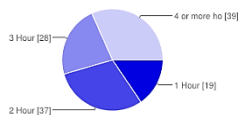


BOHS BALANCE SHEET

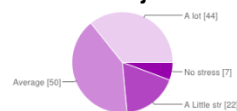
Subject: AP Biology

On average, how many hours per week do you spend on homework/studying for this subject?



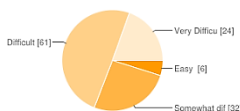
1 Hour	19	15%
2 Hour	37	30%
3 Hour	28	23%
4 or more hours	39	32%

How stressful did you find this subject?



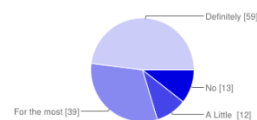
No stress	7	6%
A Little stress	22	18%
Average	50	41%
A lot	44	36%

How difficult did you find the curriculum (How hard was this subject)?



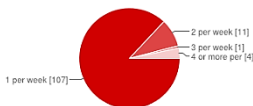
Easy	6	5%
Somewhat difficult	32	26%
Difficult	61	50%
Very Difficult	24	20%

Did this subject make you a better student?



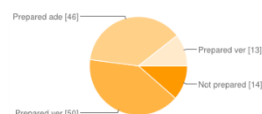
No	13	11%
A Little	12	10%
For the most part	39	32%
Definitely	59	48%

How often were you tested/quizzed in this subject per week?



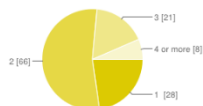
1 per week	107	87%
2 per week	11	9%
3 per week	1	1%
4 or more per week	4	3%

How well did Biology or Honors Biology prepare you for this subject?



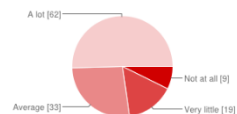
Not prepared at all	14	11%
Prepared very little	50	41%
Prepared adequately	46	37%
Prepared very well	13	11%

While taking this class, how many other AP/Honors classes can you successfully take?



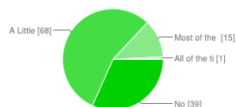
1	28	23%
2	66	54%
3	21	17%
4 or more	8	7%

Did this subject impact you outside of class in terms of your awareness of biological and environmental issues?



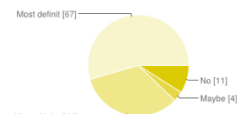
Not at all	9	7%
Very little	19	15%
Average	33	27%
A lot	62	50%

Can you procrastinate in this class and still be successful?



No	39	32%
A Little	68	55%
Most of the Time	15	12%
All of the time	1	1%

Would you recommend taking this class to a fellow student?



No	11	9%
Maybe	4	3%
Yes, with hesitation	41	33%
Most definitely	67	54%

Teacher Expectations:

Recommended Preparation: Completed Algebra 2 with an A or B; Biology with an A or Biology (H) with an A or B; Chemistry with an A or Chemistry (H) with an A or B		Student Learning Expectations/Outcomes: This course is designed to include inquiry laboratory investigation activities, lecture material, analytical and mathematical thinking, group work and homework that will help students understand the Big Ideas and Enduring Understandings of the AP Biology Framework. It is imperative that a student is committed to devoting time to studying, lab preparation and analysis, and critical thinking.
Average Time to Complete HW = 7 hours a week		
Frequency of After-School Labs or Study Sessions = **		
Type of HW Assignments: <ul style="list-style-type: none"> ✓ Group Projects ✓ Individual Projects ✓ Lab Reports ✓ Reading ✓ Research ✓ Student with Textbook Questions ✓ Use of Online Sources ✓ Worksheets ✓ Writing Prompts or Essays ✓ Mastering Biology (Online Tutorials & Homework) 	Any other course information which may be valuable for an interested student to know: **There is typically one after school lab in January, and all reviews prior to the AP Exam are after school.	

About AP Biology

(taken from AP Biology Course Overview Document, available at <http://media.collegeboard.com/digitalServices/pdf/ap/13b-7589-AP-Biology-ADA-v0.1.pdf>)

Course Overview:

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions.

Four Big Ideas of AP Biology

1. The process of evolution explains the diversity and unity of life.
2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
3. Living systems store, retrieve, transmit, and respond to information essential to life processes.
4. Biological systems interact, and these systems and their interactions possess complex properties.

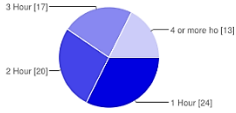
Format of AP Biology Test

Section I: Multiple Choice	69 Questions	90 Minutes	50% of Exam Score
Multiple Choice: 63 Questions <ul style="list-style-type: none"> • Discrete Questions • Questions in Sets Grid-In: 6 Questions <ul style="list-style-type: none"> • Discrete Questions • Questions integrate biology and mathematical skills 			
Section II: Free Response	8 Questions	90 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Long Free Response (2 questions, one of which is lab or data-based) • Short Free Response (6 questions, each requiring a paragraph-length argument/response) 			

BOHS BALANCE SHEET

Subject: AP Calculus AB

On average, how many hours per week do you spend on homework/studying for this subject?



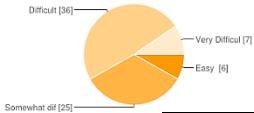
1 Hour	24	32%
2 Hour	20	27%
3 Hour	17	23%
4 or more hours	13	18%

How stressful did you find this subject?



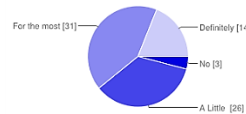
No stress	7	9%
A Little stress	21	28%
Average	33	45%
A lot	13	18%

How difficult did you find the curriculum (How hard was this subject)?



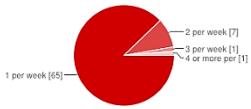
Easy	6	8%
Somewhat difficult	25	34%
Difficult	36	49%
Very Difficult	7	9%

Did this subject make you a better student?



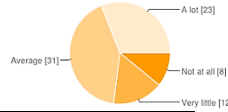
No	3	4%
A Little	26	35%
For the most part	31	42%
Definitely	14	19%

How often were you tested/quizzed in this subject per week?



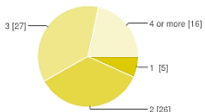
1 per week	65	88%
2 per week	7	9%
3 per week	1	1%
4 or more per week	1	1%

Did you enjoy learning this subject?



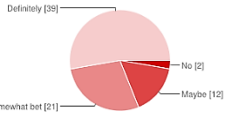
Not at all	8	11%
Very little	12	16%
Average	31	42%
A lot	23	31%

While taking this class, how many other AP/Honors classes can you successfully take?



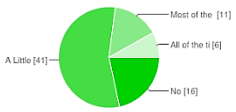
1	5	7%
2	26	35%
3	27	36%
4 or more	16	22%

Do you believe that taking AP Calculus AB will make you a better college student?



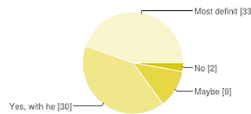
No	2	3%
Maybe	12	16%
Somewhat better	21	28%
Definitely	39	53%

Can you procrastinate in this class and still be successful?



No	16	22%
A Little	41	55%
Most of the Time	11	15%
All of the time	6	8%

Would you recommend taking this class to a fellow student?



No	2	3%
Maybe	9	12%
Yes, with hesitation	30	41%
Most definitely	33	45%

Teacher Expectations:

Recommended Preparation: Completed Pre-Calculus with a grade of A or B		Student Learning Expectations/Outcomes: <ul style="list-style-type: none"> • 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 communicate 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.
Average Time to Complete HW = 3-5 hours / week		
Frequency of After-School Labs or Study Sessions = 1/ month		
Type of HW Assignments: <ul style="list-style-type: none"> ✓ Group Projects ✓ Individual Projects ✓ Lab Reports ✓ Reading ☐ Research ✓ Textbook Questions ✓ Use of Online Sources ✓ Worksheets ☐ Writing Prompts or Essays ☐ Other: 	Any other course information which may be valuable for an interested student to know: Before studying calculus, all students must have a thorough knowledge of Pre-Calculus!!!!	

About AP Calculus AB

(taken from AP Calculus AB Course Overview Document, available at <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-calculus-ab-course-overview.pdf>)

Course Overview:

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Topic Outline of AP Calculus AB

- I. Functions, Graphics, and Limits
 - a. Analysis of Graphs
 - b. Limits of Functions (including one-sided limits)
 - c. Asymptotic and Unbounded Behavior
 - d. Continuity as a Property of Functions
- II. Derivatives
 - a. Concept of the Derivative
 - b. Derivative at a Point
 - c. Derivative as a Function
 - d. Second Derivatives
 - e. Applications and Computation of Derivatives
- III. Integrals
 - a. Interpretations and Properties of Definite Integrals
 - b. Applications of Integrals
 - c. Fundamental Theorem of Calculus
 - d. Techniques and Applications of Antidifferentiation
 - e. Numerical Approximations to Definite Integrals

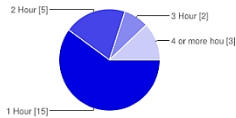
Format of AP Calculus AB

Section I: Multiple Choice	45 Questions	105 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Part A: 28 questions, 55 minutes (no calculator permitted) • Part B: 17 questions, 50 minutes (graphing calculator permitted) 			
Section II: Free Response	6 Questions	90 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Part A: 2 problems; 30 minutes (graphing calculator permitted) • Part B: 4 problems; 1 hour (no calculator permitted) 			

BOHS BALANCE SHEET

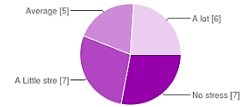
Subject: AP Calculus BC

On average, how many hours per week do you spend on homework/studying for this subject?



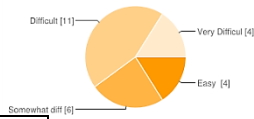
1 Hour	15	60%
2 Hour	5	20%
3 Hour	2	8%
4 or more hours	3	12%

How stressful did you find this subject?



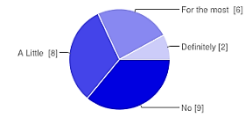
No stress	7	28%
A Little stress	7	28%
Average	5	20%
A lot	6	24%

How difficult did you find the curriculum (How hard was this subject)?



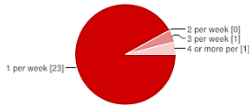
Easy	4	16%
Somewhat difficult	6	24%
Difficult	11	44%
Very Difficult	4	16%

Did this subject make you a better student?



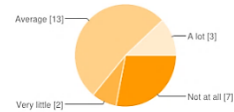
No	9	36%
A Little	8	32%
For the most part	6	24%
Definitely	2	8%

How often were you tested/quizzed in this subject per week?



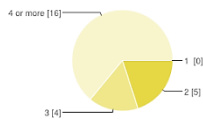
1 per week	23	92%
2 per week	0	0%
3 per week	1	4%
4 or more per week	1	4%

Did you enjoy learning this subject?



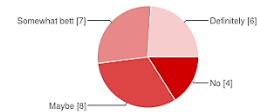
Not at all	7	28%
Very little	2	8%
Average	13	52%
A lot	3	12%

While taking this class, how many other AP/Honors classes can you successfully take?



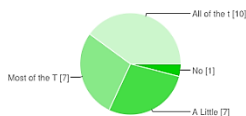
1	0	0%
2	5	20%
3	4	16%
4 or more	16	64%

Do you believe that taking AP Calculus BC will make you a better college student?



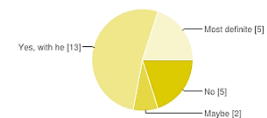
No	4	16%
Maybe	8	32%
Somewhat better	7	28%
Definitely	6	24%

Can you procrastinate in this class and still be successful?



No	1	4%
A Little	7	28%
Most of the Time	7	28%
All of the time	10	40%

Would you recommend taking this class to a fellow student?



No	5	20%
Maybe	2	8%
Yes, with hesitation	13	52%
Most definitely	5	20%

Teacher Expectations:

Recommended Preparation: Completion of AP Calculus AB with a grade of A or B		Student Learning Expectations/Outcomes: Students must have gained a deep understanding of differential and integral calculus. Students must inquire, ask questions and do all they can to understand deeply and honestly.
Average Time to Complete HW = <u>60</u> minutes/day or <u>6</u> hours/week		
Frequency of After-School Labs or Study Sessions = ____/____		
Type of HW Assignments: <input type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Individual Projects <input type="checkbox"/> Lab Reports <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Research <input checked="" type="checkbox"/> Textbook Questions <input checked="" type="checkbox"/> Use of Online Sources <input checked="" type="checkbox"/> Worksheets <input checked="" type="checkbox"/> Writing Prompts or Essays <input type="checkbox"/> Other: _____	Any other course information which may be valuable for an interested student to know: An honest attempt to comprehend the subject matter.	

About AP Calculus BC

(taken from AP Calculus BC Course Overview Document, available at <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-calculus-bc-course-overview.pdf>)

Course Overview:

AB Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Topic Outline for AP Calculus BC

- I. Functions, Graphs, and Limits
 - a. Analysis of Graphs
 - b. Limits of Functions (including one-sided limits)
 - c. Asymptotic and Unbounded Behavior
 - d. Continuity as a Property of Functions
 - e. Parametric, Polar, and Vector Functions
- II. Derivatives
 - a. Concept of the Derivative
 - b. Derivative at a Point
 - c. Derivative as a Function
 - d. Second Derivatives
 - e. Applications and Computation of Derivatives
- III. Integrals
 - a. Interpretations and Properties of Definite Integrals
 - b. Applications of Integrals
 - c. Fundamental Theorem of Calculus
 - d. Techniques and Applications of Antidifferentiation
 - e. Numerical Approximations to Definite Integrals
- IV. Polynomial Approximations and Series
 - a. Concept of Series
 - b. Series of Constants
 - c. Taylor Series

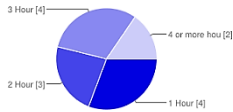
Format of AP Calculus BC Test

Section I: Multiple Choice	45 Questions	105 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Part A: 28 questions, 55 minutes (no calculator permitted) • Part B: 17 questions, 50 minutes (graphing calculator permitted) 			
Section II: Free Response	6 Questions	90 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Part A: 2 problems; 30 minutes (graphing calculator permitted) • Part B: 4 problems; 1 hour (no calculator permitted) 			

BOHS BALANCE SHEET

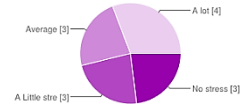
Subject: AP Chemistry

On average, how many hours per week do you spend on homework/studying for this subject?



