



# AP FAIR

**Wednesday, March 28, 2012**

**7th Floor Cafeteria**

**Periods 4-8**

**Explore LaGuardia's AP  
Classes!**



**Fiorello H LaGuardia High School of Music & Art and Performing Arts**  
100 Amsterdam Avenue at 65th Street New York, New York 10023 Kim M. Bruno, Principal

## AP COURSE OFFERINGS BOOKLET

### OVERVIEW

A Word from Ms. Van Keulen, AP Data and Technology	3-4
Updates from The College Board	5-6
A Word from Mr. Sommers, AP Organization	7
A Word from Mr. Bonventre, Director of Guidance	7
Information from The College Board	7-8
A Filmmaker's Perspective	8
LaGuardia Arts' Policy on AP Courses	8-9
Programming and Due Dates	9

### ENGLISH

AP English Language and Composition	Mr. Hoffner	10
	Ms. Karaliolios	11
	Dr. Linnehan	12-13
AP Literature	Mr. Dorogusker, Ms. Washburn	13-14

### SOCIAL STUDIES

AP World History	Ms. Cacioppo, Ms. Falkove, Ms. Fradenburg	14
AP US History	Ms. Gilston, Ms. Hale, Mr. Sudduth	15-16

### MATH

AP Calculus AB	Mr. Burke, Ms. Gala, and Ms. Marino	16-17
AP Calculus BC	Ms. Reich	17-18
AP Statistics	Ms. Lawton	18-19

### SCIENCE

AP Chemistry	Dr. Cheng, Ms. Clark	19
AP Environmental Science	Ms. Barile, Mr. Singh	20-21
AP Biology	Ms. Dizengoff	21-22

### FOREIGN LANGUAGE

AP French	Ms. Mitchell	22
AP Italian	Mr. Costa	22-23
AP Japanese	Ms. Rochkind	23-24
AP Spanish	Mr. Valerio	24

### MUSIC

AP Music Theory	Mr. Apostle	24-25
-----------------	-------------	-------

### ART

AP Art History	Ms. Currier, Ms. Dell, Mr. Driggers, Ms. Felber, Ms. Lombardi	25-26
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*Mr. Burke's AP Calculus AB class*

*The following people contributed to the LaGuardia AP Course Offerings Brochure: Ms. van Keulen created and elicited materials for the AP Brochure; AP teachers submitted course descriptions; Mr. Moore organized the AP Brochure, edited it, and uploaded it to LaProgram.org; Ms. Wilson took photographs; and Alessandra Rao created the cover art.*

**Ms. van Keulen**  
**AP Data and Technology and AP Program Coordinator**



*Ms. van Keulen at the 2011 AP Fair*

In past years, the news media have been reporting on student performance, focusing in particular on the nationwide extension of AP programs. This increase in the popularity of AP is due to the following trends:

- In the last decade, extensive research has demonstrated that students who take AP classes in high school benefit from this experience when they go to college. There is a strong correlation between completion of AP courses in high school and graduation rates from four-year colleges.
- A significant number of colleges believe that taking AP classes is a good indication that students are ready for the rigor of college courses; therefore, not giving students the opportunity to take such classes lessens the likelihood that colleges will consider them qualified candidates. Taking AP classes is even more important to schools in states with strong AP Programs. The expectation for students in such states is to take AP classes. Last year, 30% of last year's high school graduates nationwide took at least one AP exam. New York is one of the states with the strongest AP program: The highest percentage of its seniors takes and passes an AP exam with a 3 or above by the end of their high school career: 27%. Also, last year, 31% of colleges and universities look at AP experience when deciding whether to award scholarships.

In its Eighth Annual Report, The College Board emphasizes these recent great advancements in the enriching of students' high school learning. Some critics may see a financial conflict of interests here because The College Board benefits financially from student gains; however, President Obama was also quoted as saying the following with regards to Arne Duncan, the Secretary of Education:

"I remember a conversation we had about one of those lessons a while back. We were talking about how he'd managed to increase the number of kids taking and passing AP courses in Chicago over the last few years. And he told me that in the end, the kids weren't any smarter than they were three years ago; our expectations for them were just higher. Well, I think it's time we raised our expectations for our kids all across this country and built schools that meet – and exceed – those expectations."

Since 2002, nationwide, the number of AP test takers has risen nearly 40%, and the number of students passing an AP exam has risen more than 30%. In 2010, the trend of increased participation by minority students also continued. This is due partly to the College Board's commitment to the following principle: "All students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses...Schools should make every effort to ensure that their AP classes reflect the diversity of their student population." This trend is visible in our school as well.

College admissions officers consider enrollment in Advanced Placement courses, along with a positive performance on the culminating exam, proven indicators of college success. With colleges being more selective, we encourage students to take advantage of every possible opportunity that will make them more attractive candidates.



All of our AP teachers are aware of national trends and the importance of our students being competitive when applying for colleges. We consider the AP Program at Fiorello H. LaGuardia High School of Music & Art and Performing Arts to be very successful, and test results support this perception. All of our AP course syllabi are College Board approved, and our teachers participate in AP training programs. In 2009-2010, about 700 students took almost 1300 AP exams, which is a new record for Advanced Placement tests given at LaGuardia. This school year, our students are registered for 1600 seats in sixteen different AP subjects. In the 2011 graduating class, 56.2% of seniors passed at least one AP examination.

Every spring the process of programming students in AP classes starts with a Fair. The Fair takes place in the 7<sup>th</sup> Floor Cafeteria during the lunch periods. Current AP students talk about their experiences in AP classes to interested candidates. In addition, the school makes available this brochure, which contains information about our AP program, the general expectations for the AP classes, and also additional information about every course we offer. Each year the brochure is updated before the Fair, and information from many stakeholders is included in it: announcements from guidance, the AP Program Coordinator, the APO, and all the current teachers of AP classes. We also feature pictures and interviews of students in AP classes. More resources can be found on the AP Program Web Page at [LaProgram.org](http://LaProgram.org). Important information about the courses we offer can also be found in the School Bulletin.

Selecting the right and appropriate number of AP classes to take each year is a challenge. LaGuardia encourages any student who has a real interest in a subject to apply for the AP class in that subject. We want every student's experience in such a rigorous course to be a positive one, so we encourage him or her to apply for AP classes but to be aware that such classes may pose a challenge and require hard work. The results of a survey of our AP teachers indicate that they believe a student who applies for an AP class should have the following qualities:

- a desire to be challenged
- excellent writing skills, which include note-taking skills and the ability to write research papers
- willingness to work hard (30-45 minutes per day to study that subject alone)
- reading comprehension at an adequate level
- willingness to thoroughly understand concepts rather than merely to memorize rules
- a solid knowledge of English grammar and syntax
- willingness to take the AP exam in May

We would like you not only to understand the extent to which these rigorous courses can benefit you but also comprehend the considerable challenge they present. We hope that this brochure will empower you to make an informed decision about applying for an AP class. As a last note, please be advised that in some AP classes, spaces might be limited due to budgeting or staffing constraints. In such cases, strict subject-average criteria will be used to determine acceptance.

