AP Course

Selections

Revised 1/26/26

WRHS AP
Course Selections

Administration

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Asst. Principal

Mr. Devonte Butler
Asst. Principal/Athletic Director

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Asst. Principal

Mrs. Shelley Holmes
Asst. Principal of Instruction

Mr. Robert Walker
Asst. Principal/CTAE Supervisor

Counselors

Dr. Pam Davis
Last Names A-E

Mr. Lamontay Jefferson
Last Names F & G & English Language Learners

Mrs. Shannon Mitchell
504's & Hospital Homebound/ Off Campus DE

Mrs. Janet Wade
Last Names H-O

Mrs. Karen Strong
Last Names P-Z

Mrs. Lori Walker
Achievement Specialist

Gifted Lead Teacher

Mr. Louis Leskosky

Notes

to weigh the evidence and interpretations presented in historical scholarship.

Prerequisites:
Students should have a B or better in their previous English courses, a B+ or better in their previous Social Studies courses and a recommendation from their current Social Studies teacher.

World History (sophomores, juniors, seniors)
Teacher: Louis Leskosky

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

Prerequisites:
Students should have a B or better in their previous English courses, a B+ or better is their previous Social Studies courses and a recommendation from their current Social Studies teacher.

Summaries of AP Classes offered at WRHS

Art: Drawing, 2D, 3D (juniors and seniors)

Teacher: Tyler Staten

AP Studio Art is a challenging and rigorous course demanding the generation of a substantial body of very high quality works of art. The coursework is expected to be at the college level in terms of its quality in subject, content and form. AP Studio Art requires highly motivated students. The program of study follows the course description provided by the College Board. The core of the program is essentially a portfolio course.

Students will create a portfolio centered around a “sustained investigation.” This requires students to create art that explores an idea. Their work should be experimental, and should evolve throughout the course. AP portfolios should exemplify experimentations, practice and revision as well as an ability for students to write meaningfully about their work. The Elements and Principles of art should be evident in the development of conceptual approaches to composition and problem solving.

The body of work completed for the portfolio must comply with specific program areas. The areas of study in AP Studio Art fall into one of the following categories: The Drawing Portfolio, the 2-D Design Portfolio or the 3-D Design Portfolio. It is the intent of this curriculum to provide a strong emphasis for completion of the Drawing Portfolio or the 2-D Design Portfolio. The 3-D Design Portfolio requires a substantially different program. The three portfolios follow guidelines established for each of the specific areas of study.

Prerequisites:
Art I, submission of portfolio and teacher recommendation

2D/Drawing: Art I & Art II (Art Comp II or Drawing & Painting)

3D: Ceramic and Sculpture I &II.

African American Studies (juniors and seniors)

Teacher: Kaytria Land

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. The course framework is organized by four thematic units that follow a chronological sequence across the course. Throughout each unit, students build analytical skills through deep encounters with a wide range of sources.

Unit 1: Origins of the African Diaspora (~900 BCE—16th century)
Unit 2: Freedom, Enslavement, and Resistance (16th Century—1865)
Unit 3: The Practice of Freedom (1865-1940s)
Unit 4: Movements and Debates (1940s—2000s)

Prerequisites:
AP Language or teacher recommendation

Biology (juniors and seniors)

Teacher: Jamye Thigpen

Advanced Placement Biology is designed to be the equivalent of a first year introduction college biology course. AP Biology is designed for students who have successfully completed foundation courses in biology and chemistry. This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Primary emphasis of the course is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding is a grasp of science as a process; personal experience with scientific inquiry; personal experience with scientific inquiry; recognition of unifying themes in biology; and application of biological knowledge and critical thinking to environmental and social concerns.

US History (juniors and seniors)

Teacher: David Flanders

The AP U.S. History course and examination in United States History are intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in U.S. history. The examination presumes at least one academic year of college-level preparation. The AP U.S. History course focuses on the development of historical thinking skills and an understanding of content. AP United States History will:

- Provide you with the thinking skills and enduring understandings necessary to deal critically with the main issues and documents of U.S. history
- Prepare you for intermediate and advanced college courses by making demands upon you equivalent to those made by full-year introductory college courses
- Enable you to assess historical sources — their relevance to a given interpretive problem, their reliability, and their importance — and to weigh the evidence and interpretations of the past presented in historical scholarship
- Develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format
- Train you to analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events
- Teach you to take notes from both printed materials and lectures or discussions, to write essay examinations, and to write analytical and research papers
- Enable you to express yourself with clarity and precision and know how to cite sources and credit the phrases and ideas of others

