For 2007-08 AP Courses

AP® Course Audit Manual

apcentral.collegeboard.com/courseaudit
The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit the College Board on the Web: www.collegeboard.com.

Equity Policy Statement

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

For more copies of this manual:
The AP Course Audit Manual may be downloaded from the AP Central Web site at apcentral.collegeboard.com/courseaudit. Printed copies may be ordered free of charge at apcentral.collegeboard.com/freepubs.
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(for AP professionals) and www.collegeboard.com/apstudents (for AP students and parents)
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The AP Program thanks the thousands of educators who provided detailed feedback on the draft requirements circulated in fall 2005, which has resulted in significant changes to the original course criteria. In fact, every single one of the criteria has been revised based on your suggestions and recommendations. As a result, these criteria now reflect a powerful national consensus, across colleges, universities, and public and private secondary schools, regarding which elements are typically found in college-level curricula.

Please review the curricular and resource requirements for each of your AP courses, along with the guidelines for preparing your syllabus for review. For courses you plan to offer in the 2007-08 academic year you may submit your AP Course Audit materials beginning January 2007. The deadline for submitting AP Course Audit materials is June 1, 2007. Schools may submit their materials after the June 1 deadline; however the College Board cannot guarantee that courses submitted for review after this deadline will be authorized in time to be included in the first edition of the ledger of authorized AP courses provided to colleges and universities in November 2007. Colleges and universities will be informed of subsequently authorized courses via periodic updates to the ledger.

Overview
The AP Course Audit was created at the request of secondary school and college members of the College Board who sought a means for the College Board to:

• provide teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses; and

• help colleges and universities better interpret secondary school courses marked “AP” on students’ transcripts.

All schools wishing to label a course “AP” in the 2007-08 school year must complete and return the subject-specific AP Course Audit form (available January 2007 through the AP Course Audit Web site), along with the course syllabus, for each teacher of that AP course. Within two months of submitting AP Course Audit materials, schools will receive authorization for qualifying courses to use the “AP” designation on student transcripts. Each fall, beginning in 2007, colleges and universities will receive a ledger of schools that lists the courses authorized to use the “AP” designation at each school. After receiving authorization during the initial AP Course Audit, schools will not have to submit AP Course Audit materials in following years unless the teacher has changed, the school offers a new AP course, or the curricular and resource requirements for a course undergo significant revision.

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or

Important Changes
• For courses you plan to offer in the 2007-08 academic year, you may submit your AP Course Audit materials beginning January 2007.

• Teachers do not have to submit a sample assignment and exam as supporting materials.

• After receiving authorization during the initial AP Course Audit for 2007-08 AP courses, schools will not need to submit AP Course Audit forms or syllabi in following years unless the teacher has changed, the school offers a new AP course, or the curricular and resource requirements for a course undergo significant revision. Each fall, the principal may request renewal of the school’s course authorizations through a form that will be provided.

• Guidelines are now available for preparing your AP course syllabus for review.

• Teacher credentials, such as educational background and professional development, will not be collected as part of the AP Course Audit.

• Requirements for a minimum number of instructional minutes for AP Chemistry have been removed.
Introduction

exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

Note: Schools may continue to order and administer AP Exams without participating in the AP Course Audit, but cannot label courses “AP” without the authorization granted through the AP Course Audit.

Educators on the AP Course Audit

“College admission officers are very pleased to see students take advantage of College Board Advanced Placement and other accelerated courses offered by their high schools. Of all possible accelerated courses, AP courses are the ones most familiar to U.S. college admission officers. This audit will help ensure consistency across schools so that AP, regardless of where it is taught, continues to be of the same high quality we have come to trust.”

—Bruce Walker
Vice Provost and Director of Admissions
University of Texas at Austin
The AP Program will not require schools to complete the AP Course Audit or request provisional authorization prior to listing in course selection materials the courses they plan to offer as AP the following year. Instead, the AP authorization must simply be obtained before a school uses that “AP” designation on a course listed on a student’s transcript and in order for the school’s course to appear in the ledger of authorized AP courses provided for college and university admission offices.

After receiving authorization to label courses “AP” during the initial AP Course Audit for 2007-08 AP courses, schools will not have to submit AP Course Audit materials in following years unless the teacher has changed, the school offers a new AP course, or the curricular and resource requirements for a course undergo significant revision.

January 2007

Principals receive user account information for submitting the school’s AP Course Audit materials through the Web.

Schools can begin submitting AP Course Audit forms and course syllabi through a Web-based process for 2007-08 course authorizations.

June 1, 2007

Deadline for Submitting AP Course Audit Materials for 2007-08 Courses

Schools may submit their materials after the June 1 deadline; however the College Board cannot guarantee that courses submitted for review after this deadline will be authorized in time to be included in the first edition of the ledger of authorized AP courses provided to colleges and universities in November 2007.

November 2007

Colleges and universities can review a ledger listing all schools offering authorized AP courses as well as the names of all courses authorized at each school. The ledger will also be available to the public.

Educators on the AP Course Audit

“Preparation for admission to the University requires the successful completion of rigorous, academically challenging course work. Our research shows that future success at the University is directly related to students’ achieving essential critical thinking and study skills in high school. Students benefit from an AP Course Audit process that ensures that all AP courses are taught at a consistently high level regardless of school site. Teachers benefit by gaining access to quality professional development designed to help them be highly effective in their delivery of AP curriculum.”

—Susan A. Wilbur, Ph.D.
Director of Undergraduate Admissions
University of California, Office of the President
Instructions for Submitting Materials

To receive authorization from the College Board to label a 2007-08 course “AP,” each AP teacher must submit two important documents related to the course: the subject-specific AP Course Audit form and a course syllabus. Principals will receive user account information to share with teachers and instructions for using the AP Course Audit Web site in the mail in January 2007. A demo of the AP Course Audit Web site will also be made available on AP Central in fall 2006 to guide teachers and principals through this process.

AP Course Audit Form
The subject-specific AP Course Audit form specifies the curricular and resource requirements that must be met in order to receive authorization to use the “AP” designation for a course. These requirements were identified by colleges and universities and experienced AP teachers as essential elements in the corresponding college courses. AP Course Audit forms are available only through the AP Course Audit Web site, however, the main content of those forms—the curricular and resource requirements—are available for your review in this manual, beginning on page 17. Both the teacher and principal initial and sign the AP Course Audit form.

Alternate Approaches
Some teachers may be delivering college-level courses in ways that differ from the manner described in the AP Course Audit forms. Teachers may submit justification for their alternate approaches in order to receive authorization to use the “AP” designation.

If a teacher chooses not to sign off on one or more of the curricular requirements, but the course fulfills the general requirements of the corresponding college course in an alternate manner, the teacher must indicate this when submitting the AP Course Audit form. The teacher then must insert a description of the alternate approach in the course syllabus (see instructions on page 15).

Course Syllabus
As part of the AP Course Audit, each AP teacher is required to submit an electronic copy of his or her syllabus outlining the course of study to be followed for the 2007-08 academic year. See Syllabus Preparation Guidelines on page 15 for information about creating and submitting your syllabus. Do not submit paper copies of syllabi; paper copies will not be reviewed or returned.

Checking the Status of the AP Course Audit at Your School
Each teacher that has submitted the AP Course Audit form and a syllabus will be listed on the school status page within the AP Course Audit Web site. At any point in time, teachers can view the status of their courses and principals and district officials can view the status of an entire school.

Educators on the AP Course Audit
“The goal of the College Board’s AP Course Audit is specific: to ensure the integrity of the AP courses. As a district that strongly urges its diversified population to undertake the rigor and challenge of AP courses, the AP Audit will provide us with a solid grasp of our Advanced Placement curriculum, its direction, its expectations, and its quality control. As an institution that must respond to our stakeholders, the AP Course Audit will directly reflect our commitment to high expectations of our leadership, teaching staff, and students, and will help us provide the quality educational experience that all in our community deserve.”

—Beatriz Zarraluqui
Administrative Director, Division of Advanced Academic Programs
Miami-Dade County Public Schools
Review Process

The application for course authorization is not considered complete until the completed AP Course Audit form and course syllabus have been submitted. After the AP Program receives both of these pieces from an AP teacher, the teacher’s syllabus will be forwarded electronically to an external reviewer (typically a college professor). Because AP teachers should not include any personal identification information on the syllabus they submit online, the reviewer will not know anything about the AP teacher or the school. The reviewer will simply review the syllabus to ensure that it includes or exceeds the “Curricular Requirements” and “Resource Requirements” listed on the AP Course Audit form. For more information about what the reviewer will be examining on the syllabus, see Syllabus Preparation Guidelines on page 15.

In determining whether the textbooks and classroom resources listed on a teacher’s syllabus meet the requirements, reviewers will consider these items holistically to confirm that the items collectively provide students with the course content delineated in the curricular requirements of the AP Course Audit. Even when a particular textbook (or edition of a textbook) may not be acceptable on its own, if supplemented with other materials it might fulfill the AP Course Audit requirements.

Examples of textbooks that fulfill AP Course Audit curricular requirements are listed on AP Central on the Course Home Page (apcentral.collegeboard.com/coursehomepages) for all applicable AP subjects. Note: These lists are not exhaustive and do not signify an endorsement by the College Board of any text.

The Teacher’s Resource Catalog at apcentral.collegeboard.com/resourcereviews includes reviews of a wide variety of instructional materials that teachers may wish to use in their courses. Please note that these reviews are written by third parties and do not signify any particular endorsement or level of quality.

Schools will be notified if their materials are deemed incomplete for any reason, e.g., a missing signature, missing bibliographic information for the textbook, etc. Please respond promptly to requests for additional information to complete the application—failure to do so could delay your request for authorization.

Status Updates

Teachers and administrators will be able to check their school’s AP Course Audit status page on the Web to see which teachers have submitted one or both of the two required documents (the AP Course Audit form and the course syllabus), and the status of each of those documents in the review process.

Outcomes of Review

Schools will receive notification of a course’s authorization status within two months of the teacher having submitted both required pieces. There are two possible outcomes of the initial review:

- If the reviewer finds that the syllabus fulfills or exceeds the requirements listed on the AP Course Audit form, the authorization of that course will be noted on the school’s AP Course Audit status page on the Web, and the school will be able to print a copy of the authorization for its records.

- If the reviewer cannot determine that the syllabus fulfills or exceeds the requirements listed on the AP Course Audit form, the reviewer will provide the AP Program with specific questions for the school, and an AP Program representative will then contact the school to learn more about the school’s course.

Educators on the AP Course Audit

“The College Board’s concerns for the integrity of the AP process are integral to the future of education in America. The AP Course Audit is a fundamental step in sustaining and ensuring that process. It will undergird public confidence in the quality of the AP experience by guaranteeing that that experience meets the highest academic and intellectual standards no matter where it occurs.”

—Maghan Keita, Ph.D.
Professor of History
Director, Center for Arab and Islamic Studies
Villanova University
Authorization to Use the “AP” Designation

Within two months of submitting AP Course Audit materials, schools will receive authorization for qualifying courses to use the “AP” designation on student transcripts. Teachers and principals will be able to check on the status of their courses through the AP Course Audit Web site, and at the beginning of the 2007-08 school year, principals will receive a listing of all authorizations granted to date.

Uses and Limitations of the AP Course Authorization

For each authorized course, the College Board grants permission to use the “AP” designation on student transcripts.

The “AP” designation may only be used alongside the official course title, but you can place this official AP course title alongside local course titles. See Frequently Asked Questions, page 13, for examples of how to use the AP course title in combination with another course title. The authorization is restricted to the sections of the specific AP course taught at a particular school, by the teacher who completed the AP Course Audit form. If the teacher moves to another school, a new authorization must be requested so that the school can demonstrate that both the principal and the new teacher are in agreement about the requirements.

The AP Program will not require schools to complete the AP Course Audit or request provisional authorization prior to listing in course selection materials the courses they plan to offer as AP in the following year. However, until these courses are authorized by the College Board through the AP Course Audit, they will not appear in the ledger provided to colleges and universities, and the “AP” designation cannot be applied to these courses on students’ transcripts. For example, if you intend to offer an AP course in fall 2007, but do not yet have a teacher for that course, you may use the “AP” designation for that course in the course catalog you develop in fall 2006. Once the teacher has been assigned to the course, he or she should follow the standard AP Course Audit procedure (submitting a completed AP Course Audit form and syllabus) to request full authorization for the course and inclusion in the ledger.

Official AP Course Titles

AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Chinese Language and Culture
AP Comparative Government and Politics
AP Computer Science A
AP Computer Science AB
AP English Language and Composition
AP English Literature and Composition
AP Environmental Science
AP European History
AP French Language
AP French Literature
AP German Language
AP Human Geography
AP Italian Language and Culture
AP Japanese Language and Culture
AP Latin Literature
AP Latin: Vergil
AP Macroeconomics
AP Microeconomics
AP Music Theory
AP Physics B
AP Physics C: Electricity and Magnetism
AP Physics C: Mechanics
AP Psychology
AP Spanish Language
AP Spanish Literature
AP Statistics
AP Studio Art: Drawing
AP Studio Art: 2-D Design
AP Studio Art: 3-D Design
AP United States Government and Politics
AP United States History
AP World History
Renewing Course Authorizations

After receiving authorization during the initial AP Course Audit for 2007-08 AP courses, schools will not need to submit AP Course Audit forms or syllabi in following years unless the teacher has changed, the school offers a new AP course, or the curricular and resource requirements for a course undergo significant revision. Principals may request renewal of the school’s course authorizations for 2008-09 through a form that will be provided. The renewal form provides principals with the opportunity to:

- Attest that information provided during the initial AP Course Audit is still valid (i.e., the same teacher is teaching the same course, and the course still meets the requirements of the audit).
- Assert that the school will submit new AP Course Audit forms and syllabi for new teachers.
- Specify that a particular course will not be offered in the upcoming school year but will be offered in future years so should remain authorized.
- Dissociate the teacher from the school entirely, if the teacher is no longer teaching at the school.