# AP<sup>®</sup> and the Cost of College

Recent research is available on the cost of college and how a student's participation in AP<sup>®</sup> relates to college success. The following information summarizes key findings and may be helpful to students as they plan their transition to higher education.

## Finding 1

Most students take five or six years, and sometimes even longer, to earn their bachelor's degrees at public colleges and universities. Students who take AP courses and exams are much more likely to graduate in four years.

A 2008 study found that AP students had better four-year graduation rates than those who did not take AP. For example, graduation rates for AP English Literature students were 62 percent higher than graduation rates for those who took other English courses in high school.<sup>1</sup>

Because more than 3,200 colleges and universities in the United States offer credit and/or advanced placement for qualifying AP scores, AP students have the flexibility to double major or study abroad without putting at risk graduation in four years.

### The Difference in Four-Year College Graduation Rates for Students Who...

Took the AP English Literature course and exam in high school



Four-year graduation rate is 62% higher



Did NOT take an AP English course and exam in high school

## Finding 2

Students who take longer to graduate from a public college or university typically pay between \$8,000 and \$19,000 for each additional year.

The typical college cost per year for a four-year public institution is \$7,662 for in-state students and \$18,529 for out-of-state students.<sup>2</sup>



Students attending private institutions who take longer than four years to graduate might expect to incur \$26,197<sup>3</sup> for each additional year it takes to earn a bachelor's degree.

"I took AP throughout high school because it was the most interesting and well-taught program offered. When I reached college, I realized that I had accumulated a year's worth of credits. I graduated from Michigan's undergraduate business program a full year early, saving \$30,000 and a year's time."

—Nikki Baker, student, University of Michigan

## Finding 3

Taking AP increases eligibility for scholarships and makes candidates more attractive to colleges.

31 percent of colleges and universities consider a student's AP experience when making decisions about which students will receive scholarships.<sup>3</sup>

85 percent of selective colleges and universities report that a student's AP experience favorably impacts admissions decisions.<sup>4</sup>

"We often observe a discernible difference between students without any AP experience, who typically only devote a few hours to homework each week, and AP students, who have had to develop the time management skills and the discipline to do the type of time-consuming intellectual work that is required to be successful in college."

—Spencer A. Benson

Director, Center for Teaching Excellence  
Associate Professor, Department of Cell Biology and Molecular Genetics  
University of Maryland, College Park



<sup>1</sup> Linda Hangrow, Dawn Godin, and Barbara Dodd, "College Outcomes Comparisons by AP and Non-AP High School Experiences," The College Board, 2008. To isolate the role of AP, researchers compared "matched" groups of students, meaning the students had similar SAT<sup>®</sup> rank and family incomes, but different experiences with English course work (i.e., they either took the AP course and exam or they took other English courses).

<sup>2</sup> Costs include tuition, fees, and books only, and do not include room, board, and other living expenses. Average Estimated Undergraduate Budgets, 2008-09 (Borrower-Weighted), The College Board, "Trends in College Pricing," 2008.

<sup>3</sup> Unpublished institutional research, Crux Research, Inc. March 2007.

<sup>4</sup> Unpublished institutional research, Crux Research, Inc. March 2007. For the purpose of this study, selective institutions were defined as those where less than 70 percent of applicants were admitted, the mean SAT score was 1025 or higher, and mean ACT score was 22 or higher.

# Announcing AP Course Revisions



We must welcome the future, remembering that soon it will be the past.

—George Santayana

1 2 3

Based on current models of best practices in classroom instruction, the AP Program has revised several courses and exams in history, science and world languages. The data-driven revisions are designed to support teachers as they prepare students for college and career success in the 21st Century. We are pleased to share information on the revised courses with you. [More](#)

## What's Changing

### 2011-12

- AP French Language and Culture
- AP German Language and Culture
- AP World History

### 2012-13

- AP Biology
- AP Latin
- AP Spanish Literature and Culture

**Mr. Sommers**  
**AP Administration/Organization**



*Dr. Linnehan's AP Language and Composition class*

Each AP class is a year-long commitment, and by signing up, students are expected to take and pay for the associated AP exam in the spring term at a cost of approximately \$90 for each exam taken. Disregard this expectation if you are eligible for free or reduced lunch.

**Mr. Bonventre**  
**Director of Guidance**

Advanced Placement courses teach students skills that can lead to success in college. Through AP courses, students develop the writing skills, problem-solving techniques, and study habits to prepare for college academics. Admissions personnel at colleges and universities will consider the rigor of an applicant's high school program. This can be a very important factor in evaluating candidates for admission. Taking rigorous AP Courses demonstrates maturity, willingness to take the most challenging courses available, and commitment to academic excellence. If you desire to take college level courses that will challenge you and expand your understanding in an area, then you should consider enrollment in Advanced Placement courses; however, please use discretion when applying for AP classes. While these classes are invaluable and most rewarding, they are quite challenging and demanding. Applying for more than two AP classes might be overwhelming and not in your best interest. If you are contemplating requesting more than two AP classes, please see your guidance counselor to discuss your options.

AP courses are for highly motivated students who are capable of achieving college level work and are willing to devote the time and energy necessary to complete a rigorous course of study. Advanced Placement courses may be accepted by universities for academic credit or acceleration via the successful performance of a 3, 4, or 5 on a mandatory Advanced Placement examination given in May. You will need to confirm this by contacting your respective college/university. Students enrolled in AP courses must take the appropriate AP examinations.

**Information from The College Board**

The College Board. *Bulletin for AP Students and Parents 2008-09: Your Guide to the AP Program*.  
New York: The College Board, 2008.

AP courses are different from honors courses. They have been designed by committees of college professors who work alongside experienced AP teachers; furthermore, several studies demonstrate that students who take AP courses and examinations are much more likely to succeed in college. For example, one study (Hargrove, Dodin, and Dodd) found that AP students earned higher college GPAs and had higher four-year graduation rates than non-AP students (The College Board 2).

Academic luminaries design AP courses based on the most current knowledge. Indeed, the AP curricula and tests are reviewed and revised annually. The remarkable educators who have produced content for AP include instructors from such notable institutions as Yale University, Princeton University, and Phillips Exeter Academy. For example, Harvard economist N. Gregory Mankiw and Stanford's David Kennedy work closely with other experts to ensure that the classes are college-level courses that excite and stimulate students (The College Board 4).

"Advanced Placement Program (AP) courses give you the opportunity to take college-level courses while you're still in high school. Taking the end-of-course AP Exam sends a



powerful message to colleges and universities that you're ready for them, and can enable you to gain admission, college credit, and placement into advanced courses" (The College Board 2).

Each college and university determines its own policies regarding AP Exam grades. Some award "credit" for qualifying AP Exam grades, which means that you actually earn points toward your college degree. Others award "advanced placement." This means you can skip introductory courses, enter higher-level classes, and/or fulfill general education requirements. Many colleges and universities offer both credit and placement. At Princeton University, for example, students can use qualifying AP Exam grades to graduate in three years, enter upper-level courses, or fulfill a foreign language requirement.