A.P. United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretive problem, their reliability, and their im-

US Government and Politics (sophomores, juniors and seniors)

Teacher: Louis Leskosky

Curious about the world in the news? Horrified about it? Then find out what is happening! Advanced Placement United States Government is an exploration of the inner workings of the United States government as the world's oldest representative democracy that serves as an inspiration to other governments around the world. Essentially, AP Gov is divided into three parts: inputs into government, the government, and outputs from government. We will explore all three branches of government, legislative, executive, and judicial, as well as the mechanisms within the government that support them. We shall also trace the spirit of individual freedom and governmental restraint from the democracies of Greece to the British philosophers that inspired our founding fathers and laid the foundations for our government. We will also study what makes us, the voters, act the way we do. What impact does ethnicity, education, region, and the media have on how we perceive the world and vote? All of this is, of course, with a close eye on preparation for the AP exam in May and the ever-changing state of US politics with election coverage, etc.

Prerequisites:
Teacher Recommendation

AP Biology covers: Biological Chemistry, Cell, Energy Transformations, Molecular Genetics, Heredity, Evolution, Taxonomy and Systematics, Bacterial Domains, Protista, Fungi, Plants, Animals, and Ecology.

Prerequisites:
Honors Biology, Honors Chemistry, and teacher recommendation

Calculus AB (seniors)

Teacher: Nicole Rader

Both BC and AB Advanced Placement Calculus courses are developed by The College Board. The content of Calculus BC is designed to qualify students for placement and credit, upon taking the AP examination, one semester beyond that credited for Calculus AB. Calculus BC is considerably more extensive than Calculus AB. Students taking AB or BC Calculus should be adequately prepared to study elementary functions, limits and continuity, differential and integral calculus. BC Calculus will also study vectors, series, and sequences. Students need to have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry and trigonometry.

The use of the graphing calculator in AP Calculus is considered an integral part of the course. Students enrolled in both courses are expected to take the Advanced Placement examination in the spring of their year of study.

Summer assignment is required.

Prerequisites:
Algebra I, Geometry, Algebra II, and Pre-Calculus and teacher recommendation.

Chemistry (juniors and seniors)

Teacher: Kara Waite

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register for courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. This class covers atomic theory and structure, chemical bonding, nuclear chemistry, gases, liquids, solids, solutions, types of reactions, stoichiometry, equilibrium, kinetics and thermodynamics.

Prerequisites:
Honors Chemistry and teacher recommendation

Statistics (sophomores*, juniors, and seniors)

Teacher: Amanda Watson

AP Statistics is designed to be the secondary school equivalent to one- semester, introductory, non-calculus based, college course in statistics. Its purpose is to introduce students to the major concept and tools for collecting, analyzing, and drawing conclusions from data. This course is not just about computation. It is also about the process taken to compute an answer, and what kind of conclusion can be made from that process. In this course, students are required to read a lot of material. In addition, students will learn how to write clear constructed answers. The use of a graphing calculator in AP Statistics is considered an integral part of the course. Students enrolled in this course are expected to take the Advanced Placement examination in the spring of their year of study.

Prerequisites:
* Rising Sophomores – with special permission and teacher recommendation that have completed Honors Geometry (these students will be taking two math classes their sophomore year).

* Rising Juniors- who have completed Honors Algebra II and teacher recommendation (these students will be in two math classes their junior year).

* Rising Seniors- who have completed Algebra II or Pre-Calculus and teacher recommendation (some students may have two classes their senior year).

Spanish Language and Culture (juniors and seniors)

Teacher: Kayla Martinez or Noe Alcantar

AP Spanish Language and Culture is designed to mirror an intermediate-level college Spanish course. The dynamic and immersive class allows students to deepen their understanding of the Spanish language and explore the rich cultures of the Spanish-speaking world. Through interpersonal, interpretive, and presentational communication, students engage in real-life application of the language while examining themes such as family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

Students are encouraged to fully immerse themselves in this linguistic and cultural journey, exploring key global topics such as identity, health, technology, art, and more-all through the lens of the second most spoken language in the world.

Prerequisites:

Teacher Recommendation

Native and Heritage Speakers– While native and heritage speakers may enroll at any time, it is recommended they complete Spanish 2 and 3 first to fulfill the two-year language requirement for admission to a four-year university.