Ledger of Authorized Courses

If you submit your courses for review by the June 1 deadline, the name of your school, along with the authorized AP courses offered at your school, will appear in the first edition of the ledger provided to college and university admission offices and the public in November 2007. You may submit courses after June 1, but the College Board cannot guarantee that the authorization process will be completed in time for those courses to be included in the first edition of the ledger. Colleges and universities will be informed of subsequently authorized courses via periodic updates to the ledger.

Schools will be given the opportunity to view their school’s authorized courses on the school’s status page prior to the release of the ledger. Principals will be able to remove courses if the teacher is no longer with the school, or exclude courses from the ledger if the course is taught every other year.

Educators on the AP Course Audit

“The rigor of the high school curriculum is one of the most powerful predictors of academic success in college and therefore is a key factor in selective admissions. The AP Course Audit will give assurance to admissions personnel that the student has experienced college-level work in high school. Even more importantly, students will know that they have the knowledge to succeed on AP Exams and higher-level college courses. The audit will also further strengthen the relationship and articulation between high school and college faculty.”

—Pam Horne
Assistant Vice President for Enrollment Management and Dean of Admissions
Purdue University
Online AP Course Providers

If your school offers online AP courses through an online course provider, such as a virtual school, those courses may be listed on students’ transcripts if the online AP course provider has received permission from the College Board to label its courses “AP.” Your school will be able to indicate through the AP Course Audit Web site which authorized online courses you are offering to your students. These online AP courses will then be included with your school’s other authorized courses in the ledger sent to colleges and universities.

Some online providers offering authorized AP courses will be listed on AP Central before schools can begin submitting AP Course Audit materials. If your chosen online AP course provider does not appear on this list, you should submit your provider’s contact information via the contact form on the Online AP Course Providers page at apcentral.collegeboard.com/courseaudit. The AP Program will then mail the provider’s instructional leader detailed information about how to submit AP Course Audit materials for review.

Online Science Courses
AP science courses require a hands-on (not virtual) laboratory component. Online course providers utilizing virtual labs (simulations rather than hands-on) should submit their laboratory materials for the audit. If these lab materials are determined to develop the skills and learning objectives of hands-on labs, then courses which use these labs may receive authorization to use the “AP” designation. Online science courses authorized to use the “AP” designation will be posted on the AP Central Web site.

Requesting Authorization
Online AP course providers who wish to receive instructions on how to request authorization to use the “AP” designation on their courses should complete the contact form on the Online AP Course Providers page at apcentral.collegeboard.com/courseaudit.

Educators on the AP Course Audit
“Advanced Placement Program courses are perhaps the finest examples of high school and college cooperation toward the preparation and success of students at the college level. The AP Course Audit process will ensure that courses that are called AP are, indeed, providing the highest level of preparation for students across the country.”

—Jerome A. Lucido
Vice Provost for Enrollment Policy and Management
University of Southern California
Frequently Asked Questions

Policies and Procedures

Are there any fees associated with the AP Course Audit?
No, there is no fee to participate in the AP Course Audit or receive authorization to use the “AP” designation for courses.

Can schools order and administer AP Exams without completing the AP Course Audit?
Yes, the AP Course Audit is only required for schools desiring to:

- use the “AP” designation on students’ transcripts
- be listed in the ledger of authorized AP courses provided each fall to college and university admissions offices and the public.

Schools that simply offer the AP Exam as an opportunity for their students to earn college credit, without actually labeling the school’s courses “AP” on students’ transcripts do not need to participate in the AP Course Audit, and can continue offering AP Exams to their students.

Does the fact that the AP Course Audit is being conducted for courses offered in the 2007-08 academic year mean we can’t use the “AP” designation on courses we offer during 2006-07?
The AP Program expects schools using the “AP” designation now to follow the guidelines in each subject’s official AP Course Description, and then to participate in the AP Course Audit and receive authorization before continuing to apply the “AP” designation to courses offered in the 2007-08 academic year.

Does the College Board recommend a particular class size for AP courses?
The College Board recognizes that schools have varying degrees of human and financial resources, which can affect class size. Each individual school should make a decision that best suits its needs.

Will the College Board audit “Pre-AP” courses?
The College Board does not design, develop, or assess courses labeled “Pre-AP.” The College Board discourages the labeling of courses as “Pre-AP.” Typically, such courses create a track, thereby limiting access to AP classes. The College Board supports the assertion that all students should have access to preparation for AP and other challenging courses. Courses labeled “Pre-AP” can inappropriately restrict access to AP and other college-level work and as such, are inconsistent with the fundamental purpose of the College Board’s Pre-AP initiatives, which are professional development workshops designed to help teachers instill more rigor in whatever courses they are teaching students in the years prior to AP.

Do schools have to complete the audit each year?
After receiving authorization during the initial AP Course Audit for 2007-08 AP courses, schools will not need to submit AP Course Audit forms or syllabi in following years unless the teacher has changed, the school offers a new AP course, or the curricular and resource requirements for a course undergo significant revision. Each fall, the principal may request renewal of the school’s course authorizations through a form that will be provided.

Why does every teacher need to submit the AP Course Audit form and syllabus?
Colleges and universities insist that every individual teacher assert their awareness and inclusion of the curricular requirements in their course. The AP Course Audit is, at heart, a way of achieving a mutual understanding between those leading the course, the AP teachers; their principals; and colleges and universities, who receive a ledger of courses authorized to use the “AP” designation. Each school will participate in the audit differently, with some schools or districts, perhaps, using a common syllabus for single subjects and others using syllabi that vary by teacher. In order to ensure that each and every teacher demonstrates their awareness and inclusion of each course’s curricular requirements in their course, we need to require that all teachers submit the same type of materials for review.

I teach more than one section of my AP course. Do I have to submit a syllabus for each section?
Teachers must submit one syllabus for each AP course taught. So long as a teacher teaching multiple sections of the same course uses the same syllabus for each section, only that syllabus needs to be submitted. If a teacher teaches two different AP courses, for example, AP U.S. History and AP World History, he or she will...
have to submit separate AP Course Audit forms and syllabi for each subject.

What does authorization actually entail?
Authorization to use the “AP” designation for your course indicates College Board permission to use the designation on students’ transcripts. The course will be listed as an authorized AP course in a ledger provided to colleges and universities each fall and made available to the public via the Web.

What if my AP teacher leaves the school after the AP Course Audit has been completed?
The replacement teacher must submit the AP Course Audit form and syllabus for review. If a previously approved syllabus will be used in the course, the teacher will need to submit that syllabus for verification purposes. If the teacher is replaced after June 1, 2007, it is incumbent upon the replacement teacher to submit materials for review in order for your school’s entry in the 2007-08 ledger to accurately represent the AP program at your school.

If the College Board determines that your school is applying the “AP” designation to any courses or sections of courses taught at your school, which were not authorized for the appropriate academic year through the AP Course Audit process, your school’s name may not be included in future versions of the ledger, regardless of whether other courses at your school have been authorized.

What if we do not have an AP teacher in place for the 2007-08 academic year until after the June 1, 2007, deadline?
Schools may submit AP Course Audit materials after June 1, 2007, for the 2007-08 academic year, but the College Board cannot guarantee that these courses will be authorized in time for inclusion in the first edition of the ledger of authorized AP courses provided to colleges and universities. Colleges and universities will be informed of subsequently authorized courses via periodic updates to the ledger.

What role can districts play in the AP Course Audit?
Districts can work with their schools’ teachers to ensure they understand the AP Course Audit’s curricular requirements and timeline. Districts can also help teachers prepare syllabi for submission.

Does the AP Course Audit specify educational background or certification requirements for AP teachers?
No, there are no formal requirements that a teacher must satisfy to teach an AP course. However, the College Board advocates high standards for Advanced Placement teachers in the following areas: content knowledge, teacher certification, pedagogy and student learning, analysis and reflection, and ongoing professional development. Although the College Board recognizes that there is no single path to becoming an effective AP teacher, the educational background and professional development of the teacher can greatly improve the quality of his or her teaching. The College Board encourages high school administrators and AP teachers to review the document AP Teacher Standards available on AP Central at apcentral.collegeboard.com/documentlibrary, which discusses these topics in greater detail.

Does the AP Course Audit require teachers to participate in professional development?
No, the AP Course Audit does not mandate a type or amount of teacher professional development. However, the College Board encourages schools to provide funding opportunities for their AP teacher(s) to attend workshops, Summer Institutes, or other professional development activities. The College Board strongly recommends that AP teachers attend a professional development experience in their subject area before teaching the AP course for the first time, and on a periodic basis thereafter. Examples of College Board workshops and independent Summer Institutes endorsed by the College Board are listed on AP Central at apcentral.collegeboard.com/events.

Fulfilling AP Course Audit Curricular Requirements

What is a “hands-on” lab?
A hands-on laboratory experience is one in which students manipulate, observe, explore, and think about science using concrete materials, as opposed to a virtual simulation or a demonstration conducted by a teacher. Hands-on labs must be guided by a science educator.

Note: Online course providers utilizing virtual labs
(simulations rather than hands-on) should submit their laboratory materials for the audit. If these lab materials are determined to develop the skills and learning objectives of hands-on labs, then courses which use these labs may receive authorization to use the “AP” designation. Online science courses authorized to use the “AP” designation will be posted on the AP Central Web site.

We cover one or more of the AP Course Audit curricular requirements in a course prior to the AP course, rather than in the AP course itself. Can we still receive authorization to use the “AP” designation?

Authorization will be granted on a case-by-case basis. If you cannot attest to inclusion in your course of one or more of the AP Course Audit curricular requirements when you initial the AP Course Audit form, you should follow the instructions on that form for “Alternate Approaches,” as well as the processes for “Describing Alternate Approaches” in your AP course syllabus (see page 15).

How do we complete the AP Course Audit for a multiyear course, and may we affix the “AP” designation to each year of a multiyear course? Colleges and universities typically expect that the AP course is taught across no more than one academic year. If you cannot attest to inclusion of all of the AP Course Audit curricular requirements within one academic year when you initial the AP Course Audit form, you should follow the instructions on that form for “Alternate Approaches,” as well as the processes for “Describing an Alternate Approach to an AP Course.” (You will need to submit syllabi for each of the years in which you teach the AP course. Your syllabi will need to demonstrate that both years of study are at the college level and that all AP Course Audit curricular requirements are fulfilled across the sequence of courses.) Authorization will be granted on a case-by-case basis.

The title we use for the course at our school is slightly different from the official AP name of the course (for example, “Western Civilization” is our title for the course that prepares students for the AP European History Exam). Can we affix the “AP” designation to our own title for the course when we list that course on students’ transcripts?

No, the “AP” designation can only be used in association with the official AP course titles. But you can continue to use your current course title and then insert the official AP course title in brackets either before or after your own course title. See page 8 for a list of official AP course titles.

Examples of acceptable and unacceptable course titles:

OK: AP European History
OK: Western Civilization [AP European History]
OK: [AP European History] Western Civilization
NOT OK: AP Western Civilization

We combine AP courses at our school (for example, we combine AP U.S. History and AP English Literature into an interdisciplinary course called American Studies). How do we receive authorization to conduct such combined AP courses, and how should we then affix the “AP” designation to such courses? Complete the AP Course Audit forms for both courses and submit with each form the syllabus for the interdisciplinary course. If both AP subjects’ curricular requirements are fulfilled, you will receive authorization for both AP courses. The “AP” designation can only be used with the official AP course titles (see the list of official AP course titles on page 8), but you can certainly continue to use your current course title and then insert the official AP course titles in brackets either before or after your own course title.

Examples of acceptable and unacceptable course titles:

OK: AP English Literature and Composition/AP United States History
OK: American Studies [AP English Literature and Composition/AP United States History]
OK: [AP English Literature and Composition/AP United States History] American Studies
NOT OK: AP American Studies

Alternate Providers

If our school uses a virtual school or other online provider to deliver an online AP course to our students, can that course be listed as an AP course on the student’s transcript and in the ledger of AP courses offered at our school?

If your school offers online AP courses through an online course provider, such as a virtual school, those
Frequently Asked Questions

courses may be listed on students’ transcripts if the online AP course provider has received permission from the College Board to label its course “AP.” Your school will be able to indicate through the AP Course Audit Web site which authorized online courses you are offering to your students. These online AP courses will then be included with your school’s other authorized courses in the ledger sent to colleges and universities.

Some online providers offering authorized AP courses will be listed on AP Central before schools can begin submitting AP Course Audit materials. If your chosen online AP course provider does not appear on this list, you should submit your provider’s contact information via the contact form on the Online AP Course Providers Contact page at apcentral.collegeboard.com/courseaudit. The AP Program will then mail the provider’s instructional leader detailed information about how to submit AP Course Audit materials for review.

AP science courses require a hands-on (not virtual) laboratory component. Online course providers utilizing virtual labs (simulations rather than hands-on) should submit their laboratory materials for the audit. If these lab materials are determined to develop the skills and learning objectives of hands-on labs, then courses which use these labs may receive authorization to use the “AP” designation. Online science courses authorized to use the “AP” designation will be posted on the AP Central Web site.

How do homeschooled students receive authorization to use the “AP” designation on their course work?
Homeschool educators wishing to label their courses “AP” must complete and return the AP Course Audit form and syllabus. Instructions on how homeschool educators can submit AP Course Audit materials will be posted on AP Central in January 2007.

Can a dual-enrollment or IB course also be labeled “AP?”
The teachers of these courses and the principals at the schools providing these dual-enrollment/IB opportunities to their students must complete and submit the AP Course Audit form and syllabus for review. If authorized, these courses may be labeled “AP.” The “AP” designation can only be used with the official AP course titles, but if your current course title differs from the official AP course title, you can certainly continue to use your current course title and then insert the official AP course title in brackets either before or after your own course title.
Syllabus Preparation Guidelines

As part of the AP Course Audit, each AP teacher submits an electronic copy of his or her syllabus outlining the course of study to be followed for the 2007-08 academic year.