"Some of the most competitive scholarship awards consider your AP Exam grades. Many colleges also use AP Exam grades to place students into honors classes. Edwina Harris Hamby, the Dean of Admission at Fisk University, said, 'Having the AP Exam grade can make the difference when it comes down to awarding precious scholarship dollars'" (The College Board 11).

### A Filmmaker's Perspective



*Mr. Singh's AP Environmental Science class*

Dear Mr. Singh [teacher of AP Environmental Science]—

What a wonderful group of students you have! They were engaged, asked fabulous questions, and clearly wanted to know more...I was particularly pleased ... that other classes and faculty came in as well... I think that as young artists, musicians and actors, they responded particularly well to the aesthetic of film, a cross-disciplinary art and science, to tell an important contemporary environmental and social story.

Regards,  
David Novack, Filmmaker  
*Burning the Future: Coal in America*

### LaGuardia Arts' Policy on AP Classes

Advanced Placement courses are college-level courses. LaGuardia Arts is committed to providing the most rigorous curriculum possible to our students, and, thus, we offer an array of AP courses. Students should apply for AP classes in subjects that interest them and which they master. A student must have excellent school attendance and punctuality. All AP courses are full-year commitments. AP courses are weighted according to DOE policy. Enrollment in an AP course carries the expectation that the student will sit for the College Board AP examination in May the year the course is taken.

A student may be removed from an AP class if the student fails to perform at minimum AP level. Removal from an AP class is subject to approval by the Department AP, Guidance Director, and Ms. van Keulen, the AP Program Coordinator. The Guidance Department staff will



assist in determining the maximum number of AP courses students may take each year based on the student's previous academic performance.

Students are strongly advised to register for no more than two AP classes concurrently.

When programming students in AP classes, priority will be given to seniors. All requests for AP placement are subject to Department Assistant Principals' approval and programming restrictions.

### Programming and Due Dates

Every spring term, we start the process of programming students in AP classes with a Fair. The Fair takes place in the Seventh-floor Cafeteria; there, current AP students present their experiences in AP classes to interested candidates. Students find out from their peers about the amount of homework they need to do, the difficulty of the tests, the projects they do in classes, the trips they take, the topics they learn about, etc.

Teachers are at hand as well. Students, especially if they had an AP teacher for a regular/previous class, connect with teachers about their prospects in an AP class.

After the Fair, we start the process of selecting AP classes. This is done at the end of April and beginning of May. Only students who register online in our Daedalus system are considered for AP classes.

After students show interest in a class, the names of the students and their current teacher goes to the department chairperson.

In case a student is considered at risk of not being able to survive in a course, the student will have a conference with the department chairperson. After the final list is put in place, the students receive in June a "Request Inform Report," which describes the classes the student is requesting for the next year. This is not a schedule. If conflicts occur, some of the classes on the request might not appear on the fall student schedule. In this case, the student and the guidance counselor would try to find another best combination of classes.

#### **Dates to keep in mind follow:**

- Wednesday, March 28: AP Fair periods 4-8
- Monday, April 16: Daedalus opens for registration
- Friday, April 27, 11:59p.m.: Daedalus closes
- Friday, June 1: OP Distribute Request Inform Reports
- Friday, June 8: Meet with guidance counselors about Request Inform Reports

**Web site:** Be sure to check The LaGuardia Arts Program Office Web Site at **LaProgram.org** to access the following:

- the latest information about AP classes and tests
- a digital copy of this brochure
- important due dates
- sequencing information
- articles about the AP Program at LaGuardia.

*The LaGuardia Arts Weekly Bulletin* also presents to students, teachers, and parents deadlines and articles pertaining to the AP Program.

## AP COURSE DESCRIPTIONS

Note: Past AP course descriptions are included below to help students understand the level of work done in an AP class. Due to annual teacher schedule changes and other factors, some of the actual AP course descriptions for 2012-13 may differ from those listed below.

### AP ENGLISH LANGUAGE AND COMPOSITION

Teacher: Mr. Hoffner

#### COURSE OVERVIEW:

A.P. English Language & Composition will engage you in becoming a skilled reader 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 your writing and reading will make you 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. You will write in formal as well as informal contexts to gain authority and learn to take risks in writing. Imitation exercise, journal keeping, collaborative writing, and in-class responses will help you to become increasingly aware of yourself as a writer and of the techniques of the writers you read. You will read a variety of prose styles from many disciplines and historical periods to gain understanding of the connections between interpretive skill in reading and writing. The course is designed to prepare you for The Advance Placement English Language and Composition Exam and to provide you with an academic experience parallel to that of the college level.

PURPOSE: Students will be encouraged to read complex texts with understanding and from a mature critical perspective. They will write prose of sufficient richness and complexity to communicate effectively with mature readers.

Students are expected to write in a variety of forms: *narrative, exploratory, expository, argumentative*, and on a variety of subjects from personal experience to public policies, from imaginative literature to popular culture.

TEXTBOOK: *The Bedford Reader*, X.J. Kennedy, Dorothy M. Kennedy, Jane E. Aaron. Bedford/St. Martins Press, Boston & New York

FICTION: Although the focus will primarily be on the nonfiction genre, we will incorporate some of the following texts into the curriculum:

- *Hamlet, Macbeth, or Othello* by Shakespeare
- *Great Expectations* by Charles Dickens
- *Tess of the D'urbervilles* by Thomas Hardy
- *Guilliver's Travels* by Jonathan Swift
- *Dubliners* by James Joyce
- *Brave New World* by Aldous Huxely
- *Their Eyes Were Watching God* by Zora Neal Hurston

In AP English Language and Composition, student reading and writing experiences focus on nonfiction prose. Students will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Writing tasks give student the practice necessary to make them aware, flexible writers who can compose in different modes and for different purposes.

**AP ENGLISH LANGUAGE AND COMPOSITION**  
**Teacher: Ms. Karaliolios**



*Ms. Karaliolios' AP English Language and Composition class*

**COURSE OVERVIEW:**

Students in this college-level course should have already demonstrated strong writing and analytical skills during their previous English classes. Therefore, students read and carefully analyze a broad and challenging range of prose selections and develop their awareness of how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of *purpose* and *strategy*, while strengthening their own composing abilities. The course is based on the guidelines set forth in the latest *AP English Course Description*.

Since this is an AP or college-level course, expectations are high and the workload is challenging. Students always have homework – either explicit or implicit. Often work involves long-term writing and reading assignments; therefore, effective time management is crucial.

**COURSE CONTENT**

Composition – There will be many opportunities to write narrative, expository, analytical, and argumentative essays about the reading the class does and about various other subjects. There will be several opportunities for students to write, receive teacher feedback, and revise essays; however, much emphasis will be on in-class, timed (40-minutes to 55-minutes) essays since these will be the kinds of essays students will write on their AP Exams (three essays in a two-hour and fifteen-minute period), as well as essays which are revised and reworked through several drafts. Students will also be given several independent analytical reading and writing projects to promote their constant practice of their skills.