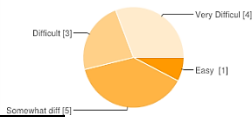
1 Hour	4	31%
2 Hour	3	23%
3 Hour	4	31%
4 or more hours	2	15%

How stressful did you find this subject?



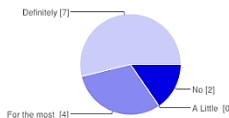
No stress	3	23%
A Little stress	3	23%
Average	3	23%
A lot	4	31%

How difficult did you find the curriculum (How hard was this subject)?



Easy	1	8%
Somewhat difficult	5	38%
Difficult	3	23%
Very Difficult	4	31%

Did completing the homework and worksheets in class help you do better in class?



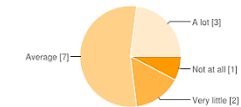
No	2	15%
A Little	0	0%
For the most part	4	31%
Definitely	7	54%

How often were you tested/quizzed in this subject per week?



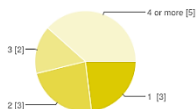
1 per week	11	85%
2 per week	1	8%
3 per week	0	0%
4 or more per week	1	8%

Did you enjoy learning this subject?



Not at all	1	8%
Very little	2	15%
Average	7	54%
A lot	3	23%

While taking this class, how many other AP/Honors classes can you successfully take?



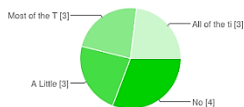
1	3	23%
2	3	23%
3	2	15%
4 or more	5	38%

Did this class help class you with reaching your goal for college?



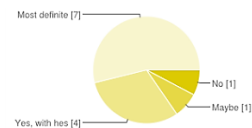
Not at all	3	23%
Very little	3	23%
Average	5	38%
A lot	2	15%

Can you procrastinate in this class and still be successful?



No	4	31%
A Little	3	23%
Most of the Time	3	23%
All of the time	3	23%

Would you recommend taking this class to a fellow student?



No	1	8%
Maybe	1	8%
Yes, with hesitation	4	31%
Most definitely	7	54%

Teacher Expectations:

Recommended Preparation: Completion of Algebra 2 with an A or B; completion of Biology with an A or Honors Biology with an A or B; Completion of Chemistry with an A or Honors Chemistry with an A or B

Average Time to Complete HW = 5 hours a week

Frequency of After-School Labs or Study Sessions = 6-8 labs a year and one Saturday study session

Type of HW Assignments:

Group Projects

Individual Projects

Lab Reports

Reading

Research

Textbook Questions

Use of Online Sources

Worksheets

Writing Prompts or Essays

Other: AP Practice Exams

Any other course information which may be valuable for an interested student to know:

Possessing good study habits is usually the difference between AP Chemistry being hard or being hard and fun.

Student Learning Expectations/Outcomes: (refer back to AP Audit and Essential Standards)

AP Chemistry provides an orderly development of the fundamental concepts and principles of chemistry with an emphasis on inquiry and critical thinking skills including: problem solving, mathematical reasoning, and experimental investigations. Topics of study include: structure of matter, states of matter, chemical reactions, and descriptive chemistry. AP Chemistry is a second year of high school chemistry course which is equal to a 1st year college chemistry course.

About AP Chemistry

(taken from AP Chemistry Course Overview Document, available at <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-chemistry-course-overview.pdf>)

Course Overview:

The AP Chemistry course provides students with a foundation to support future advanced coursework in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

Big Idea of AP Chemistry

- The chemical elements are the building blocks of matter, which can be understood in terms of the arrangements of atoms.
- Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them.
- Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons.
- Rates of chemical reactions are determined by details of the molecular collisions.
- The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.
- Bonds or attractions that can be formed can be broken. These two processes are in constant competition, sensitive to initial conditions and external forces or changes.

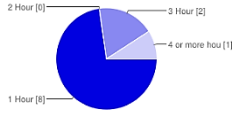
Format of AP Chemistry Test

Section I: Multiple Choice	60 Questions	90 Minutes	50% of Exam Score
<ul style="list-style-type: none">• Discrete items• Items in sets			
Section II: Free Response	7 Questions	90 Minutes	50% of Exam Score
<ul style="list-style-type: none">• Three long- and four short-answer questions. The seven questions ensure the assessment of the following skills: experimental designs, quantitative/qualitative translation, analysis of authentic lab data and observations to identify patterns or explain phenomena, creating or analyzing atomic and molecular views to explain observations, and following a logical/analytical pathway to solve a problem.			

BOHS BALANCE SHEET

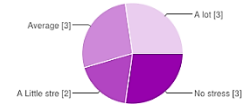
Subject: AP Chinese

On average, how many hours per week do you spend on homework/studying for this subject?



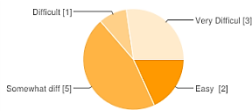
1 Hour	8	73%
2 Hour	0	0%
3 Hour	2	18%
4 or more hours	1	9%

How stressful did you find this subject?



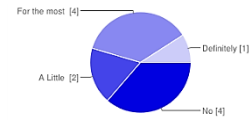
No stress	3	27%
A Little stress	2	18%
Average	3	27%
A lot	3	27%

How difficult did you find the curriculum (How hard was this subject)?



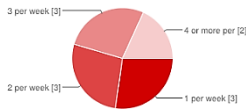
Easy	2	18%
Somewhat difficult	5	45%
Difficult	1	9%
Very Difficult	3	27%

Did this subject make you a better student?



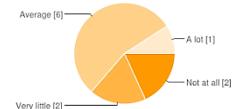
No	4	36%
A Little	2	18%
For the most part	4	36%
Definitely	1	9%

How often were you tested/quizzed in this subject per week?



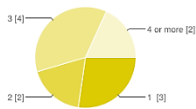
1 per week	3	27%
2 per week	3	27%
3 per week	3	27%
4 or more per week	2	18%

Did you enjoy learning this subject?



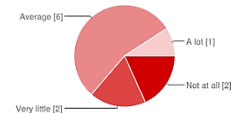
Not at all	2	18%
Very little	2	18%
Average	6	55%
A lot	1	9%

While taking this class, how many other AP/Honors classes can you successfully take?



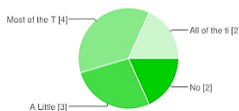
1	3	27%
2	2	18%
3	4	36%
4 or more	2	18%

Does this subject impact you outside of class in terms of your awareness of Chinese culture?



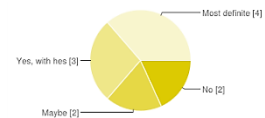
Not at all	2	18%
Very little	2	18%
Average	6	55%
A lot	1	9%

Can you procrastinate in this class and still be successful?



No	2	18%
A Little	3	27%
Most of the Time	4	36%
All of the time	2	18%

Would you recommend taking this class to a fellow student?



No	2	18%
Maybe	2	18%
Yes, with hesitation	3	27%
Most definitely	4	36%

Teacher Expectations:

Recommended Preparation: Completion of Chinese 3 with an A or B		Student Learning Expectations/Outcomes: Tests will be focused on reading comprehension.
Average Time to Complete HW = 20-30 minutes a day		
Frequency of After-School Labs or Study Sessions = N/A		
Type of HW Assignments: <input type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Individual Projects <input type="checkbox"/> Lab Reports <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Research <input type="checkbox"/> Textbook Questions <input checked="" type="checkbox"/> Use of Online Sources <input type="checkbox"/> Worksheets <input checked="" type="checkbox"/> Writing Prompts or Essays <input type="checkbox"/> Other: _____	Any other course information which may be valuable for an interested student to know:	

About AP Chinese

(taken from AP Chinese Course Overview Document, available at http://media.collegeboard.com/digitalServices/pdf/ap/13b-7589-AP-Chinese_Language-and-Culture-ADA-v0.1.pdf)

Course Overview:

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by other) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese.

The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

AP Chinese Learning Objectives:

- Engage in spoken interpersonal communication;
- Engage in written interpersonal communication;
- Comprehend information from a variety of audio, visual, and audiovisual resources;
- Comprehend information from a variety of written and print resources;
- Plan, produce, and present spoken presentational communications; and
- Plan and produce written presentational communications.

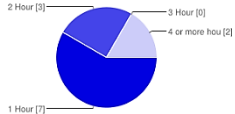
Format of AP Chinese Test

Section I: Multiple Choice	70 Questions	Approximately 90 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Part A: Listening (2 sections) <ul style="list-style-type: none"> ○ Interpersonal Communication: Rejoinders (10 – 15 Questions) ○ Interpretive Communication: Listening Selections (15 – 20 Questions) • Part B: Reading Selections (35 – 40 Questions) 			
Section II: Free Response	4 Tasks	Approximately 45 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Presentation Writing: Story Narration (1 prompt) • Interpersonal Writing: Email Response (1 prompt) • Interpersonal Speaking: Conversation (1 conversation: 6 prompts) • Presentational Speaking: Cultural Presentation (1 prompt) 			

BOHS BALANCE SHEET

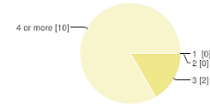
Subject: AP Computer Science

On average, how many hours per week do you spend on homework/studying for this subject?



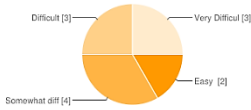
1 Hour	7	58%
2 Hour	3	25%
3 Hour	0	0%
4 or more hours	2	17%

While taking this class, how many other AP/Honors classes can you successfully take?



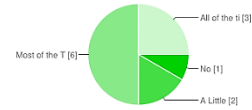
1	0	0%
2	0	0%
3	2	17%
4 or more	10	83%

How difficult did you find the curriculum (How hard was this subject)?



Easy	2	17%
Somewhat difficult	4	33%
Difficult	3	25%
Very Difficult	3	25%

Can you procrastinate in this class and still be successful?



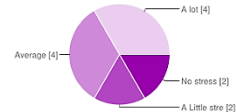
No	1	8%
A Little	2	17%
Most of the Time	6	50%
All of the time	3	25%

How often were you tested/quizzed in this subject per week?



1 per week	11	92%
2 per week	0	0%
3 per week	0	0%
4 or more per week	1	8%

How stressful did you find this subject?



No stress	2	17%
A Little stress	2	17%
Average	4	33%
A lot	4	33%

Teacher Expectations:

Recommended Preparation: Completion of Algebra 2 with an A; completion of GITA 3 or Computer Science 3 with an A or B		Student Learning Expectations/Outcomes: <ul style="list-style-type: none"> Understand the main principles of object-oriented software design and programming Learn to code fluently in Java in a well-structured fashion and in good style; learn to pay attention to code clarity and documentation Learn to use Java library packages and classes within the scope of the AP/A Java subset Understand the concept of an algorithm; implement algorithms in Java using conditional and iterative control structures and recursion Learn common sorting and searching algorithms: Sequential Search and Binary Search and Selection Sort, Insertion Sort, and Mergesort Understand one- and two-dimensional arrays and the ArrayList class Acquire skills in designing object-oriented software solutions to problems from various application areas Study the <i>GridWorld</i> case study and accompanying exercises and questions provided by The College Board Discuss ethical and social issues related to the use of computers Prepare for the A-level AP exam in computer science.
Average Time to Complete HW = N/A		
Frequency of After-School Labs or Study Sessions = N/A		
Type of HW Assignments: <ul style="list-style-type: none"> ✓ Group Projects ✓ Individual Projects ✓ Lab Reports ✓ Reading ✓ Research ✓ Textbook Questions ✓ Use of Online Sources ✓ Worksheets ✓ Code Writing Prompts <input type="checkbox"/> Other: 	Any other course information which may be valuable for an interested student to know: <p>Most assignments are individual programming assignments. We have an exam at the end of each chapter.</p>	

About AP Computer Science

(taken from AP Computer Science A Course Overview Document, available at

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-computer-science-a-course-overview.pdf>)

Course Overview:

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in college and universities.

Topic Outline for AP Computer Science

- I. Object-Oriented Program Design
 - a. Program and class design
- II. Program Implementation
 - a. Implementation techniques
 - b. Programming constructs
 - c. Java library classes and interfaces included in the AP Java Subset
- III. Program Analysis
 - a. Testing
 - b. Debugging
 - c. Runtime exceptions
 - d. Program correctness
 - e. Algorithm analysis
 - f. Numerical representations of integers
- IV. Standard Data Structures
 - a. Primitive data types (int, Boolean, double)
 - b. Strings
 - c. Classes
 - d. Lists
 - e. Arrays (1-dimensional and 2-dimensional)
- V. Standard Operations and Algorithms
 - a. Operations on data structures
 - b. Searching
 - c. Sorting
- VI. Computing in Context
 - a. System reliability
 - b. Privacy
 - c. Legal issues and intellectual property
 - d. Social and ethical ramifications of computer use

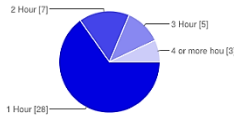
Format of AP Computer Science Test

Section I: Multiple Choice	40 Questions	75 Minutes	50% of Exam Score
<ul style="list-style-type: none"> Discrete Questions 			
Section II: Free Response	4 Questions	105 Minutes	50% of Exam Score
<ul style="list-style-type: none"> Short Answer (each requiring Java programming language) 			

BOHS BALANCE SHEET

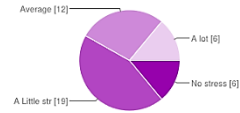
Subject: AP Economics Micro & Macro

On average, how many hours per week do you spend on homework/studying for this subject?



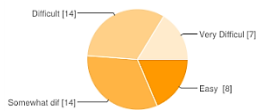
1 Hour	28	65%
2 Hour	7	16%
3 Hour	5	12%
4 or more hours	3	7%

How stressful did you find this subject?



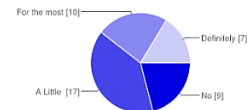
No stress	6	14%
A Little stress	19	44%
Average	12	28%
A lot	6	14%

How difficult did you find the curriculum (How hard was this subject)?