The AP curriculum is designed at the local level; just as there is no single model for a good college course, there is no single model for a good AP course. However, while there is no official AP curriculum, all courses labeled “AP” should include or exceed the topics, skills, materials, and instructional practices colleges and universities have identified as essential to the corresponding college course. These essential elements provide consistency to AP courses and appear as the “Curricular Requirements” on each subject-specific AP Course Audit form.

To receive authorization to label your course “AP,” your syllabus should corroborate what you and your principal attest on the AP Course Audit form. Each of the curricular requirements listed on the AP Course Audit form should be reflected in your syllabus. Your syllabus can demonstrate the inclusion of the curricular requirements in a variety of ways: through the organization of course content, the course readings, the assignments and assessments, and/or the descriptions of what the major assignments and assessments are designed to measure.

Describing an Alternate Approach to an AP Course

If you choose not to sign off on one or more of the curricular requirements listed on the AP Course Audit form, but your course fulfills the general requirements of the corresponding college course in an alternate manner, at the end of your syllabus insert a description of the alternate structure or course item that fulfills the omitted curricular requirement and an explanation of how it accomplishes the goals of the corresponding college course. Please provide any information you feel would help the reviewer understand why your alternate approach merits the “AP” designation.

Required Elements

Your syllabus should demonstrate that each of the AP Course Audit’s curricular requirements is addressed in your course. Before you submit your syllabus, check that it includes the following required elements:

1. The name of your course

2. A course-long plan (by unit, month, week, or organizing principle of your choice) that includes:
   a. What will be taught in the course (include all that apply): topics, themes, conceptual approaches, and/or skills.
   b. Major assignments and assessments: required readings, essays, projects, exams, quizzes, activities, and/or problem sets.

3. Complete bibliographic citations (author, title, publisher, year, edition) for the textbook used to meet the curricular requirements for your course. If you use a self-created packet or several individual texts in place of a textbook, provide a list or brief description of these items.

4. If applicable to your course, to best demonstrate how your course meets the curricular requirements, you may include a paragraph describing the types and quantity of other instructional materials used in the course (e.g., primary sources, newspapers, journals, audiovisual materials, software, model of graphing calculator, etc.).

5. Teachers of AP science courses should include in their syllabi a listing of the laboratory investigations and their goals along with the amount of time expected to complete the lab. For each lab, please designate whether the labs are student conducted (hands on), virtual, or a teacher led demonstration.

Format

You may construct your course syllabus using narrative, tables, charts, or any combination of formats that meets your needs. If you do not already have a syllabus, or if you want help creating a syllabus, you are welcome to use our online syllabus “wizard” (available in January 2007) designed to walk you through the syllabus creation process.
Syllabus Preparation Guidelines

information. The reviewer, typically a university professor, should review your syllabus without any knowledge of its source.

Submitting Your Syllabus
Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central in January. Principals will receive user account information in the mail in January. Note: By submitting a course syllabus, you are committing to use it as the foundation of your AP course. The College Board understands that teachers may make adjustments to the syllabus throughout the year to best meet the learning needs of their students, so long as such adjustments do not eliminate from the course any of the curricular requirements listed on the AP Course Audit form.

By submitting the course syllabus for review, the teacher is in no way granting permission for any other party, including the College Board, to use that syllabus for any purpose without the signed, written consent of the author of the syllabus.
The curricular and resource requirements for each AP course are listed on the following pages. Teachers and principals attest on the AP Course Audit form that their course meets or exceeds these requirements.

AP Course Audit forms are only available through the AP Course Audit Web site, which schools can access beginning in January 2007. In the meantime, please review the curricular and resource requirements for your course(s), which are identical to the requirements on the AP Course Audit forms.

To receive authorization to label a course “AP,” the syllabi teachers submit should demonstrate inclusion or improvement upon these requirements.
Art History

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Art History course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college art history survey. The course should develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other art media. Teachers of AP Art History can come from a variety of backgrounds including history, humanities, and art.

There are no specific curricular prerequisites for students taking AP Art History.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual. The testing site must have two properly functioning slide projectors and screens to project two slides side by side and staff that know how to operate and troubleshoot the slide projectors. The light in the testing site should be adjustable and the projected images large enough for all students to adequately see the works of art from their seats.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Art History Course Description, available as a free download at apcentral.collegeboard.com/arthistory.

- The syllabus is organized to include course content material from the ancient world through the twenty-first century.

- The course teaches students to understand works of art within their historical context by examining issues such as politics, religion, patronage, gender, function, and ethnicity. The course also teaches students visual analysis of works of art. The course teaches students to understand works of art through both contextual and visual analysis.

- Roughly 20 percent of the course content is devoted to art beyond the European tradition. (See the most recent Course Description for further information.)
Resource Requirements

- The school ensures that each student has a college-level art history textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.

- The school ensures that each AP Art History class has access to slide or digital projectors and screens for viewing at least two works of art side by side.

- The school ensures that each AP Art History class has access to a set of slides or digital images covering the material addressed in the course.

- The school ensures that the teacher has access to additional appropriate college-level art history books for his or her consultation.
The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Biology course should be designed by your school to provide students with a learning experience equivalent to that of a two-semester college biology course taken by biology majors during their first year. Your AP Biology course needs to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

Schools’ AP Biology courses are typically designed to be taken by students after the completion of a first course in high school biology and one in high school chemistry. Students are encouraged to keep copies of their laboratory work for use in determining college credit or placement.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

AP Biology Curriculum Alignment

The AP Program has embarked on an ambitious effort, funded by the National Science Foundation, to align the AP Biology course and exam with introductory college courses that research identifies as best facilitating deep learning. The AP Program is concerned that the amount of content included on the AP Biology Exam is putting inappropriate pressure on teachers to sacrifice depth of study to breadth of coverage, and is not sufficiently fostering inquiry-based science learning. We anticipate that changes will be announced in 2007 but not implemented until, at earliest, the May 2010 AP Biology Exam, providing several years for raising awareness and building an understanding of these changes before they are implemented.

In the meantime, teachers are encouraged to review the scoring formula for the most recent AP Biology Released Exam on page 88 of this manual, which shows the relative weight assigned to the different types of questions and the actual number of questions that need to be answered correctly to earn an AP Exam grade of 3, 4, or 5. Increased awareness of the relatively insignificant weight assigned to any one question may relieve some of the pressure teachers feel to cover every topic that could be assessed on the exam, and may help teachers see the amount of flexibility the current exam provides them to reduce content coverage. The current AP Exam is deliberately designed to be more broad than any one college (or AP) biology course so that it can measure a variety of different schools’ selection of biology content. Accordingly, the exam assigns minimal weight to each individual question, so that students whose teachers choose to provide them with a deeper exploration of some topics over others will not be disadvantaged on the AP Exam. So long as the “Curricular Requirements” listed below are fulfilled, teachers should use their own discretion when determining the amount of content to include in an AP course, and can be selective without jeopardizing a student’s likelihood of earning a high AP Exam grade.
Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

• The teacher has read the most recent AP Biology Course Description, available as a free download at apcentral.collegeboard.com/biology.

• The course emphasizes the biological concepts as specified in the three overarching topics listed in the Topic Outline in the Course Description:
  – Molecules and Cells
  – Heredity and Evolution
  – Organisms and Populations

• The course provides students with an opportunity to develop a conceptual framework for modern biology emphasizing:
  – an understanding of science as a process rather than an accumulation of facts;
  – recognition of evolution as the foundation of modern biological models and thought;
  – the integration of the general topics of biology through the eight major themes as specified in the Course Description;
  – and applications of biological knowledge and critical thinking to environmental and social concerns.

• The course includes a laboratory component that fulfills all of the objectives of the recommended AP Biology labs as listed in the Course Description. Students must spend a minimum of 25 percent of instructional time engaged in hands-on laboratory work. Note: Online course providers utilizing virtual labs (simulations rather than hands-on) should submit their laboratory materials for the audit. If these lab materials are determined to develop the skills and learning objectives of hands-on labs, then courses which use these labs may receive authorization to use the “AP” designation. Online science courses authorized to use the “AP” designation will be posted on the AP Central Web site.

Resource Requirements

• The school ensures that each student has a college-level biology textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.

• The school ensures that the teacher has a copy of the most recent edition of a college-level biology textbook or other appropriate materials for his or her consultation.

• The school ensures that each student has access to the AP Biology Lab Manual for Students or other lab activities that meet the objectives of those listed in the AP Biology Lab Manual for Students.

• The school ensures that students have access to scientific equipment/materials, all necessary resources, and adequate time to conduct hands-on, college-level biology laboratory investigations that meet the objectives as outlined in the AP Biology Lab Manual for Students and/or other lab activities that are listed in teacher’s course syllabus.
Calculus AB

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Calculus AB course should be designed by your school to provide students with a learning experience equivalent to that of a college course in single variable calculus. Your Calculus AB course needs to develop students’ understanding of the concepts of calculus and provide experience with its methods and applications. The course should emphasize a multirepresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally, with the connections among these representations highlighted.

Before studying calculus, students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions of the numbers 0, π/6, π/4, π/3, π/2, and their multiples.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration equipment described in the AP Coordinator’s Manual. Each student must have one or two graphing calculators for individual use during portions of the AP Exam administration. Calculators may not be shared. Nongraphing scientific calculators, computers, devices with a QWERTY keyboard, and pen-input/stylus-driven devices, or electronic writing pads are not permitted for use on the AP Calculus Exams. (A list of approved graphing calculators is available on AP Central at apcentral.collegeboard.com/calculusab.)

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

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Curricular Requirements

- The teacher has read the most recent *AP Calculus Course Description*, available as a free download at apcentral.collegeboard.com/calculusab.

- The course teaches all topics associated with Functions, Graphs, and Limits; Derivatives; and Integrals as delineated in the Calculus AB Topic Outline in the *AP Calculus Course Description*.

- The course provides students with the opportunity to work with functions represented in a variety of ways—graphically, numerically, analytically, and verbally—and emphasizes the connections among these representations.

- The course teaches students how to communicate mathematics and explain solutions to problems both verbally and in written sentences.

- The course teaches students how to use graphing calculators to help solve problems, experiment, interpret results, and support conclusions.

Resource Requirements

- The school ensures that each student has a college-level calculus textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.

- The school ensures that each student has a graphing calculator for individual use inside and outside of the classroom, with all the required capabilities listed in the *AP Calculus Course Description*. (A list of approved graphing calculators is available on AP Central at apcentral.collegeboard.com/calculusab.)
Calculus BC

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Calculus BC course should be designed by your school to provide students with a learning experience equivalent to that of a full-year college course in single variable calculus. Your Calculus BC course needs to develop students’ understanding of the concepts of calculus and provides experience with its methods and applications. The course should emphasize a multirepresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally, with the connections among these representations highlighted.

Before studying calculus, students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions of the numbers 0, π/6, π/4, π/3, π/2, and their multiples.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration equipment described in the AP Coordinator’s Manual. Each student must have one or two graphing calculators for individual use during portions of the AP Exam administration. Calculators may not be shared. Nongraphing scientific calculators, computers, devices with a QWERTY keyboard, and pen-input/stylus-driven devices, or electronic writing pads are not permitted for use on the AP Calculus Exams. (A list of approved graphing calculators is available on AP Central at apcentral.collegeboard.com/calculusbc.)

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.
Curricular Requirements

- The teacher has read the most recent *AP Calculus Course Description*, available as a free download at [apcentral.collegeboard.com/calculusbc](http://apcentral.collegeboard.com/calculusbc).

- The course teaches all topics associated with Functions, Graphs, and Limits; Derivatives; Integrals; and Polynomial Approximations and Series as delineated in the Calculus BC Topic Outline in the *AP Calculus Course Description*.

- The course provides students with the opportunity to work with functions represented in a variety of ways—graphically, numerically, analytically, and verbally—and emphasizes the connections among these representations.

- The course teaches students how to communicate mathematics and explain solutions to problems both verbally and in written sentences.

- The course teaches students how to use graphing calculators to help solve problems, experiment, interpret results, and support conclusions.

Resource Requirements

- The school ensures that each student has a college-level calculus textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.

- The school ensures each student has a graphing calculator for individual use inside and outside of the classroom, with all the required capabilities listed in the *AP Calculus Course Description*. (A list of approved graphing calculators is available on AP Central at [apcentral.collegeboard.com/calculusbc](http://apcentral.collegeboard.com/calculusbc).)
Chemistry

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Chemistry course should be designed by your school to provide students with a learning experience equivalent to that of a one-year general chemistry college course. Your AP Chemistry course should include those topics regularly covered in a typical general chemistry college course, and differ from the usual first high school course in chemistry in respect to the kind of textbook(s) used, the range and depth of topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, the nature and variety of laboratory work done by students, and the time and effort required of students.

Schools’ AP Chemistry courses are typically designed to be taken by students after the completion of a first course in high school chemistry and a second-year algebra course. Students are encouraged to keep copies of their laboratory work for use in determining college credit or placement.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

AP Chemistry Curriculum Alignment

The AP Program has embarked on an ambitious effort, funded by the National Science Foundation, to align the AP Chemistry course and exam with introductory college courses that research identifies as best facilitating deep learning. The AP Program is concerned that the amount of content included on the AP Chemistry Exam is putting inappropriate pressure on teachers to sacrifice depth of study to breadth of coverage, and is not sufficiently fostering inquiry-based science learning. We anticipate that changes will be announced in 2007 but not implemented until, at earliest, the May 2010 AP Chemistry Exam, providing several years for raising awareness and building an understanding of these changes before they are implemented.

