

AP English Literature and Composition—12th Grade

Thurgood Marshall Academic High School

Ms. Anne Freeland

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Course Description

AP English Literature and Composition is an intensive introduction to reading, discussing and writing about literature, with special attention given to basic interpretive questions:

- How does literature help us understand others and ourselves?
- How has writing become a communication tool across the ages?
- How does literature reflect the human condition?
- How does literature express universal themes?

Much of this course will be devoted to asking such basic questions, practicing different answers, and realizing that all of these answers are open to dispute and have been at least since literary studies became an academic subject.

Throughout the year we will focus on preparing for the AP Literature exam, which you are expected to take in May. But beyond preparing for the exam my goal is that you leave with a deeper understanding and love of literature.

Class Preparation and Participation

This course is designed to be both fast-paced and rigorous. It is imperative that you prepare for each class by reading the assigned work *alertly, curiously, and critically*—that is in a way that generates meaningful questions and ideas about the reading. The purpose of the class is not for you to learn my interpretations of literature but for you to practice your own. It is therefore essential to the learning process for you to share in classroom discussions.

Course Goals

1. To carefully read and critically analyze imaginative literature
2. To understand the way writers use language to provide meaning and pleasure.
3. To consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.
4. To study representative works from various genres and periods (from 16th to the 20th century) but know a few works extremely well.
5. To understand a work's complexity, to absorb richness of meaning, and to analyze how meaning is embodied in literary form.
6. To consider the social and historical values a work reflects and embodies
7. To write focusing on critical analysis of literature including expository, analytical, and argumentative essays as well as creative writing to sharpen understanding of writers' accomplishments and deepen appreciation of literary artistry.

8. To become aware through speaking, listening, reading, and chiefly writing of the resources of language: connotation, metaphor, irony, syntax, and tone.

Novels (Tentative Book List)

“Hamlet,” by William Shakespeare

Great Expectations, by Charles Dickens

“The Importance of being Ernest,” Oscar Wilde

The Adventures of Huckleberry Finn, by Mark Twain

The Awakening, by Kate Chopin

As I Lay Dying, by William Faulkner

Beloved, by Toni Morrison

***Please note:** It is expected that students purchase the novels for the AP course, as this is a college level class. If you have difficulty with purchasing the books please do not hesitate to see me immediately to make arrangements.

Performance Tasks

- Weekly timed essays based on past AP prompts
- Essay questions as required of college-level writers
- Reading, responding, and analyzing novels, drama, fiction, non-fiction, and poetry
- Imaginative writing including but not limited to: poetry, imitative structures
- Literary Analysis Papers—expository and persuasive
- Daily double-entry journals, paragraph responses, graphic organizers, and guiding questions
- Weekly participation in Socratic Seminars

Writing Assignments / Presentations:

1. Research and Present Topics related to Elizabethan England. Topics include: The Great Chain of Being, Religion, The Virgin Queen, Health Science and Disease, The Theater, Art and Architecture
2. Write a 5 page critical analysis of “Hamlet.” Students are expected to go through the writing process for each formal essay assignment including first draft, peer and/or teacher feedback, and revision.
3. Daily journals reflecting and analyzing specific passages from the nights reading
4. Weekly in class essay prompts and AP practice tests
5. During the Spring Semester students will choose an author from a teacher-selected list to research. The goal is to examine the historical, social, and political significance of these works. Students will need to read at least two works by this

author and write a 10-15 page study of this author and his/her work. In addition students will also need to include at least two pieces of literary criticism for each work included in the research. This project will be done independently, outside of class, in conjunction with the novels and work assigned in class. There will be required “mini-papers” due for each book along with two in class work sessions that will be used for peer and teacher feedback. There will be opportunities for review and revision throughout the project.

Grading Scale

Participation / Literature Circles	15%
Quizzes / In-Class Writing	20%
Exams / Major Essays / Projects	40%
Homework	25%

Work Routines

It is important that you arrive to every class on time and prepared with appropriate materials. You should have a three-ring binder to organize all notes, handouts, essays, and tests. Remember to please keep everything!

Email

All students are required to have an email account. If needed, you may set one up in the labs on the school computers.

General Rules and Policies

1. Homework—No late work will be accepted! If you have an excused absence, it is your responsibility to get the work and make it up within the time you were absent. If an assignment is due on the day you are absent, you are responsible for making sure it is turned in on time. No late work.
2. Absences—Daily attendance is important. If you must miss school for an appointment, you must get it excused with the attendance office. Four unexcused absences will result in a full-letter grade drop for each six-week grading period.
3. Bathroom Policy—No hall passes will be given. It is therefore important to utilize your 5-minute passing period as you see fit.
4. Plagiarism—If you take credit for work that you did not create yourself, you will fail that assignment without an opportunity to make it up. If caught plagiarizing a second time, you will automatically fail the course for the semester.
5. Basic School-Wide Policies—No hats / head covering or electronic equipment (this includes cell phones and portable music) on campus at all times. Appropriate language and behavior is also expected from TMAHS students.

Rules and Consequences

1. Respect yourself and others.
2. Arrive on time and be prepared
3. Follow directions...listen to peers and teachers
4. No electronic equipment, hats / head coverings

The following consequences will be enforced if any of the above is violated:

1. Teacher will give student a verbal warning and if needed, move his/her seat and/or confiscate disruptive property (i.e. cell phone, hat)
2. Teacher will notify parent/guardian of disruptive behavior.
3. Student will be sent to the Dean and not permitted back to class that day.

Cut Here

Student/Parent Contract

Student: I, _____, understand the amount of work that is going to be required to succeed in Ms. Freeland's AP English Literature course. I agree to adhere to the policies and expectations. I also agree that if I don't maintain a passing grade, I may be removed from the class.

Signature _____ Date _____

Parent/Guardian: I, _____, understand the outline, policies and expectations for Ms. Freeland's AP English Literature course. I will do all that I can to work with Ms. Freeland to help my child learn and participate in a positive way.

Signature _____ Date _____

Home phone _____ Cell/Work Phone _____

Parent Email (if applicable) _____

AP Studio Art

Thurgood Marshall Academic High School
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Course Description

This course has been developed to accommodate students who have expressed an interest in completing either the AP Studio Drawing Portfolio Exam or the AP Studio 2-D Design Portfolio. Therefore all content meets the requirements as stated in the student exam poster and syllabus guides.

Through direct teacher instruction, emphasis will be placed on the production of a volume of quality pieces of artwork. Students will address all three sections of the portfolio: Breadth, Concentration and Quality.

Expectation of each student is to work on their own in and out of the classroom. There is time, Monday and Tuesday, after school to work in art room with Ms. Kolling

Summer Instructions:

You are to complete at least five assignments over the summer for the AP 2-D Design class; it is also recommended that you be working in a personal sketchbook/visual journal/altered book. These pieces will be due at the beginning of the third week of school. Your outside work will constitute 50% of your grade throughout the year in AP. Consequently, if you do not work over the summer you will find it hard to keep up with assignments. The portfolio requires 24 unique, college level designs so without the work during the summer it will be hard to reach expected level of art

I also want you to take time over the summer to think about ideas that you may want to pursue as a concentration. Take photographs over the summer of interesting things, people and places. Please return with a list of 20 potential ideas to be discussed with the class during the second week of school.

During the first week of school, the course is outlined in detail with the students. The individual sections of each portfolio—Quality, Concentration and Breadth—are discussed in detail. I show examples from both the College Board and past students' work that corresponds to each section of the portfolio—with special emphasis on the distinctions between the Drawing Portfolio and the 2-D Design Portfolio.

This course assumes that students have had at least one full year of studio art training. This is a course for students who are seriously interested in the practical experience of making art, and who are prepared to be challenged on the college level. They also must have the ability to work independently and pace themselves to finish work in a timely fashion.

The goal of this course is to expand their creativity and produce artwork that they can be proud to send to the College Board for grading in the 2 D design. The emphasis will be for these students on design—the formal elements and principles (elements: line, color, texture, space, value, shape, and form (principles: unity/variety, balance/emphasis / contrast, repetition, proportion/scale, variety, dominance and figure/ground relationship).

Concept/idea, craftsmanship, and the creation of a visually successful design will all be components of every grade piece. Students will have mastery in concept, composition, as well as, execution of 2D Design elements and principles. They will be requirements for this course. The student will be expected to use a variety of concepts and approaches to demonstrate their ideas and abilities.

Versatility of techniques is also emphasized as they work on their Breadth component. Class assignments will be given on weekly bases to show a broad range of skills using different material and subject matter and art styles. The class structure will be to devote the first semester to assignments for the Breadth component of the portfolio. The second semester is designed for the student to focus on their 12 piece concentrate and quality work.

First Semester

The assignments undertaken are based on a variety of collected problems commonly encountered in college-level design.