Easy	8	19%
Somewhat difficult	14	33%
Difficult	14	33%
Very Difficult	7	16%

Did this subject make you a better student?



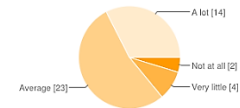
No	9	21%
A Little	17	40%
For the most part	10	23%
Definitely	7	16%

How often were you tested/quizzed in this subject per week?



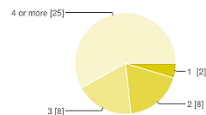
1 per week	37	86%
2 per week	2	5%
3 per week	1	2%
4 or more per week	3	7%

Did you enjoy learning this subject?



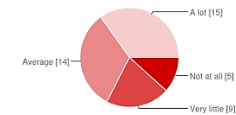
Not at all	2	5%
Very little	4	9%
Average	23	53%
A lot	14	33%

While taking this class, how many other AP/Honors classes can you successfully take?



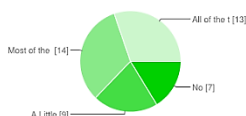
1	2	5%
2	8	19%
3	8	19%
4 or more	25	58%

Does this subject impact you outside of class in terms of your awareness of economic issues?



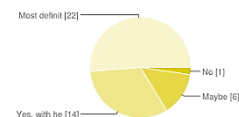
Not at all	5	12%
Very little	9	21%
Average	14	33%
A lot	15	35%

Can you procrastinate in this class and still be successful?



No	7	16%
A Little	9	21%
Most of the Time	14	33%
All of the time	13	30%

Would you recommend taking this class to a fellow student?



No	1	2%
Maybe	6	14%
Yes, with hesitation	14	33%
Most definitely	22	51%

Teacher Expectations:

Recommended Preparation: Completion of Algebra 2 with an A or B; completion of US History with an A or AP US History with an A or B		Student Learning Expectations/Outcomes: The purpose of Integrated AP Economics is to prepare students to be successful in both AP Microeconomics and AP Macroeconomics. Students will spend one semester studying the forces of supply and demand in the context of production in the product and factor markets. During the second semester students investigate the role of Government in the areas of stability and growth in the context of American and Global production. Ultimately, students are introduced to both Microeconomics and Macroeconomics at the university level of study.
Average Time to Complete HW = 30 minutes/day		
Frequency of After-School Labs or Study Sessions = None		
Type of HW Assignments: <input type="checkbox"/> Group Projects <input type="checkbox"/> Individual Projects <input type="checkbox"/> Lab Reports <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Research <input type="checkbox"/> Textbook Questions <input checked="" type="checkbox"/> Use of Online Sources <input checked="" type="checkbox"/> Worksheets <input checked="" type="checkbox"/> Writing Prompts or Essays <input type="checkbox"/> Other: _____	Any other course information which may be valuable for an interested student to know: This course fulfills the graduation requirement for Econ and Gov. The Micro and Macro portions of this class match exactly the first year University course.	

About AP Macroeconomics and AP Microeconomics

(taken from AP Macroeconomics Course Overview and AP Microeconomics Course Overview Documents, available at <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-macroeconomics-course-overview.pdf> and <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-microeconomics-course-overview.pdf>, respectively)
Course Overview

AP Macroeconomics: This is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Microeconomics: This is an introductory college-level course that focuses on the principals of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Format of the AP Test

AP Macroeconomics:

Section I: Multiple Choice	60 Questions	70 Minutes	66% of Exam Score
<ul style="list-style-type: none"> • Questions require the use of economics content knowledge and reasoning across the range of course topics. • Some questions require analysis of different hypothetical situations. 			
Section II: Free Response	3 Questions	60 Minutes	33% of Exam Score
<ul style="list-style-type: none"> • 1 long free-response question (50% of section score) • 2 short free-response questions (each worth 25% of section score) • Questions ask students to analyze unique scenarios using different course concepts. • Some questions in the free-response section require graphical analysis. 			

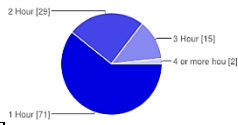
AP Microeconomics:

Section I: Multiple Choice	60 Questions	70 Minutes	66% of Exam Score
<ul style="list-style-type: none"> • Questions require the use of economics content knowledge and reasoning across the range of course topics. • Some questions require analysis of different hypothetical situations. 			
Section II: Free Response	6 Questions	90 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • 1 long free-response question (50% of section score) • 2 short free-response questions (each worth 25% of section score) • Questions ask students to analyze unique scenarios using different course concepts. • Some questions in the free-response section require graphical analysis. 			

BOHS BALANCE SHEET

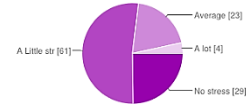
Subject: AP Environmental Science

On average, how many hours per week do you spend on homework/studying for this subject?



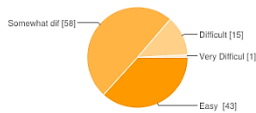
1 Hour	71	61%
2 Hour	29	25%
3 Hour	15	13%
4 or more hours	2	2%

How stressful did you find this subject?



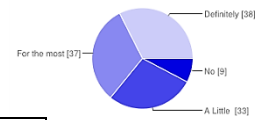
No stress	29	25%
A Little stress	61	52%
Average	23	20%
A lot	4	3%

How difficult did you find the curriculum (How hard was this subject)?



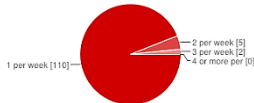
Easy	43	37%
Somewhat difficult	58	50%
Difficult	15	13%
Very Difficult	1	1%

Did this subject make you a better student?



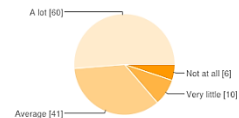
No	9	8%
A Little	33	28%
For the most part	37	32%
Definitely	38	32%

How often were you tested/quizzed in this subject per week?



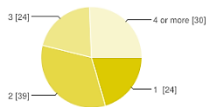
1 per week	110	94%
2 per week	5	4%
3 per week	2	2%
4 or more per week	0	0%

Did you enjoy learning this subject?



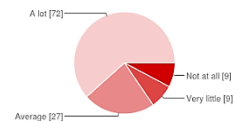
Not at all	6	5%
Very little	10	9%
Average	41	35%
A lot	60	51%

While taking this class, how many other AP/Honors classes can you successfully take?



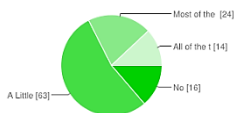
1	24	21%
2	39	33%
3	24	21%
4 or more	30	26%

Does this subject impact you outside of class in terms of your awareness of social/political/environmental issues?



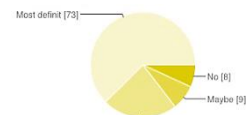
Not at all	9	8%
Very little	9	8%
Average	27	23%
A lot	72	62%

Can you procrastinate in this class and still be successful?



No	16	14%
A Little	63	54%
Most of the Time	24	21%
All of the time	14	12%

Would you recommend taking this class to a fellow student?



No	8	7%
Maybe	9	8%
Yes, with hesitation	27	23%
Most definitely	73	62%

Teacher Expectations:

Recommended Preparation: Completion of Algebra 2 with an A or B; completion of Biology with an A or Honors Biology with an A or B; Completion of Chemistry with an A or Honors Chemistry with an A or B; 11th graders must have concurrent enrollment in another science class

Average Time to Complete HW = 2 hours/ week

Frequency of After-School Labs or Study Sessions = 1 / semester

Type of HW Assignments:

- ✓ Group Projects
- ✓ Individual Projects
- Lab Reports
- ✓ Reading
- ✓ Research
- ✓ Textbook Questions
- ✓ Use of Online Sources
- ✓ Worksheets
- Writing Prompts or Essays
- Other: _____

Any other course information which may be valuable for an interested student to know:

Students are required to attend up to 8 field trips a year. Outside fieldwork is also required.

Student Learning Expectations/Outcomes:

Unit 1: Introduction to Environmental Science, environmental history, environmental law, systems and matter, and energy
 Unit 2: Biogeochemical cycles, weather, climate, biomes
 Unit 3: Types of species, predator/prey relationships, symbiosis, ecosystems, biodiversity, food chains, food webs, evolution, adaptations, and extinctions
 Unit 4: Ecology population, human population, population diagrams, population impacts
 Unit 5: Aquatic environments, barrier islands, coral reefs, wetlands, human impact on water sources, commercial whaling, fisheries, protecting wetlands/rivers, water pollution, dams
 Unit 6: Food, soil, pesticides, fertilizers, genetically modified foods, toxicology, bioaccumulation, infectious disease, pest management, solid and hazardous waste
 Unit 7: Geology, minerals, rocks, mining, renewable and nonrenewable energy resources, energy efficiency
 Unit 8: Atmosphere, air pollution, climate change, ozone, sustainable cities

About AP Environmental Science

(taken from AP Environmental Science Course Overview Document, available at

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-environmental-science-course-overview.pdf>)

Course Overview:

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Course Themes:

- Science is a process.
- Energy conversions underlie all ecological processes.
- The Earth itself is one interconnected system.
- Humans alter natural systems.
- Environmental problems have a cultural and social context.
- Human survival depends on developing practices that will achieve sustainable systems.

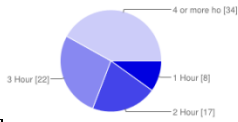
Format of AP Environmental Science Test

Section I: Multiple Choice	100 Questions	90 Minutes	60% of Exam Score
<ul style="list-style-type: none"> • Discrete Questions • Questions in Sets 			
Section II: Free Response	4 Questions	90 Minutes	40% of Exam Score
<ul style="list-style-type: none"> • Data Set (1 question) • Document-Based Question (1 question) • Synthesis and Evaluation (2 questions) 			

BOHS BALANCE SHEET

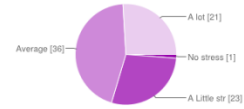
Subject: AP EUROPEAN HISTORY

On average, how many hours per week do you spend on homework/studying for this subject?



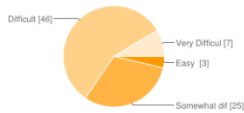
1 Hour	8	10%
2 Hour	17	21%
3 Hour	22	27%
4 or more hours	34	42%

How stressful did you find this subject?



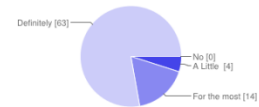
No stress	1	1%
A Little stress	23	28%
Average	36	44%
A lot	21	26%

How difficult did you find the curriculum (How hard was this subject)?



Easy	3	4%
Somewhat difficult	25	31%
Difficult	46	57%
Very Difficult	7	9%

Did this subject make you a better student?



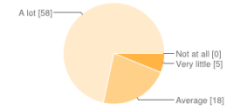
No	0	0%
A Little	4	5%
For the most part	14	17%
Definitely	63	78%

How often were you tested/quizzed in this subject per week?



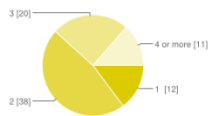
1 per week	71	88%
2 per week	9	11%
3 per week	0	0%
4 or more per week	1	1%

Did you enjoy learning this subject?



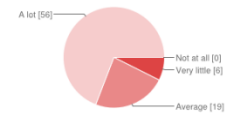
Not at all	0	0%
Very little	5	6%
Average	18	22%
A lot	58	72%

While taking this class, how many other AP/Honors classes can you successfully take?



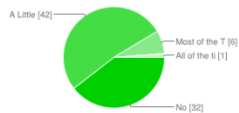
1	12	15%
2	38	47%
3	20	25%
4 or more	11	14%

Does this subject impact you outside of class in terms of your awareness of social/political issues?



Not at all	0	0%
Very little	6	7%
Average	19	23%
A lot	56	69%

Can you procrastinate in this class and still be successful?



No	32	40%
A Little	42	52%
Most of the Time	6	7%
All of the time	1	1%

Would you recommend taking this class to a fellow student?



No	0	0%
Maybe	3	4%
Yes, with hesitation	18	22%
Most definitely	60	74%

Teacher Expectations:

Recommended Preparation: Complete of Lit/Comp 1 with an A or Lit/Comp 1 Honors with an A or B		Student Learning Expectations/Outcomes: "The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing."
Average Time to Complete HW = 5-10 hours/ week		
Frequency of After-School Labs or Study Sessions = 1 a week		
Type of HW Assignments: <ul style="list-style-type: none"> ✓ Group Projects ✓ Individual Projects ☐ Lab Reports ✓ Reading ✓ Research ✓ Textbook Questions ✓ Use of Online Sources ✓ Worksheets ✓ Writing Prompts or Essays ✓ Other: Post essays online 	Any other course information which may be valuable for an interested student to know: Students are expected to demonstrate a knowledge of basic chronology of major events and trends from approximately 1450 (the High Renaissance) to the present. The entire chronological scope and a range of approaches are incorporated throughout the exam.	

About AP European History

(taken from AP European History Course Overview Document, available at

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-european-history-course-overview.pdf>)

Course Overview:

The AP European History course focuses on cultural, economic, political, and social development. These focus areas provide context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

Themes of AP European History

- Intellectual and Cultural History
- Political and Diplomatic History
- Social and Economic History

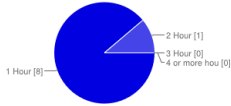
Format of the AP Test

Section I: Multiple Choice	80 Questions	55 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Questions assess concepts, major historical facts and personalities, and historical analysis. • Questions assess all of the course themes and historical developments and processes from 1450 to 2001. 			
Section II: Free Response	3 Questions	130 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Part A: Document-Based Essay Question (45 minutes, including a 10-minute reading period); worth 45% of free-response score • Parts B & C: Thematic Essays: 2 Questions (students select one question from each of two groups of three questions); worth 55% of free-response score 			

BOHS BALANCE SHEET

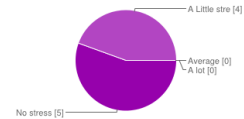
Subject: AP French

On average, how many hours per week do you spend on homework/studying for this subject?