In the meantime, teachers are encouraged to review the scoring formula for the most recent AP Chemistry Released Exam on page 90 of this manual, which shows the relative weight assigned to the different types of questions and the actual number of questions that need to be answered correctly to earn an AP Exam grade of 3, 4, or 5. Increased awareness of the relatively insignificant weight assigned to any one question may relieve some of the pressure teachers feel to cover every topic that could be assessed on the exam, and may help teachers see the amount of flexibility the current exam provides them to reduce content coverage. The current AP Exam is deliberately designed to be more broad than any one college (or AP) chemistry course so that it can measure a variety of different schools’ selection of chemistry content. Accordingly, the exam assigns minimal weight to each individual question, so that students whose teachers choose to provide them with a deeper exploration of some topics over others will not be disadvantaged on the AP Exam. So long as the “Curricular Requirements” listed below are fulfilled, teachers should use their own discretion when determining the amount of content to include in an AP course, and can be selective without jeopardizing a student’s likelihood of earning a high AP Exam grade.
Requirements
To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Chemistry Course Description, available as a free download at apcentral.collegeboard.com/chemistry.

- The course provides instruction in each of the following five content areas outlined in the Course Description:
  - Structure of Matter (Atomic theory and atomic structure, Chemical bonding)
  - States of Matter (Gases, Liquids and solids, Solutions)
  - Reactions (Reaction types, Stoichiometry, Equilibrium, Kinetics, Thermodynamics)
  - Descriptive Chemistry (Relationships in the periodic table)
  - Laboratory (Physical manipulations; Processes and procedures; Observations and data manipulation; Communication, group collaboration, and the laboratory report)

- The course emphasizes chemical calculations and the mathematical formulation of principles.

- The course includes a laboratory component comparable to college-level chemistry laboratories. A minimum of one double-period per week or its equivalent is spent engaged in laboratory work. A hands-on laboratory component is required. Each student should complete a lab notebook or portfolio of lab reports. Note: Online course providers utilizing virtual labs (simulations rather than hands-on) should submit their laboratory materials for the audit. If these lab materials are determined to develop the skills and learning objectives of hands-on labs, then courses which use these labs may receive authorization to use the “AP” designation. Online science courses authorized to use the “AP” designation will be posted on the AP Central Web site. (For information on the requirements for an AP Chemistry laboratory program, the Guide for the Recommended Laboratory Program is included in the Course Description.)

Resource Requirements

- The school ensures that each student has a college-level chemistry textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.

- The school ensures that students have access to scientific equipment and all necessary materials to conduct safe, hands-on, college-level chemistry laboratory investigations.

- The school ensures that students have access to a safe laboratory environment.
Chinese Language and Culture

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Chinese Language and Culture course should be designed by your school to provide students with a learning experience equivalent to that of a college course that develops students’ proficiencies throughout the Intermediate range. (Typically, this is a fourth semester college course.) Your course should be designed to deepen students’ immersion into the language and culture of the Chinese speaking world, providing them with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills.

Students enrolling in AP Chinese Language and Culture are typically in their fourth or fifth year of language study, or have had equivalent experience with the language.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools must ensure that the testing site offering this Internet-based exam provides the exam administration resources as described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Chinese Language and Culture Course Description, available as a free download at apcentral.collegeboard.com/chinese.

- The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: interpretive, interpersonal, and presentational, as articulated in Standards for Foreign Language Learning in the 21st Century (Standards); and at the Intermediate level, as articulated in the ACTFL Performance Guidelines for K–12 Learners. (For Standards descriptions, see the Standards Executive Summary at www.actfl.org/files/public/execsumm.pdf. For Intermediate level performance descriptions, see ACTFL Performance Guidelines for K–12 Learners, available at www.actfl.org/i4a/pages/index.cfm?pageid=3327.)

- In addition to communication, the course also addresses the Standards’ other four goals: cultural competence, connections to other school disciplines,
comparisons between Chinese language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.

- The teacher uses Chinese almost exclusively in class and encourages students to do likewise.

- Language instruction frequently integrates a range of Chinese cultural content that exposes students to perspectives broader than their immediate environment, for example, the fundamental aspects of daily life in China, Chinese family and societal structures, and national and international issues.

- Assessments are frequent, varied, and explicitly linked to the Standards’ goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.

- The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. They also make use of materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. Teachers scaffold students’ experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

- The course teaches students to develop both communication and language learning strategies, such as inferring meaning either through sociocultural context or linguistic features.

- The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of his or her learners.

- The course provides students with opportunities to develop both Chinese handwriting skills and word processing skills in Hanyu Pinyin or Bopomofo.

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**Resource Requirements**

- The school ensures that each student has a copy of the texts utilized in the course for use inside and outside of the classroom, and has access to an in-school computer capable of inputting and displaying Chinese characters.

- The school facilitates student use, outside of instructional time, of in-school or public library computers capable of inputting and displaying Chinese characters.
Comparative Government and Politics

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Comparative Government and Politics course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in comparative government and politics. Your course needs to introduce students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course should aim to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.

There are no specific curricular prerequisites for students taking AP Comparative Government and Politics.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

• The teacher has read the most recent AP Government and Politics Course Description, available as a free download at apcentral.collegeboard.com/govpolcomp.

• The course provides instruction in each of the following six topics outlined in the Course Description:
  – Introduction to Comparative Politics
  – Sovereignty, Authority, and Power
  – Political Institutions
  – Citizens, Society, and the State
  – Political and Economic Change
  – Public Policy
Six countries form the core of the course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. The course uses concrete examples from these six countries, including contemporary political changes, to illustrate the six major content areas of the course.

The course teaches students to compare and contrast political institutions and processes across countries and to derive generalizations.

The course introduces students to the analysis and interpretation of data relevant to comparative government and politics.

The course requires students to write analytical and interpretive essays frequently.

The course includes supplemental readings, including primary source materials and contemporary news analyses, that strengthen student understanding of the curriculum.

Resource Requirements

The school ensures that each student has a copy of a college-level comparative government and politics textbook (supplemented when necessary to meet the curricular requirements) or other supplemental materials and primary sources, for individual use inside and outside of the classroom.

The school ensures that each student has access to news sources and other information sources in order to understand contemporary political changes that may not be in the textbook.

The school ensures that the teacher has copies of additional college-level comparative government and politics textbooks or other appropriate college-level books for their own consultation, including the most recent edition for one of these.
Computer Science A

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Computer Science A course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in Computer Science. Your AP Computer Science A course should emphasize object-oriented programming methodology with a concentration on problem solving and algorithm development, and include the study of data structures, design, and abstraction. The AP Computer Science A course is compatible with those topics that are covered in a typical college CS1 course in accordance with the Association for Computing Machinery (ACM) / Institute of Electrical and Electronic Engineers (IEEE) guidelines.

Students entering AP Computer Science A should already have taken an algebra course.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Computer Science Course Description, available as a free download at apcentral.collegeboard.com/compscia.

- The course includes all of the topics listed in the “Computer Science A” column of the Topic Outline in the AP Computer Science Course Description.

- The course teaches students to design and implement computer-based solutions to problems in a variety of application areas.

- The course teaches students to use and implement commonly used algorithms and data structures.

- The course teaches students to develop and select appropriate algorithms and data structures to solve problems.

- The course teaches students to code fluently in an object-oriented paradigm using the programming language Java. The course teaches students to use standard Java library classes from the AP Java
subset delineated in Appendixes A and B of the AP Computer Science Course Description. (Note: Students who study a language other than Java in AP Computer Science must also be taught to use Java, as specified in the AP Java subset.)

• The course teaches students to read and understand a large program consisting of several classes and interacting objects, and enables students to read and understand the current AP Computer Science Case Study posted on AP Central.

• The course teaches students to identify the major hardware and software components of a computer system, their relationship to one another, and the roles of these components within the system.

• The course teaches students to recognize the ethical and social implications of computer use.

Resource Requirements

• The school ensures that each student has a college-level textbook for individual use inside and outside of the classroom and has access to the AP Computer Science Case Study posted on AP Central.

• The school ensures that each student has individual access to a computer (i.e., one student per computer) for at least three hours a week for conducting programming assignments and tasks; three hours are the bare minimum and additional time is desirable. The computer system must be able to compile in seconds programs comparable in size to the current AP Computer Science Case Study. (This access can be made available at any time during the school day or outside of school and need not be made available to all students in the AP course simultaneously.)
Computer Science AB

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Computer Science AB course should be designed by your school to provide students with a learning experience equivalent to that of a sequence of introductory college courses in computer science. Your AP Computer Science AB course should cover all the topics covered in AP Computer Science A in greater detail and extend the formal and in-depth study of algorithms, data structures, design, and abstraction. The AP Computer Science AB course is compatible with those topics that are covered in a typical sequence of college CS1 and CS2 courses in accordance with the Association for Computing Machinery (ACM) / Institute of Electrical and Electronic Engineers (IEEE) guidelines.

Students entering AP Computer Science AB should already have taken an algebra course. It is recommended that an AP Computer Science AB student be taking or have taken a second course in algebra.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources as described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Computer Science Course Description, available as a free download at apcentral.collegeboard.com/compsciab.

- The course includes all of the topics listed in the “Computer Science AB” columns of the Topic Outline in the AP Computer Science Course Description.

- The course teaches students to design and implement computer-based solutions to problems in a variety of application areas.

- The course teaches students to use and implement commonly used algorithms and data structures.

- The course teaches students to develop and select appropriate algorithms and data structures to solve problems.
• The course teaches students to code fluently in an object-oriented paradigm using the programming language Java. The course teaches students to use standard Java library classes from the AP Java subset delineated in Appendixes A and C of the AP Computer Science Course Description. (Note: students who study a language other than Java during an AP Computer Science course must also be taught to use Java, as specified in the AP Java subset.)

• The course teaches students to read and understand a large program consisting of several classes and interacting objects, and enables students to read and understand the current AP Computer Science Case Study posted on AP Central.

• The course teaches students to identify the major hardware and software components of a computer system, their relationship to one another, and the roles of these components within the system.

• The course teaches students to recognize the ethical and social implications of computer use.

Resource Requirements

• The school ensures that each student has a college-level textbook for individual use inside and outside of the classroom and has access to the AP Computer Science Case Study posted on AP Central.

• The school ensures that each student has individual access to a computer (i.e., one student per computer) for at least three hours a week for conducting programming assignments and tasks; three hours are the bare minimum and additional time is desirable. The computer system must be able to compile in seconds programs comparable in size to the current AP Computer Science Case Study. (This access can be made available at any time during the school day or outside of school and need not be made available to all students in the AP course simultaneously.)
The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP English Language and Composition course should be designed by your school to be equivalent to the introductory year of college composition course work. Your course should help students become skilled readers of prose written in a variety of disciplines and rhetorical contexts, and become skilled writers who compose for a variety of purposes, aware of the interactions among a writer’s purposes, audience expectations, and subjects. An integral part of your course should be the development of research skills that enable students to evaluate, use, and cite source material.

Students enrolling in AP English Language and Composition are expected to have had training in reading and writing Standard English.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP English Course Description, available as a free download at apcentral.collegeboard.com/englang.
- The course teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).
- The course requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers.
- The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.
• The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.

• The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers’ linguistic and rhetorical choices. (Note: The College Board does not mandate any particular authors or reading list, but representative authors are cited in the AP English Course Description.)

• The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.

• The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.

• The course teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style, etc.).

• The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work, that help the students develop these skills:
  – A wide-ranging vocabulary used appropriately and effectively
  – A variety of sentence structures, including appropriate use of subordination and coordination

Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis

A balance of generalization and specific, illustrative detail

An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Resource Requirements

The school ensures that each student has a copy of all required readings for individual use inside and outside of the classroom.
English Literature and Composition

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP English Literature and Composition course should be designed by your school to provide students with a learning experience equivalent to the introductory year of college literature course work. Your course should engage students in the careful reading and critical analysis of literature. Through the close reading of literary texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers.

Students enrolling in AP English Literature and Composition are expected to have had training in reading and writing Standard English.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP English Course Description, available as a free download at apcentral.collegeboard.com/englit.

- The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description. (Note: The College Board does not mandate any particular authors or reading list.) The choice of works for the AP course is made by the school in relation to the school’s overall English curriculum sequence, so that by the time the student completes AP English Literature and Composition she or he will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. The works selected for the course should require careful, deliberative reading that yields multiple meanings.
English Literature and Composition

• The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s:
  – Structure, style, and themes
  – The social and historical values it reflects and embodies
  – Such elements as the use of figurative language, imagery, symbolism, and tone

• The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:
  – Writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, freewriting, keeping a reading journal, and response/reaction papers)
  – Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
  – Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work’s artistry and quality, and its social and cultural values

• The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work, that help the students 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 specific techniques to increase coherence, such as repetition, transitions, and emphasis
  – A balance of generalization and specific, illustrative detail
  – An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Resource Requirements

The school ensures that each student has a copy of all required readings for individual use inside and outside of the classroom.
Environmental Science

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Environmental Science course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in environmental science. Your AP Environmental Science course should be based upon scientific principles and analyses from a variety of scientific fields and approaches, and include a scientific laboratory and/or field investigation component.

Schools’ AP Environmental Science courses are typically designed to be taken by students after the completion of two years of high school laboratory science (one year of life science and one year of physical science) and at least one year of algebra. Also desirable, but not necessary, is one year of earth science. Students are encouraged to keep copies of their laboratory and field investigation work for use in determining college credit or placement.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Environmental Science Course Description, available as a free download at apcentral.collegeboard.com/envsci.

- The course provides instruction in each of the following seven content areas outlined in the Course Description:
  - Earth Systems and Resources
  - The Living World
  - Population
  - Land and Water Use
  - Energy Resources and Consumption
  - Pollution
  - Global Change
- The course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The curriculum draws upon various scientific disciplines.

- The course includes methods for analyzing and interpreting information and experimental data, including mathematical calculations.

- The course teaches students how to identify and analyze environmental problems, to evaluate the ecological and human health risks associated with these problems, and to critically examine various solutions for resolving or preventing them.