* Rising Juniors or Seniors- who have completed Spanish 1, 2, and 3 and have an B+ (85) or higher in those courses.

Computer Science Principles (juniors and seniors)

Teacher: Jordan Bowman

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

The course framework is organized into five big ideas.
Big Idea 1: Creative Development
Big Idea 2: Data
Big Idea 3: Algorithms and Programming
Bid Idea 4: Computer Systems and Networks
Big Idea 5: Impact of Computing

The AP Computer Science Principles course framework included in the course and exam description outlines distinct skills from computational thinking practices that students should practice and develop throughout the year—skills that will help them learn to think and act like computer scientists. Emphasis is placed on creativity and collaboration as pedagogical strategies to be used to develop a diverse, appealing, and inclusive classroom environment.

Unit 1: Computational Solution Design
Unit 2:Algorithms and Program Development
Unit 3: Abstraction in Program Development
Unit 4: Code Analysis
Unit 5: Computing Innovations
Unit 6: Responsible Computing

Prerequisites:
Algebra 1, Geometry, Algebra 2 and/or Intro to Digital Technology, Computer Science Principles

English Language (juniors and seniors)

Teacher: Scott Daniel & Dr. Calabria Turner

AP Language is a college-level course in rhetoric and argumentation with a focus on American literature, language, and political thought. The goals of the course are as follows: To become well-informed citizen orators, capable of speaking and listening thoughtfully to public debate on the vital issues of the day; to achieve mastery in all the domains of quality professional and academic writing, including ideas, organization, voice, sentence variety, word choice, and usage; to develop appreciation for and understanding of the traditions of American literature and political thought; to become savvy and sophisticated readers in a variety of genres and mediums; to develop academic skills that will be useful in college and on high-stakes tests such as the AP Language test.

Summer reading is required.

Prerequisite:
Teacher Recommendation

English Literature (seniors)

Teacher: Grace Cooper

AP Literature is the ideal course for the person who loves reading, writing, and discussing. In AP Lit, students get to read novels, plays, short stories, and poetry, and students learn how to write about their analysis of each genre. Learning to write about literature at the college level is the primary goal of the class. Students will receive in-depth writing instruction and feedback, and students will be able to improve their writing skills, regardless of their prior writing experience. Students will need to be able to approach and discuss college-level sensitive topics with maturity, and we will read from a wide variety of authors, cultures, and backgrounds. Additionally, students will also get the opportunity to write their college admissions essay with many opportunities for feedback.

Students CAN take both AP Lit and Humanities because AP Lit is the route to get AP English credit as a senior.

Summer Reading is required.

Prerequisite:
Teacher Recommendation

Psychology (sophomores, juniors and seniors)

Teacher: Amanda Bone

A *college survey course* designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are introduced to the psychological facts, principles, theories, and phenomena associated with each of the major subfields in psychology. Please realize that many of the reading assignments in the class deal with mature topics and that classroom discussions will require student response and openness of mind.

COURSE EXPECTATIONS:
Keep a notebook. Take notes over the chapter, define vocabulary terms, answer study questions, take notes in class, do assigned worksheets.

Do Outside Reading. Each semester read a book from the Outside Reading List and write an analysis, every two weeks turn in an annotated bibliography over 10 pages you have read in another psychology textbook or psychological periodical.
Prepare for tests. Quiz over first half of each chapter, test over each chapter, vocabulary quizzes over every two chapters, cumulative midterm exam and final exam each semester.
Keep up with the syllabus. Each semester a course syllabus outlining specific assignments for the semester will be distributed, work is due on the date assigned, being absent does not excuse one from meeting deadlines.
Study regularly and systematically. AP Psychology requires students to read the chapters thoroughly. Information published by the Educational Testing Service for the College Board indicates that for every one hour a student spends in an AP class, that student needs to spend *approximately two hours outside of class in preparation*, it is expected that students will study psychology at least *five* nights out of every seven.

Prerequisites:
B or better in current Social Studies, Science, and English courses, with an A in at least one of those courses and teacher recommendation

Precalculus (juniors and seniors)

Teacher: Amanda Watson

AP Precalculus is the equivalent of a college precalculus course or a college algebra with trigonometry course. During the course, you'll explore everyday situations using mathematical tools and lenses. You'll also develop an understanding of modeling and functions, and examine scenarios through multiple representations. The course framework outlines content and skills needed for careers in mathematics, physics, biology, health science, social science, and data science.