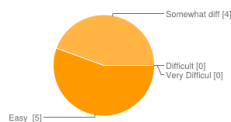
1 Hour	8	89%
2 Hour	1	11%
3 Hour	0	0%
4 or more hours	0	0%

How stressful did you find this subject?



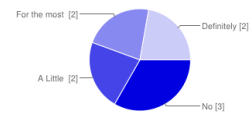
No stress	5	56%
A Little stress	4	44%
Average	0	0%
A lot	0	0%

How difficult did you find the curriculum (How hard was this subject)?



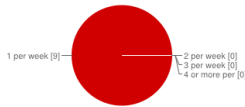
Easy	5	56%
Somewhat difficult	4	44%
Difficult	0	0%
Very Difficult	0	0%

Did this subject make you a better student?



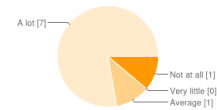
No	3	33%
A Little	2	22%
For the most part	2	22%
Definitely	2	22%

How often were you tested/quizzed in this subject per week?



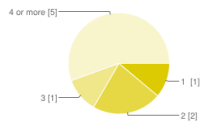
1 per week	9	100%
2 per week	0	0%
3 per week	0	0%
4 or more per week	0	0%

Did you enjoy learning this subject?



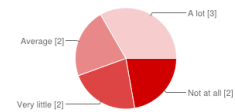
Not at all	1	11%
Very little	0	0%
Average	1	11%
A lot	7	78%

While taking this class, how many other AP/Honors classes can you successfully take?



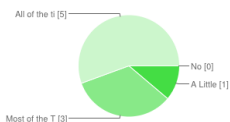
1	1	11%
2	2	22%
3	1	11%
4 or more	5	56%

Does this subject impact you outside of class in terms of your awareness of French culture?



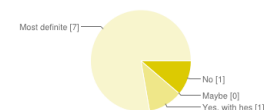
Not at all	2	22%
Very little	2	22%
Average	2	22%
A lot	3	33%

Can you procrastinate in this class and still be successful?



No	0	0%
A Little	1	11%
Most of the Time	3	33%
All of the time	5	56%

Would you recommend taking this class to a fellow student?



No	1	11%
Maybe	0	0%
Yes, with hesitation	1	11%
Most definitely	7	78%

Teacher Expectations:

Recommended Preparation: Completion of French 3 with an A or B		Student Learning Expectations/Outcomes: Students in AP French should be self-directed, motivated and hardworking learners. AP French students try to immerse themselves in the language both inside and out of the classroom and practice their speaking skills at every opportunity. While it is a very fascinating and exciting level, AP French moves at an accelerated pace as students transition from level 3 directly to AP without a level 4 language course, so students must be prepared to converse solely in French as well as complete very advanced exercises in grammar and reading comprehension through newspaper articles, short stories, essays and film exercises.
Average Time to Complete HW = 1-2 hours per week		
Frequency of After-School Labs or Study Sessions = Up to 2 optional Saturday study		
Type of HW Assignments: <ul style="list-style-type: none"> ✓ Group Projects ✓ Individual Projects ☐ Lab Reports ✓ Reading ✓ Research ✓ Textbook Questions ✓ Use of Online Sources ✓ Worksheets ✓ Writing Prompts or Essays ✓ Other: Oral exams/quizzes 	Any other course information which may be valuable for an interested student to know:	

About AP French

(taken from AP French Language and Culture Course Overview Document, available at

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-french-language-and-culture-course-overview.pdf>)

Course Overview:

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Course Themes

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

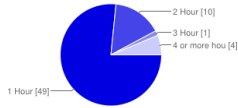
Format of AP French Test

Section I: Multiple Choice	65 Questions	Approximately 95 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Part A: 30 questions <ul style="list-style-type: none"> ○ Interpretive Communication: Print Texts • Part B: 35 questions <ul style="list-style-type: none"> ○ Interpretive Communication: Print and Audio Texts (combined) ○ Interpretive Communication: Audio Texts 			
Section II: Free Response	8 Prompts	Approximately 80 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Interpersonal Writing: Email Reply (1 prompt) • Presentational Writing: Persuasive Essay (1 prompt) • Interpersonal Speaking: Simulated Conversation (5 prompts) • Presentational Speaking: Cultural Comparison (1 prompt) 			

BOHS BALANCE SHEET

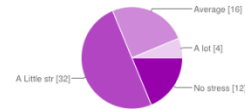
Subject: AP Government

On average, how many hours per week do you spend on homework/studying for this subject?



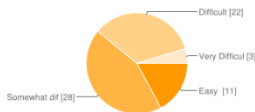
1 Hour	49	77%
2 Hour	10	16%
3 Hour	1	2%
4 or more hours	4	6%

How stressful did you find this subject?



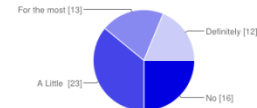
No stress	12	19%
A Little stress	32	50%
Average	16	25%
A lot	4	6%

How difficult did you find the curriculum (How hard was this subject)?



Easy	11	17%
Somewhat difficult	28	44%
Difficult	22	34%
Very Difficult	3	5%

Did this subject make you a better student?



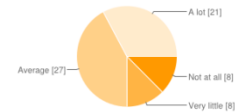
No	16	25%
A Little	23	36%
For the most part	13	20%
Definitely	12	19%

How often were you tested/quizzed in this subject per week?



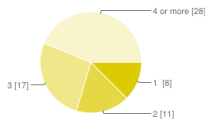
1 per week	62	97%
2 per week	0	0%
3 per week	2	3%
4 or more per week	0	0%

Did you enjoy learning this subject?



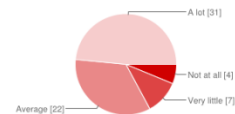
Not at all	8	13%
Very little	8	13%
Average	27	42%
A lot	21	33%

While taking this class, how many other AP/Honors classes can you successfully take?



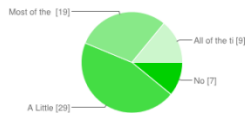
1	8	13%
2	11	17%
3	17	27%
4 or more	28	44%

Does this subject impact you outside of class in terms of your awareness of economic and political issues?



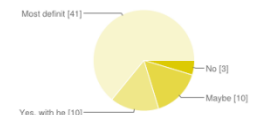
Not at all	4	6%
Very little	7	11%
Average	22	34%
A lot	31	48%

Can you procrastinate in this class and still be successful?



No	7	11%
A Little	29	45%
Most of the Time	19	30%
All of the time	9	14%

Would you recommend taking this class to a fellow student?



No	3	5%
Maybe	10	16%
Yes, with hesitation	10	16%
Most definitely	41	64%

Teacher Expectations:

Recommended Preparation: Completion of US History with an A or AP US History with an A or B		Student Learning Expectations/Outcomes: Students are expected to learn about US and international governments from a political science perspective. Students will spend one semester learning course content from AP Comparative Government and the other semester learning course content from AP US Government & Politics.
Average Time to Complete HW = 5 hours/ week		
Frequency of After-School Labs or Study Sessions = rare		
Type of HW Assignments: <input type="checkbox"/> Group Projects <input type="checkbox"/> Individual Projects <input type="checkbox"/> Lab Reports <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Research <input type="checkbox"/> Textbook Questions <input type="checkbox"/> Use of Online Sources <input type="checkbox"/> Worksheets <input type="checkbox"/> Writing Prompts or Essays <input checked="" type="checkbox"/> Other: Socratic Seminar Prep.	Any other course information which may be valuable for an interested student to know: This class involves extensive discussion and class participation. This course fulfills the graduation requirement for Economics and Government.	

About AP Government

(taken from AP Comparative Government and AP US Government & Politics Course Overview Documents, available at <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-comparative-government-and-politics-course-overview.pdf> and <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-usgopo-course-overview.pdf>, respectively)

Course Overview

AP Comparative Government: This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

AP US Government & Politics: This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Course Content

AP Comparative Government

- Introduction to Comparative Politics
- Sovereignty, Authority, and Power
- Political Institutions
- Citizens, Society, and the State
- Political and Economic Change
- Public Policy

AP US Government & Politics

- Constitutional Underpinnings
- Political Beliefs and Behaviors
- Political Parties, Interest Groups, and Mass Media
- Institutions of National Government
- Public Policy
- Civil Rights and Civil Liberties

Format of AP Government Test

AP Comparative Government

Section I: Multiple Choice	55 Questions	45 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Address major conceptual understandings among the six core countries • Apply skills of comparison and interpretation in addition to factual recall 			
Section II: Free Response	8 Questions	100 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Short-Answer Concept (Five Questions) <ul style="list-style-type: none"> ○ Students identify the significance, provide examples, or contrast concepts or terms. • Conceptual Analysis (One Question) <ul style="list-style-type: none"> ○ Students use major concepts to identify and explain important relationships and to discuss the causes and implications of politics and policy. • Country Context (Two Questions) <ul style="list-style-type: none"> ○ Students use concepts to analyze one or more countries studies. 			

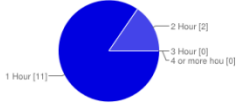
AP US Government & Politics

Section I: Multiple Choice	60 Questions	45 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Demonstrate understanding of major course concepts, policies and institutions • Apply skills of comparison and interpretation in addition to factual recall 			
Section II: Free Response	4 Questions	100 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Define concepts and explain or interpret content across all course topics • Analyze political relationships and evaluate policy changes using examples from the course to support the argument or response 			

BOHS BALANCE SHEET

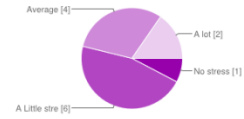
Subject: AP Japanese

On average, how many hours per week do you spend on homework/studying for this subject?



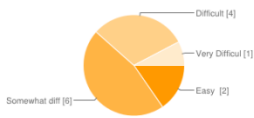
1 Hour	11	85%
2 Hour	2	15%
3 Hour	0	0%
4 or more hours	0	0%

How stressful did you find this subject?



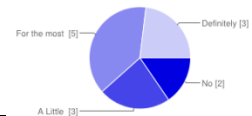
No stress	1	8%
A Little stress	6	46%
Average	4	31%
A lot	2	15%

How difficult did you find the curriculum (How hard was this subject)?



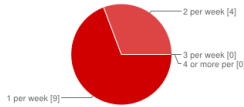
Easy	2	15%
Somewhat difficult	6	46%
Difficult	4	31%
Very Difficult	1	8%

Did this subject make you a better student?



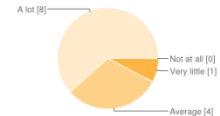
No	2	15%
A Little	3	23%
For the most part	5	38%
Definitely	3	23%

How often were you tested/quizzed in this subject per week?



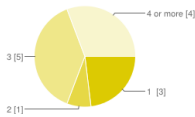
1 per week	9	69%
2 per week	4	31%
3 per week	0	0%
4 or more per week	0	0%

Did you enjoy learning this subject?



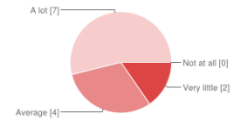
Not at all	0	0%
Very little	1	8%
Average	4	31%
A lot	8	62%

While taking this class, how many other AP/Honors classes can you successfully take?



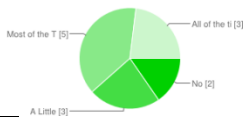
1	3	23%
2	1	8%
3	5	38%
4 or more	4	31%

Does this subject impact you outside of class in terms of your awareness of Japanese culture?



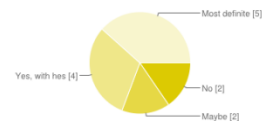
Not at all	0	0%
Very little	2	15%
Average	4	31%
A lot	7	54%

Can you procrastinate in this class and still be successful?



No	2	15%
A Little	3	23%
Most of the Time	5	38%
All of the time	3	23%

Would you recommend taking this class to a fellow student?



No	2	15%
Maybe	2	15%
Yes, with hesitation	4	31%
Most definitely	5	38%

Teacher Expectations:

Recommended Preparation: Completion of Japanese 3 with an A or B		Student Learning Expectations/Outcomes:
Average Time to Complete HW = 30 minutes/day or 2.5 hours/ week		
Frequency of After-School Labs or Study Sessions = ____/____		
Type of HW Assignments: Type of HW Assignments: <input checked="" type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Individual Projects <input type="checkbox"/> Lab Reports <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Textbook Questions <input checked="" type="checkbox"/> Use of Online Sources <input checked="" type="checkbox"/> Worksheets <input checked="" type="checkbox"/> Writing Prompts or Essays <input type="checkbox"/> Other: _____	Any other course information which may be valuable for an interested student to know: We are lucky to have many opportunities for our students to interact with Japanese native speakers and visitors from Japan throughout the school year, making the language learning meaningful and the cultural activities real.	Students will be able to converse with peers and adults on a variety of topics such as: life at home, life at school, shopping, activities with friends, traveling, and historical and political events. Students will be able to read short newspaper articles, write letters using appropriate seasonal markers and formats, engage in text-chat with students in Japan, consult with peers and adults about real life problems, and comprehend announcements and directions given in Japanese in real life situations. Students will be able to give PowerPoint presentations on a variety of topics, write essays, recite poems, and write and perform skits and dramas using appropriate honorifics and plain forms of Japanese.

About AP Japanese

(taken from AP Japanese Language and Culture Course Overview Document, available at

<http://media.collegeboard.com/digitalServices/pdf/ap/13b-7589-AP-Japanese-Language-and-Culture-ADA-v0.1.pdf>)

Course Overview

The AP Japanese Language and culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Japanese Language and Culture course strives not to emphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Japanese.

The AP Japanese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of social, political, and educational issues (e.g., the role of religion in society, traditional versus modern gender roles), as well as more traditional topics (e.g., arts, customs, festivals, geography, and history). Throughout the course, students develop interpersonal skills that enable them to request and confirm the receipt of information, ask for and provide directions, and issue and respond to invitations. They also develop more cognitively challenging functional language skills, including the ability to compare phenomena, express opinions and preferences, and discuss life experiences. Additionally, students develop a command of a significant number of the most prevalent kanji characters used in Japanese writing.