- The course includes a laboratory and/or field investigation component. A minimum of one class period or its equivalent per week is spent engaged in laboratory and/or field work.

**Resource Requirements**

- The school ensures that each student has a college-level environmental science textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.

- The school ensures that students have access to scientific equipment and all necessary materials to conduct college-level environmental science laboratory and/or field investigations as outlined in the teacher’s course syllabus.

- The school ensures that the teacher has copies of recent college-level text(s) or other appropriate college-level materials for his or her consultation.
The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP European History course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in European history or Western civilization (1450 to the present). Your course needs to provide students with the analytic skills and factual knowledge necessary to deal critically with the topics and materials in European history.

There are no specific curricular prerequisites for students taking AP European history.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP European History Course Description, available as a free download at apcentral.collegeboard.com/euro.

- The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.

- The course teaches students to analyze evidence and interpretations presented in historical scholarship.

- The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.
European History

• The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the Course Description for more information).

Resource Requirements

• The school ensures that each student has a college-level European history textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.

• The school ensures that each student has copies of primary sources and other instructional materials used in the course for individual use inside and outside of the classroom.

• The school ensures that each student has access to support materials for the AP European History course, including scholarly, college-level works that correspond with course topics; writings by major European authors; as well as standard reference works such as encyclopedias, atlases, collections of historical documents, and statistical compendiums, either in a school or public library or via the Internet.
The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP French Language course should be designed by your school to provide students with a learning experience equivalent to that of a third-year college course in French language. The course should develop students' reading, writing, listening, and speaking skills at this level.

Students enrolling in AP French Language are typically in their fourth or fifth year of language study, or have had equivalent experience with the language.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual. These include a CD player for the listening part of the exam (part of the multiple-choice section) and recording equipment for the speaking part of the exam (part of the free-response section). Students must be familiar with the operating of the recording equipment prior to the exam administration.

### Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

### Curricular Requirements

- The teacher has read the most recent AP French Course Description, available as a free download at apcentral.collegeboard.com/frenchlang.

- The teacher uses French almost exclusively in class and encourages students to do likewise.

- The course provides students with a learning experience equivalent to that of a third-year college course in French language. Instructional materials, activities, assignments, and assessments are appropriate to this level.

- Instructional materials include a variety of authentic audio and/or video recordings that develop students’ listening abilities.

- Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other nontechnical writings that develop students’ reading abilities.
• The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, and topics.

• The course provides instruction and frequent opportunities to write a variety of compositions in French.

• The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

**Resource Requirements**

• The school ensures that each student has a copy of the written course materials for individual use inside and outside of the classroom.

• The school provides audio and video equipment and materials that facilitate significant speaking and listening practice for the students throughout the course. This equipment can include cassette/compact disc players or language labs, and video or DVD players or computers.
French Literature

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP French Literature course should be designed by your school to provide students with a learning experience equivalent to that of a third-year college course in French literature. The goal of your course should be to teach students to read, analyze, and understand French literary texts on their own.

Students enrolling in AP French Literature are typically in their fourth or fifth year of language study, or have had equivalent experience with the language.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator's Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP French Course Description, available as a free download at apcentral.collegeboard.com/frenchlit.
- The course is structured to allow students to complete the entire AP French Literature reading list, published in the AP French Course Description. Abridged versions or films are not appropriate in place of the text.
- The teacher uses French almost exclusively in class and encourages students to do likewise.
- The course teaches students the techniques of literary analysis and a basic vocabulary of critical terms.
- The course includes close reading and extensive discussion of texts, with particular attention to character, theme, structure, and style, and to how these elements are related to overall interpretation.
• Class discussion and essay writing in French are essential components of the course.

Resource Requirements

• The school ensures that each student has a copy of the works being read for individual use inside and outside of the classroom.

• The school ensures that students have access to a school or public library that includes works of prose, poetry, fiction, and drama by a wide range of French language authors.
German Language

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP German Language course should be designed by your school to provide students with a learning experience equivalent to that of a third-year college course in German language. Your course should develop students’ reading, writing, listening, and speaking skills at this level.

Students enrolling in AP German Language are typically in their fourth or fifth year of language study, or have had equivalent experience with the language.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration equipment described in the AP Coordinator’s Manual. These include a CD player for the listening part of the exam (part of the multiple-choice section) and recording equipment for the speaking part of the exam (part of the free-response section). Students must be familiar with the operating of the recording equipment prior to the exam administration.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP German Language Course Description, available as a free download at apcentral.collegeboard.com/german.

- The teacher uses German almost exclusively in class and encourages students to do likewise.

- The course provides students with a learning experience equivalent to that of a third-year college course in German language. Instructional materials, activities, assignments, and assessments are appropriate to this level.

- Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other nontechnical writings that develop students’ reading abilities.

- Instructional materials include authentic audio and video recordings that develop students’ listening abilities.
• The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, and topics.

• The course provides instruction and frequent opportunities to write a variety of compositions in German.

• The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

Resource Requirements

• The school ensures that each student has a copy of the written course materials for individual use inside and outside of the classroom.

• The school provides audio and video equipment and materials that facilitate significant speaking and listening practice for the students throughout the course. This equipment can include cassette/compact disc players or language labs, and video or DVD players or computers.
Human Geography

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Human Geography course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in human geography. Your course should include the systematic study of geographic patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface.

There are no specific curricular prerequisites for students taking AP Human Geography.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Human Geography Course Description, available as a free download at apcentral.collegeboard.com/humangeo.
- The course provides a systematic study of human geography, including the following topics outlined in the Course Description:
  - Nature of and Perspectives on Geography
  - Population
  - Cultural Patterns and Processes
  - Political Organization of Space
  - Agricultural and Rural Land Use
  - Industrialization and Economic Development
  - Cities and Urban Land Use
Human Geography

- The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.

- The course teaches spatial relationships at different scales ranging from the local to the global.

- The course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images, though not required, can be used effectively in the course.

Resource Requirements

- The school ensures that each student has a college-level human geography textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.

- The school provides a collection of maps, atlases, and other resource materials (which could include data sources, case studies, mapping software, newspapers, and magazines) for use by students.

- The school ensures that the teacher has copies of additional college-level geography textbooks and other appropriate college-level books for his or her consultation.
Italian Language and Culture

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled "AP." Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the "AP" designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Italian Language and Culture course should be designed by your school to provide students with a learning experience equivalent to that of a college-level course in Italian, typically taught in the fourth semester, that serves as a transition between language courses and linguistics or content-based courses. Your course should develop students’ reading, writing, listening, and speaking skills at this level and within a cultural frame of reference reflective of the richness of the Italian language and culture.

Students enrolling in AP Italian Language and Culture are typically in their fourth or fifth year of language study, or have had equivalent experience with the language.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual. These include a CD player for the listening part of the exam (part of the multiple-choice section) and recording equipment for the speaking part of the exam (part of the free-response section). Students must be familiar with the operating of the recording equipment prior to the exam administration.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Italian Language and Culture Course Description, available as a free download at apcentral.collegeboard.com/italian.

- The course prepares students to demonstrate their level of Italian proficiency across the three communicative modes—interpretive, interpersonal, and presentational—and as articulated in Standards for Foreign Language Learning in the 21st Century (Standards). (For Standards descriptions, see the Standards Executive Summary at www.actfl.org/files/public/execsumm.pdf.)

- In addition to communication, the course also addresses the Standards’ other four goals: cultural competence, connections to other school disciplines, comparisons between Italian language and culture and those of the learners, and the use of the language within the broader communities beyond the
traditional school environment.

- The teacher uses Italian almost exclusively in class and encourages students to do likewise.

- Instructional materials include a variety of authentic audio and/or video recordings that develop students’ listening abilities at the Intermediate High level.

- Instructional materials include a variety of written texts, such as newspapers and magazine articles, literary texts, and other authentic writings, that develop students’ Interpretive reading abilities at the Intermediate High level.

- The course provides students with frequent opportunities, in class or in a language laboratory, to practice their Interpersonal and Presentational speaking skills in a variety of settings, types of discourse, topics, and registers.

- The course provides instruction and frequent opportunities to organize and write Interpersonal and Presentational texts in Italian.

- The course frequently integrates Italian cultural topics, including: geography, contemporary life, arts and sciences, social customs and traditions, and contributions of Italians and Italian Americans to the world.

- The course provides students with frequent opportunities to interpret and utilize a variety of formal and informal registers across skills.

- Assessments are frequent, varied, and explicitly linked to the Interpretive, Interpersonal, and Presentational modes. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.

### Resource Requirements

- The school ensures that each student has a copy of the written course materials for individual use inside and outside of class.

- The school provides audio and video equipment and materials that facilitate significant speaking and listening practice for the students throughout the course. This equipment can include cassette/compact disc players or language labs, and video or DVD players or computers.
Japanese Language and Culture

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled "AP." Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the "AP" designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Japanese Language and Culture course should be designed by your school to provide students with a learning experience equivalent to that of a college course that develops students' proficiencies throughout the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines. Your course should be designed to support students as they develop the productive, receptive, and cultural skills necessary to communicate with and understand native speakers and writers of Japanese.

Students enrolling in AP Japanese Language and Culture are typically in their fourth or fifth year of language study, or have had equivalent experience with the language.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools must ensure that the testing site offering this Internet-based exam provides the exam administration resources described in the AP Coordinator's Manual.

Requirements

To request authorization to label a course "AP," complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Japanese Language and Culture Course Description, available as a free download at apcentral.collegeboard.com/japanese.

- The course prepares students to demonstrate their level of Japanese proficiency across the three communicative modes: interpretive, interpersonal, and presentational; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in Standards for Foreign Language Learning in the 21st Century (Standards). (For Standards descriptions, see Standards Executive Summary at www.actfl.org/files/public/execsumm.pdf. For Intermediate Mid and Intermediate Low proficiency descriptions, see ACTFL Proficiency Guidelines at www.actfl.org/i4a/pages/index.cfm?pageid=4236.)
In addition to communication, the course also addresses the Standards’ other four goals: cultural competence, connections to other school disciplines, comparisons between the target language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.

The teacher uses Japanese almost exclusively in class and encourages students to do likewise.

The teacher ensures that the selected themes and topics are developmentally and intellectually appropriate for the students.

The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. He or she also makes use of materials generally used by native Japanese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. The teacher scaffolds students’ experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

The course teaches students to develop both communication and language-learning strategies.

The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of her or his learners.

Formative and summative assessments are frequent, varied, and explicitly linked to the Standards’ goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.

The course provides students with frequent opportunities to conduct Web searches, word process, and e-mail in Japanese.

Resource Requirements

The school ensures that each student has a copy of the texts utilized in the course for use inside and outside of the classroom, and has frequent access, during instruction, to a computer capable of inputting and displaying Japanese text.

The school facilitates student use, outside of instructional time, of in-school or public library computers capable of inputting and displaying Japanese text.
Latin Literature

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

AP Latin Literature should be designed by your school to provide students with a learning experience equivalent to that of a college course in Latin literature typically taught in the fourth, fifth, or sixth semester of college Latin studies. The basic course objective should be to read, translate, understand, analyze, and interpret Latin in the original, with special emphasis paid to the development of Latin lyric and elegiac poetry as literary genres.

There are no specific curricular prerequisites for students taking AP Latin Literature, but students taking AP Latin are typically in the final stages of their secondary school instruction in Latin.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most current AP Latin Course Description, available as a free download at apcentral.collegeboard.com/latinlit.

- The course is structured to enable students to complete the entire required reading list (as delineated in the AP Latin Course Description).

- The course gives students frequent opportunities to practice reading and translating as literally as possible from Latin into English the required passages from the reading list. All are read in Latin, except when noted in the AP Latin Course Description.

- The course gives students frequent opportunities to practice written analysis and critical interpretation of works by Catullus, and either Cicero, Horace, or Ovid, including appropriate references to the use of stylistic and metrical techniques by these authors.
• The course examines the historical, cultural, and political context of the literature on the reading list.

• The course provides frequent practice in reading Latin at sight.

Resource Requirements

The school ensures that each student has access to his or her own copies of the required works.
The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

AP Latin: Vergil should be designed by your school to provide students with a learning experience equivalent to that of a college course in Latin typically taught in the fourth, fifth, or sixth semester of college Latin studies. The basic course objective should be to read, translate, understand, analyze, and interpret Latin in the original, with special emphasis paid to pertinent Roman cultural, social, and political history and the tradition of the ancient epic.

There are no specific curricular prerequisites for students taking AP Latin: Vergil, but students taking AP Latin are typically in the final stages of their secondary school instruction in Latin.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements
To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements
- The teacher has read the most current AP Latin Course Description, available as a free download at apcentral.collegeboard.com/latinvergil.
- The course is structured to enable students to complete the entire required reading list (as delineated in the AP Latin Course Description).
- The course gives students frequent opportunities to practice reading and translating as literally as possible from Latin into English the required passages from Vergil’s Aeneid. All required passages are read in Latin; the entire Aeneid is read in English.
- The course gives students frequent opportunities to practice written analysis and critical interpretation of Vergil’s Aeneid, including appropriate references to the use of stylistic and metrical techniques by Vergil.
• The course examines the historical, social, cultural, and political context of Vergil’s *Aeneid*.

• The course provides frequent practice in reading Latin at sight.

**Resource Requirements**

The school ensures that each student has access to his or her own copy of the required passages of Vergil’s *Aeneid* in Latin and the entire work in English.
Macroeconomics

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Macroeconomics course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in macroeconomics. The purpose of your course should be to give students a thorough understanding of the principles of economics that apply to a market-based economic system as a whole.

There are no specific curricular prerequisites for students taking AP Macroeconomics.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Economics Course Description, available as a free download at apcentral.collegeboard.com/econmacro.