**COURSE TEXTS**

Selected Poems, Essays, and Short Stories  
Renee H. Shea  
50 Essays, Samuel Cohen  
The Bedford Reader, Dorothy M. Kennedy  
Frankenstein, Mary Shelley

*The Language of Composition*,  
*Macbeth* by William Shakespeare  
Related films  
*Equus*, Peter Shaffer

**AP ENGLISH LANGUAGE AND COMPOSITION**  
**Teacher: Dr. Linnehan**



*Dr. Linnehan's AP English Language and Composition class*

**COURSE OVERVIEW:**

Advanced Placement (AP) English Language and Composition is a rigorous, demanding, college-level course that challenges you to become (1) a highly skilled reader of texts written in various periods, disciplines, and rhetorical contexts, and (2) a highly skilled writer who can compose for a variety of purposes. Both your writing and reading will make you 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.

You will write in formal as well as informal contexts to gain authority and learn to take risks in writing. Imitation exercises, journal keeping, collaborative writing, and in-class responses will help you to become increasingly aware of yourself as a writer and of the techniques of the writers you read.

You will read a variety of prose styles from many disciplines and historical periods to gain understanding of the connections between interpretive skill in reading and in writing. **The course is designed to prepare you for the Advanced Placement English Language and Composition Exam in May** and to provide you with an academic experience similar to that of a college-level course in rhetoric and composition.

**GOALS**

- To prepare you well to write effectively and confidently in all your college courses and in your personal and professional life.
- To enable you to read complex texts with understanding and from a mature critical perspective.
- To prepare you to demonstrate these skills on the AP English Language and Composition Exam in May.



## REQUIRED TEXTS

*50 Essays: A Portable Anthology*, edited by Samuel Cohen, Bedford/St. Martin's Press, Boston & New York, 2004.

*Macbeth*, by William Shakespeare.

*Frankenstein*, by Mary Shelley.

*Dubliners*, by James Joyce.

*Waiting for Godot*, by Samuel Beckett.

## ONLINE RESOURCES

Advanced Placement: [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

*Elements of Style* by William Strunk, Jr. and E.B. White:

[www.bartleby.com/141/](http://www.bartleby.com/141/)

*The Bedford Handbook* by Diana Hacker: [www.bedfordstmartins.com/hacker](http://www.bedfordstmartins.com/hacker)

## **AP ENGLISH LITERATURE** **Teachers: Mr. Dorogusker and Ms. Washburn**

## COURSE OVERVIEW:

This year-long course will involve close and critical reading of outstanding works of literature from the 16<sup>th</sup> Century to the present. Students will analyze the writers' crafts and use of language both to appreciate literature and to prepare for the Advanced Placement examination in May.

Through reading responses, short reaction papers, essay exams and longer research papers, students will respond to the experience of reading the chosen literature, and build upon their interpretative and evaluative skills of these works. After peer-editing and teacher feedback, students will have frequent opportunities to revise their essays before final grades are assigned.

Students receive a reading assignment at the end of their junior year and are expected to maintain a reading log throughout the summer. We will discuss the assigned summer novel and recorded reactions during the first few days of class. An expository, analytical essay will then be assigned in which students will be asked to develop an extended interpretation of the text by drawing upon textual details.

After several lessons reviewing sentence structure and exercises involving advanced vocabulary, students will be required to submit several drafts of their college essays. Required one-on-one student/teacher meetings will be scheduled in which the drafts are reviewed. After extensive revisions, students will submit their final copies of their college essays.

The AP test in May requires students to write three timed essays, which require analysis of poetry and prose passages. We will frequently practice in-class, timed responses to essay questions from our AP practice books. After peer-editing and teacher response, students will have the opportunity to rewrite essays before a final grade is assigned. Grades will reflect the student's ability to develop and improve logical organization, balance of generalization and specific, illustrative detail, and the use of rhetoric and rhetorical structures. After a review of the use of figurative language, imagery, symbolism and tone, students will read the following exemplary works of the magical realism genre and note the inclusion of these terms:

An extensive at-home, expository, analytical essay will be assigned in which students compare and contrast the two short stories and examine the use of the previously stated elements. Students will also be asked to write an interpretation of Naruda's "Ode to the Watermelon," in which the literary elements and cultural values reflected in the poem are examined. Peer-editing, teacher feedback and draft revision will be a part of the writing process for these assignments.

*One Hundred Years of Solitude* by Gabriel Garcia Marquez.

This masterpiece of twentieth century literature will be studied in its social, cultural and historical context.

*The Sound and the Fury* by William Faulkner  
*Heart of Darkness* by Joseph Conrad  
Various short stories

Discussion of cultural, racial and societal issues in *The Sound and the Fury* will drive this unit. Study of Faulkner's novel will take place following the reading of *Solitude*. Students will maintain a reading log in which they will note similarities and parallels between the two works. A major at-home expository, analytical paper will be assigned in which each student will be required to draw upon textual details to develop an extended interpretation of the two novels.

*Beloved* by Toni Morrison  
*The Things They Carried* by Tim O'Brien  
Various Short Stories

The cultural and social values presented in the two novels will be considered during class discussions. Students will be asked to write several timed, in-class and at-home papers in which they demonstrate mastery of logical organization and rhetoric (including controlling tone and appropriate voice). Peer-editing, teacher feedback and draft revision will be a part of the writing process for these assignments.

*The Stranger* by Albert Camus  
*No Exit* by Jean by Paul Sartre  
*A Doll's House* by Henrik Ibsen  
"The Metamorphosis" by Franz Kafka

This unit provides students with an introduction to existential philosophy as it relates to 20<sup>th</sup> century literature. Students will examine various philosophical and social movements in analytical, argumentative essays in which students draw upon textual details to make and explain judgments about the works' artistry and quality.

*Henry IV, Part 1* by William Shakespeare

This work will be studied for the beauty of Shakespeare's verse and also for its historical value. Students will write an interpretation of this work based on careful observation of textual details, in which they will consider the use of figurative language, imagery, symbolism and tone in addition to the play's structure, style and themes.

A unit on the Greek Tragedy and on 17<sup>th</sup> Century/Metaphysical Poetry will be part of the curriculum as well.

**AP World History**  
**Teachers: Ms. Cacioppo, Ms. Falkove, and Ms. Fradenburg**

#### COURSE OVERVIEW:

This college level course is offered to sophomores with a proved interest in World History. AP World History will develop your greater understanding of the evolution of global processes and contacts in different types of human societies. You will explore the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. You must commit to completing the entire year and taking the AP exam as well as the Global Regents exam.

The AP World History course will offer you the opportunity to immerse yourselves in the processes that, over time, have resulted in increasing interactions. AP World History offers you an approach that lets you "do history" by guiding you through steps a historian would take in analyzing historical events and evidence worldwide. This course will offer you balanced global coverage, with Africa, the Americas, Asia, Europe, and Oceania all represented.

#### Course Text

*World Civilization/The Global Experience*, AP Edition  
Sterns, Adas, Schwartz and Gilbert

**AP US HISTORY**  
**Teachers: Ms. Gilston, Ms. Hale, and Mr. Sudduth**



*Mr. Sudduth's AP U.S. History class*

**COURSE OVERVIEW:**

A.P. U.S. History is a college level course; both the volume and level of work dictates that students attendance be as perfect as possible. As with any high school course, each student is responsible for quickly getting missed notes, and for going over the work in tutoring, if necessary.