Course Learning Objectives

- Engage in spoken interpersonal communication
- Engage in written interpersonal communication
- Synthesize information from a variety of authentic audio, visual, and audiovisual resources
- Synthesize information from a variety of authentic written and print resources
- Plan, produce, and present spoken presentational communications
- Plan and produce written presentational communications

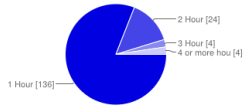
Format of AP Japanese Language and Culture Test

Section I: Multiple Choice	Approximately 70 Questions	Approximately 90 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Part A: (30 – 35 questions) <ul style="list-style-type: none"> ○ Interpretive Communication: Listening • Part B: (35 – 40 questions) <ul style="list-style-type: none"> ○ Interpretive Communication: Reading 			
Section II: Free Response	4 Tasks	Approximately 45 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Interpersonal Writing: Text-Chat (6 prompts) • Presentational Writing: Compare and Contrast Article (1 prompt) • Interpersonal Speaking: Simulated Conversation (4 prompts) • Presentational Speaking: Cultural Perspective Presentation (1 prompt) 			

BOHS BALANCE SHEET

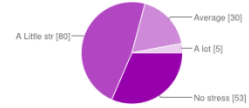
Subject: AP Language

On average, how many hours per week do you spend on homework/studying for this subject?



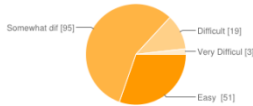
Hours per week	Count	Percentage
1 Hour	136	81%
2 Hour	24	14%
3 Hour	4	2%
4 or more hours	4	2%

How stressful did you find this subject?



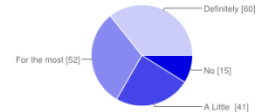
Stress Level	Count	Percentage
No stress	53	32%
A Little stress	80	48%
Average	30	18%
A lot	5	3%

How difficult did you find the curriculum (How hard was this subject)?



Difficulty Level	Count	Percentage
Easy	51	30%
Somewhat difficult	95	57%
Difficult	19	11%
Very Difficult	3	2%

Did this subject make you a better student?



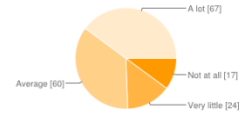
Response	Count	Percentage
No	15	9%
A Little	41	24%
For the most part	52	31%
Definitely	60	36%

How often were you tested/quizzed in this subject per week?



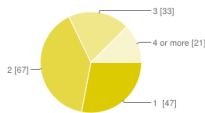
Frequency	Count	Percentage
1 per week	129	77%
2 per week	26	15%
3 per week	10	6%
4 or more per week	3	2%

Did you enjoy learning this subject?



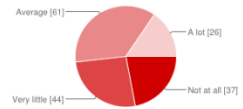
Response	Count	Percentage
Not at all	17	10%
Very little	24	14%
Average	60	36%
A lot	67	40%

While taking this class, how many other AP/Honors classes can you successfully take?



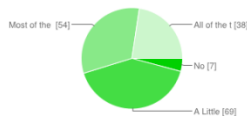
Number of Classes	Count	Percentage
1	47	28%
2	67	40%
3	33	20%
4 or more	21	13%

Does this subject impact you outside of class in terms of your awareness of social/political issues?



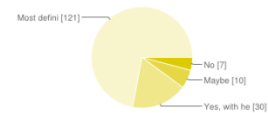
Response	Count	Percentage
Not at all	37	22%
Very little	44	26%
Average	61	36%
A lot	26	15%

Can you procrastinate in this class and still be successful?



Response	Count	Percentage
No	7	4%
A Little	69	41%
Most of the Time	54	32%
All of the time	38	23%

Would you recommend taking this class to a fellow student?



Response	Count	Percentage
No	7	4%
Maybe	10	6%
Yes, with hesitation	30	18%
Most definitely	121	72%

Teacher Expectations:

Recommended Preparation: Completion of Lit/Comp 2 with an A or Lit/Comp 2 Honors with an A or B		Student Learning Expectations/Outcomes: The course is designed to prepare students through 25 writing assignments, practice critical reading skills assignments and thinking assignments.
Average Time to Complete HW = 2-3 hours a week		
Frequency of After-School Labs or Study Sessions = 0		
Type of HW Assignments: <input checked="" type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Individual Projects <input type="checkbox"/> Lab Reports <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Research <input type="checkbox"/> Textbook Questions <input checked="" type="checkbox"/> Use of Online Sources <input checked="" type="checkbox"/> Worksheets <input checked="" type="checkbox"/> Writing Prompts or Essays <input type="checkbox"/> Other: _____	Any other course information which may be valuable for an interested student to know: N/A	

About AP Language

(taken from AP English Language & Composition Course Overview Document, available at

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-english-language-course-overview.pdf>)

Course Overview:

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

Course Content

- Composing in several forms about a variety of subjects
- Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally, which helps students become aware of themselves as writers and the techniques employed by other writers
- Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres
- Reading nonfiction selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques
- Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves
- Developing research skills and the ability to evaluate, use, and cite primary and secondary sources
- Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources
- Citing sources using a recognized editorial style
- Revising their work to develop a wide-range vocabulary, variety of sentence structures, logical organization, balance of generalization and specific, illustrative detail, and effective use of rhetoric

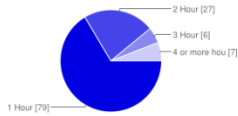
Format of AP Language Test

Section I: Multiple Choice	52-55 Questions	60 Minutes	45% of Exam Score
<ul style="list-style-type: none"> • Includes excerpts from several non-fiction texts • Each excerpt is accompanied by several multiple-choice questions 			
Section II: Free Response	3 Prompts	2 Hours 15 Minutes	55% of Exam Score
<ul style="list-style-type: none"> • 15 minutes for reading source materials for the synthesis prompt (in the free-response section) • 120 minutes to write essay responses to the three free-response prompts 			

BOHS BALANCE SHEET

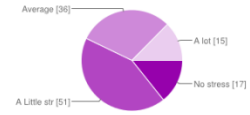
Subject: AP Literature

On average, how many hours per week do you spend on homework/studying for this subject?



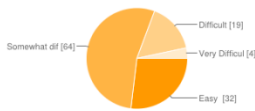
1 Hour	79	66%
2 Hour	27	23%
3 Hour	6	5%
4 or more hours	7	6%

How stressful did you find this subject?



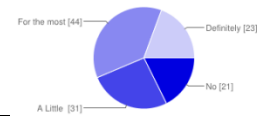
No stress	17	14%
A Little stress	51	43%
Average	36	30%
A lot	15	13%

How difficult did you find the curriculum (How hard was this subject)?



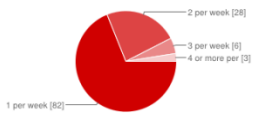
Easy	32	27%
Somewhat difficult	64	54%
Difficult	19	16%
Very Difficult	4	3%

Did this subject make you a better student?



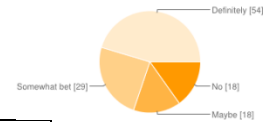
No	21	18%
A Little	31	26%
For the most part	44	37%
Definitely	23	19%

How often were you tested/quizzed in this subject per week?



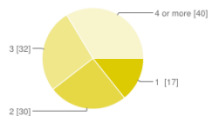
1 per week	82	69%
2 per week	28	24%
3 per week	6	5%
4 or more per week	3	3%

Do you believe that taking AP Literature will make you a better college student?



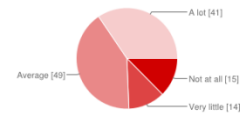
No	18	15%
Maybe	18	15%
Somewhat better	29	24%
Definitely	54	45%

While taking this class, how many other AP/Honors classes can you successfully take?



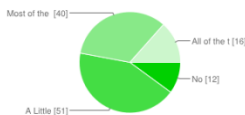
1	17	14%
2	30	25%
3	32	27%
4 or more	40	34%

Has AP Literature helped you to become a better writer?



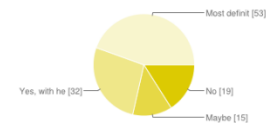
Not at all	15	13%
Very little	14	12%
Average	49	41%
A lot	41	34%

Can you procrastinate in this class and still be successful?



No	12	10%
A Little	51	43%
Most of the Time	40	34%
All of the time	16	13%

Would you recommend taking this class to a fellow student?



No	19	16%
Maybe	15	13%
Yes, with hesitation	32	27%
Most definitely	53	45%

Teacher Expectations:

Recommended Preparation: Completion of Lit/Comp 3 with an A or AP Language/Comp with an A or B		Student Learning Expectations/Outcomes: The goal of AP Literature & Composition is to read, analyze, and appreciate literature.
Average Time to Complete HW = Time to Complete HW will vary for each student.		
Frequency of After-School Labs or Study Sessions = Once in spring		
Type of HW Assignments: <input type="checkbox"/> Group Projects <input type="checkbox"/> Individual Projects <input type="checkbox"/> Lab Reports <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Research <input type="checkbox"/> Textbook Questions <input type="checkbox"/> Use of Online Sources <input checked="" type="checkbox"/> Worksheets <input type="checkbox"/> Writing Prompts or Essays <input checked="" type="checkbox"/> Other: Presentations	Any other course information which may be valuable for an interested student to know: Students have at least 3 weeks to read novels, so Avg. Time to Complete HW will vary for each student.	<ul style="list-style-type: none"> • Approx. 4 Major Works a Semester (Novels=HW/ Plays=read in class) • In-Class essays approx. every 3 weeks • Reading Checks • Additionally each novel & play will have a "Major Works Form" worksheet. • Group & Individual Presentations • Group work in class

About AP Literature

(taken from AP English Literature & Composition Course Overview Document, available at

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-english-literature-course-overview.pdf>)

Course Overview:

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical and argumentative essays that require students to analyze and interpret literary works.

Course Content

- Reading complex imaginative literature
- Writing an interpretation of a piece of literature that is based on a careful observation of textual details
- Composing in several forms based on students' analyses of literary texts
- Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally which helps students better understand the texts they are reading
- Revising their work to develop a wide-ranging vocabulary used appropriately and effectively; a variety of sentence structures, including appropriate use of subordination and coordination; logical organization, enhanced by techniques such as repetition, transitions, and emphasis; a balance of generalization and specific, illustrative detail; and an effective use of rhetoric, including tone, voice, diction, and sentence structure.

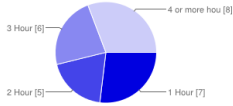
Format of AP Literature Test

Section I: Multiple Choice	55 Questions	60 Minutes	45% of Exam Score
<ul style="list-style-type: none"> • Includes excerpts from several published works of drama, poetry, or prose fiction • Each excerpt is accompanied by several multiple-choice questions or prompts 			
Section II: Free Response	3 Questions	120 Minutes	55% of Exam Score
<ul style="list-style-type: none"> • Students have 120 minutes to write essay responses to three free-response prompts from the following categories: <ul style="list-style-type: none"> ○ A literary analysis of a given poem ○ A literary analysis of a given passage of prose fiction ○ An analysis that examines a specific concept, issue, or element in a work of literary merit selected by the student 			

BOHS BALANCE SHEET

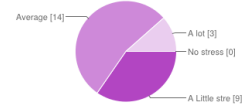
Subject: AP Physics 1

On average, how many hours per week do you spend on homework/studying for this subject?



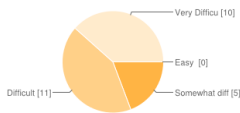
1 Hour	7	27%
2 Hour	5	19%
3 Hour	6	23%
4 or more hours	8	31%

How stressful did you find this subject?



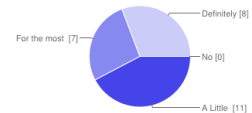
No stress	0	0%
A Little stress	9	35%
Average	14	54%
A lot	3	12%

How difficult did you find the curriculum (How hard was this subject)?



Easy	0	0%
Somewhat difficult	5	19%
Difficult	11	42%
Very Difficult	10	38%

Did this subject make you a better student?



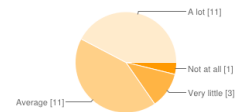
No	0	0%
A Little	11	42%
For the most part	7	27%
Definitely	8	31%

How often were you tested/quizzed in this subject per week?



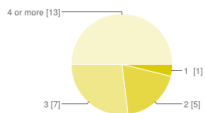
1 per week	25	96%
2 per week	0	0%
3 per week	1	4%
4 or more per week	0	0%

Do you enjoy learning this subject?



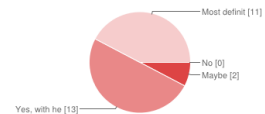
Not at all	1	4%
Very little	3	12%
Average	11	42%
A lot	11	42%

While taking this class, how many other AP/Honors classes can you successfully take?



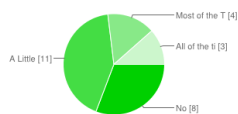
1	1	4%
2	5	19%
3	7	27%
4 or more	13	50%

Would you recommend taking this class to a fellow student?



No	0	0%
Maybe	2	8%
Yes, with hesitation	13	50%
Most definitely	11	42%

Can you procrastinate in this class and still be successful?



No	8	31%
A Little	11	42%
Most of the Time	4	15%
All of the time	3	12%

Teacher Expectations:

Recommended Preparation: Completion of Algebra 2 and Biology with an A or B; Concurrent enrollment of Pre-Calculus or higher strongly recommended		Student Learning Expectations/Outcomes: Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.
Average Time to Complete HW = 30 minutes/day		
Frequency of After-School Labs = 1/month		
Type of HW Assignments: <input checked="" type="checkbox"/> Group Projects (egg drop) <input type="checkbox"/> Individual Projects <input checked="" type="checkbox"/> Lab Reports (1-2 Lab Reports per Unit) <input checked="" type="checkbox"/> Reading 1-5 pages/night <input type="checkbox"/> Research <input checked="" type="checkbox"/> Textbook Questions (5-7 problems/night) <input checked="" type="checkbox"/> Use of Online Sources: Homework Done Online <input checked="" type="checkbox"/> Worksheets (1 practice test prior to each of the 18 tests during the year) <input type="checkbox"/> Writing Prompts or Essays	Any other course information which may be valuable for an interested student to know:	

About AP Physics 1

(taken from AP Physics 1 Course Overview Document, available at

http://media.collegeboard.com/digitalServices/pdf/ap/ap_physics1_2page_course_overview.pdf)

Course Overview:

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Course Content Big Ideas

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interactions of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

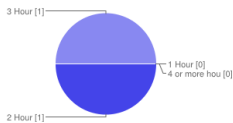
Format of AP Physics 1 Test

Section I: Multiple Choice	50 Questions	90 Minutes	50% of Exam Score
<ul style="list-style-type: none"> ○ Discrete items ○ Items in sets ○ Multimark items (two options are correct) 			
Section II: Free Response	5 Questions	90 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Experimental Design (1 question) • Quantitative/Qualitative Translation (1 question) • Short Answer (3 questions, one requiring a paragraph-length argument) 			

BOHS BALANCE SHEET

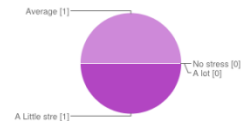
Subject: AP Physics 2

On average, how many hours per week do you spend on homework/studying for this subject?