- Summer Assignments –Students will complete at least five assignments over the summer for the AP 2-D Design class.
- Students will work in a personal sketchbook/visual journal/altered book. These pieces will be due by the beginning of the third week of school. Student will take time over the summer to think about ideas, photograph places and things that they may want to pursue as a concentration. Please return with a list of 20 potential ideas to be discussed with the class during the second week of school.
- Students will be challenged to develop their own personal work. Students will develop mastery of concept, composition, and execution of their personal ideas and themes.
- Students will also understand that art making is an ongoing process that uses informed and critical decision making to determine outcomes to problems.
- Students will be expected to develop a comprehensive portfolio that addresses each of these issues in a personal way.
- Students will be expected to work outside of class. After school tutoring time is provided 2 days a week.

- Class will meet and discuss work in a critique form on every Monday following this initial gathering.
- Work will be graded with the rubrics set up by the College Board
 - **5- Strong-A**
 - Strong quality, some inconsistencies
 - Evidence of thinking
 - Mostly successful composition, technique, and use of materials
 - Fairly confident and decisive
 - **4- Good- B**
 - Demonstrates success inconsistently’ some ideational development
 - Some technical competence
 - Sense of purpose/direction
 - Emerging technical competence
 - **3- Moderate- C**
 - sense of effort; problems and ideas unresolved
 - more competent technically than conceptually or vice versa

Work with lower than a “C” will require additional time to repair and another assignment to replace it.

- Students may choose the type of surface to work on—paper, cardboard, canvas board, plywood, mat board, watercolor paper, etc.
- Students will work on surfaces no smaller than 7x 11 or bigger than 12X24.
- Student will develop mastery in concept, composition, as well as execution of 2D design elements and principles.
- Students will use a variety of concepts and approaches to demonstrate ideas and abilities.
- Student will develop versatility of techniques and work at problem solving.
- Students may choose to include work in their portfolios from previous studio or design classes.
- If Students submit work that makes use of photographs, published images, and/or other artist’ work, they must show substantial and significant development beyond duplication. This may be demonstrated through manipulation of the formal qualities, design and or concepts of the original work. It is unethical, constitutes plagiarism and often violates copyright law to simply copy an image.

Second Semester Grading

The second semester is then devoted to completion of the Breadth and Concentration and Quality. As the Portfolios have been due at the end of the first week of May, we generally try to schedule the last due date for work around the third week of April—thus allowing time for photographing the work. This date may be pushed forward a week, with the AP Exams being moved up a week.

Quality Pieces

After spring break the students are instructed to identify the pieces to be submitted for the Quality section of the portfolio. Simply put, they are to pick their very best examples that are smaller than 12 x 24. I stress variety if they have it—variety of subject, media, technique or process—though variety is not a requirement for Quality work. The students have a strong understanding of quality, as it has been exemplified in critiques and portfolio evaluations.

Preparation of these pieces begins before the actual portfolios arrive. In the past we have used either X-Board or cardboard as a mounting support attaching the work to the support with doublestick tape. If the work is delicate, a paper overlay is used to protect the surface. This may be newsprint or brown paper that is taped to the top on the back of the support board

AP Chinese Language

Thurgood Marshall Academic High School

Mr. Paul Liu

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Course Objectives:

Based on the AP Chinese course guidelines this course is going to take communication as the basic goal of Chinese learning and teaching. The descriptions below are adopted from the guidelines directly. The class will:

- Immerse students in the Chinese language and culture by integrating cultural content knowledge and language skills.
- Allow students to learn Chinese language and culture in a well-integrated and carefully aligned curricular framework
- Teach communicative skills,
- Provide formative assessment within the context of learning as well as summative assessment using the AP Chinese exam as a model to measure students' progress

This course's aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. Also, this course admits stages of language development, or different levels of student language skills. Our choice of textbook, teaching syllabus, teaching methods, and classroom practices, takes its basis on the recognition of student capabilities.

This class is taught entirely in Chinese. Students are asked to do their best to use mandarin inside the classroom for the whole lecture time. Pinyin system and Chinese character writing are taken as fundamental knowledge to be going over at the very beginning of the class and will be repeated from time to time.

Text Books, References and Computer Practices:

Integrated Chinese, Second Edition , Yuehua Liu and Tao-chung Yao, Yaohua Shi and Nyan-Ping Bi

Chinese Made Easy 5 and 6, Yamin Ma & Xinying Li, Joint Publishing (H.K.) Co. Ltd., 2001.

Shuo Hanyu Tan Wen Hua (Talking and Discussing about Chinese Culture) Wu Xiaorou.

Jiao Ji Han Yu (The Communicating Chinese Language) By CCTV.

Some references from resources of magazines, newspapers, and movies etc. might be used for helping students to have better skills on Chinese listening, speaking, reading and writing. They have equal importance with the textbooks to be studied.

Students are expected to be able to use computer Chinese programs to work on their assignments that are specified by the teacher.

Teacher's Expectations:

All students in this class are expected to follow up this school's campus rules. Particularly, in our class environment, everyone should

- Be respectful.
- Be prepared for class by
- Come to class on time with completed homework.
- Bring text book(s), notebook(s), at least one proper dictionary, and a 3-ring binder with paper all the time.
- Participate actively and enthusiastically.

Discipline Rules:

- *no profanity or disrespect to the teacher or substitutes
- *no walking out of classroom without permission.
- *no obsessively using bathroom passes.
- *no tagging on the classroom wall or any posters.
- *no using the school phone and cellular phone(s) in class.
- *no throwing worksheets in to the garbage.
- *no fighting.
- *no cheating
- *no chewing gum in class.
- *no drinking and eating in class.
- *no calling/yelling across the classroom.
- *no writing on the textbook.

Each violation of the above rules will cause subtraction around 10 points from a 30-point pool given by the teacher to all students. Continuous violation of the discipline rules will cause doing extra work(such as writing Chinese characters with Pin Yin on top of each character to avoid the "U" grade show up on the final grade report card), detention, referral, even some other more severe punishments are possible after the above process of deducting points is adopted.

Grading Policy:

1.Quarter Grades:

Tests and Quizzes	40%
Home work and class work	30%
Class room performance	20%
Notebook and binder	10%

2. Semester Grades:

3 quaters' grades 75% Final exam : 25% + Bonus

3. Grade Rules:

All assignments should be completed and turned in on time.

Missing test needed to be made up within a week with 90% of full score for the most. Late assignments will be accepted within a week with 10% deduction of the full score.

4. Format for written assignments:

Always write your name, class level, class period and date on the upper-right of the paper.

Fasten all the paper in its proper order with a vertical single staple in the upper left hand corner

5. Grade Levels: 100-90 A, 89-80 B, 79-70 C, 69-65 D, 65 & under F.

Rewarding:

Participating in Chinese New Year Assembly. (10 pts added).

Not to use the bathroom passes through the semester. (5 pts)

Helping classmates to complete tasks. (5 pts)

AP Spanish Literature

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Course Overview

AP Spanish Literature is a rigorous and provocative advanced college level course designed to provide high school students with the experience of reading, studying and analyzing authentic pieces of literature representing the major literary periods of Spain and Latin America from the Middle Ages to the 20th century. Literary pieces assigned in this course are representative of prose, poetry and drama and are taught from historical, cultural and/or social perspectives in order for students to develop knowledge, and understanding of how these affected their artistic creation. A secondary goal of this course is to provoke in young readers a genuine interest in continuing in the future, either for intellectual or recreational purposes, the reading of literature written by Spanish and Latin American authors.

This course is taught in its entirety in the Spanish language requiring that all students read and provide oral and written feedback in Spanish. Students will be asked to participate in "tertulias literarias", or weekly gathering of free flow discussions of the pieces studied to challenge their own opinions of the pieces. Through these oral activities students will acquire a common understanding of the intent of the authors and the pieces.

In order to read all the literary pieces recommended by the College Board AP Program the main textbook assigned to students in this course is **Abriendo Puertas: Antología de literatura en español, Tomos I y II (Nextext, McDougal Littell, 2003I). Azulejo (Wayside Publishing, 2002)** will be used as a supplementary literary and informational resource.

Course Planner

Objetivos principales:

- 1) Leer las piezas literarias españolas y latinoamericanas con el propósito de entenderlas y disfrutarlas por sus valores estéticos y literarios teniendo en mente las influencias que tuvieron los autores y el ambiente sociopolítico y cultural.
- 2) Aprender sobre los diferentes recursos y las técnicas literarias con el propósito de analizar las piezas leídas en la clase.
- 3) Ampliar el vocabulario personal, técnico y literario.
- 4) Desarrollar elocuencia oral por medio de tertulias o charlas literarias que se llevarán a cabo semanalmente con el propósito de analizar, comparar y debatir las piezas leídas en la clase.