Tests quizzes, and other assessments will be (when possible) directly taken from previous A.P. Exams, and graded according to A.P. rubrics, which will be distributed. All other questions, essays and document of free response work will be as similar to the A.P. Exam as possible. In the interest of maximizing class time, there may be take home tests/quizzes, and other assessments.

In this class, students will prepare a 10-12 page research paper on a topic of their choice, within the parameter of A.P. U.S. History (ca. 1492-present.) You are strongly encouraged to choose a topic from 1607-1980, as this will increase your expertise on a topic that is more likely to appear in essay form on the A.P. Test in May.

Independent research is an excellent opportunity for each student to enhance his/her research skills, analyzing in some depth, a topic that interests him/her.

**COURSE TEXTBOOKS AND READINGS**

A. Text: Kennedy, David M., and Lizabeth Cohen, *The American Pageant*, 13<sup>th</sup> AP Edition (Houghton Mifflin, 2006).

B. Primary Sources: Bailey, Thomas A., and David M. Kennedy, *The American Spirit*, 9<sup>th</sup> Edition. Volume I and II used weekly, semester I, Volume II used Semester II, also on a weekly basis.

C. Other Material

1. Beard, Charles A., *An Economic Interpretation of the U.S.*.
  2. Collins, Gail, *America's Women, 400 Years of Dolls, Drudges, Helpmates, and Heroines.*
  3. Davidson, James W. and Mark H. Lytle, *After the Fact: The Art of Historical Detection.*
  4. Lindaman, Dana, and Kyle Ward, *History Lessons, How Textbooks Around the World Portray U.S. History.*
  5. Hofstadter, Richard, *The Progressive Movement, 1900-1915.*
  6. Madares, C. and J.M. Sorelle, *Taking Sides in American History, Volumes 1 and 2.*
  7. Zinn, Howard. *A People's History of the U.S.: 1492-Present.*
  8. www.GilderLehrman.edu <http://www.gilderlehrman.edu>
  9. www.facinghistoryandourselves.edu
  10. Assorted newspaper, journal, and magazine articles and other enrichment materials.
- III Course Intro/ Colonial History (1500-1763) (2-3 Weeks).
- Readings
- Pageant* chapters 1-6 (Chapters 1-4: included in Summer Assignment).
  - American Spirit* (Selected Primary Source Readings, Chapters 1-6).

**AP CALCULUS AB**  
**Teachers: Mr. Burke, Ms. Gala, and Ms. Marino**



*Students in Mr. Burke's third-period AP Calculus AB class are shown here building models of solids with known cross-sections during their lesson on finding volume of solids.*

**COURSE OVERVIEW:**

Calculus AB consists of the content of a typical one-semester college calculus course. It is the culmination of the high school mathematics experience. Students will use skills and knowledge they developed in earlier courses to learn how to interpret mathematical content and they will do so using algebraic, graphical, tabular, and verbal methods throughout the course.

Students in Calculus AB will be required to purchase a graphing calculator. The recommended calculator models are the Texas Instruments TI-83, TI-83+, TI-84+, or the TI-89. The calculators will be used regularly throughout the course, as many of the techniques and



interpretations learned require strong calculator ability. In addition, the Advanced Placement examination requires the use of a graphing calculator.

The Calculus AB course requires active participation. Students will best learn the content of the course as they practice expressing and communicating their knowledge and understanding using appropriate mathematical vocabulary. Also, the course includes regular and frequent in-class examinations, homework assignments, as well as occasional quizzes and projects. Students will work independently and often in groups on in-class activities.

Students who enroll in the course will be required to take the Advanced Placement Calculus AB examination, given in early May of each year. The ultimate purpose of the course is to aide students in achieving success on Calculus AB test, therefore an important and mandatory part of the course experience is preparing for and taking that examination.

According to the College Board Calculus AB Curriculum, goals established throughout the course include:

- Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical or verbal. They should understand the connections among these representations.
- Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation and should be able to use derivatives to solve a variety of problems.
- Students should understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and should be able to use integrals to solve a variety of problems.
- Students should understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.
- Students should be able to comprehend mathematics and explain solutions to problems both verbally and in written sentences.
- Students should be able to model a written description of a physical situation with a function, a differential equation, or an integral.
- Students should be able to use technology to help solve problems, experiment, interpret results and support conclusions.
- Students should be able to determine the reasonableness of solutions, including sign, size, relative accuracy and units of measurement.
- Students should develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

**AP CALCULUS BC**  
**Teachers: Ms. Reich**

Although our AP Calculus BC course is a second-year course following the completion of AB Calculus (or Calculus 1), many schools offer it as a one-year alternative to AP Calculus AB for well-prepared, motivated students. Our Calculus BC course is analogous to a college Calculus 2 course. Students will review and extend their knowledge of algebra, geometry, trigonometry, calculus, and other areas as appropriate for test preparation. Students study more advanced differentiation, integration, and other calculus topics. Proficiency using the TI-83+ Graphing Calculator is expected. The main focus is a solid background in material needed to indicate good preparation for the Advanced Placement Calculus Test (BC). Most colleges and universities will

grant two semesters' credit for a score of 3 or better on the AP Calculus BC test. About 40% of the BC test is on BC topics only. A separate AB subscore is provided.<sup>1</sup>

<sup>1</sup> To be honest, I took a lot of this from <<http://www.andrews.edu/~calkins/math/syllcal.htm>>.

**AP STATISTICS**  
**Teacher: Ms. Lawton**



*Ms. Lawton's AP Statistics class*

**COURSE OVERVIEW:**

AP Statistics is a year-long course in which students study topics generally covered in an introductory statistics course at the university level. We cover four major topics, which are:

- I. Analyzing Data
- II. Experimental Design
- III. Probability
- IV. Statistical Inference

The course is a mixture of lecture, group activities, paired problem solving, and class discussion. Unlike traditional math courses, AP Statistics focuses on describing patterns, understanding, and writing conclusions in context as well as numerical calculations. As such, students who are strong readers and writers tend to be very successful in this course. Students often say that they have never done so much writing in math class.

Students are expected to come to class daily. Although we have an excellent and reader-friendly textbook, students are hesitant to miss AP Statistics! This is because a) we have fun every day and b) we cover a lot of material in a short period of time. With daily attendance must come maturity and preparedness. You will need your formulas & tables (provided), graphing calculator (TI-83/84 is expected), and homework at all times. Homework is assigned on a daily basis and may be collected at random. Doing homework is essential. The assigned problems are assigned for a reason. They are to reinforce what we learn in class and to practice for the AP exam in May. Students are encouraged to work together to complete assigned problems, as well as reviews and any take-home exams distributed.

All students who have successfully completed the Algebra 2/Trigonometry course and corresponding NY State Regents Exam are eligible to apply for AP Statistics. Prior experience in

either or both AP English or US History is useful but not required. Those with interest and/or knowledge of sports, economics, media, biology, environmental science, psychology, or current events should find this course particularly interesting.