1 Hour	0	0%
2 Hour	1	50%
3 Hour	1	50%
4 or more hours	0	0%

How stressful did you find this subject?



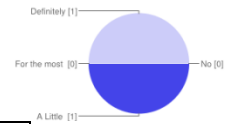
No stress	0	0%
A Little stress	1	50%
Average	1	50%
A lot	0	0%

How difficult did you find the curriculum (How hard was this subject)?



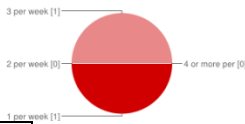
Easy	1	50%
Somewhat difficult	0	0%
Difficult	0	0%
Very Difficult	1	50%

Did this subject make you a better student?



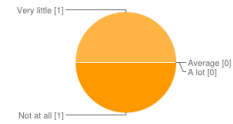
No	0	0%
A Little	1	50%
For the most part	0	0%
Definitely	1	50%

How often were you tested/quizzed in this subject per week?



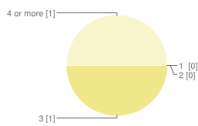
1 per week	1	50%
2 per week	0	0%
3 per week	1	50%
4 or more per week	0	0%

Do you enjoy learning this subject?



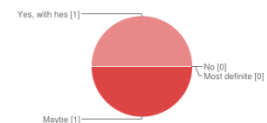
Not at all	1	50%
Very little	1	50%
Average	0	0%
A lot	0	0%

While taking this class, how many other AP/Honors classes can you successfully take?



1	0	0%
2	0	0%
3	1	50%
4 or more	1	50%

Would you recommend taking this class to a fellow student?



No	0	0%
Maybe	1	50%
Yes, with hesitation	1	50%
Most definitely	0	0%

Can you procrastinate in this class and still be successful?



No	0	0%
A Little	2	100%
Most of the Time	0	0%
All of the time	0	0%

Teacher Expectations:

Recommended Preparation: Completion of Algebra 2 and AP Physics 1 with an A or B	Student Learning Expectations/Outcomes:	
Average Time to Complete HW = 30 minutes/day		
Frequency of After-School Labs = N/A		
<table border="1"> <tr> <td> Type of HW Assignments: <input checked="" type="checkbox"/> Group Projects (egg drop) <input type="checkbox"/> Individual Projects <input checked="" type="checkbox"/> Lab Reports (1 – 2 Labs per Unit in Class) <input checked="" type="checkbox"/> Reading 1-5 pages/night <input type="checkbox"/> Research <input checked="" type="checkbox"/> Textbook Questions (5-7 problems/night) <input checked="" type="checkbox"/> Use of Online Sources: Online Homework: "Mastering Physics" <input checked="" type="checkbox"/> Worksheets (1 practice test prior to each of the 18 tests during the year) <input type="checkbox"/> Writing Prompts or Essays <input type="checkbox"/> Other: _____ </td> <td> Any other course information which may be valuable for an interested student to know: </td> </tr> </table>		Type of HW Assignments: <input checked="" type="checkbox"/> Group Projects (egg drop) <input type="checkbox"/> Individual Projects <input checked="" type="checkbox"/> Lab Reports (1 – 2 Labs per Unit in Class) <input checked="" type="checkbox"/> Reading 1-5 pages/night <input type="checkbox"/> Research <input checked="" type="checkbox"/> Textbook Questions (5-7 problems/night) <input checked="" type="checkbox"/> Use of Online Sources: Online Homework: "Mastering Physics" <input checked="" type="checkbox"/> Worksheets (1 practice test prior to each of the 18 tests during the year) <input type="checkbox"/> Writing Prompts or Essays <input type="checkbox"/> Other: _____
Type of HW Assignments: <input checked="" type="checkbox"/> Group Projects (egg drop) <input type="checkbox"/> Individual Projects <input checked="" type="checkbox"/> Lab Reports (1 – 2 Labs per Unit in Class) <input checked="" type="checkbox"/> Reading 1-5 pages/night <input type="checkbox"/> Research <input checked="" type="checkbox"/> Textbook Questions (5-7 problems/night) <input checked="" type="checkbox"/> Use of Online Sources: Online Homework: "Mastering Physics" <input checked="" type="checkbox"/> Worksheets (1 practice test prior to each of the 18 tests during the year) <input type="checkbox"/> Writing Prompts or Essays <input type="checkbox"/> Other: _____	Any other course information which may be valuable for an interested student to know:	

About AP Physics 2

(taken from AP Physics 2 Course Overview Document, available at

http://media.collegeboard.com/digitalServices/pdf/ap/ap_physics2_2page_course_overview.pdf)

Course Overview:

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Course Content Big Ideas

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interactions of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.
- The mathematics of probability can be used to describe the behavior of complex systems and to interpret the behavior of quantum mechanical systems.

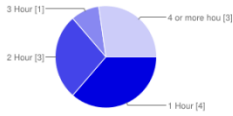
Format of AP Physics 2 Test

Section I: Multiple Choice	50 Questions	90 Minutes	50% of Exam Score
<ul style="list-style-type: none"> ○ Discrete items ○ Items in sets ○ Multiselect items (two options are correct) 			
Section II: Free Response	4 Questions	90 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Experimental Design (1 question) • Quantitative/Qualitative Translation (1 question) • Short Answer (2 questions, one requiring a paragraph-length argument) 			

BOHS BALANCE SHEET

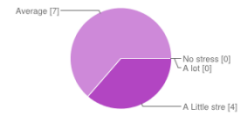
Subject: AP Physics C

On average, how many hours per week do you spend on homework/studying for this subject?



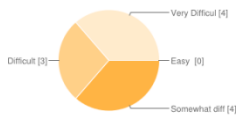
1 Hour	4	36%
2 Hour	3	27%
3 Hour	1	9%
4 or more hours	3	27%

How stressful did you find this subject?



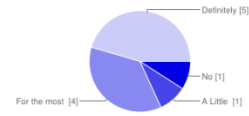
No stress	0	0%
A Little stress	4	36%
Average	7	64%
A lot	0	0%

How difficult did you find the curriculum (How hard was this subject)?



Easy	0	0%
Somewhat difficult	4	36%
Difficult	3	27%
Very Difficult	4	36%

Did this subject make you a better student?



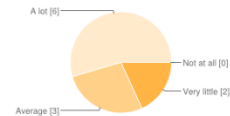
No	1	9%
A Little	1	9%
For the most part	4	36%
Definitely	5	45%

How often were you tested/quizzed in this subject per week?



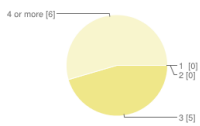
1 per week	9	82%
2 per week	1	9%
3 per week	1	9%
4 or more per week	0	0%

Do you enjoy learning this subject?



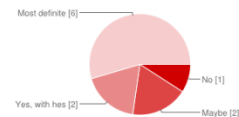
Not at all	0	0%
Very little	2	18%
Average	3	27%
A lot	6	55%

While taking this class, how many other AP/Honors classes can you successfully take?



1	0	0%
2	0	0%
3	5	45%
4 or more	6	55%

Would you recommend taking this class to a fellow student?



No	1	9%
Maybe	2	18%
Yes, with hesitation	2	18%
Most definitely	6	55%

Can you procrastinate in this class and still be successful?



No	2	18%
A Little	8	73%
Most of the Time	0	0%
All of the time	1	9%

Teacher Expectations:

Recommended Preparation: Completion of or concurrent enrollment in AP Calculus AB or BC; Completion of Pre-Calculus (H) with an A or B; Completion of AP Physics 1 with an A, B, or C		Student Learning Expectations/Outcomes:
Average Time to Complete HW = 30 minutes/day		
Frequency of After-School Labs = 1 Saturday lab/month		
Type of HW Assignments: <input checked="" type="checkbox"/> Group Projects (egg drop) <input type="checkbox"/> Individual Projects <input checked="" type="checkbox"/> Lab Reports (1 Saturday lab a month and 10-15 in class mini labs per year) <input checked="" type="checkbox"/> Reading 1-5 pages/night) <input type="checkbox"/> Research <input checked="" type="checkbox"/> Textbook Questions (5-7 problems/night) <input type="checkbox"/> Use of Online Sources <input checked="" type="checkbox"/> Worksheets (1 practice test prior to each of the 18 tests during the year) <input type="checkbox"/> Writing Prompts or Essays	Any other course information which may be valuable for an interested student to know:	

About AP Physics C

(taken from AP Physics C Course Overview Document, available at <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-physics-c-mechanics-course-overview.pdf> and <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-physics-c-electricityand-magnetism-course-overview.pdf>)

Course Overview:

AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

Course Content Areas

- Kinematics
- Newton's laws of motion
- Work, energy and power
- Systems of particles and linear momentum
- Circular motion and rotation
- Oscillations and gravitation
- Electrostatics
- Conductors, capacitors, and dielectrics
- Electric circuits
- Magnetic fields
- Electromagnetism

Format of AP Physics C Test

Mechanics

Section I: Multiple Choice	35 Questions	45 Minutes	50% of Exam Score
<ul style="list-style-type: none"> ○ Discrete Questions ○ Questions in sets 			
Section II: Free Response	3 Questions	45 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Laboratory Based (graphing calculator permitted) • Discrete Questions (graphing calculator permitted) 			

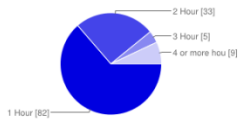
Electricity and Magnetism

Section I: Multiple Choice	35 Questions	45 Minutes	50% of Exam Score
<ul style="list-style-type: none"> ○ Discrete Questions ○ Questions in sets 			
Section II: Free Response	3 Questions	45 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Laboratory Based (graphing calculator permitted) • Discrete Questions (graphing calculator permitted) 			

BOHS BALANCE SHEET

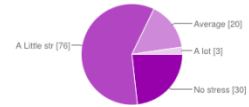
Subject: AP Statistics

On average, how many hours per week do you spend on homework/studying for this subject?



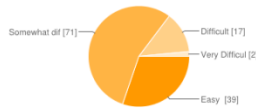
Hours	Count	Percentage
1 Hour	82	64%
2 Hour	33	26%
3 Hour	5	4%
4 or more hours	9	7%

How stressful did you find this subject?



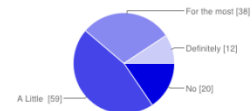
No stress	30	23%
A Little stress	76	59%
Average	20	16%
A lot	3	2%

How difficult did you find the curriculum (How hard was this subject)?



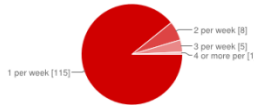
Easy	39	30%
Somewhat difficult	71	55%
Difficult	17	13%
Very Difficult	2	2%

Did this subject make you a better student?



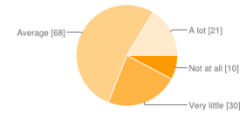
No	20	16%
A Little	59	46%
For the most part	38	29%
Definitely	12	9%

How often were you tested/quizzed in this subject per week?



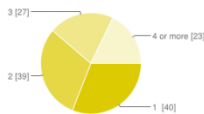
1 per week	115	89%
2 per week	8	6%
3 per week	5	4%
4 or more per week	1	1%

Did you enjoy learning this subject?



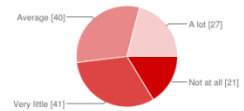
Not at all	10	8%
Very little	30	23%
Average	68	53%
A lot	21	16%

While taking this class, how many other AP/Honors classes can you successfully take?



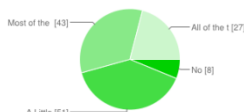
1	40	31%
2	39	30%
3	27	21%
4 or more	23	18%

Does this subject impact you outside of class in terms of your understanding of claims you might see in media using statistics, polls, surveys, and/or scientific studies as evidence?



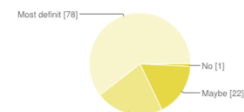
Not at all	21	16%
Very little	41	32%
Average	40	31%
A lot	27	21%

Can you procrastinate in this class and still be successful?



No	8	6%
A Little	51	40%
Most of the Time	43	33%
All of the time	27	21%

Would you recommend taking this class to a fellow student?



No	1	1%
Maybe	22	17%
Yes, with hesitation	28	22%
Most definitely	78	60%

Teacher Expectations:

Recommended Preparation: Completion of FST with an A or B and/or Pre-Calculus (H) with an A, B, or C		Student Learning Expectations/Outcomes: Students will gather, analyze, and make inferences from data.
Average Time to Complete HW = 30-60 minutes per day		
Frequency of After-School Labs or Study Sessions = One before every test but not required to attend.		
Type of HW Assignments: <input checked="" type="checkbox"/> Group Projects <input type="checkbox"/> Individual Projects <input type="checkbox"/> Lab Reports <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Research <input type="checkbox"/> Textbook Questions <input type="checkbox"/> Use of Online Sources <input checked="" type="checkbox"/> Worksheets <input type="checkbox"/> Writing Prompts or Essays <input type="checkbox"/> Other: _____	Any other course information which may be valuable for an interested student to know:	

About AP Statistics

(taken from AP Statistics Course Overview Document, available at <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-statistics-course-overview.pdf>)

Course Overview:

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

Course Goals

- Describe patterns and departures from patterns
- Plan and conduct a study
- Explore random phenomena using probability and simulation
- Estimate population parameters and test hypotheses

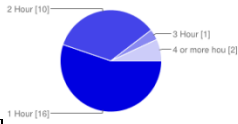
Format of AP Statistics Test

Section I: Multiple Choice	40 Questions	90 Minutes	50% of Exam Score
○ Discrete Questions			
Section II: Free Response	6 Questions	90 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • 5 Short-Answer Questions • 1 Investigative Task 			

BOHS BALANCE SHEET

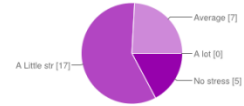
Subject: AP Spanish

On average, how many hours per week do you spend on homework/studying for this subject?