Students will learn how to

- algebraically manipulate functions, equations, and expressions
- translate mathematical information between representations
- Communicate with precise language, and provide rationales for conclusions

Prerequisite:

Students should have successfully completed algebra and geometry courses. In particular, you should be able to demonstrate proficiency with linear functions, polynomial addition and multiplication, factoring quadratic trinomials, using the quadratic formula, solving right triangle problems involving trigonometry, solving linear and quadratic equations and inequalities, algebraic manipulation of linear equations and expressions, and solving systems of equations in two and three variables. You should also be familiar with piecewise-defined functions, exponential functions and rules for exponents, radicals (e.g., square roots, cube roots), and complex numbers.

Environmental Science (juniors and seniors)

Teacher: Kimberly Laguines

Environmental science is an interdisciplinary course; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. This course is designed for students who have already completed coursework in Biology; therefore, it is primarily offered to Juniors and Seniors. The following themes provide a foundation for the structure of the AP Environmental Science course.

1. Science is a process.
2. The Earth itself is one interconnected system.
3. Humans alter natural systems.
4. Environmental problems have a cultural and social context.
5. Human survival depends on developing practices that will achieve sustainable systems.

Prerequisites:
Biology, Chemistry (would be helpful, but not required), and teacher recommendation

European History (junior and seniors)

Teacher: Louis Leskosky

March across the fields of Gaul with the legions of Julius Caesar. Defend the ancient city of Constantinople against encroaching Ottoman throngs. Sail with the Spanish Armada in an attempt to bring England back under Catholic rule. Rise up in the streets of Paris to pull down the reign of Louis XVI. Engage in grueling trench warfare during the First World War. Eye nervously the aggressions of an expansive Russia against a newly unified European Union. AP Modern European History defines "the modern era" as everything from 1453 to the present day. 1453 is a significant date marking the beginning of the Renaissance, the fall of Constantinople and the end of the Roman/Byzantine Empire, and the close of the 100 Years' War. It was a date that changed the face of Europe and the world. AP European History will study how Europe moved to being the dominate region of the world during the 16th-19th centuries and how the various nations within Europe competed with each for resources and position. All of this, of course, with a close eye on preparation and success on the AP Euro exam in May.

Prerequisite:
Teacher Recommendation

Humanities/AP Art History (seniors)

Teachers: Scott Daniel and Louis Leskosky

Humanities/AP Art History is a course like none other. It explores aspects of human culture, philosophy, history, art, literature, drama, architecture, music, politics, and more, from the Stone Age monuments to Stonehenge, to a robotic computer screened work of art done in the 21st century called Megatron. In addition, we hit everything in between from ancient Roman temples to American jazz. Your study of the history of art and preparation for the AP Art History Exam awards a fine arts credit and the study of multi-cultural literature and the mythologies of various cultures awards your senior English credit. In addition to this, Humanities has a professional internship element that allows students to go out into the community and shadow professionals to get a feel for potential career choices. Suffice it to say, Humanities is a unique experience that thoroughly prepares students for their life in college and beyond. If you are looking for a creative way to earn your senior literature credit, then look no further than Humanities!

Prerequisites:
Teacher Recommendation
Course Credits: 1 Fine Arts, 1 Literature

Human Geography (freshmen and sophomores)

Teacher: Andy Bailey

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geographic Standards (2012). The course is equivalent to an introductory college-level course in human geography.

Prerequisites:
Students should be able to read college-level texts and write grammatically correct, complete sentences.

Macroeconomics (juniors and seniors)

Teacher: Amanda Bone

The purpose of an AP course in Macroeconomics is to give students an introductory college-level understanding of the principles of economics that apply to an economic system as a whole. It uses principles and models to describe economic situations and predicts and explains outcomes with graphs, charts, and data as they explore concepts of economic measurement, markets, macroeconomic models, and macroeconomic policies. Topics include: Basic Economic Concepts, Economic Indicators and the Business Cycle, National Income and Price Determination, the Financial Sector, Long-Run Consequences of Stabilization Policies, and the Open Economy-International Trade and Finance.

Prerequisite:
Teacher recommendation

Physics 1: Algebra Based (juniors and seniors)

Teacher: Kimberly Laguines

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. AP Physics 1 is a full -year course that is the equivalent of a first-semester introductory college course in algebra-based physics.

Prerequisites: Geometry and concurrently taking Algebra II or an equivalent course.

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics

Prerequisites:

AP Physics 1 or a comparable introductory physics course and should have taken or be concurrently taking Pre-Calculus or an equivalent course.