**AP CHEMISTRY**  
**Teachers: Dr. Cheng and Ms. Clark**

**COURSE OVERVIEW:**

A.P. Chemistry is a course designed to be the equivalent of a first year college level general chemistry course. It is a rigorous math-based course, with a strong laboratory component. As such, students in this course must exhibit high levels of commitment, motivation, and academic maturity. Students are expected to work independently of the teacher, take initiative and responsibility for their learning, and meet high standards throughout the year in the classroom, laboratory, and in completion of written assignments.

The College Board makes the following statement regarding student commitment: "It is assumed that the student will spend at least five hours a week in unsupervised individual study."

**TEXTBOOK:** *Chemistry: The Central Science*, Brown , LeMay, Bursten, Eds. 10<sup>th</sup> edition; Prentice Hall.

It is recommended, but not required, that students purchase a review book for the AP Chemistry exam. Buy it early in the course and use it throughout the year-don't wait until a few weeks before the exam. Some examples of these texts are Princeton Review, Barron's, and Cliff's.

**LABORATORY EXPECTATIONS:**

- Lab is an essential piece of your AP Chemistry experience. Every year, question #5 on the Free Response section of the Exam is laboratory based.
- Safety in the chemistry lab is of the utmost importance. As advanced students, you are expected to be highly responsible and careful in the lab.
- Do no waste lab time. Everyone in your group should be occupied planning, cleaning up, calculating, and aware of every step of the lab at all times.
- Lab handouts must be read, and lab notebook prepared, before you enter the lab session.

**LAB NOTEBOOK:** Each student must keep a bound lab notebook starting from the 1<sup>st</sup> week of lab. Your lab notebook is a record of your advance chemistry lab work. Some colleges grant credit for AP Chemistry contingent on this evidence, so keep a college level lab notebook for the start.

**HOMEWORK:** Problem sets based on chapters in the textbook will be assigned on a weekly basis. These assignments, with due dates, will be distributed at the start of each unit – please begin assignments as soon as possible.

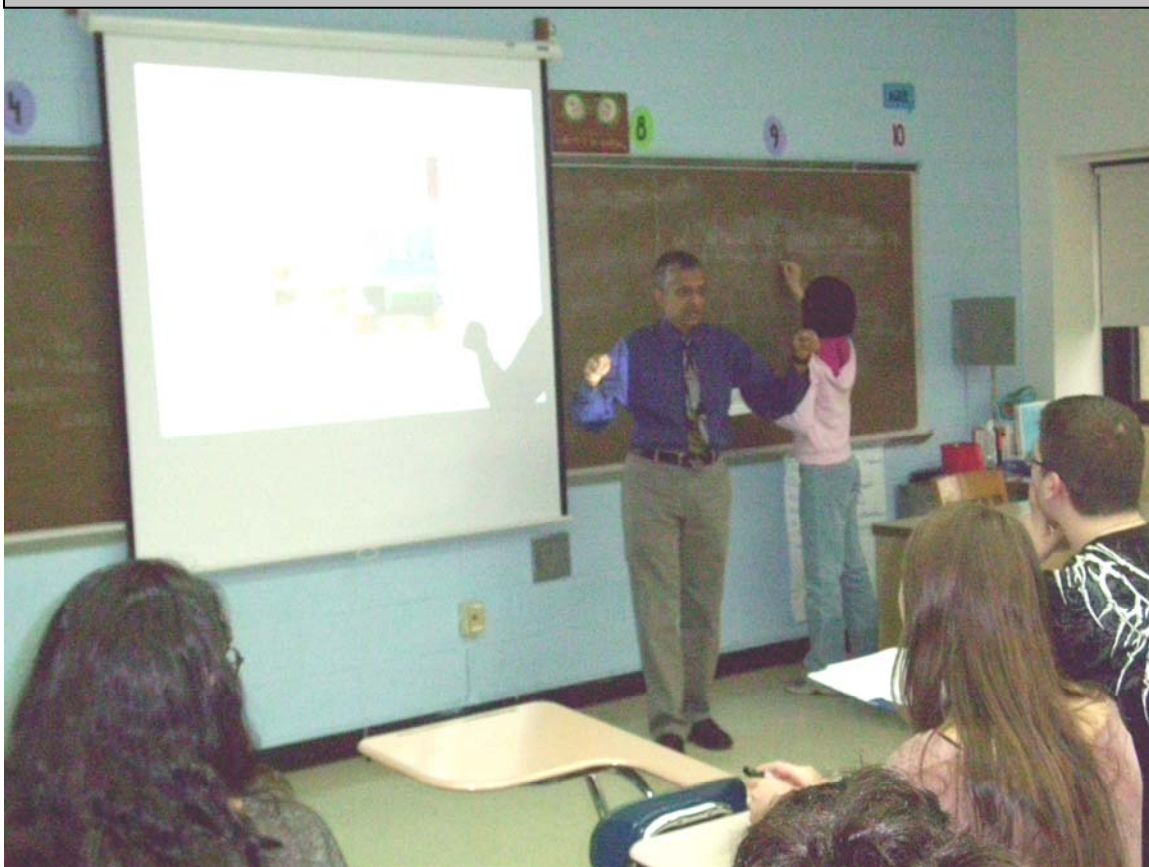
**EXAMS:** Exams will be administered at the close of each unit. Students will be notified at least 3 days in advance of an exam.

**MAKE-UP EXAMS** will ONLY be administered with legitimate absence note. In the case of black-out day or other prior notice, written evidence must be presented to instructor prior to exam.

**DAILY ATTENDANCE** is required. Make-up work will not be allowed in the case of unexcused absence. Three tardies are equivalent to one unexcused absence.

**ACADEMIC INTEGRITY:** Scholastic dishonesty, according to the *Citywide Standards of Discipline and Intervention Measures*, includes cheating and plagiarizing. If a student is found to engage in academic dishonesty, a grade of zero will be given that cannot be revoked.

**AP ENVIRONMENTAL SCIENCE**  
**Teachers: Mr. Singh and Ms. Barile**



*Mr. Singh's AP Environmental class*

**COURSE OVERVIEW:**

The Advanced Placement Environmental Science course may be the most important course you will ever take in your educational career. Not only does this course make you an informed citizen, but it also allows you to appreciate different world viewpoints, become an educated voter, and realize the fragility and resilience of our planet. This course also provides interests for students of many different educational inclinations. From scientific areas such as biology, ecology, chemistry, physics, and geology to social sciences like geography, anthropology, demography, economics, and political science to the humanities including ethics and philosophy, AP Environmental Science will challenge your academic ability and critical thinking. This course will explore the farthest reaches of the Earth to your own backyards. You will understand the interconnectedness of everything on the planet and the important role humans play on Earth.

The AP Environmental Science course is one of the newer science AP courses. First administered in 1998, the course is still evolving. There is a firmly entrenched philosophy behind the course though, as stated in the College Board description of this subject which states, "The goal of this course is to introduce you to 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 and/or preventing them."