- 5) Desarrollar destrezas avanzadas de escritura al escribir sobre las piezas literarias leídas en la clase con el propósito de analizar, comparar y debatir impresiones personales.

Método de enseñanza:

- 1) El estudiante recibirá una guía del curso y un calendario de lectura el primer día del curso. La profesora explicará el formato del curso, el calendario y las responsabilidades del estudiante.
- 2) Antes de iniciar las lecturas la profesora repasará el proceso de escritura el cual será usado en cada ensayo que se escriba.
- 3) Antes de iniciar cada lectura, la profesora dará charlas breves sobre el autor y el periodo histórico. Cada charla será acompañada de hojas sueltas.
- 4) Antes de iniciar cada lectura, la profesora presentará el vocabulario léxico y técnico de la misma.
- 5) Antes de iniciar cada lectura la profesora introducirá el tema general de la pieza y/o sus personajes.
- 6) Por su propia cuenta, y como tarea, el/la estudiante leerá la obra y asistirá a la clase preparado(a) para contestar preguntas orales o escritas de comprensión sobre la misma.
- 7) En parejas, los estudiantes contestaran en forma escrita preguntas analíticas sobre las obras.
- 8) Una vez por semana se llevará a cabo una tertulia en la que cada estudiante aporte sus opiniones o simplemente participe en una discusión sobre las obras estudiadas durante esa semana u semanas anteriores.

Responsabilidad del estudiante:

- 1) Leer todas las obras asignadas y estar preparado(a) para discutir o escribir sobre las obras literarias de acuerdo al calendario.
- 2) Tomar notas de las explicaciones discutidas por la profesora sobre las vidas de los autores, y el ambiente histórico, social y político.
- 3) Dar tres presentaciones orales y graficas por semestre.
- 4) Escribir un ensayo cada dos semanas.
- 5) Tomar pruebas cortas sobre el contenido y análisis de las piezas leídas y vocabulario.
- 6) Mantener una carpeta bien organizada con apuntes, hojas sueltas proveídas por la profesora y todo trabajo escrito creado por el estudiante y corregido por la profesora. *Cada seis semanas el/la estudiante recibirá una nota por el uso práctico y la organización del material en esta carpeta.*
- 7) Ser responsable de obtener el material no recibido por causa de ausencia o reponer el mismo si es extraviado.
- 8) Escribir cada ensayo utilizando el proceso de escritura que requiere que requiere un bosquejo, organización y un borrador.
- 9) Tomar un examen final por semestre que abarcará las piezas leídas en el semestre.
- 10) Completar, presentar y entregar un proyecto final una vez se haya tomado el examen de AP de Literatura en mayo.

No se presentaran películas en la clase, con excepción de documentales sobre algunos de los autores estudiados como Borges, García Márquez, Cervantes, Machado y Lorca, o relacionadas con algunos de los periodos literarios asignados, pero no sobre las piezas leídas en clase per se.

Organization (Pieces will be read in chronological order)

(Las obras se leerán en orden cronológico)

1er Semestre

La época medieval ,

Los orígenes de la prosa (Juan Manuel) Agosto 29-31

Conde Lucanor, Ejemplo XXXV Tomo II, p. 268

La poesía del pueblo (El Romancero) *Septiembre 4-7*

Romance de la perdida de Alhama Tomo I, p. 310

Romance del Conde Arnaldos (Versión de 26 versos) Tomo I, p. 314

El Siglo de Oro (renacimiento y barroco)

El descubrimiento del Nuevo Mundo (Cabeza de Vaca) Septiembre 7-17

Naufragios: Capítulos XII, XX, XXI XXII, Tomo II, p. 339

La poesía renacentista (Gracilaso y Góngora) Septiembre 17-20

Soneto XXIII Tomo I p. 334

Soneto CLXVI Tomo I, p. 337

Los orígenes de la novela moderna europea

La novela picaresca Septiembre 21- 27

Lazarillo de Tormes: Tratados 1,2, 3, y 7 Tomo II, p. 276

Cervantes Septiembre 27 – Octubre 5

Don Quijote: Capítulos I, II, III, IV, V, VIII Tomo II, p. 357

La “comedia” del siglo de oro *Octubre 9-16*

Burlador de Sevilla Tomo II, p. 8

El barroco (Quevedo) Octubre 17-18

Miré los muros de la patria mía (Salmo XVII) Tomo I, p. 341

El barroco en México (Sor Juana) Octubre 19-22

En persigueme mundo ¿Qué intereses? Tomo I, p. 377

Hombres necios que acusáis Tomo I, 378

El romanticismo

La transición del clasicismo al romanticismo (Heredia) Octubre 23-24

En una tempestad Tomo I, p. 344

Dos caras de la prosa romántica: compromiso y escasismo (Larra y Palma) Octubre 25
- 31

- Vuelva usted mañana Tomo II, p. 421
- El alacrán de fray Gómez Tomo I, p. 134
- La poesía romántica exaltada (Espronceda)* Noviembre 1-2
 - Canción del pirata Tomo I, p. 349
- La poesía posromántica (Bécquer)* Noviembre 5 -8
 - No digáis que agotado su tesoro Tomo I, p. 356
 - Yo soy ardiente, yo soy morena
 - Volverán las oscuras golondrinas

El realismo y el naturalismo

- El realismo social y regionalista (Pardo Bazán y Clarín)* Noviembre 9-16
 - Las medias rojas Tomo I, p. 69
 - Adiós, Cordera Tomo I, p. 34
- El realismo psicológico (Quiroga)* Noviembre 19-20
 - El hijo Tomo I, p.16
- La continuación del realismo en el siglo XX (Martín, Gaité)* Noviembre 26-30
 - Las ataduras Tomo I, p. 75

El modernismo y postmodernismo

- El modernismo simbolista y puro (Darío)* Diciembre 3-4
 - Canción de otoño en primavera Tomo I, p. 371
- El modernismo intimista (Marti, Machado, Neruda)* Diciembre 5-10
 - Versos sencillos Tomo I, p. 362;
 - La primavera besaba Tomo I, p. 400;
 - Me gustas cuando callas Tomo I, p. 404
- El modernismo filosófico (Darío, Machado)* Diciembre 7-11
 - Lo fatal Tomo I, p. 374;
 - He andado muchos caminos Tomo I, p. 399
 - Caminante son tus huellas Tomo I, p. 401
- El modernismo comprometido (Matí, Darío)* Diciembre 12-14
 - Dos patrias Tomo I, p. 365;
 - A Roosevelt Tomo I, p. 368
- El postmodernismo feminista (Storni y de Burgos)* Enero 2-4
 - Tu me quieres blanca Tomo I, p. 384
 - Peso ancestral Tomo I, p. 387
 - A Julia de Burgos Tomo I, p. 389

El vanguardismo

La novela existencialista (Unamuno) Enero 7-16

San Manuel, Bueno Tomo II, p. 438

El surrealismo poético (Lorca y Neruda) Enero 17-18, 30-31

Romancero gitano Tomo I, p. 317;

Walking around Tomo I, p. 405

Oda a la alcachofa Tomo I, p. 407

La poesía negra (Guillén) Febrero 1-6

Balada de los dos abuelos Tomo I, p. 412

Sensemayá Tomo I, p. 415

El teatro poético Febrero 11-22

La casa de Bernarda Alba Tomo II, p. 148

El teatro de lo absurdo (Vodanovic) Febrero 25-28

El delantal blanco Tomo II, p. 239

La nueva voz femenina (Castellanos) Febrero 29

Autorretrato Tomo I, p. 393

2do Semestre

El “boom” de la narrativa hispanoamericana

Juegos con el tiempo y el espacio (Borges y Cortázar) Marzo 3-11

El sur Tomo I, p. 143

La muerte y la brújula

Continuidad de los parques Tomo I, p. 173

La noche boca arriba

El realismo poético (Rulfo, Ulibarrí, Márquez) Marzo 12-21

No oyes ladrar a los perros Tomo I, p. 34

Mi caballo mago Tomo I, p. 25

La siesta del martes Tomo I, p. 41

Un día de estos Tomo I, p. 246

El realismo mágico (García Márquez, Fuentes y Allende) Abril 1 - 18

El ahogado más hermoso del mundo Tomo I, p.219

Chac Mool Tomo I, p. 190

Dos palabras Tomo I, p. 230

Student Evaluation

- Students are required to follow the calendar provided the first day of class so that they can read assigned pieces in a timely manner and be prepared to participate in discussion groups and/or writing activities.
- Students will practice essay writing for homework.
- Every two weeks students will practice writing expository essays on questions provided by AP Central.
- Students will practice writing contrast and compare compositions on poems studied in class.
- Occasionally students will be asked to work in pairs to discuss or write about literary pieces.
- Occasionally students will be asked to work in pairs to evaluate their peers' essays based on rubrics and scoring guidelines from AP Spanish Literature exams.
- Students will be required to maintain well-organized binders that will be graded every six weeks. Binder must include notes taken in class, handouts and all written work.
- A final exam will be given at the end of the first semester, and another one once the assigned readings have been completed in the second semester.
- A final project will be required after students have taken the AP exam.