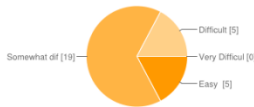
1 Hour	16	55%
2 Hour	10	34%
3 Hour	1	3%
4 or more hours	2	7%

How stressful did you find this subject?



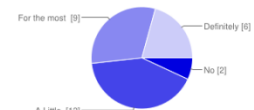
No stress	5	17%
A Little stress	17	59%
Average	7	24%
A lot	0	0%

How difficult did you find the curriculum (How hard was this subject)?



Easy	5	17%
Somewhat difficult	19	66%
Difficult	5	17%
Very Difficult	0	0%

Did this subject make you a better student?



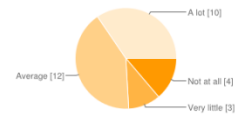
No	2	7%
A Little	12	41%
For the most part	9	31%
Definitely	6	21%

How often were you tested/quizzed in this subject per week?



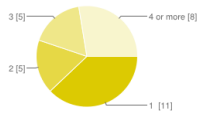
1 per week	27	93%
2 per week	2	7%
3 per week	0	0%
4 or more per week	0	0%

Did you enjoy learning this subject?



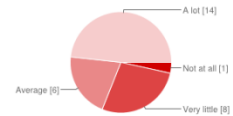
Not at all	4	14%
Very little	3	10%
Average	12	41%
A lot	10	34%

While taking this class, how many other AP/Honors classes can you successfully take?



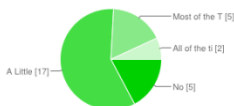
1	11	38%
2	5	17%
3	5	17%
4 or more	8	28%

Does this subject impact you outside of class in terms of your awareness of Spanish culture?



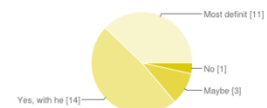
Not at all	1	3%
Very little	8	28%
Average	6	21%
A lot	14	48%

Can you procrastinate in this class and still be successful?



No	5	17%
A Little	17	59%
Most of the Time	5	17%
All of the time	2	7%

Would you recommend taking this class to a fellow student?



No	1	3%
Maybe	3	10%
Yes, with hesitation	14	48%
Most definitely	11	38%

Teacher Expectations:

Recommended Preparation: Completion of Spanish 3 with an A or B		Student Learning Expectations/Outcomes: The AP Spanish Language course is designed for mastery of the language. Students in this class will develop a strong command of the Spanish language in listening, reading, speaking and writing.
Average Time to Complete HW = 20 – 30 minutes/day		
Frequency of After-School Labs or Study Sessions = ____/____		
Type of HW Assignments: <ul style="list-style-type: none"> ✓ Group Projects ✓ Individual Projects ☐ Lab Reports ✓ Reading ☐ Research ✓ Textbook Questions ✓ Use of Online Sources ✓ Worksheets ✓ Writing Prompts or Essays ☐ Other: _____ 	Any other course information which may be valuable for an interested student to know: Using Spanish outside of class will help students tremendously.	

About AP Spanish Language and Culture

(taken from AP Spanish Language and Culture Course Overview Document, available at

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-spanish-language-and-culture-course-overview.pdf>)

Course Overview:

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Course Themes

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

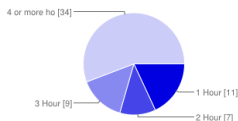
Format of AP Spanish Language and Culture Test

Section I: Multiple Choice	65 Questions	Approximately 95 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Part A: (30 questions) <ul style="list-style-type: none"> ○ Interpretive Communication: Print Tests • Part B: (35 questions) <ul style="list-style-type: none"> ○ Interpretive Communication: Print and Audio Texts (combined) ○ Interpretive Communication: Audio Texts 			
Section II: Free Response	8 Prompts	Approximately 80 Minutes	50% of Exam Score
<ul style="list-style-type: none"> • Interpersonal Writing: Email Reply (1 prompt) • Presentational Writing: Persuasive Essay (1 prompt) • Interpersonal Speaking: Simulated Conversation (5 prompts) • Presentational Speaking: Cultural Comparison (1 prompt) 			

BOHS BALANCE SHEET

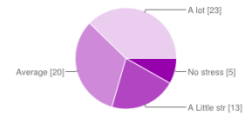
Subject: AP US History

On average, how many hours per week do you spend on homework/studying for this subject?



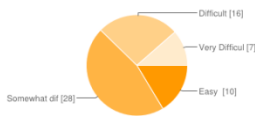
1 Hour	11	18%
2 Hour	7	11%
3 Hour	9	15%
4 or more hours	34	56%

How stressful did you find this subject?



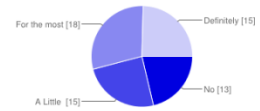
No stress	5	8%
A Little stress	13	21%
Average	20	33%
A lot	23	38%

How difficult did you find the curriculum (How hard was this subject)?



Easy	10	16%
Somewhat difficult	28	46%
Difficult	16	26%
Very Difficult	7	11%

Did this subject make you a better student?



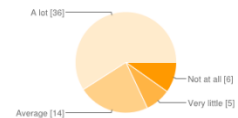
No	13	21%
A Little	15	25%
For the most part	18	30%
Definitely	15	25%

How often were you tested/quizzed in this subject per week?



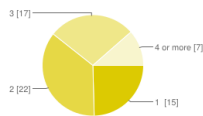
1 per week	51	84%
2 per week	8	13%
3 per week	1	2%
4 or more per week	1	2%

Did you enjoy learning this subject?



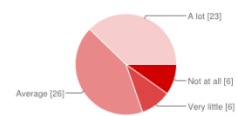
Not at all	6	10%
Very little	5	8%
Average	14	23%
A lot	36	59%

While taking this class, how many other AP/Honors classes can you successfully take?



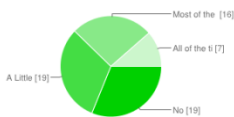
1	15	25%
2	22	36%
3	17	28%
4 or more	7	11%

Does this subject impact you outside of class in terms of your awareness of social/political issues?



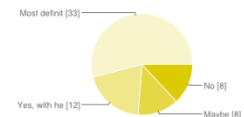
Not at all	6	10%
Very little	6	10%
Average	26	43%
A lot	23	38%

Can you procrastinate in this class and still be successful?



No	19	31%
A Little	19	31%
Most of the Time	16	26%
All of the time	7	11%

Would you recommend taking this class to a fellow student?



No	8	13%
Maybe	8	13%
Yes, with hesitation	12	20%
Most definitely	33	54%

Teacher Expectations:		Student Learning Expectations/Outcomes:	
Recommended Preparation: Completion of World History with an A or AP European History with an A or B		<ul style="list-style-type: none"> • Ability and desire to think critically and analyze historical information rather than simply regurgitate facts • Ability to write a thoughtful and developed thesis statement that drives a well organized and sophisticated essay without assistance • Ability to interpret primary and secondary source materials in addition to outside knowledge to prove or disprove historical assumptions • Ability to effectively use analytical skills of evaluation, cause and effect, compare and contrast • Ability to complete daily reading and outlining independently and taking in-class quizzes that covers reading materials and information learned in class • Ability to cope with unit exams that cover four to six chapters on average and are given approximately every two weeks • Understanding that unit tests and other assessments make up the majority of the overall grade in class. Tests are both objective (multiple choice/fill-in) and subjective (essay) 	
Average Time to Complete HW = 8-10 hours/ week			
Frequency of After-School Labs or Study Sessions = N/A			
Type of HW Assignments: <input type="checkbox"/> Group Projects <input type="checkbox"/> Individual Projects <input type="checkbox"/> Lab Reports <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Research <input type="checkbox"/> Textbook Questions <input checked="" type="checkbox"/> Use of Online Sources <input checked="" type="checkbox"/> Worksheets <input checked="" type="checkbox"/> Writing Prompts or Essays <input checked="" type="checkbox"/> Other: Historical Analysis of primary resources	Any other course information which may be valuable for an interested student to know: This is a college level course based upon historical inquiry, analysis of primary sources and critical thinking of information from a variety of perspectives. Students should have the ability and motivation to keep up with an extremely fast-paced course, ask questions when needed, and spend time to improve out of personal desire for success rather than simply for a grade.		

About AP US History

(taken from AP US History Course Overview Document, available at <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-united-states-history-course-overview.pdf>)

Course Overview:

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance—identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture—provide areas of historical inquiry for investigation through the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Historical Thinking Skills Incorporated into the Course

- Chronological Reasoning
- Comparison and Contextualization
- Crafting Historical Arguments from Historical Evidence
- Historical Interpretation and Synthesis

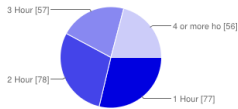
Format of AP US History Test

Section I: Part A Multiple Choice	50 - 55 Questions	55 Minutes	40% of Exam Score
<ul style="list-style-type: none"> • Questions appear in sets of 2 – 5. • Students analyze historical texts, interpretations, and evidence. • Primary and secondary sources, images, graphs, and maps are included. 			
Section I Part B: Short Answer	4 Questions	45 Minutes	20% of Exam Score
<ul style="list-style-type: none"> • Questions provide opportunities for students to demonstrate what they know best. • Some questions include texts, images, graphs, or maps. 			
Section II Part A: Document Based	1 Question	60 Minutes	25% of Exam Score
<ul style="list-style-type: none"> • Analyze and synthesize historical data. • Assess written, quantitative, or visual materials as historical evidence. 			
Section II Part B: Long Essay	1 Question	35 Minutes	15% of Exam Score
<ul style="list-style-type: none"> • Students select one question among two. • Explain and analyze significant issues in U.S. history. • Develop an argument supported by an analysis of historical evidence. 			

BOHS BALANCE SHEET

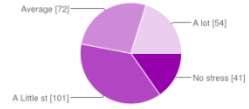
Subject: Honors Biology

On average, how many hours per week do you spend on homework/studying for this subject?



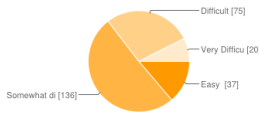
1 Hour	77	29%
2 Hour	78	29%
3 Hour	57	21%
4 or more hours	56	21%

How stressful did you find this subject?



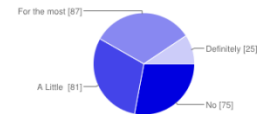
No stress	41	15%
A Little stress	101	38%
Average	72	27%
A lot	54	20%

How difficult did you find the curriculum (How hard was this subject)?



Easy	37	14%
Somewhat difficult	136	51%
Difficult	75	28%
Very Difficult	20	7%

Did this subject make you a better student?



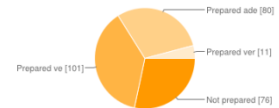
No	75	28%
A Little	81	30%
For the most part	87	32%
Definitely	25	9%

How often were you tested/quizzed in this subject per week?



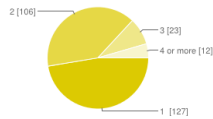
1 per week	220	82%
2 per week	34	13%
3 per week	5	2%
4 or more per week	9	3%

How well did your junior high courses prepare you for this subject?



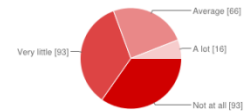
Not prepared at all	76	28%
Prepared very little	101	38%
Prepared adequately	80	30%
Prepared very well	11	4%

While taking this class, how many other AP/Honors classes can you successfully take?



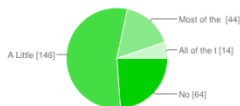
1	127	47%
2	106	40%
3	23	9%
4 or more	12	4%

Does this subject impact you outside of class in terms of your awareness of social/political/environmental issues?



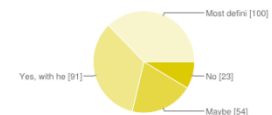
Not at all	93	35%
Very little	93	35%
Average	66	25%
A lot	16	6%

Can you procrastinate in this class and still be successful?



No	64	24%
A Little	146	54%
Most of the Time	44	16%
All of the time	14	5%

Would you recommend taking this class to a fellow student?



No	23	9%
Maybe	54	20%
Yes, with hesitation	91	34%
Most definitely	100	37%

Teacher Expectations:

Recommended Preparation: 8th grade science or IPS with an A or B;
Algebra 1 or 1B with an A or B

Average Time to Complete HW = 3-4 hours/ week

Frequency of After-School Labs or Study Sessions = 0

Type of HW Assignments:

- Group Projects
- Individual Projects
- Lab Reports/Cornell Notes
- Reading
- Research (some)
- Textbook Questions
- Use of Online Sources
- Worksheets
- Writing Prompts or Essays
- Other: _____

Any other course information which may be valuable for an interested student to know:

Key to Success:
Every Night, Review Notes

Student Learning Expectations/Outcomes:

Honors Biology covers topics in more detail in order to better prepare students for AP Biology. Tests will focus more on application of concepts, not memorization.

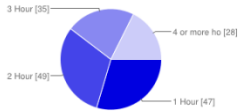
Topics:

- Introduction to Ecology
- Scientific Method
- Cells
- DNA
- Chemistry of Biology
- Protein Synthesis
- Cellular Respiration/Photosynthesis
- Genetics
- Evolution

BOHS BALANCE SHEET

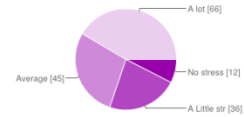
Subject: Honors Chemistry

On average, how many hours per week do you spend on homework/studying for this subject?