- The course provides instruction in each of the following seven topics outlined in the Course Description:
  - Basic economic concepts
  - Measurement of economic performance
  - National income and price determination
  - Financial sector
  - Inflation, unemployment, and stabilization policies
  - Economic growth and productivity
  - Open economy: international trade and finance
Macroeconomics

- The course promotes the understanding of aggregate economic activity; the utilization of resources within and across countries; and the critical evaluation of determinants of economic progress and economic decisions made by policymakers.

- The course teaches how to generate, interpret, label, and analyze graphs, charts, and data to describe and explain economic concepts.

Resource Requirements

The school ensures that each student has a college-level macroeconomics textbook (supplemented when necessary to meet curricular requirements) for individual use inside and outside of the classroom.
Microeconomics

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Microeconomics course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in microeconomics. The purpose of your course should be to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system.

There are no specific curricular prerequisites for students taking AP Microeconomics.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements
To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Economics Course Description, available as a free download at apcentral.collegeboard.com/econmicro.

- The course provides instruction in each of the following four topics outlined in the Course Description:
  - Basic economic concepts
  - The nature and functions of product markets
  - Factor markets
  - Market failure and the role of government

- The course promotes understanding of economic decision making and its factors, such as marginal analysis and opportunity costs.

- The course teaches how to generate, interpret, label, and analyze graphs, charts, and data to describe and explain economic concepts.
Resource Requirements

The school ensures that each student has a college-level microeconomics textbook (supplemented when necessary to meet curricular requirements) for individual use inside and outside of the classroom.
Music Theory

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

AP Music Theory should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in music theory. Your course should develop a student’s ability to recognize, understand, describe, and analyze the basic materials and processes of music that are heard or presented in a score.

There are no specific curricular prerequisites for students taking AP Music Theory, although it is recommended that students have prior training in music either through lessons (voice or instrumental), participation in an ensemble, or an introductory rudiments/theory course.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual. These include a CD player for the listening part of the exam (part of the multiple-choice section) and recording equipment for the sight-singing portion of the exam (part of the free-response section). Students must be familiar with the operating of the recording equipment prior to the exam administration.

Requirements
To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Music Theory Course Description, available as a free download at apcentral.collegeboard.com/music.

- The course first helps students master the rudiments and terminology of music, including: notational skills, intervals, scales and keys, chords, metric organization, and rhythmic patterns.

- The course progresses to include more sophisticated and creative tasks:
  - Composition of a bass line for a given melody, implying appropriate harmony
  - Realization of a figured bass
  - Realization of a Roman numeral progression
Music Theory

- Analysis of repertoire, including study of motivic treatment, examination of rhythmic and melodic interaction between individual voices of a composition, and harmonic analysis of functional tonal passages

- The course incorporates a brief introduction to twentieth-century scales, chordal structures, and compositional procedures, either through analysis or original composition.

- The course teaches the following procedures based in common-practice tonality:
  - Functional triadic harmony in traditional four-voice texture (with vocabulary including nonharmonic tones, seventh chords, and secondary dominants)
  - Tonal relationships
  - Modulation to closely related keys

- The course also teaches:
  - Standard rhythms/meters
  - Phrase structure
  - Small forms (e.g., rounded binary, simple ternary, theme and variation, strophic)

- Musical skills are developed through the following types of musical exercises (both conducted in class and assigned as homework):
  - Listening (discrete intervals, scales, etc.; dictations; excerpts from literature)
  - Sight-singing
  - Written exercises
  - Creative exercises
  - Analytical exercises

- The course includes, but is not limited to, study of a wide variety of vocal and instrumental music from the standard Western tonal repertoires.

**Resource Requirements**

- The school ensures that each student has access to his or her own copy of a recently published college-level music theory textbook (or equivalent materials approved by the AP Music Theory Development Committee).

- The school provides access to audio equipment and materials that facilitate listening practice for the students throughout the course. This equipment can include cassette or compact disc players.

- The school ensures that each AP Music Theory classroom includes a piano or electronic keyboard and sound reproduction equipment (such as a stereo or boom box). (CDs played on a computer do not enable students to hear the bass, so such sound reproduction is not acceptable for this course.)
The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Physics B course should be designed by your school to provide students with a learning experience equivalent to that of an introductory yearlong, algebra-based college course in physics that includes a laboratory component. Your course should include topics in both classical and modern physics as indicated in the Course Description.

Schools’ AP Physics B courses are typically designed to be taken by students after the completion of a first-year high school physics course. Knowledge of algebra and trigonometry is necessary. Graphing calculators are recommended (but not required) for use during the course and during the free-response section of the exam. Students are encouraged to keep copies of their laboratory work for use in determining college credit or placement.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

AP Physics Curriculum Alignment

The AP Program has embarked on an ambitious effort, funded by the National Science Foundation, to align the AP Physics B course and exam with introductory college courses that research identifies as best facilitating deep learning. The AP Program is concerned that the amount of content included on the AP Physics B Exam is putting inappropriate pressure on teachers to sacrifice depth of study to breadth of coverage, and is not sufficiently fostering inquiry-based science learning. We anticipate that changes will be announced in 2007 but not implemented until, at earliest, the May 2010 AP Physics B Exam, providing several years for raising awareness and building an understanding of these changes before they are implemented.

In the meantime, teachers are encouraged to review the scoring formula for the most recent AP Physics B Released Exam on page 92 of this manual, which shows the relative weight assigned to the different types of questions and the actual number of questions that need to be answered correctly to earn an AP Exam grade of 3, 4, or 5. Increased awareness of the relatively insignificant weight assigned to any one question may relieve some of the pressure teachers feel to cover every topic that could be assessed on the exam, and may help teachers see the amount of flexibility the current exam provides them to reduce content coverage. The current AP Exam is deliberately designed to be more broad than any one college (or AP) physics course so that it can measure a variety of different schools’ selection of physics content. Accordingly, the exam assigns minimal weight to each individual question, so that students whose teachers choose to provide them with a deeper exploration of some topics over others will not be disadvantaged on the AP Exam. So long as the “Curricular Requirements” listed below are fulfilled, teachers should use their own discretion when determining the amount of content to include in an AP course, and can be selective without jeopardizing a student’s likelihood of earning a high AP Exam.
Requirements
To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements
- The teacher has read the most recent AP Physics Course Description, available as a free download at apcentral.collegeboard.com/physicsb.
- The course provides instruction in each of the following five content areas outlined in the Course Description:
  - Newtonian mechanics
  - Fluid mechanics and thermal physics
  - Electricity and magnetism
  - Waves and optics
  - Atomic and nuclear physics
- The course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills.
- The course includes a laboratory component comparable to college-level physics laboratories, with a minimum of 12 student-conducted laboratory investigations representing a variety of topics covered in the course. A hands-on laboratory component is required. Each student should complete a lab notebook or portfolio of lab reports. Note: Online course providers utilizing virtual labs (simulations rather than hands-on) should submit their laboratory materials for the audit. If these lab materials are determined to develop the skills and learning objectives of hands-on labs, then courses which use these labs may receive authorization to use the “AP” designation. Online science courses authorized to use the “AP” designation will be posted on the AP Central Web site.

Resource Requirements
- The school ensures that each student has a college-level physics textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.
- The school ensures that students have access to scientific equipment and all necessary materials to conduct hands-on, college-level physics laboratory investigations as outlined in the teacher’s course syllabus.
Physics C: Electricity & Magnetism

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Physics C: Electricity and Magnetism course should be designed by your school to provide students with a learning experience equivalent to that of a semester-long, calculus-based college course in physics that includes a laboratory component. Your course must be devoted to electricity and magnetism. Introductory differential and integral calculus is used throughout the course and on the AP Physics C Exams.

Schools’ AP Physics C courses are typically designed to be taken by students after the completion of a first-year high school physics course. Prior or concurrent course work in calculus is highly recommended and is necessary for success in Physics C. Graphing calculators are recommended (but not required) for use during the course and during the free-response section of the exam. Students are encouraged to keep copies of their laboratory work for use in determining college credit or placement.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

AP Physics Curriculum Alignment

The AP Program has embarked on an ambitious effort, funded by the National Science Foundation, to align the AP Physics C: Electricity and Magnetism course and exam with introductory college courses that research identifies as best facilitating deep learning. We anticipate that changes will be announced in 2007 but not implemented until, at earliest, the May 2010 AP Physics C: Electricity and Magnetism Exam, providing several years for raising awareness and building an understanding of these changes before they are implemented.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.
Physics C: Electricity & Magnetism

Curricular Requirements

- The teacher has read the most recent AP Physics Course Description, available as a free download at apcentral.collegeboard.com/physicscem.
- The course covers electricity and magnetism in depth and provides instruction in each of the following five content areas outlined in the Course Description:
  - Electrostatics
  - Conductors, capacitors, and dielectrics
  - Electric circuits
  - Magnetic fields
  - Electromagnetism
- Introductory differential and integral calculus is used throughout the course.
- The course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills.
- The course includes a laboratory component comparable to a semester-long, college-level physics laboratory. Students spend a minimum of 20 percent of instructional time engaged in laboratory work. A hands-on laboratory component is required. Each student should complete a lab notebook or portfolio of lab reports. Note: Online course providers utilizing virtual labs (simulations rather than hands-on) should submit their laboratory materials for the audit. If these lab materials are determined to develop the skills and learning objectives of hands-on labs, then courses which use these labs may receive authorization to use the “AP” designation. Online science courses authorized to use the “AP” designation will be posted on the AP Central Web site.

Resource Requirements

- The school ensures that each student has a calculus-based, college-level physics textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.
- The school ensures that students have access to scientific equipment and all necessary materials to conduct hands-on, college-level physics laboratory investigations as outlined in the teacher’s course syllabus.
Physics C: Mechanics

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Physics C: Mechanics course should be designed by your school to provide students with a learning experience equivalent to that of a semester-long, calculus-based college course in physics that includes a laboratory component. Your course must be devoted to Newtonian mechanics. Introductory differential and integral calculus is used throughout the course and on the AP Physics C Exams.

Schools’ AP Physics C courses are typically designed to be taken by students after the completion of a first-year high school physics course. Prior or concurrent course work in calculus is highly recommended and is necessary for success in Physics C. Graphing calculators are recommended (but not required) for use during the course and during the free-response section of the exam. Students are encouraged to keep copies of their laboratory work for use in determining college credit or placement.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

AP Physics Curriculum Alignment

The AP Program has embarked on an ambitious effort, funded by the National Science Foundation, to align the AP Physics C: Mechanics course and exam with introductory college courses that research identifies as best facilitating deep learning. We anticipate that the changes will be announced in 2007 but not implemented until, at earliest, the May 2010 AP Physics C: Mechanics Exam, providing several years for raising awareness and building an understanding of these changes before they are implemented.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.
Curricular Requirements

- The teacher has read the most recent AP Physics Course Description, available as a free download at apcentral.collegeboard.com/physicscmech.
- The course covers Newtonian mechanics in depth and provides instruction in each of the following six content areas outlined in the Course Description:
  - Kinematics
  - Newton’s laws of motion
  - Work, energy, and power
  - Systems of particles, linear momentum
  - Circular motion and rotation
  - Oscillations and gravitation
- The course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills.
- Introductory differential and integral calculus is used throughout the course.
- The course includes a laboratory component comparable to a semester-long, college-level physics laboratory. Students spend a minimum of 20 percent of instructional time engaged in laboratory work. A hands-on laboratory component is required. Each student should complete a lab notebook or portfolio of lab reports. Note: Online course providers utilizing virtual labs (simulations rather than hands-on) should submit their laboratory materials for the audit. If these lab materials are determined to develop the skills and learning objectives of hands-on labs, then courses which use these labs may receive authorization to use the “AP” designation. Online science courses authorized to use the “AP” designation will be posted on the AP Central Web site.

Resource Requirements

- The school ensures that each student has a calculus-based, college-level physics textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.
- The school ensures that students have access to scientific equipment and all necessary materials to conduct hands-on, college-level physics laboratory investigations as outlined in the teacher’s course syllabus.
The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Psychology course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in psychology. Your course should introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals in context.

There are no specific curricular prerequisites for students taking AP Psychology.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Psychology Course Description, available as a free download at apcentral.collegeboard.com/psych.

- The course provides instruction in each of the following 14 content areas outlined in the AP Psychology Course Description:
  - History and Approaches
  - Research Methods
  - Biological Bases of Behavior
  - Sensation and Perception
  - States of Consciousness
  - Learning
  - Cognition
  - Motivation and Emotion
  - Developmental Psychology
Psychology

- Personality
- Testing and Individual Differences
- Abnormal Psychology
- Treatment of Psychological Disorders
- Social Psychology

- As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

- The course teaches ethics and research methods used in psychological science and practice.

Resource Requirements

- The school ensures that each student has a college-level psychology textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.

- The school ensures that the teacher has his or her own copy of the most recent edition of the textbook used in the course.
Spanish Language

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Spanish Language course should be designed by your school to provide students with a learning experience equivalent to that of a third-year college course in Spanish language. Your course should develop students’ reading, writing, listening, and speaking skills at this level.

Students enrolling in AP Spanish Language are typically in their fourth or fifth year of language study, or have had equivalent experience with the language.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration equipment described in the AP Coordinator’s Manual, including a CD player for the listening part of the exam (part of the multiple-choice section) and recording equipment for the speaking part of the exam (part of the free-response section). Students must be familiar with the operating of the recording equipment prior to the exam administration.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Students enrolling in AP Spanish Language are typically in their fourth or fifth year of language study, or have had equivalent experience with the language.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration equipment described in the AP Coordinator’s Manual, including a CD player for the listening part of the exam (part of the multiple-choice section) and recording equipment for the speaking part of the exam (part of the free-response section). Students must be familiar with the operating of the recording equipment prior to the exam administration.

Curricular Requirements

- The teacher has read the most recent AP Spanish Course Description, available as a free download at apcentral.collegeboard.com/spanlang.

- The teacher uses Spanish almost exclusively in class and encourages students to do likewise.

- The course provides students with a learning experience equivalent to that of a third-year college course in Spanish language. Instructional materials, activities, assignments, and assessments are appropriate to this level.