Students' essays will require the analysis of literary pieces studied in class.

Students must use the writing process (creating an initial outline, writing in an organized manner, and writing an initial draft). Students must demonstrate proper use of literary terms and acquired vocabulary.

All essays will be scored with the rubrics and scoring guidelines recommended by the AP Spanish Literature Exams.

AP Statistics

Thurgood Marshall Academic High School
Mrs. Cindy Nguyen
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Course Description:

AP Statistic is equivalent to a one semester introductory course at college. Students will earn an extra point on their GPA with a C or better. All students are expected to take the AP exam in May 2008. Students are introduced to statistic starting with graphical displays, compare, summarize and make conclusion of the data. Students will compare distributions of univariate and bivariate data. Students conduct surveys/experiments, collect data, makes graphical displays and draw conclusions base on the result. Correlation of two variables and interpretation of such data are crucial to the success of the course. We will then visit the differences between binomial and geometric distributions with understanding of chance. Students will also work on statistical inferences, test of significance and level of confidence. Last but not least, students will be introduced to t- and chi-square distribution.

Course Requirements:

Tex Book: The Practice of Statistic (by Yates, Moore and Starnes)

Prep for the AP Exam Guide

Activity Project Book

Classroom supplies: paper, pencil, graph paper, ruler, index cards, color markers, divider

Dividers need to have the following sections: (notes/classwork/homework/quizzes/tests)

Calculator Require: preferably TI-83+, or TI-89

Grading Policy:

Classwork	10%
Homework	15%
Quizzes	30%
Tests	40%
Binder	5%

Students Expectations:

- Students are expected to take the AP exam in May (unless excuse by the principal or department chair)
- Students are mandate to attend the April workshop in preparation for the AP Exam.
- Students are responsible to keep all notes/classworks/homeworks/quizzes/tests in their binder. Your binder is worth 5% of over all grades.
- Students must come to class prepare with materials and assignments
- Students must follow classroom rules given by teacher
- Reading and homework are expected to be around 2 hours long. Please make sure you devote time to finish your work.
- Make up homework/quiz/or test are to be done within the week. No grade will be given to late work.
- It is students' responsibility to ask questions via email or after school tutoring.
- Tutoring will be held at 3:05-4:00 on Thur/Fri in my room. Lunch tutoring can be schedule upon request. Seek help early!! Keep track of your work.
- I do expect everyone to be on their best behavior since we are an AP class.
- Keep the classroom clean, neat and safe.
- Respect yourself, classmates, substitute teacher and teachers.
- Raise your hand and wait to be call if you have something to say. Respect everyone's opinion. Disagreement should be deal with on a professional level.
- No eating or drinking in the classroom. Water is exception.
- No electrical devices except for your calculator are allowed in class.
- Tardy are to be make up during lunch or after school. I will call home if you have more than three tardy or absences.

Parent expectations:

AP Statistic is an intensive course. Students receive an extra point on their GPA if they receive a C or better. Hence the following requirements are crucial in the success or failure of your child. Support of parents is greatly appreciated.

- Check with me on a regular basis for homework/assignments/tests
- Contact me if you have any questions regarding your child's progress via email cindy_94134@yahoo.com or schedule a meeting.
- Please sponsor your child to buy the TI-83plus, or TI-89. Student needs the calculator for daily assignments and the AP exam.
- Encourage students to do their daily assignments. Our assignments tend to be long and time consuming, so please lessen their chores at home.
- We have a workshop in the month of April and would need parents support. The review workshop is mandatory!
- Students are mandate to take the AP exam in May. It will cost around \$90. Please ask about waiver.

Mrs. Cindy Nguyen
AP Statistic Teacher

Dear parent/guardian,

In class today we went over our AP Statistic syllabus. This syllabus includes classroom expectations and our grading policy. **(Note: There are required materials that each student must bring to class everyday.)** Please review your child's copy and sign below that you have read the syllabus. AP Statistic is equivalent to a college course. Your child will need all the support his/her can get. We need to start early. Students are required to attend the AP Statistic workshop and take the AP exam during the month of April and May.

I shall strive for excellence in making the learning of mathematics an interesting and valuable experience for your child. Please contact me if you ever have any questions or concerns. Email is the best way to contact me, but I will also return phone messages as I get them. Thank you in advance for supporting me with whatever it takes to help your child perform well in AP Statistic.

I look forward to working with you and your child.

Sincerely,

Student name: _____

Student email address: _____

Student signature: _____

Parent/Guardian name: _____

Parent contact numbers: _____

Parent email address: _____

Parent Signature: _____

AP Government & Politics

Mr. W. Sloan

Thurgood Marshall Academic High School

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Welcome to AP Government and Politics: United States. This course is equivalent to an introductory college-level government course and is designed to provide students with knowledge of the philosophical foundations of our government and an in-depth understanding of how it functions. You will examine the patterns of political behavior and political culture throughout American history and how that political behavior influences public policy. In the process, you will learn more about American politics, and develop the analytic tools necessary to be an engaged and active participant in our society.

This course will carry beyond the first semester and be integrated into your economics course for the spring semester. This will allow us to take the time necessary to fully address all the complex issues involved in this course. During the entire month of April, we will review for the upcoming advanced placement test in May. While you will have ample preparation in class, it is essential that you form study groups and commit yourself to serious study at home, especially as the exam approaches.

The course requires hard work and dedication: you will be called upon to do extensive reading of primary sources, and to develop your skills at interpreting charts and graphs about American politics and government. You will need to do consistent homework, as well as to participate in classroom discussion and debate. We will be looking at current events and current issues throughout the year. This is an exciting year to be taking AP Government and Politics; after all, a presidential campaign is underway and this course will allow you to more critically assess the various candidates and debate their merits. Hopefully, you will learn a great deal, get yourself more ready for college – and have an engaging learning experience.

There will be a test at the end of each unit combining multiple choice and short essays. In addition, you will have the chance to show what you have learned through group projects, short essays, quizzes and debates. Throughout the course, you will be answering free response questions mirroring those on actual A.P. exams. Your final exam will be based on the actual AP examination in its content, structure and length.

The required text for this course is ***American Government: Continuity and Change*** by Karen O'Connor and Larry J. Sabato. We will also use numerous supplementary materials, including ***Perspectives on American Politics*** by William Lasser and ***The Lanahan Readings in the American Polity***.

Each student is required to keep an AP Government and Politics notebook, as well as a folder of completed assignments. Homework is an essential part of this class. If you are absent, you will have to make up the day's assignment. In May, each AP student will take the advanced placement exam in AP Government and Politics: United States. If you score a "3" or higher on this exam, you may be eligible to receive college credit.

Student grades are based on a combination of class work, tests/quizzes, homework assignments, essays, research-based papers, other writing assignments, group projects, class notes and a final exam. We will be holding periodic Socratic Seminars, which will allow all of you a chance to participate in organized and productive class discussion of controversial issues.

What follows is an outline of what we will study during this course. These units are aligned with the College Board's suggested topics for AP Government and Politics: United States and the California State Standards for the study of American Democracy.

Unit 1: Constitutional Underpinnings

Week #1: Political Landscape – Fundamentals of Government

Readings:

1. *O'Connor and Sabato* – Chapter 1 – The Political Landscape – p. 3-30
2. *Declaration of Independence*

Central Question: *What are the roots of the American political system?*

Key Topics:

- What are the functions of government?
- What are the philosophical roots of the American political system?
- Hobbes, Locke, Rousseau, Montesquieu – a brief look – in what ways do these philosophers provide underpinnings for the American system?
- Direct and Indirect Democracy
- Declaration of Independence – how does it reflect the Enlightenment philosophers? How does it depart?
- Articles of Confederation – strengths and weaknesses – how did the experience of the Articles of Confederation lead to the Constitutional Convention?

Case Study: *How Shays Rebellion Led to the Constitutional Convention*

Assessment:

1. *Quiz: Multiple Choice + Identifications*

2. *Free Response Essays:*

- a. Discuss and analyze the ways in which the philosophy of John Locke is reflected in the Declaration of Independence.
- b. How did the weaknesses of the Articles of Confederation lead to the Constitutional Convention?