Topics in this course will include Earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. There will also be labs and projects. Students will hear from a diverse selection of guest speakers covering many areas of environmental science and will be encouraged to attend lectures outside of school. Students will also attend an overnight environmental guided trip where they will take



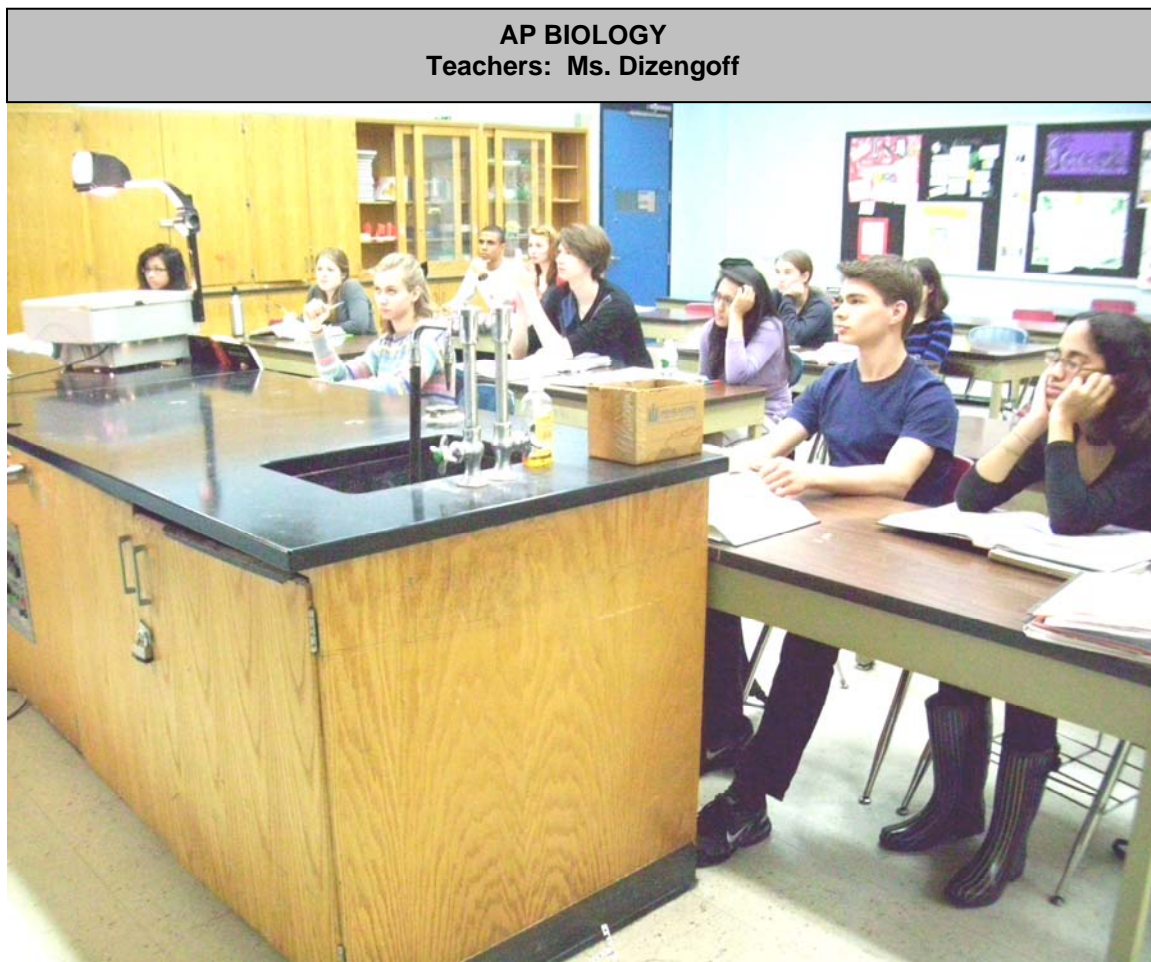
courses that supplement topics covered in the classroom. Exams will be given at the completion of each topic. The AP Environmental Science College Board exam will be given in at the beginning of May and all students, in the course, are required to sit for the examination.

**COURSE TEXTBOOK AND REQUIRED READINGS:**

Miller, Jr., G. Tyler and Spoolman, Scott E., *Living in the Environment, Concepts, Connections, and Solutions*, 16<sup>th</sup> Edition

Johnson, Steven, *The Ghost Map*

Carson, Rachel, *Silent Spring*



*A LaGuardia AP Biology class*

**COURSE OVERVIEW:**

AP Biology is a double-period class (94 minutes on a regular schedule) that meets daily. The class is run in the form of a discussion, with the teacher being the facilitator rather than a lecturer. Subtopics of topics to be discussed in class are assigned to groups of students who present these to the class. Students are free to use appropriate visual aids (posters, transparencies, Powerpoint.) Presenters answer questions from their classmates.

**TEXTBOOK:** *Biology* (6<sup>th</sup> edition) by Neil A. Campbell & Jane B. Reece, 2002. Benjamin Cummings.

**LAB MANUAL:** *AP Biology Lab Manual for Students* (Revised 2001) – College Board.

The teacher of the course encourages all the applicants to be mindful of the following prerequisites:

In addition to the textbook, we read articles from scientific journals such as *Scientific American*, *New Scientist*, *Science News*, *Science* and *Nature*. After the AP Biology exam in May,

we form an AP Biology Journal Club. Students read and present research articles from the primary literature (e.g. *Science*, *Nature*, *Proceedings of the National Academy of Sciences*, *Journal of the American Medical Association*, etc.). At the end of the school year a poster presentation is made based on the research papers selected by the students.

**FIELD TRIPS:** The course includes at least two mandatory field trips. For the Biodiversity unit, students visit the Hall of Biodiversity at the American Museum of Natural History (New York) and submit a written report. For the Evolution unit, students visit the same museum's Halls of Vertebrate Origins, Saurischian and Ornithischian Dinosaurs, and Primitive and Advanced Mammals and submit written reports.

**AP FRENCH**  
**Teacher: Ms. Mitchell**

**COURSE OVERVIEW:**

This course prepares students for the AP French Language and Culture Examination. This course follows the College Board's syllabus, and is a rigorous college-level course. Significant summer preparation is necessary in order to ensure success.

During the course of study, the three modes of communication will be stressed: interpersonal, interpretative and presentational.

Please note the following:

- French will be exclusively used in class.
- Instructional materials will include a variety of authentic audio and video recordings, as well as authentic texts such as newspaper and magazine articles, as well as literary texts.
- Students will be expected to analyze, write and debate a wide variety of interdisciplinary topics that address all six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty/Aesthetics.

**AP ITALIAN**  
**Teacher: Mr. Costa**

**COURSE OVERVIEW:**

The AP Italian Language and Culture class intends to improve the four essential skills of language: listening, speaking, reading and writing. The AP Italian class will place special emphasis on the use of authentic materials to arouse students' curiosity, to foster their motivation, and to engage them in a multiplicity of activities. Students will feel and think they are learning the language as it is spoken outside the classroom.