- Instructional materials include a variety of authentic audio and/or video recordings that develop students’ listening abilities.

- Instructional materials include authentic written texts, such as newspaper and magazine articles, literary texts, and other nontechnical writings that develop students’ reading abilities.
• The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, topics, and registers.

• The course provides instruction and frequent opportunities to write a variety of compositions in Spanish.

• The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

Resource Requirements

• The school ensures that each student has the course’s rich variety of reading materials, which may include a textbook, for individual use inside and outside of the classroom.

• The school provides audio and video equipment and materials that facilitate significant speaking and listening practice for the students throughout the course. This equipment can include cassette/compact disc players or language labs, and video or DVD players or computers.
Spanish Literature

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Spanish Literature course should be designed by your school to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. Your course should introduce students to the formal study of a representative body of Peninsular and Latin American literary texts.

Students enrolling in AP Spanish Literature are typically in their fourth or fifth year of language study, or have had equivalent experience with the language.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Spanish Course Description, available as a free download at apcentral.collegeboard.com/spanlit.

- The course is structured to allow students to complete the entire AP Spanish Literature reading list, published in the AP Spanish Course Description. Abridged versions or films are not appropriate in place of the text.

- The teachers uses Spanish almost exclusively in class and encourages students to do likewise.

- The course teaches students the techniques of literary analysis and a basic vocabulary of critical terms.

- The course provides students with the opportunity to read, to discuss, and to analyze critically in Spanish representative works of Peninsular and Latin American literature through class discussion and essay writing.
• The curriculum includes representative works of prose, poetry, and drama from different periods with a consideration of their cultural context.

**Resource Requirements**

• The school ensures that each student has a copy of the works being read, for individual use inside and outside of the classroom.

• The school ensures that students have access to a school or public library that includes works of prose, poetry, fiction, and drama by a wide range of Peninsular and Latin American authors.
Statistics

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Statistics course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in statistics. An introductory statistics course, similar to the AP Statistics course, is typically required for majors in the fields of social sciences, health sciences, and business. Science, engineering, and mathematics majors usually take an upper-level calculus-based course in statistics, for which the AP Statistics course is an effective preparation. The purpose of your course should be to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

Students enrolling in AP Statistics should have completed second-year algebra or its equivalent.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual. Each student must have one or two graphing calculators with statistical capabilities for individual use during the AP Exam administration. Calculators may not be shared. Minicomputers, pocket organizers, electronic writing pads, and calculators with QWERTY keyboards are not permitted for use on the AP Statistics Exam. Each student has received information about the acceptable and unacceptable upgrades and enhancements to their graphing calculator as stated in the Course Description section on The Examination.

Requirements
To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Statistics Course Description, available as a free download at apcentral.collegeboard.com/stats.

- The course provides instruction in each of the following four broad conceptual themes outlined in the Course Description with appropriate emphasis on each:
  - Exploring data
  - Sampling and experimentation
  - Anticipating patterns
  - Statistical inference

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• The course draws connections between all aspects of the statistical process, including design, analysis, and conclusions.

• The course teaches students how to communicate methods, results, and interpretations using the vocabulary of statistics.

• The course teaches students how to use graphing calculators and demonstrates the use of computers and/or computer output to enhance the development of statistical understanding through exploring and analyzing data, assessing models, and performing simulations.

Resource Requirements

• The school ensures that each student has a college-level statistics textbook for individual use inside and outside of the classroom.

• The school ensures that each student has access to a graphing calculator with statistical capabilities.

• The school provides access to a computer to aid in investigating and analyzing data and in exploring statistical models.
Studio Art

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP Studio Art course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in studio art foundation. Students have the option of submitting one of three different portfolios—Drawing, 2-D Design, or 3-D Design—each based upon different skills mastered and concepts addressed in college-level foundation courses.

There are no specific curricular prerequisites for students taking AP Studio Art, although it is recommended that students have prior training in art.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration equipment described in the AP Coordinator’s Manual. The school must follow the exact specifications for portfolio submission as described in the Course Description and Studio Art poster. AP teacher supervision is expected during the AP portfolio assembly process.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on a page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent *AP Studio Art Course Description*, available as a free download at apcentral.collegeboard.com/studiodrawing; apcentral.collegeboard.com/studio2d; and apcentral.collegeboard.com/studio3d; and the current AP Studio Art poster.

- The course promotes a sustained investigation of all three aspects of portfolio development—quality, concentration, and breadth—as outlined in the Course Description or Studio Art poster throughout the duration of the course. (Note: The body of work submitted for the portfolio can include art created prior to and outside of the AP Studio Art course.)

- The course enables students to develop mastery (i.e., “quality”) in concept, composition, and execution of drawing, 2-D design, or 3-D design.
• The course enables students to develop a body of work investigating a strong underlying visual idea in drawing, 2-D design, or 3-D design that grows out of a coherent plan of action or investigation (i.e., a “concentration”).

• The course teaches students a variety of concepts and approaches in drawing, 2-D design, or 3-D design so that the student is able to demonstrate a range of abilities and versatility with technique, problem solving, and ideation (i.e., “breadth”). Such conceptual variety can be demonstrated through either the use of one or the use of several media.

• The course emphasizes making art as an ongoing process that involves the student in informed and critical decision making.

• The course includes group and individual student critiques and instructional conversations with the teacher, enabling students to learn to analyze and discuss their own artworks and those of their peers.

• The course teaches students to understand artistic integrity as well as what constitutes plagiarism. If students produce work that makes use of photographs, published images, and/or other artists’ works, the course teaches students how to develop their own work so that it moves beyond duplication.

Resource Requirements

• The school ensures that each student has access to art materials and resources necessary to meet the standards for the portfolio he or she chooses to submit.

• The school ensures that each AP Studio Art classroom has at least some of the following types of instructional materials that support the formulation of a creative problem and its comprehensive investigation: art books, periodicals, slides, reproductions, and digital images.
The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP U.S. Government and Politics course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in United States government and politics. Your course should give students an analytical perspective on government and politics in the United States, including the study of general concepts used to interpret U.S. politics and the analysis of specific examples. The course should develop students’ familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics.

There are no specific curricular prerequisites for students taking AP U.S. Government and Politics, although previous course work in U.S. history is recommended.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP Government and Politics Course Description, available as a free download at apcentral.collegeboard.com/govpolus.

- The course provides instruction in each of the following six topics outlined in the Course Description:
  - Constitutional Underpinnings of United States Government
  - Political Beliefs and Political Behaviors
  - Political Parties, Interest Groups, and Mass Media
  - Institutions of National Government
  - Public Policy
  - Civil Rights and Civil Liberties
The course provides students with practice in analyzing and interpreting data and other information relevant to U.S. government and politics.

The course includes supplemental readings, including primary source materials (such as *The Federalist Papers*) and contemporary news analyses that strengthen student understanding of the curriculum.

The course requires students to answer analytical and interpretive free-response questions on a frequent basis.

**Resource Requirements**

- The school ensures that each student has a college-level U.S. government and politics textbook (supplemented when necessary to meet the curricular requirements) as well as copies of primary sources for individual use inside and outside of the classroom.

- The school ensures that each student has access to news sources in order to learn current examples and applications that may not be in the textbook.

- The school ensures that the teacher has copies of additional college-level U.S. government and politics textbooks or other appropriate college-level books for his or her own consultation, including the most recent edition of one of these.
The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP U.S. History course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course sequence in United States history. Your course should provide students with the analytic skills and factual knowledge necessary to deal critically with the topics and materials in U.S. history.

There are no specific curricular prerequisites for students taking AP U.S. History.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources as described in the AP Coordinator’s Manual.

**AP United States History Curriculum Alignment**

The AP Program has embarked on an ambitious effort to align the AP United States History course and exam with introductory college courses that research identifies as best facilitating deep learning. The AP Program is concerned that the amount of content included on the AP United States History Exam is putting inappropriate pressure on teachers to sacrifice depth of study to breadth of coverage. We anticipate that changes will be announced in 2007 but not implemented until, at earliest, the May 2010 AP United States History Exam, providing several years for raising awareness and building an understanding of these changes before they are implemented.

In the meantime, teachers are encouraged to review the scoring formula for the most recent AP United States History Released Exam on page 94 of this manual, which shows the relative weight assigned to the different types of questions and the actual number of questions that need to be answered correctly to earn an AP Exam grade of 3, 4, or 5. Increased awareness of the relatively insignificant weight assigned to any one question may relieve some of the pressure teachers feel to cover every topic that could be assessed on the exam, and may help teachers see the amount of flexibility the current exam provides them to reduce content coverage. The current AP Exam is deliberately designed to be more broad than any one college (or AP) United States history course so that it can measure a variety of different schools’ selection of United States history content. Accordingly, the exam assigns minimal weight to each individual question, so that students whose teachers choose to provide them with a deeper exploration of some topics over others will not be disadvantaged on the AP Exam. So long as the “Curricular Requirements” listed below are fulfilled, teachers should use their own discretion when determining the amount of content to include in an AP course, and can be selective without jeopardizing a student’s likelihood of earning a high AP Exam grade.
Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

Curricular Requirements

- The teacher has read the most recent AP United States History Course Description, available as a free download at apcentral.collegeboard.com/ushist.
- The course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.
- The course uses themes and/or topics such as those listed in the Course Description, selected at the teacher’s discretion, as broad parameters for structuring the course. The themes are designed to encourage students to think conceptually about the American past and to focus on historical change over time. The topic outline is suggested as a general guide for AP teachers in structuring their courses; it is not intended to be prescriptive of what teachers must teach.
- The course teaches students to analyze evidence and interpretations presented in historical scholarship.
- The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.
- The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the Course Description for more information).

Resource Requirements

- The school ensures that each student has a college-level U.S. history textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.
- The school ensures that each student has copies of primary sources and other instructional materials used in the course for individual use inside and outside of the classroom.
- The school ensures that each student has access to support materials for the AP U.S. History course, including scholarly, college-level works that correspond with course topics; writings by major American authors; as well as standard reference works such as encyclopedias, atlases, collections of historical documents, and statistical compendiums, either in a school or public library or via the Internet.

United States History
The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

The AP World History course should be designed by your school to provide students with a learning experience equivalent to that of an introductory college course in world history. The purpose of your course should be to understand the evolution of global processes and contacts, in interaction with different types of human societies. Your course should highlight the nature of changes and continuities over time and their causes and consequences, as well as comparisons among major societies. Students develop analytic skills through exposure to historical documents, visual and statistical evidence, and conflicting interpretations.

There are no specific curricular prerequisites for students taking AP World History.

All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

High schools offering this exam must provide the exam administration resources described in the AP Coordinator’s Manual.

### Requirements

To request authorization to label a course “AP,” complete the following two steps:

1. Complete and submit an AP Course Audit form, on which the teacher and principal attest that their course includes or exceeds the following curricular requirements delineated by college and university faculty.

2. Submit an electronic copy of the course syllabus that demonstrates inclusion or improvement on the curricular requirements (see Syllabus Preparation Guidelines on page 15). If your course does not include one or more of the curricular requirements but merits designation as a college-level course, see Instructions for Submitting Materials on page 6 for the process for describing alternate approaches to the course.

Instructions on how to submit AP Course Audit materials via the Web will be posted on AP Central and mailed to principals in January 2007.

### Curricular Requirements

- The teacher has read the most recent *AP World History Course Description* available as a free download at apcentral.collegeboard.com/world.

- Periodization guidelines and course themes form the organizing principles for dealing with issues of change, continuity, and comparison throughout the course.

- Periodization guidelines are used to select relevant course content from 8000 B.C.E. to the present.

- The six overarching themes articulated in the Course Description receive approximately equal attention throughout the course.

- The course provides balanced global coverage, with Africa, the Americas, Asia, and Europe all represented. No more than 30 percent of course time is devoted to European history.

- The course teaches students to analyze evidence and interpretations presented in historical scholarship.
The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays addressing issues of change, continuity, and comparison (see the Course Description for more information).

Resource Requirements

The school ensures that each student has a college-level world history textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.

The school ensures that each student has copies of primary sources and other instructional materials used in the course for individual use inside and outside of the classroom.

The school ensures that students have access to support materials for the AP World History course, including scholarly, college-level works that correspond with course themes; as well as standard reference works such as encyclopedias, atlases, collections of historical documents, and statistical compendiums, either in a school or public library or via the Internet.
2002 AP Biology Exam
Scoring Worksheet

Section I: Multiple Choice

\[
\left( \frac{\text{Number correct}}{119} - \frac{1}{4} \times \frac{\text{Number wrong}}{119} \right) \times 0.7563 = \text{Weighted Section I Score}
\]

(If less than zero, enter zero.)
(Do not round)

Section II: Free Response

Question 1 \[ \frac{\text{__________}}{10} \times 1.5000 = \text{__________} \]
(Do not round)

Question 2 \[ \frac{\text{__________}}{10} \times 1.5000 = \text{__________} \]
(Do not round)

Question 3 \[ \frac{\text{__________}}{10} \times 1.5000 = \text{__________} \]
(Do not round)

Question 4 \[ \frac{\text{__________}}{10} \times 1.5000 = \text{__________} \]
(Do not round)

\[ \text{Sum} = \text{__________} \]

Weighted Section II Score
(Do not round)

Composite Score

\[ \frac{\text{Weighted Section I Score}}{} + \frac{\text{Weighted Section II Score}}{} = \text{Composite Score} \]
(Round to nearest whole number)

AP Grade Conversion Chart

<table>
<thead>
<tr>
<th>Composite Score Range*</th>
<th>AP Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91–150</td>
<td>5</td>
</tr>
<tr>
<td>70–90</td>
<td>4</td>
</tr>
<tr>
<td>58–69</td>
<td>3</td>
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<td>45–57</td>
<td>2</td>
</tr>
<tr>
<td>0–44</td>
<td>1</td>
</tr>
</tbody>
</table>

*Students’ scores are weighted according to formulas determined in advance each year by the Development Committee to yield raw composite scores; the Chief Reader is responsible for converting composite scores to the 5-point AP scale.