Week #2: The Constitution

Readings:

1. *O'Connor and Sabato*—Chapter 2 – The U.S. Constitution— p. 33 –66
2. *Lasser* – “*Second Thoughts on the Second Amendment*” by Wendy Kaminer
3. *Lasser* – *Federalist No. 10* by James Madison

Central Questions: *Why is the Constitution called a “living document”? Is it accurate to call the Constitution a “democratic” document?*

Key Topics:

- Virginia Plan v. New Jersey Plan, the Great Compromise, 3/5 compromise – what interests did these compromises reflect? How effective were they?
- Electoral College – why was this put into the Constitution? How has it impacted electoral politics in this country? Is it an anachronism?
- Separation of Powers, Federalism (federal system), checks and balances – what are the strengths of this system?
- Governmental Structure: Articles I –VII
- Federalists v. Anti-Federalists
- Bill of Rights
- Methods of Amending the Constitution

Case Study: *The Equal Rights Amendment – How It Was Defeated*

Assessment:

1. *Quiz: Multiple Choice and Identifications*

2. Free Response Essay: Analyze the ways in which the Constitution increased the powers of the national government, yet still maintained limitations on this power. Explain the major differences between the Federalists and the Anti-Federalists in their view of governmental power and authority.

Week #3: Federalism

Readings:

1. *O'Connor and Sabato* – **Chapter 3 – Federalism – p. 95-123**
2. *Lasser* – “*How Did Intergovernmental Relations Fail in the USA after Hurricane Katrina?*” by **Deil S. Wright**

Central Questions: *What are the fundamental differences between federal powers and state powers? What are the linkages between the states and the federal government?*

Key Topics:

- Federalist Papers - #10 and #51 – Madison’s philosophy
- Necessary and Proper Clause
- Supremacy Clause
- Tenth Amendment – powers of the states
- The Marshall Court: McCullough v. Maryland / Gibbons v. Ogden
- The Taney Court: Dual Federalism/Dred Scott Decision
- Cooperative Federalism-The New Deal, New Federalism – Reagan Revolution, Devolution Revolution
- Civil Rights and Environmentalism: The states and the federal government
- Federal Grants: Categorical and Block

Case Study: *Hurricane Katrina and Federalism*

Assessment:

1. **Unit Exam** (*Multiple Choice Questions based on entire unit*)

2. **Free Response Essay:** (Adapted from 2005 A.P. exam)

The power of the federal government relative to the power of the states has increased since the ratification of the Constitution.

- a. Describe two of the following provisions of the Constitution and explain how each has been used over time to expand federal power.
 - The power to tax and spend
 - The “necessary and proper” or “elastic” clause
 - The commerce clause
- b. Explain how one of the following increased the power of the federal government relative to the power of state governments
 - Civil Rights Act of 1964
 - No Child Left Behind Act
 - Clean Air Act

Unit 2: Institutions

Week #4 & #5: Congress

Readings:

1. *O’Connor and Sabato – Chapter 7 – The Congress – p. 237-273*
2. *Lasser- Great Expectations (2006) by Jodi Enda*

Central Questions: *How does Congress interact with the other branches of government to form policy? Does Congress “represent” the people?*

Key Topics:

- The Constitution and the Legislative Branch
- The House v. the Senate – What are the differences? How do they work together?
- Role of Political Parties within the Congress
- The Committee System: How it works, where the power lies
- The Members of Congress - Demographics, incumbency, theories of representation, how members make decisions, role of interest groups
- How a Bill Becomes A Law – in the textbooks, in real-life Congress
- Linkage: Congress and the President: Oversight, War Powers Act, Impeachment
- Linkage: Congress and the Judiciary: Federal Judges/Supreme Court, Senatorial Courtesy

Case Study: *The China Trade Act of 2000 – How a Bill Becomes A Law*

Assessment:

1. **Project:** *Profile of a Congressperson / Pass A Piece of Legislation*
2. **Quiz:** *Multiple Choice/Identifications*
3. **Free Response Essay:** The impeachment process represents the ultimate oversight that Congress can exercise over the executive branch. Explain clearly the stages of the impeachment process and discuss two reasons why impeachment of a president has happened so infrequently.

Week #6: The Presidency

Readings:

1. ***American Government: Continuity and Change – Chapter 8 – The Presidency – p. 277-310***

Central Questions: *In what ways has the power of the president grown over the years? Is this a positive or negative development?*

Key Topics:

- Rules governing office of president
- Presidential qualifications/terms of office
- Rules of succession
- Constitutional Powers
- History: Establishing Presidential Authority – Washington, Adams, Jefferson
- Presidential Power in the 20th century: FDR and the New Deal/ the Reagan Revolution

- The Modern Presidency - policy-maker, president and Congress, executive orders, presidency and Public Opinion – bully pulpit, growing power over foreign policy

Case Study: *The New Deal and the Expansion of Presidential Authority*

Assessment:

1. Quiz: Multiple Choice + Identifications

2. *Persuasive Essay: Picking a Presidential Candidate in 2008 – Who Do You Favor and Why?*

3. *Free Response Essay: Note: Students will be provided with a chart showing presidential approval ratings for presidents Harry Truman through George W. Bush.*

Question: Use the chart and your knowledge of U.S. politics to answer the following:

- Identify any patterns that are expressed by the presidential approval ratings in the chart.
- Explain why there is such a profound difference in approval from the first year to the final year in office. Select two of the presidents listed to support your analysis.
- Explain two factors that increase a president’s public support.

Week #7: The Federal Bureaucracy

Readings:

1. *O’Connor and Sabato – Chapter 9 – The Executive Branch and the Federal Bureaucracy – p. 313-340*
2. *Lasser- The 9/11 Commission Report (2004) (excerpt)*
3. *Lasser – From Bureaucracy by Max Weber*

Central Questions: *Who controls the bureaucracy? In what ways does a permanent bureaucracy stabilize democratic institutions? In what ways does it undermine them?*

Key Topics:

- **Executive Branch**
 - Vice President
 - Cabinet
 - First Lady
 - EOP/Office of Management and Budget
 - White House Staff
- **Federal Bureaucracy**
 - Theoretical Background- Max Weber
 - History: Spoils system, Civil War, patronage, Pendleton Act, civil service, merit system, regulatory agencies, the New Deal and Great Society

- Government Workers & Politics: Hatch Act, Federal Employees Political Activities Act
- Structure and Function of the modern bureaucracy: departments, government corporations, independent agencies, independent regulatory commissions.
- How the bureaucracy works: iron triangles, issue networks, interagency councils, rule-making, regulations, administrative adjudication
- Accountability and Linkage: Executive, Legislative and Judicial control over and linkages with the bureaucracy

Case Study: *Gender Equity in College Sports: Enforcement of Title IX*

Assessment:

Group Research Project: Pick a federal agency and research its policies under three different modern presidents (1964-present)

Free Response Essay: The federal bureaucracy, although constrained by the other branches of government, remains very powerful. Identify and explain three reasons why the federal bureaucracy is so powerful. Identify and explain three constraints placed upon the bureaucracy by legislative and executive branches.

Week #8: The Judiciary

Readings:

1. *O'Connor and Sabato – Chapter 10 – The Judiciary – p. 343-383*
2. *Lasser – “From Rehnquist to Roberts” by Lyle Denniston*

Central Questions: *How do the courts “interpret” the Constitution? What are the strengths and weaknesses of an “activist” court? What is the impact of the new Roberts court on public policy?*

Key Topics:

- The Constitution and the Federal Judiciary – Federalist #78, Judiciary Act of 1789, the Marshall Court (Marbury v. Madison – judicial review)
- The American Legal System – trial courts, appellate courts, jurisdiction (original and appellate), criminal law, civil law
- The Federal Courts – Organization and Function: constitutional and legislative, district courts, courts of appeal, the Supreme Court
- Federal Judges – demographics, senatorial courtesy, current issues

- Supreme Court - appointments, nomination criteria, confirmation, role of lobbying and political parties, Senate hearings, the court today
- The Supreme Court Today – how the court decides to hear a case, rule of four, clerks, role of solicitor general, amicus curiae, resolving conflicts among lower courts, role of interest groups.
 - Hearing and deciding cases – oral arguments, conference and voting, written opinions
 - Recusal
- Judicial Philosophy & Decision-Making – restraint v. activism, strict v. loose construction, original intent, role of precedents and stare decisis, models of decision-making
- Implementing Decisions: Role of Congress and the Executive, popular support and understanding of court decisions

Case Study: *Implementing Brown v. Board of Education*

Assessment:

1. **Group Project** – *Portrait of The Supreme Court: Demographics, Philosophies, Impact*

2. **Free Response Essay: (2005 A.P. Exam)**

The judicial branch is designed to be more independent of public opinion than are the legislature or the executive. Yet, the United States Supreme Court rarely deviates too far for too long from prevalent public opinion.

- a. Describe two ways in which the United States Supreme Court is insulated from public opinion.
- b. Explain how two factors work to keep the United States Supreme Court from deviating too far from public opinion.

