s laws of motion, work and energy and power, systems of particles and linear momentum, circular motion and rotation, and oscillations and gravitation.

Semester Two, Electricity and Magnetism, focuses on topics of study including electrostatics, conductors and capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. Laboratory work is an integral component of this course. Calculus is used throughout the course and is a co-requisite. Students taking this course will take two separate 90 minute AP Exams.

AP Biology; Steve Ricciardi (11th or 12th grade; prerequisite: Biology, Chemistry, and Physics)

AP Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Students who take this course will develop an appreciation of science as a process.

The 4 Big Ideas defined by the College Board are:
1. The process of evolution drives the diversity and unity of life.
2. Biological systems utilize energy and molecular building blocks to grow, to reproduce, and to maintain homeostasis.
3. Living systems store, retrieve, transmit, and respond to information essential to life processes.
4. Biological systems interact, and these interactions possess complex properties.

AP US Government & Politics; Renee Buckles (11th or 12th grade; prerequisite: World History and US History)

AP US Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. This course also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics.
AP Studio Art: Drawing; Steve Schetski (11th or 12th grade; prerequisite: Draw I)
AP Studio Art: Drawing is offered to visual arts students to introduce a variety of approaches to representation, abstraction, expression, and the investigation of social, political, and economic issues using a variety of art materials. This course is offered to students who are serious in creating a quality art portfolio. The portfolio may be used for college application and will also be submitted in its final form to the College Board’s exam at the end of the school year in May.

The Drawing Portfolio is designed to address light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth through a variety of means. Many works of painting, printmaking, and mixed media, as well as abstract, observational, and inventive works, may qualify. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless, as are the concepts of subject matter the students can choose.

The Drawing Portfolio will be completed in both the traditional fashion and in digital format. This is a great opportunity for students to focus on their work and produce not only quality works, but spend studio time to develop as an artist. The total portfolio consists of 12 original works in Breadth using a variety of materials, subjects, methods, etc., and 12 original works in Concentration (following a central theme or idea).

AP Studio Art: 2-D Design; Trellis Payne (11th or 12th grade; prerequisite: Draw I, Paint I or Graphics I)
AP Studio Art: 2-D Design is offered to visual arts students to introduce a variety of approaches to representation, abstraction, expression, and the investigation of social, political, and economic issues using a variety of art materials. This course is offered to students who are serious in creating a quality art portfolio. The portfolio may be used for college application and will also be submitted in its final form to the College Board’s exam at the end of the school year in May.

The 2-D Design Portfolio addresses the elements of design (line, shape, illusion of space, illusion of motion, pattern, texture, value, and color). These are a palette of possibilities that artists use to express themselves. The principles of design help guide the artists in making decisions about how to organize the elements on a picture plane in order to communicate content. These principles include unity/variety, balance, rhythm, and proportion/scale. In the 2-D Portfolio, students are asked to demonstrate proficiency in 2-D design using a variety of art forms. These include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking. This type of design involves purposeful decision making about how to use the elements and principles of art in an integrative way with the entire spectrum of ideas.

The 2-D Design Portfolio will be completed in both the traditional fashion and in digital format. This is a great opportunity for students to focus on their work and produce not only quality works, but spend studio time to develop as an artist. The total portfolio consists of 12 original works in Breadth using a variety of materials, subjects, methods, etc., and 12 original works in Concentration (following a central theme or idea).
AP Studio Art: 3-D Design; Carrie Chapman (11th or 12th grade; prerequisite: Sculpture I, Pottery I, Applied Design or Fibers I)

AP Studio Art: 3-D Design is offered to visual arts students to introduce a variety of approaches to representation, abstraction, expression, and the investigation of social, political, and economic issues using a variety of art materials. This course is offered to students who are serious in creating a quality art portfolio. The portfolio may be used for college application and will also be submitted in its final form to the College Board’s exam at the end of the school year in May.

The 3-D Design Portfolio deals with issues in depth and space. These include mass, volume, form, plane, light, and texture. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. These might include traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts, or metal work, among others.

The 3-D Design Portfolio will be completed in both the traditional fashion and in digital format. This is a great opportunity for students to focus on their work and produce not only quality works, but spend studio time to develop as an artist. The total portfolio consists of original works in Breadth using a variety of materials, subjects, methods, etc., and original works in Concentration (following a central theme or idea).