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(for AP professionals) and www.collegeboard.com/apstudents (for AP students and parents)
How AP Grades Are Determined

This exam has two sections. Section I, which consists of 120 multiple-choice questions, has scores that range from a minimum possible score of 0 to a maximum possible score of 119 points. The maximum possible score is 119 because Section I originally had 120 questions but, for statistical reasons, question 61 was not scored. Section II, which consists of four free-response questions, has scores that range from a minimum possible score of 0 to a maximum possible score of 10 points for each question.

The scores on the different parts of the exam are combined to produce a composite score for each student that ranges from a minimum possible score of 0 to a maximum possible score of 150 points. In calculating the composite scores, scores on the different parts are multiplied by weights. The Development Committee chooses the weights to place relatively more importance on certain skills to mirror emphasis placed on those skills in the corresponding college curriculum.

Composite scores are not released to the student, school, or college. Instead, the composite scores are converted to grades on an AP 5-point scale, and it is these that are reported. The process of calculating the composite score and converting it to a grade involves a number of steps, which are shown on the Scoring Worksheet and described in detail here.

1. **The score on Section I is calculated.** In calculating the score for Section I, a fraction of the number of wrong answers is subtracted from the number of right answers. This adjustment to the number of right answers makes it unlikely that students will benefit from random guessing. The value of the fraction is ¼ for the five-choice questions in the AP Biology Exam.

   The maximum possible weighted score on Section I is 90 points, which is 60 percent of the maximum composite score.

2. **The score on Section II is calculated.** The weights for items in Section II are determined so that questions 1–4 each contribute 10 percent to the maximum composite score.

   The weighted scores on the questions of Section II are summed to give the total weighted score for Section II. The maximum possible weighted score on Section II is 60 points, which is 40 percent of the maximum possible composite score.

3. **The composite score is calculated.** The weighted scores on Section I and Section II are summed to give the composite score.

4. **AP grades are calculated.** The Chief Reader sets the four cut points that divide the composite scores into groups. A variety of information is available to help the Chief Reader determine the score ranges into which the exam grades should fall:

   - Statistical information based on test score equating.
   - College/AP Grade Comparability studies.
   - The Chief Reader’s own observations of the students’ free-response answers.
   - The distribution of scores on different parts of the exam.
   - AP grade distributions from the past three years.
2002 AP Chemistry Exam
Scoring Worksheet

Section I: Multiple Choice

\[ \left( \frac{\text{Number correct}}{75} - \frac{1}{4} \times \frac{\text{Number wrong}}{75} \right) \times 0.9600 = \text{Section I Score} \]

Section II: Free Response

Question 1 \( \text{________} \times 1.7600 = \text{________} \)
(out of 10) (Do not round)

Question 2 or Question 3 \( \text{________} \times 1.7600 = \text{________} \)
(out of 10) (Do not round)

Question 4 \( \text{________} \times 0.8800 = \text{________} \)
(out of 15) (Do not round)

Question 5 \( \text{________} \times 1.3200 = \text{________} \)
(out of 10) (Do not round)

Question 6 \( \text{________} \times 1.6500 = \text{________} \)
(out of 8) (Do not round)

Question 7 or Question 8 \( \text{________} \times 1.6500 = \text{________} \)
(out of 8) (Do not round)

\[ \text{Sum} = \text{________} \]

Weighted Section II Score (Do not round)

Composite Score

\[ \frac{\text{Weighted Section I Score}}{ } + \frac{\text{Weighted Section II Score}}{ } = \text{Composite Score} \]

(Round to nearest whole number)

AP Grade Conversion Chart

<table>
<thead>
<tr>
<th>Composite Score Range*</th>
<th>AP Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>107–160</td>
<td>5</td>
</tr>
<tr>
<td>85–106</td>
<td>4</td>
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<td>61–84</td>
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<td>42–60</td>
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</tr>
<tr>
<td>0–41</td>
<td>1</td>
</tr>
</tbody>
</table>

*Students’ scores are weighted according to formulas determined in advance each year by the Development Committee to yield raw composite scores; the Chief Reader is responsible for converting composite scores to the 5-point AP scale.

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How AP Grades Are Determined

This exam has two sections. Section I, which consists of 75 multiple-choice questions, has scores that range from a minimum possible score of 0 to a maximum possible score of 75 points. Section II consists of eight free-response questions, from which students answer six. There are four mandatory questions (1, 4, 5, and 6) and two pairs of choice questions (either 2 or 3 and either 7 or 8). The examinee chooses one from each pair of choice questions. The number of points in each question varies from exam to exam. In the 2002 exam, questions 1, 2, 3 and 5 had scores that ranged from a minimum possible score of 0 to a maximum possible score of 10. Question 4 had a maximum score of 15 and questions 6, 7, and 8 had a maximum score of 8.

The scores on the different parts of the exam are combined to produce a composite score for each student that ranges from a minimum possible score of 0 to a maximum possible score of 160 points. In calculating the composite scores, scores on the different parts are multiplied by weights. The Development Committee chooses the weights to place relatively more importance on certain skills to mirror the emphasis placed on those skills in the corresponding college curriculum.

Composite scores are not released to the student, school, or college. Instead, the composite scores are converted to grades on an AP 5-point scale, and it is these grades that are reported. The process of calculating the composite score and converting it to a grade involves a number of steps, which are shown in the Scoring Worksheet and described in detail here.

1. The score on Section I is calculated. In calculating the score for Section I, a fraction of the number of wrong answers is subtracted from the number of right answers. This adjustment to the number of right answers makes it unlikely that students will benefit from random guessing. The value of the fraction is ¼ for the five-choice questions in the AP Chemistry Exam.

   The maximum possible weighted score on Section I is 72 points, which is 45 percent of the maximum composite score.

2. The score on Section II is calculated. The weights for items in Section II are determined so that questions 1 and either 2 or 3 each contribute 11 percent to the maximum composite score and the remaining four questions, 4, 5, 6, and either 7 or 8, each contribute 8.25 percent to the maximum possible score.

   The weighted scores on the questions of Section II are summed to give the total weighted score for Section II. The maximum possible weighted score on Section II is 88 points, which is 55 percent of the maximum possible composite score.

3. The composite score is calculated. The weighted scores on Section I and Section II are summed to give the composite score.

4. AP grades are calculated. The Chief Reader sets the four cut points that divide the composite scores into groups. A variety of information is available to help the Chief Reader determine the score ranges into which the exam grades should fall:

   - Statistical information based on test score equating.
   - College/AP Grade Comparability studies.
   - The Chief Reader’s own observations of the students’ free-response answers.
   - The distribution of scores on different parts of the exam.
   - AP grade distributions from the past three years.
Section I: Multiple Choice

\[
\left[ \frac{\text{Number correct}}{70} - \frac{1}{4} \times \frac{\text{Number wrong}}{70} \right] \times 1.2857 = \text{Section I Score}
\]

Section II: Free Response

<table>
<thead>
<tr>
<th>Question</th>
<th>(out of)</th>
<th>( \times 1.1250 )</th>
<th>=</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
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<tr>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \text{Sum} = \text{Section II Score} \]

Composite Score

\[
\frac{\text{Weighted Section I Score}}{} + \frac{\text{Weighted Section II Score}}{} = \text{Composite Score (Round to nearest whole number)}
\]

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<tbody>
<tr>
<td>115–180</td>
<td>5</td>
</tr>
<tr>
<td>91–114</td>
<td>4</td>
</tr>
<tr>
<td>63–90</td>
<td>3</td>
</tr>
<tr>
<td>49–62</td>
<td>2</td>
</tr>
<tr>
<td>0–48</td>
<td>1</td>
</tr>
</tbody>
</table>

*Students’ scores are weighted according to formulas determined in advance each year by the Development Committee to yield raw composite scores; the Chief Reader is responsible for converting composite scores to the 5-point AP grade scale.
How AP Grades Are Determined

Each of the three Physics exams has two sections. Section I of Physics B consists of 70 multiple-choice questions and has scores ranging from a minimum possible of 0 to a maximum possible of 70 points. Section II of Physics B has 6 essay questions. Each of the first four questions has scores ranging from a minimum possible of 0 to a maximum possible of 15 points, while the possible scores range from 0 to 10 for the other two questions.

For each student, the scores on the different parts of the Physics B exam are combined to produce a composite score, which ranges from a minimum possible of 0 to a maximum possible of 180 points. In calculating the composite scores, scores on the different parts are multiplied by weights. The Development Committee determines the weights to lay relative emphases on various skills to mirror emphases placed on those skills in the corresponding college curriculum.

Composite scores are not released to students, schools, or colleges. Instead, the composite scores are converted to AP grades on a 5-point scale, and the AP grades are reported. The process of calculating the composite score and converting it to an AP grade involves a number of steps, which are shown in the Scoring Worksheet and described in detail here.

1. The score on Section I is calculated. In calculating the score for Section I, a fraction of the number of wrong answers is subtracted from the number of right answers. With this adjustment to the number of right answers, students are not likely to benefit from random guessing. The value of the fraction is ¼ for the five-choice questions in the Physics exams.

The maximum weighted score possible on Section I is 90 points for Physics B, which accounts for 50 percent of the maximum possible composite score.

2. The score on Section II is calculated. For the Physics B exam, the weights for questions in Section II are determined so that the first four questions together account for ¾ of the maximum possible Section II score, and the other two questions together account for ¼ of the maximum possible Section II score. The weighted scores are summed to yield the total weighted Section II score. The maximum weighted score possible on Section II is 90 points, which accounts for 50 percent of the maximum possible composite score.

3. The composite score is calculated. The weighted scores on Section I and Section II are summed to give the composite score.

4. AP grades are calculated. The Chief Reader sets the four cut points that divide the composite scores into groups. A variety of information is available to help the Chief Reader determine the score range for each of the exam grades:

- Statistical information based on test-score equating.
- College/AP grade comparability studies.
- The Chief Reader's own observations of the students' free-response answers.
- The distribution of scores on different parts of the exam.
- AP grade distributions from the past three years.
2001 AP United States History Exam
Scoring Worksheet

Section I: Multiple Choice

[ ___________ - (1/4 x __________ ) ] x 1.1250 = __________ = __________

Number correct (out of 80) Number wrong Multiple-Choice Score (If less than zero, enter zero.) Weighted Section I Score

Section II: Free Response

Question 1 __________ x 4.5000 = __________
(out of 9) (Do not round)

Question 2 or Question 3 __________ x 2.7500 = __________
(out of 9) (Do not round)

Question 4 or Question 5 __________ x 2.7500 = __________
(out of 9) (Do not round)

Sum = __________

Weighted Section II Score (Do not round)

AP Grade Conversion Chart
U.S. History

<table>
<thead>
<tr>
<th>Composite Score Range*</th>
<th>AP Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>114–180</td>
<td>5</td>
</tr>
<tr>
<td>92–113</td>
<td>4</td>
</tr>
<tr>
<td>74–91</td>
<td>3</td>
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<tr>
<td>42–73</td>
<td>2</td>
</tr>
<tr>
<td>0–41</td>
<td>1</td>
</tr>
</tbody>
</table>

*Students' scores are weighted according to formulas determined in advance each year by the Development Committee to yield raw composite scores; the Chief Reader is responsible for converting composite scores to the 5-point AP scale.

Composite Score

___________ + __________ = __________

Weighted Section I Score Weighted Section II Score Composite Score (Round to nearest whole number)
How AP Grades Are Determined

Students could have received 0 to 80 points in Section I and 0 to 27 points in Section II of this exam. These scores are not released to the student, school, or college. Instead, these raw scores are converted to grades on an AP 5-point scale, and it is these grades that are reported. This conversion involves a number of steps, which are detailed on the Scoring Worksheet.

1. The multiple-choice score is calculated. To adjust for random guessing, a fraction of the number of wrong answers is subtracted from the number of right answers. This fraction is \( \frac{1}{4} \) for the five-choice questions, so that students are unlikely to benefit from random guessing.

2. The free-response score is calculated. When the free-response section includes two or more parts, those parts are weighted according to the value assigned to them by the Development Committee. These weightings allow the Committee to place more importance on certain skills to correspond to the emphasis placed on these skills in the college curriculum.

3. The composite score is calculated. Weighting also comes into play when looking at the multiple-choice section in comparison to the free-response section. In consultation with experts from the College Board and ETS, the AP U.S. History Development Committee decided that Section I should contribute one-half to the total score, and Section II, one-half. The maximum composite score was 180. The Scoring Worksheet details the process of converting section scores to composite scores for this exam.

4. AP grades are calculated. The Chief Reader sets the four cut points that divide the composite scores into groups. A variety of information is available to help the Chief Reader determine the score ranges into which the exam grades should fall:
   - AP grade distributions from the past three years
   - Information about the achievement level of AP students in each of the past five years, based on common items (multiple-choice questions that were included in both the current exam and one or more previous exams).
   - The Chief Reader’s own observations of the students’ free-response answers.
   - The frequency of distributions of the scores on each section, subsection, and individual free-response questions.
   - The average score on each free-response question for candidates with each composite score.
Timeline

**January 2007**
Principals receive user account information for submitting the school's AP Course Audit materials through the Web.

Schools can begin submitting AP Course Audit forms and course syllabi through a Web-based process for 2007-08 course authorizations

**June 1, 2007**

**Deadline for Submitting AP Course Audit Materials for 2007-08 Courses**
Schools may submit their materials after the June 1 deadline; however the College Board cannot guarantee that courses submitted for review after this deadline will be authorized in time to be included in the first edition of the ledger of authorized AP courses provided to colleges and universities in November 2007.

**November 2007**
Colleges and universities can review a ledger listing all schools offering authorized AP courses as well as the names of all courses authorized at each school. The ledger will also be available to the public.