Unit III: Political Beliefs and Behavior

Week #9 – Political Beliefs/Behaviors

Readings:

1. ***American Government: Continuity and Change* – Chapter 11 – Public Opinion and Political Socialization – p. 385-414**
2. ***Readings in American Government* – “Political Ignorance” by Ilya Somin**
3. ***Perspectives on American Politics* – “The Twelve Tribes of American Politics” – Steven Waldman and John C. Green**

Central Questions: *How do we form our political beliefs and opinions? How do these change over time? What impact do the institutions of government have on the formation of political beliefs and behaviors – and vice versa?*

Key Topics:

- Public opinion/public opinion polls
- Influencing public opinion – history and strategies
- Historical Look at public opinion measurements– Lippman’s *Public Opinion*, straw polls, Literary Digest, Gallup polls, Dewey v. Truman, 2000 and 2004 elections, exit polls
- Political Socialization: Family, school and peers, the role of the mass media, social groups, religion, race/ethnicity, gender, age, region, major crises (Kennedy assassination, 9/11)
- Political Ideology – What does this mean in the United States? Liberals, conservatives, radicals, and reactionaries – what do these terms mean?
- Other factors in producing our political opinions – personal interest, political knowledge, leaders
- Measuring public opinion today – traditional public opinion polls (creating the questions, sampling {random and stratified}, contacting respondents.
- Political Polls – push polls, tracking polls, exit polls
- Weaknesses of polling – sampling error, limited respondent options, lack of information, intensity

Case Study: *Exit Polling in the 2004 Election. What did the exit polls reveal? Why were they inaccurate?*

Assessment:

1 .Multiple Choice Exam – Political Beliefs and Culture

2.Free Response Essay: Political Socialization describes the process by which people acquire their political opinions.

- a. Explain the impact of TWO of the following on political attitudes
 - family
 - education
 - media
- b. Explain the impact of the following on voting patterns
 - race/ethnicity
 - age
 - gender
 -
- c. Using exit polls from the 2004 presidential election, discuss the impact of race and gender on voting patterns.

Unit Four: Political Parties, Interest Groups, and Mass Media

Week #10 – Political Parties/Elections

Reading:

1. *American Government: Continuity and Change* – Chapter 12–13 Political Parties/Voting and Elections –p. 417-456/p. 509-544
2. *Lanahan Readings in the American Polity* – From *Latino Politics in America* by John Garcia

Central Questions: In what ways does the two-party system promote a stable, democratic government? In what ways does it constrict democracy and limit debate?

Key Topics:

- What is a political party? How does it function?
- Brief history of the development of U.S. political parties/role of third parties
- What do Democrats stand for? What about Republicans? Are there alternatives to the two major parties?
- Structure of Political Parties/Party Organization
- Effects on Political Process
 - Congressional party
 - Presidential party
 - Parties and the judiciary
 - State parties
 - Party identification/Group Affiliations
- Voting and Elections
 - Purposes
 - Types of elections/electoral laws
 - Presidential & Congressional elections
 - The debate over the Electoral College
 - Voting behavior and voting patterns
 - Campaigns
 - Structure
 - Financing -
 - Strategies
 - Role of media

Case Study: The 2004 Presidential election campaign

Assessment:

1. **Quiz:** Multiple Choice/Identifications
2. **Free Response Essay:** There is a growing debate over campaign financing. Congress has debated the elimination of soft money, limiting independent expenditures, and raising limits on individual contributions. Discuss each one of these proposals, indicating arguments for and against and your own view. (based on 2005 A.P.)

Week #11: Interest Groups

Reading:

1. **American Government: Continuity and Change – Chapter 16 – Interest Groups – p. 581-609**
2. **Readings in American Government –“S. Florida Voters over 65 Could Swing the Vote with Diverse Concerns” by William Gibson**
3. **Lanahan Readings in the American Polity – “From The Lobbyists” by Jeffrey Birnbaum**

Central Questions: *How do interest groups impact public policy? Do interest promote democratic participation...or do they sabotage it? What is the role of money/funding in American politics?*

Key Topics:

- Kinds of interest groups
- History of interest groups in U.S. society
- Lobbying/Influence
- PAC's: Their impact

Case Study: *The National Rifle Association's Impact on Congressional and Presidential Elections*

Assessment:

1. **Quiz:** Multiple Choice/Identifications
2. **Project:** Research and Advocate for An Interest Group of Your Choice
3. **Free Response Essay: (based on 2004 A.P.)** Different interest groups will choose different techniques to achieve their objectives based on their resources, characteristics and goals. Analyze the use of litigation, campaign contributions and grassroots lobbying/mass mobilization by two of the following groups and explain why they chose the methods they did:
 - a. American Medical Association (AMA)
 - b. Sierra Club
 - c. National Rifle Association (NRA)
 - d. National Association for the Advancement of Colored People (NAACP)

Week #12: The Media

Reading:

1. *American Government: Continuity and Change* – Chapter 15- The Media – p. 547-578
2. *Lanahan Readings in the American Polity* – From “Personal History” by Katherine Graham

Central Questions: *How has the internet changed the role of the media in influencing public opinion? What is the impact of concentration of media ownership on democratic debate? Is the media biased?*

Key Topics:

- Historic moments in U.S. journalism – yellow journalism, muckraking, Watergate
- Structure of the media today: print, radio and TV, the internet
- Growing concentration of ownership: what is the impact?
- The media and politics

Case Studies: *The Washington Post and the Watergate Scandal; A Look at the O’Reilly Factor:*

Assessment:

1. **Unit Exam** – Multiple Choice: *Political Parties & Elections/Interest Groups/Media*
2. **Free Response Essay:** *Discuss the impact of three of the following on the transmission of news to the public: public broadcasting, increased concentration of media ownership, federal regulation of media, the rise of bloggers and the web*

Unit 5: Public Policy

Week #13: Federalism and Public Policy: Social Welfare and Economic Policy

Readings:

1. *American Government: Continuity and Change* – Chapters 17 – 18 – Social Welfare Policy/Economic Policy – p. 611-686
2. *Lanahan Readings in the American Polity* – From “Flat Broke With Children” by Sharon Hays

Central Questions: *How is public policy determined and implemented? What is the relation among the federal government, states and local governments in the implementation of policy? How do citizens impact public policy?*

Key Topics:

- Policy-Making Process: Theories and Models
- Setting Policy Agendas
- Policy Implementation: What role do various institutions, the bureaucracy and the courts play? How do they interact with political parties, interest groups? How do they respond to public opinion?
- Social Welfare Policy: historical overview, analyzing the various programs in health, education, welfare that we have today. Special focus areas – Welfare Reform of 1996 and the current debate over health care
- States v. Federal Government in public policy: the case of school desegregation
- Economic Policies: historical overview, monetary policy, taxing and spending, how the budget is put together, the deficit and the debt, debate over regulation.

Case Study: *The Current Debate Over Health Care: Where do the Presidential candidates stand? Where do you stand?*

Assessment:

1. **Quiz:** Multiple Choice + Identifications
2. **Socratic Seminar:** The Politics of Health Care
3. **Free Response Essay:** In 1996 President Bill Clinton signed the Welfare Reform Act. This bill dramatically changed the federal welfare program.
 - Describe two major reasons for the passage of this bill
 - Describe how the Welfare Reform Act changed welfare fund distribution
 - Explain two positive and two negative outcomes of the new policy.

Week #14: Foreign Policy

Readings:

1. **American Government: Continuity and Change – Chapter 19 – Foreign and Defense Policy – p. 689-728**
2. **Lanahan Readings in the American Polity – From *Blowback* by Chalmers Johnson**

Central Questions: *What role should the United States play in the world? What are the roles played by the Congress and the Executive in determining foreign policy? How can citizens influence foreign policy?*

Key Topics:

- The U.S. As a World Power – Historical Overview
- Role of the executive branch:
 - the president
 - Departments of State and Defense
 - CIA and NSC
 - Homeland Security
- Role of Congress
 - Oversight, treaties, appointments and appropriations
 - War Powers Act
- The Media and the Public: Focus on the War in Iraq

Case Study: *Different Perspectives on the War in Iraq: Focus on the 2008 campaign*

Assessment:

1. **Socratic Seminar:** *What should U.S. policy be in regards to the war in Iraq?*
2. **Unit Exam:** *Public Policy*
3. **Free Response Essay:** *In what ways does the President have formal and informal powers that give him/her an advantage over Congress in the exercise of foreign policy? Cite specific historical examples from World War II, Vietnam and Iraq. (based on 2004 A.P. exam)*

Unit 6: Civil Rights and Civil Liberties

Week #15: Civil Liberties

Readings:

1. **O'Connor and Sabato – Chapter 5 – Civil Liberties – p. 157-194**
2. **Lanahan – From *Gideon's Trumpet* by Anthony Lewis**

Central Questions: *What limits has the Supreme Court imposed on the concept of “free speech” and the “rights of the accused? Can we maintain “national security” and “civil liberties” at the same time?*

Key Topics:

- Bill of Rights – focus on the first, fifth and sixth amendments
- Incorporation
- Historical Overview – Civil Liberties during times of war
- Landmark court cases – Miranda, Gideon, Schenk, Korematsu,
- Focus on the Patriot Act and the “Question of Torture”
- The Right to Privacy
- Controversy Continues: Roe v. Wade

Assessment:

1. **Quiz: Multiple Choice+Identifications**
2. **Persuasive Essay: The Patriot Act: For or Against**
3. **Free Response Essay:** Throughout the twentieth century, the Supreme Court has examined very carefully the issue of what speech is protected by the First Amendment. Identify and explain the types of speech not protected by the First Amendment. Analyze one of the following cases – Schenk v. U.S., Tinker v. Des Moines, Texas v. Johnson – and discuss how the Court either narrowed or expanded the First Amendment right to free speech.