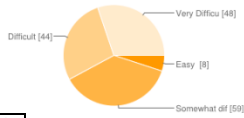
1 Hour	47	30%
2 Hour	49	31%
3 Hour	35	22%
4 or more hours	28	18%

How stressful did you find this subject?



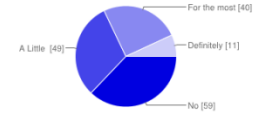
No stress	12	8%
A Little stress	36	23%
Average	45	28%
A lot	66	42%

How difficult did you find the curriculum (How hard was this subject)?



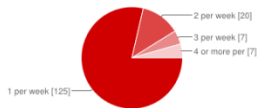
Easy	8	5%
Somewhat difficult	59	37%
Difficult	44	28%
Very Difficult	48	30%

Did this subject make you a better student?



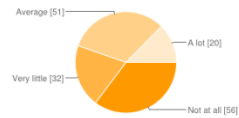
No	59	37%
A Little	49	31%
For the most part	40	25%
Definitely	11	7%

How often were you tested/quizzed in this subject per week?



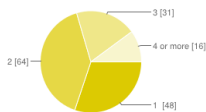
1 per week	125	79%
2 per week	20	13%
3 per week	7	4%
4 or more per week	7	4%

Did you enjoy learning this subject?



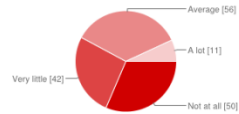
Not at all	56	35%
Very little	32	20%
Average	51	32%
A lot	20	13%

While taking this class, how many other AP/Honors classes can you successfully take?



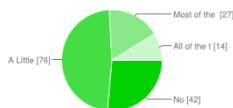
1	48	30%
2	64	40%
3	31	19%
4 or more	16	10%

Did this class help class you with reaching your goal for college?



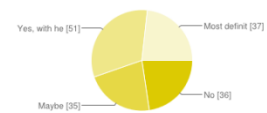
Not at all	50	31%
Very little	42	26%
Average	56	35%
A lot	11	7%

Can you procrastinate in this class and still be successful?



No	42	26%
A Little	76	48%
Most of the Time	27	17%
All of the time	14	9%

Would you recommend taking this class to a fellow student?



No	36	23%
Maybe	35	22%
Yes, with hesitation	51	32%
Most definitely	37	23%

Teacher Expectations:

Recommended Preparation: Completion of or concurrent enrollment in Algebra 2; Biology with an A or Biology (H) with an A or B; Chemistry with an A or Chemistry (H) with an A or B

Average Time to Complete HW = 30-60 minutes/day or _____hours/week

Frequency of After-School Labs or Study Sessions = _____/_____

Type of HW Assignments:

Group Projects

Individual Projects

Lab Reports

Reading

Research

Textbook Questions

Use of Online Sources

Worksheets

Writing Prompts or Essays

Other: _____

Any other course information which may be valuable for an interested student to know:

A strong math background is essential to your success in this course.

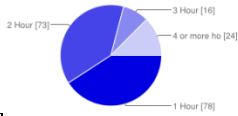
Student Learning Expectations/Outcomes:

- Complete all assigned work and check for understanding.
- Have the math skills to perform unit conversions using dimensional analysis, solve for percentages, and solve for a single variable in an equation.
- Read/interpret information and trends from graphs and tables
- Describe and explain concepts of chemistry in short answer format
- Big Ideas include moles and molarity. There is an added focus on nomenclature (the naming system) as a key component to succeeding in class.

BOHS BALANCE SHEET

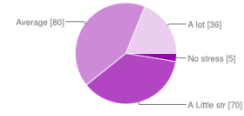
Subject: Honors Literature 1

On average, how many hours per week do you spend on homework/studying for this subject?



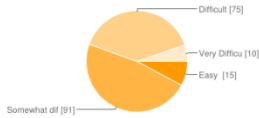
1 Hour	78	41%
2 Hour	73	38%
3 Hour	16	8%
4 or more hours	24	13%

How stressful did you find this subject?



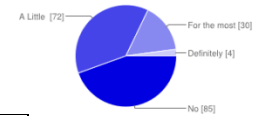
No stress	5	3%
A Little stress	70	37%
Average	80	42%
A lot	36	19%

How difficult did you find the curriculum (How hard was this subject)?



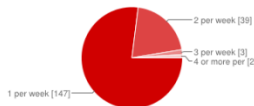
Easy	15	8%
Somewhat difficult	91	48%
Difficult	75	39%
Very Difficult	10	5%

How well did the junior high prepare you for this subject?



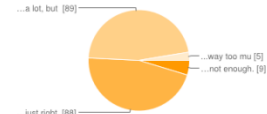
No	85	45%
A Little	72	38%
For the most part	30	16%
Definitely	4	2%

How often were you tested/quizzed in this subject per week?



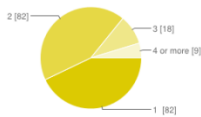
1 per week	147	77%
2 per week	39	20%
3 per week	3	2%
4 or more per week	2	1%

In regards to the literature, the amount of major works read was...



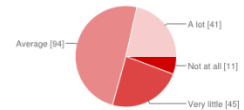
...not enough.	9	5%
...just right.	88	46%
...a lot, but manageable.	89	47%
...way too much.	5	3%

While taking this class, how many other AP/Honors classes can you successfully take?



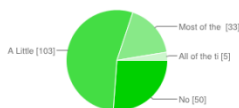
1	82	43%
2	82	43%
3	18	9%
4 or more	9	5%

Does this subject impact you outside of class in terms of your reading comprehension and writing capabilities?



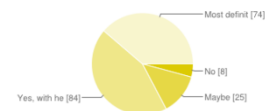
Not at all	11	6%
Very little	45	24%
Average	94	49%
A lot	41	21%

Can you procrastinate in this class and still be successful?



No	50	26%
A Little	103	54%
Most of the Time	33	17%
All of the time	5	3%

Would you recommend taking this class to a fellow student?



No	8	4%
Maybe	25	13%
Yes, with hesitation	84	44%
Most definitely	74	39%

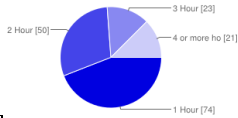
Teacher Expectations:

Recommended Preparation: Language Arts (H) with an A or B or Language Arts with an A from the previous year		Student Learning Expectations/Outcomes: Students will develop critical thinking and advanced writing skills to compose analytical responses to literature. Students will improve vocabulary by using textual clues to understand new words. Students will read and analyze literary passages; emphasis will be placed upon theme, tone and other literary devices.
Average Time to Complete HW = 2-3 hours / week		
Frequency of After-School Labs or Study Sessions = None		
Type of HW Assignments: <input type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Individual Projects <input type="checkbox"/> Lab Reports <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Research <input type="checkbox"/> Textbook Questions <input type="checkbox"/> Use of Online Sources <input type="checkbox"/> Worksheets <input checked="" type="checkbox"/> Writing Prompts or Essays <input type="checkbox"/> Other: _____	Any other course information which may be valuable for an interested student to know: During some units, students are expected to read 20-30 pages per day. Writing assignments make up a high percentage of student grades.	

BOHS BALANCE SHEET

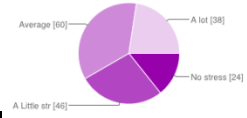
Subject: Honors Literature 2

On average, how many hours per week do you spend on homework/studying for this subject?



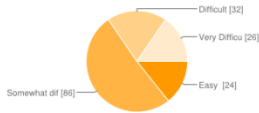
1 Hour	74	44%
2 Hour	50	30%
3 Hour	23	14%
4 or more hours	21	13%

How stressful did you find this subject?



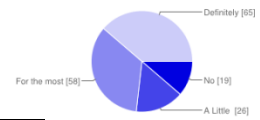
No stress	24	14%
A Little stress	46	27%
Average	60	36%
A lot	38	23%

How difficult did you find the curriculum (How hard was this subject)?



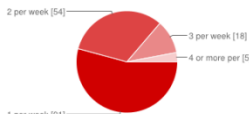
Easy	24	14%
Somewhat difficult	86	51%
Difficult	32	19%
Very Difficult	26	15%

Did this subject help you to analyze literature with a deeper level of understanding?



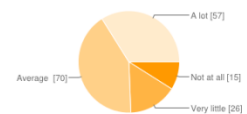
No	19	11%
A Little	26	15%
For the most part	58	35%
Definitely	65	39%

How often were you tested/quizzed in this subject per week?



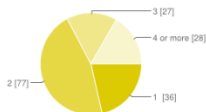
1 per week	91	54%
2 per week	54	32%
3 per week	18	11%
4 or more per week	5	3%

Did this subject help you to progress in your writing skills?



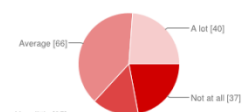
Not at all	15	9%
Very little	26	15%
Average	70	42%
A lot	57	34%

While taking this class, how many other AP/Honors classes can you successfully take?



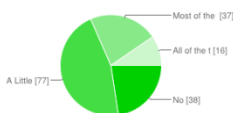
1	36	21%
2	77	46%
3	27	16%
4 or more	28	17%

Does this subject impact you outside of class in terms of your awareness of universal themes and world philosophies?



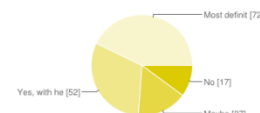
Not at all	37	22%
Very little	25	15%
Average	66	39%
A lot	40	24%

Can you procrastinate in this class and still be successful?



No	38	23%
A Little	77	46%
Most of the Time	37	22%
All of the time	16	10%

Would you recommend taking this class to a fellow student?



No	17	10%
Maybe	27	16%
Yes, with hesitation	52	31%
Most definitely	72	43%

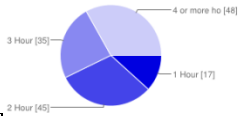
Teacher Expectations:

<p>Recommended Preparation: Lit/Comp 1 with an A or Lit/Comp 1 (H) with an A or B</p>		<p>Student Learning Expectations/Outcomes:</p> <p>Students will develop critical thinking and advanced writing skills to compose analytical responses to literature and non-fiction informational texts.</p> <p>Students will improve vocabulary by using textual clues to understand new words.</p> <p>Students will read and analyze literary passages; emphasis will be placed upon theme, tone and other literary devices.</p> <p>Students will conduct research, compose a speech, and deliver speech aloud to peers.</p> <p>Students will read and study more literature books than in college prep Lit/Comp 2, and non-fiction Expository Reading and Writing Course (ERWC) modules for 10th grade are embedded in the curriculum.</p>
<p>Average Time to Complete HW = N/A week</p>		
<p>Frequency of After-School Labs or Study Sessions = N/A</p>		
<p>Type of HW Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Individual Projects <input type="checkbox"/> Lab Reports <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Research <input type="checkbox"/> Textbook Questions <input checked="" type="checkbox"/> Use of Online Sources <input type="checkbox"/> Worksheets <input checked="" type="checkbox"/> Writing Prompts or Essays <input type="checkbox"/> Other: _____ 	<p>Any other course information which may be valuable for an interested student to know:</p> <p>During some units, students are expected to read 20-30 pages per day. Writing assignments make up a high percentage of student grades.</p>	

BOHS BALANCE SHEET

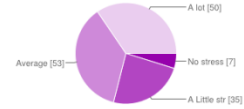
Subject: Honors Pre-Calculus

On average, how many hours per week do you spend on homework/studying for this subject?



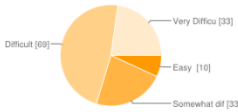
1 Hour	17	12%
2 Hour	45	31%
3 Hour	35	24%
4 or more hours	48	33%

How stressful did you find this subject?



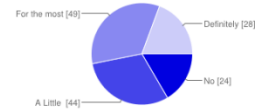
No stress	7	5%
A Little stress	35	24%
Average	53	37%
A lot	50	34%

How difficult did you find the curriculum (How hard was this subject)?



Easy	10	7%
Somewhat difficult	33	23%
Difficult	69	48%
Very Difficult	33	23%

Did this subject make you a better student?



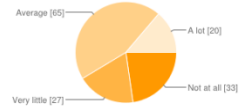
No	24	17%
A Little	44	30%
For the most part	49	34%
Definitely	28	19%

How often were you tested/quizzed in this subject per week?



1 per week	111	77%
2 per week	26	18%
3 per week	3	2%
4 or more per week	5	3%

Did you enjoy learning this subject?



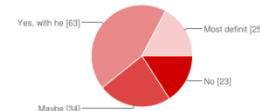
Not at all	33	23%
Very little	27	19%
Average	65	45%
A lot	20	14%

While taking this class, how many other AP/Honors classes can you successfully take?



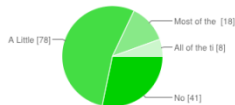
1	31	21%
2	66	46%
3	24	17%
4 or more	24	17%

Would you recommend taking this class to a fellow student?



No	23	16%
Maybe	34	23%
Yes, with hesitation	63	43%
Most definitely	25	17%

Can you procrastinate in this class and still be successful?



No	41	28%
A Little	78	54%
Most of the Time	18	12%
All of the time	8	6%

Teacher Expectations:

Recommended Preparation: Completion of Algebra 2 with an A or B		Student Learning Expectations/Outcomes: (refer back to AP Audit and Essential Standards)
Average Time to Complete HW = 8-10 hour a week		
Frequency of After-School Labs or Study Sessions = 1 a week		
Type of HW Assignments: <input type="checkbox"/> Group Projects <input checked="" type="checkbox"/> Individual Projects <input type="checkbox"/> Lab Reports <input type="checkbox"/> Reading <input type="checkbox"/> Research <input checked="" type="checkbox"/> Textbook Questions <input checked="" type="checkbox"/> Use of Online Sources <input checked="" type="checkbox"/> Worksheets <input type="checkbox"/> Writing Prompts or Essays <input type="checkbox"/> Other: _____	Any other course information which may be valuable for an interested student to know: There is a summer assignment for this class. It should take less than 10 hours to complete. In addition to homework, students should review their notes every night. The pacing and content of the course is rigorous and students are expected to take the initiative to seek appropriate assistance when required.	This course is intended to prepare students for Calculus. It is a rigorous course that includes both Pre-calculus and Trigonometry. Standards from Probability and Statistics are also covered.