Grammar items and language structures will be conveyed through some relevant cultural and social aspects of Italian and Italian-American culture. New York offers many chances to experience and to witness Italian culture. To this end, we will be focusing a great deal on the phenomenon of Italian immigration (old and new) and its consequences on American society.

Highlighted in this class will be contemporary youthful living in Italy through the use of music, movies, short movies, clips from Italian TV and pod casts. Naturally, all the activities listed above will represent the opportunity to analyze, to discuss ideas, and to express opinions that will be compared and contrasted with those expressed by Italian guests who will be invited to the class throughout the school year.

We will also offer some after school activities, with the collaboration of IACE – Italian American Committee on Education - such as panel discussions with journalists, painters, writers and artists.

Students will receive a minimum of six tests and quizzes per semester, one midterm examination and one culminating assessment piece. In addition to these tests and quizzes, presentations, projects and essays will be given. The final grade of the students will be calculated based on written assignments (tests, quizzes, projects and other written assignments), homework and class participation according to the following percentage breakdown:

Tests, quizzes, projects, writing assignments and oral presentations: 60%  
Class Participation: 25%  
Homework: 15%.

**AP JAPANESE**  
**Teacher: Ms. Rochkind**



*Ms. Rochkind's AP Japanese class*

**COURSE OVERVIEW:**

The AP Japanese Language and Culture course is designed to be comparable to a college Japanese course. Students who have achieved high marks in Japanese in the last three years and those who are heritage speakers and strong students should take the course. We strongly recommend the significant summer preparation as directed by the teacher before the course begins. Students should expect a rigorous and challenging class with a demanding workload.

In the first semester, grammar will be covered at a very fast pace. Assigned projects will include academic writing and oral presentations. In the second semester, reading, listening comprehension and speaking and writing skills will be emphasized to prepare the students for the AP exam. Students should expect to learn 410 kanji characters.

**Course Textbooks:**

*Basic Kanji Book vol.1.* (Japan Publication Trading Company)

*Adventures in Japanese vol.2.*

*Adventures in Japanese vol.3.*



*Adventures in Japanese vol.4.*

*Strive for a 5 AP Japanese Practice Tests*

*The Key to Kanji*

(all five books by Cheng & Tsui Publishers.)

**AP SPANISH**  
**Teacher: Mr. Valerio**

**COURSE OVERVIEW:**

The fourth year of Romance Language study is the Advanced Placement course. This course follows the College Board's syllabus and is a rigorous, college-level course. Students in this class should be prepared for a challenging work load and a great amount of outside study time. This course is also excellent preparation for the SAT II examination in Spanish.

**For information about Mr. Valerio's AP Spanish class, please visit his Web site at [classjump.com/srvalerioAP](http://classjump.com/srvalerioAP)**

**AP MUSIC THEORY**  
**Teacher: Mr. Apostle**



*Mr. Apostle's AP Music Theory class*

**COURSE OVERVIEW:**

Students who intend on pursuing a major or minor in music at the college level are encouraged to take the AP MUSIC THEORY course.

This is a college-level course; upon completion, students are expected to sit for the AP examination. This course emphasizes aural and visual identification of procedures based in common-practice tonality: functional triadic harmony in traditional four-voice texture (with



vocabulary including nonharmonic tones, seventh chords, and secondary dominants). Topics include cadences, melodic and harmonic compositional processes (e.g., sequence, motivic development), standard rhythms and meters, phrase structure (e.g., contrasting period, phrase group), small forms (e.g., rounded binary, simple ternary, theme and variation, strophic), and modulation to closely related keys. A brief introduction to twentieth-century scales, choral structures, and compositional procedures is included.

At the conclusion of the AP Music Theory course, students will have:

1. Added to their harmonic vocabulary secondary dominant chords, leading tone chords augmented 6<sup>th</sup> and Neapolitan 6<sup>th</sup> chords recognizing them as they function in musical examples.
2. the ability to analyze music with suspensions and other non-chord tones
3. Shown their knowledge of the above chords and non-chord tones by utilizing them as they realize four-part harmony indicated through figured bass and Roman numeral chord notation.
4. The ability to sing at sight both diatonic and chromatic melodic lines.
5. Mastered realizing four part harmony when given only a soprano line in chorale style.
6. Acquired skill in taking both melodic and harmonic dictation. Harmonic dictation should include secondary dominants, leading tone chords and authentic, semi and deceptive cadences.
7. Acquired the ability to hear both harmonic and melodic structural details from recorded classical and popular musical excerpts of vocal and instrumental music.
8. Mastered the terminology used in writing and analyzing both 18th century and contemporary examples of counterpoint.
9. An understanding of musical phrases and the ability to analyze modulations and short musical Forms.
10. A basic understanding of Melodic and harmonic prolongation as explained through Schenkerian Analysis.
11. Acquired an understanding of twentieth-century compositional techniques including the use the whole-tone, octatonic, pentatonic scales, and basic principles of dodecaphonic composition.

Required Books: it is suggested that students purchase 1) *The Study of Counterpoint* from Johann Joseph Fux's "GRADUS AD PARNASSUM," translated by Alfred Mann, Norton Publication. This book can be found at The Juilliard School Bookstore or online. 2) *Rhythmic Training* by Robert Starer (do not purchase the student handbook!) This book is also available at The Juilliard School Bookstore, any local music store or online.

### **AP ART HISTORY**

**Teachers: Ms. Currier, Ms. Dell, Mr. Driggers, Ms. Felber, and Ms. Lombardi**

#### **COURSE OVERVIEW:**

This is a full year, Advanced Placement course on the history of art presented chronologically from Paleolithic to the present. It is open to LaGuardia seniors from any major, who have demonstrated strong writing and vocabulary skills. Painting, sculpture and architecture will be presented in the cultural context of each period throughout history, culminating in a 3 hour AP exam in May.

This is a college-level lecture-style course. Color slides, PowerPoint presentations, and reproductions are used to illustrate class lectures. Three museum reports are required each semester. A summer museum assignment, after the junior year, is required and counts as the first quiz grade for the fall. All assignments are posted on [www.artlag.org](http://www.artlag.org).

Students engage in class discussions while developing visual literacy and vocabulary for analyzing and understanding art. This will provide students a language to discuss and write about specific time periods, styles, individual artists and trends in art. Training is provided in "note-taking" – from class lectures and from the text.

#### **REQUIREMENTS INCLUDE:**

1. A minimum of 15 homework assignments per semester that include practice for long essay AP exam questions, as well as questions and notes taken from textbook readings.
2. Three museum visits and reports, 2 tests, and at least 6 quizzes per semester.

3. Daily attendance and punctuality (missed quizzes cannot be made up – late homework is not accepted – a lateness penalty applies for museum reports – make-up tests are rescheduled for a documented, valid absence)

The class uses the following textbooks: *Gardner's ART THROUGH THE AGES*, Kleiner, 13th Edition and *ART ACROSS TIME*, Laurie Schneider Adams, 3rd Edition



*Ms. Karaliolios' AP English Language and Composition class*

Download this AP Brochure and learn more about  
LaGuardia's AP Program at **LaProgram.org!**