Week #16: Civil Rights

Readings:

1. **O'Connor and Sabato – Chapter 6 – Civil Rights – p. 197-234**
2. **Lasser- Affirmative Action: Don't Mend or End It – Bend It** by Peter H. Shuck
3. **Lasser – “We Do”** by Neil Miller

Central Questions: *What is “equal protection” under the law? How does federalism impact the issues of civil rights in the U.S.? What is the debate over affirmative action?*

Key Topics:

- Historical Background: Key movements for civil rights
- Equal Protection Clause of the 14th Amendment – A Case Study of Federalism
- The Fight Over Segregated Schools: Mendez, Brown, recent Supreme Court decisions
- Constitutional Standards of review – suspect classifications, strict scrutiny
- Sex Discrimination and the law
- Controversy Continues: Affirmative action, gay rights

Assessment:

1. Group Project – Free At Last – Case Studies of the Struggle For Voting Rights in the 1960's **2. Free Response Essay:** Using your knowledge of American government and politics, analyze the impact of each of the following on broadening civil rights in our society : the Twenty-Fourth Amendment, Voting Rights Act of 1965, Title IX, Higher Education Act of 1972, Age Discrimination in Employment Act of 1967, 1978.

Week #17-#18: Review For Final Exam - This exam will be a composite of previous A.P. exams and will mirror the exact format of that exam.

AP Calculus AB

Mr. D. Weston

Thurgood Marshall Academic High School, Rm. 219

Phone: 415-695-5612, x.3219

Email: WestonDarth@gmail.com

Course Overview

AP[®] Calculus AB course is intended for students with mathematical ability and a desire to be challenged. It will cover basic topics in differential and integral calculus. The student will pursue these topics in a variety of ways including presentation to the class by groups of students, projects and self-study. At the end of the course, students will be able to compute and/or analyze mathematical problems in the following subject areas: analysis of graphs, limits of functions (including one-sided limits), asymptotes, continuity, derivatives, concept of a derivative, derivative at a point, derivative as a function, second derivatives, applications of derivatives, computation of derivatives, power functions, exponential functions, logarithmic functions, trigonometric functions, inverse trigonometric functions, sum rule, product rule, quotient rule, chain rule, implicit and explicit differentiation, techniques of anti-differentiation / indefinite integrals, definite integrals, the fundamental theorem of Calculus, application of anti-differentiation, numerical approximation such as Riemann sum, the trapezoid method and Simpson's Rule.

This course is taught in a style much like a college course: it requires significantly more work than a non-Advanced Placement class and expects the students to take the responsibility for their successes and failures. It is intended to extend the mathematical skills and knowledge of students strong in high school math who are ready to have their limits expanded. In addition to mathematics, the course includes study skills, calculator skills, test-taking strategies and skills, and activities to make the students more effective communicators.

Textbook

Foerster, Paul A. (1998). *Calculus: Concepts and Applications*. Key Curriculum Press: Berkeley, CA. ISBN: 1-55953-117-7. Replacement cost is \$66.00.

Required Materials

Graphing Calculator [C5]: Students are expected to bring a graphing calculator to class everyday. In order that you know how to use the calculator you will need to practice using it before using it on the test. You should check the College Board website (http://www.collegeboard.com/student/testing/ap/calculus_ab/calc.html?calcab) to see which calculators are acceptable and not acceptable. For those of you planning to go to college (everyone I hope) you will most likely need to have a calculator on your own for

your college math and science courses. If the cost of a graphing calculator is a burden, the school has some TI-83Plus calculators which can be checked out.

Graph Paper: Needed for weekly homework assignments

Computer access and an email account: The presentations and projects require you to use the computer to prepare. Some communication for the course will be via e-mail. If you do not have access to a computer there are computers at school available for your use. If you do not have an email account, a free account can be set up either through the school district or an online provider like gmail, yahoo or hotmail.

Course Planner [C2]

Summer Assignment

Review of Important concepts in PreCalculus

(Due the first week of school)

Limits, Derivatives, Integrals, and Integrals (Chapter 1)

(2 Weeks)

1. The Concept of Instantaneous Rate
2. Rate of Change by Equation, Graph, or Table
3. One Type of Integral of a Function
4. Definite Integrals by Trapezoids, from Equations and Data
5. Limits of a Function
6. Graphing different types of functions with a graphing calculator [C5]

Activities / Assessments

- Quiz 1
- Chapter 1 Test

Properties of Limits (Chapter 2)

(2 Weeks)

1. Numerical Approach to the Definition of Limits
2. Graphical and Algebraic Approaches to the Definition of Limits
3. The Limit Theorems
4. Continuity
5. Limits Involving Infinity
6. Intermediate Value Theorem
7. Using a graphical calculator's lists features to approximate the limit [C5]

Activities / Assessments

- Quiz 2
- Project 1 – Limits
- Problem Set 1 given to students – topic: limits
- Chapter 2 Test

Derivatives, Antiderivatives, and Indefinite Integrals (Chapter 3)

(3 weeks)

1. Graphical Interpretation of Derivative
2. Difference Quotients and One Definition of Derivative ($x \rightarrow c$)
3. Derivative Functions, Numerically and Graphically
4. Derivative of the Power Function and Another Definition of the of Derivative ($\Delta x \rightarrow 0$) or ($h \rightarrow 0$)
5. Displacement, Velocity, and Acceleration
6. Introduction to Sine, Cosine, and Composite Functions
7. Derivatives of Composite Functions – Chain Rule
8. Proof and Application of Sine and Cosine Derivatives
9. Antiderivatives and Indefinite Integrals
8. Graphing calculator parametric mode [C5]

Activities / Assessments

- Student presentations 1 - about Graphing Calculator functions [C5]
- Quiz 3
- Quiz 4
- Chapter 3 Test

Products, Quotients, and Parametric Functions (Chapter 4)

(3 weeks)

1. Combinations of Two Functions
2. Derivative of a Product of Two Functions
3. Derivative of a Quotient of Two Functions
4. Derivatives of the Other Trigonometric Functions
5. Derivatives of Inverse Trigonometric Functions
6. Differentiability and Continuity
7. Derivative of a Parametric Function
8. Graphs and Derivatives of Implicit Relations
9. Using a graphing calculator to graph the derivative of a function [C5]

Activities / Assessments

- Student Presentations 2
- Problem set 2 given to students derivatives and simple integrals
- Quiz 5
- Quiz 6
- Chapter 4 Test

Definite and Indefinite Integrals (Chapter 5)

(3 weeks)

1. A Definite Integral Problem
2. Review of Antiderivatives
3. Linear Approximations and Differentials
4. Formal Definition of Antiderivative and Indefinite Integral
5. Riemann Sums and the Definition of Definite Integral

6. The Mean Value Theorem and Rolle's Theorem
7. Some Very Special Riemann Sums
8. The Fundamental Theorem of Calculus
9. Definite Integral Properties and Practice
10. A Way to Apply Definite Integrals
11. Numerical Integration by Simpson's Rule and a Grapher
12. Graphing calculator functions and programs to approximate the definite integral [C5]

Activities / Assessments

- Project 2 – Finding the value of pi (π) using approximations of the definite integral
- Quiz 7
- Chapter 5 Test

The Calculus of Exponential and Logarithmic Functions (Chapter 6)

(3 weeks)

1. Integral of the Reciprocal Function: A Population Growth Problem
2. Antiderivative of the Reciprocal Function
3. Natural Logarithms, and Another Form of the Fundamental Theorem
4. In x Really Is a Logarithmic Function
5. Derivatives of Exponential Functions – Logarithmic Differentiation
6. The Number e , and the Derivative of Base b Logarithm Functions
7. The Natural Exponential Function: The Inverse of \ln
8. Limits of Indeterminate Forms: l'Hospital's Rule
9. Derivative and Integral Practice for Transcendental Functions

Activities / Assessments

- Project 3 – Visual soundbite of a topic – poster with media literacy 1-page paper
- Quiz 8
- Quiz 9
- Chapter 6 Test

Cumulative Review: (Chapters 1-6)

(1.5 weeks)

Activities / Assessments

- Student Presentations 3
- Fall Semester Final

The Calculus of Growth and Decay (Chapter 7)

(3 weeks)

1. Direct Proportion Property of Exponential Functions
2. Exponential Growth and Decay
3. Other Differential Equations for Real-World Applications

4. Graphical Solution of Differential Equations by Using Slope Field
5. Numerical Solution of Differential Equations by Using Euler's Method
6. Predator-Prey Population Problems

Activities / Assessments

- Project 4 – Leaky cistern in a rainstorm
- Quiz 10
- Quiz 11
- Chapter 7 Test

The Calculus of Plane and Solid Figures (Chapter 8)

(3 weeks)

1. Cubic Functions and Their Derivatives
2. Critical Points and Points of Inflection
3. Maxima and Minima in Plane and Solid Figures
4. Area of a Plane Region
5. Volume of a Solid by Plane Slicing
6. Volume of a Solid of Revolution by Cylindrical Shells
7. Length of a Plane Curve – Arc Length
8. Area of a Surface of Revolution
9. Lengths and Areas for Polar Coordinates
10. Graphing calculator's polar modes

Activities / Assessments

- Student presentations 4 – Groups present topics from Chapter 8
- Quiz 12
- Chapter 8 Test

Algebraic Calculus Techniques for the Elementary Functions (Chapter 9)

(3 weeks)

Introduction to the Integral of a Product of Two Functions

1. Integration by Parts – A Way to Integrate Products
2. Rapid Repeated Integration by Parts
3. Reduction Formulas and Computer Software
4. Integrating Special Powers of Trigonometric Functions
5. Integration by Trigonometric Substitution
6. Integration of Rational Functions by Partial Fractions
7. Integrals of the Inverse Trigonometric Functions
8. Calculus of the Hyperbolic and Inverse Hyperbolic Functions
9. Improper Integrals
10. Miscellaneous Integrals and Derivatives

Activities / Assessments

- Project 5 – Volume of solid of rotation using plane slicing and cylindrical shells
- Quiz 13

- Quiz 14
- Chapter 9 Test

The Calculus of Motion – Averages, Extremes, and Vectors (Chapter 10)
(2 weeks)

Introduction to Distance and Displacement for Motion Along a Line

1. Distance, Displacement, and Acceleration for Linear Motion
2. Average Value Problems in Motion and Elsewhere
3. Related Rates
4. Minimal Path Problems
5. Maximum and Minimum Problems in Motion and Elsewhere
6. Vector Functions for Motion in a Plane

Activities / Assessments

- Project 6 – Freeway problems
- Quiz 15
- Chapter 10 Test

Cumulative Review (Chapter 5 to 10)
(2 weeks)

- Review of material and discussion of what makes a solution complete
- Student Presentations 5 - released free-response questions from the AP Calculus AB test
- AP Calculus Test (Wed., May 7, 2008, 8:00 am)

The Calculus of Variable-Factor Products (Chapter 11)
(1.5 weeks)

1. Review of Work – Force Times Displacement
2. Work Done by a Variable Force
3. Mass of a Variable-Density Object
4. Moments, Centroids, Center of Mass, and the Theorem of Pappus
5. Force Exerted by a Variable Pressure – Center of Pressure
6. Other Variable-Factor Products

Activities / Assessments

- Quiz 16
- Chapter 11 Test

The Calculus of Functions Defined by Power Series (Chapter 12)
(1.5 weeks)

Introduction to Power Series

1. Geometric Sequences and Series as Mathematical Models
2. Power Series for an Exponential Function
3. Power Series for Other Elementary Functions
4. Taylor and Maclaurin Series, and Operations on These Series

5. Interval of Convergence for a Series – The Ratio Technique
6. Convergence of Series at the Ends of the Convergence Interval
7. Error Analysis for Series
8. Cumulative Reviews

Activities / Assessments

- Student Presentations 6
- Quiz 17
- Chapter 12 Test
- Spring Semester Final

Activities / Assessments

Tests / Quizzes

- Test/quiz content: Tests and quizzes are based on the material in the textbook, covered in class, assigned to students to solve, learn, review prior to the test/quiz. Students will receive collections of problems similar to the free-response questions on the AP Calculus AB test. They are expected to solve the problems on their own or in small groups. Some of these problems will appear in later tests and/or quizzes.
- Test Structure: Tests will be divided into different parts that will include multiple-choice questions, short answer questions, and free-response questions. Approximately half of each chapter test will not allow the use of graphing calculators and approximately half will require use of graphing calculators. Test are worth a maximum of 100 points each, except the final exam that will be worth 200 pts. Quizzes are worth 20 points each.
- Students are expected to pass all tests and quizzes with 70% or higher. Students not meeting this expectation are expected to review the material covered by the test or quiz, complete a test review assignment and take a different version of the test in a timely manner (before the next test). Only one make-up test will be given for each chapter test or quiz.
- Make-up testing will be done at lunch and after school and students receive the average of the scores of the different versions taken. It is in the student's best interest to pass the quizzes and tests and quizzes the first time the take them.

Homework

- Homework will be assigned approximately every week and is due at the beginning of class on the day it is due! Messy and illegible homework will be returned ungraded.
- Late homework will be accepted, but will be penalized 10% of maximum possible score for being late.
- Homework will be assigned a grade based on its completeness and accuracy. Each assignment will be worth 10 points. Acceptable homework with a score of 6 or higher. Homework assignments with scores of 5 points or less will be returned

for revision. The student will receive an average of the original grade and the revised grade.

Projects

- Once each marking period, students will be given a topic to research and create a carefully designed and product explaining. Topics will be drawn from the material covered just prior to the project assignment.
- The projects are intended to extend to student conceptual understanding of the topics and allow an opportunity to connect different topics and skills.
- Students are expected to explain the background of the topic, the assigned problem and its relationship to recently covered topics, then present the solution completely with graphs, diagrams and equations. Further projects must include sources used listed using the APA style.
- Each project will be worth 60 points. The projects are formal presentations of the solution and as such must meet a level of content and formatting considerably higher than a homework assignment. (See examples of acceptable work and the scoring rubric given with each project.) Projects that do not meet minimum standards will be returned for revision. Students revising their projects will receive an average of the original grade and the revised grade.

Presentations

- All students are required to given three presentations each semester. Each student will work in groups of students.
- Presentations are intended to build students' ability to speak in front of their peers and to completely create an organized presentation.
- The rubric includes points for cooperation, content, organization, design of the PowerPoint document and public speaking skills. The first presentation is worth 40 points, the second and third presentation are worth 60 points each.
- Each group will be responsible for creating a researched and informative PowerPoint presentation about a topic assigned to / picked by the group. The presentation should include background knowledge; a clear explanation of the topic; a demonstration problem with graphs, equations and diagrams; discussion about which calculator tools can be used to investigate the problem; what should be included when answering a problem involving the topic, and a list of sources presented in the APA style. Students will be expected to produce a handout for their classmates and turn in an electric copy of their presentation.

Technology

- A graphing calculator is a valuable tool in the study of mathematics. The capabilities of the TI-84Plus will be taught and used though the entire duration of this course. [C5]
- Equation Editor is important for presenting readable equations in computer-formatted presentations and papers. Students will be trained to use Equation Editor and will expected to use it to prepare their presentations.
- Students will use Microsoft PowerPoint, Word and Excel (or freeware equivalents) to prepare presentations and projects.

Grades and distribution of assignments

Fall 2007	Week 1-6	Week 7-12	Week 13-18	Finals	Points / Percent
Quizzes	60 pts	60 pts	60 pts		180 / 12.0 %
Tests	200 pts	200 pts	200 pts	200 pts	800 / 53.3 %
Homework	60 pts	60 pts	60 pts		180 / 12.0 %
Projects / Summer Assignment.	60 pts	60 pts	60 pts		180 / 12.0 %
Presentations	40 pts	60 pts	60 pts		160 / 10.7 %
Total Points	420 pts	440 pts	440 pts		1500 / 100 %

Spring 2008	Week 1-6	Week 7-12	Week 13-18	Finals	Points / Percent
Quizzes	60 pts	60 pts	40 pts		160 / 10.7 %
Tests	200 pts	200 pts	200 pts	200 pts	800 / 53.3 %
Homework	60 pts	60 pts	60 pts		180 / 12.0 %
Projects	60 pts	60 pts	60 pts		180 / 12.0 %
Presentations	60 pts	60 pts	60 pts		180 / 12.0 %
Total Points	440 pts	440 pts	420 pts		1500 / 100 %

AP Calculus

Summer Assignment

Memorize the values of trigonometric ratios that are commonly used in mathematics.

Memorize the trigonometric identities.

Factoring and simplifying rational expressions

Graphing