**College Prep vs Honors vs AP courses**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **College Prep** | | **Honors (+5 points)** | **AP (+10 points)** | |
| **Methodology** | * Moderate pace * Standard course taught at grade-level * Default course for all students | | * Fast pace * Moderate Reading * Emphasis on concrete as well as application of critical thinking and problem solving skills | * Accelerated pace * Independent Reading * Emphasis on the abstract and the analytical | |
| **What does this mean?** The Honors student is motivated to read independently, enjoys writing, and embraces academic challenge. The AP student loves to read and write and willingly looks beyond the surface, automatically exploring texts. | | | | | |
| **Reading** | * Most (but not all) reading completed during class * Required independent reading culminating with an objective tests and/or analysis activity | | * Most reading completed outside of class * Required independent reading culminating with an objective tests and/or analysis activity | * Self-directed reading resulting in a variety of responses to the work * Required independent reading culminating with an objective tests and/or analysis activity | |
| **What does this mean?** The CP student will receive more teacher-led instruction, and more time will be allotted for explanation of reading assignments. Honors students should be able to read independently and be ready to discuss what they have read. AP students should have a passion for reading and a desire to engage in meaningful conversation about their reading. | | | | | |
| **Vocabulary** | * Emphasis on improving basic vocabulary * Student will build on ability to apply vocabulary | | * Emphasis on improving basic vocabulary * Ability to apply and use vocabulary to provide context and analysis to content | * Assumption of advanced vocabulary * Emphasis on developing a greater sophistication in language skills | |
| **What does this mean?** CP students will expand their vocabulary while learning how to analyze course content. Honors students will work toward adding more sophistication to their vocabulary. AP students will work to implement and expand their already sophisticated vocabulary. | | | | | |
| **Writing** | * Instruction of basic writing skills – organization and development * Scaffolding provided to help students analyze and interpret | * Focus on the students’ abilities to analyze and interpret historical events * Emphasized advanced development & detail in writing | | | * Assumption of advanced writing skills * Emphasis on analysis and theory |
| **What does this mean?** The CP curriculum focuses on improvement of writing skills necessary for success on the Georgia Milestone Tests. Honors students will work to develop their writing skills in order to be more successful in college. The AP curriculum assumes that students are already capable writers and encourages them to use skills to provide context, analysis and persuasion in their writing. | | | | | |
| **Evaluation/Grading** | * Both subjective and objective tests * Essays that define/describe * Structured projects that demonstrate a specific objective | | * Both subjective and objective tests * Timed essays that both define and analyze/interpret * Creative projects | * Both subjective and objective tests * Essays that analyze and interpret * Formal essays and projects that demonstrate application of theory | |
| **What does this mean?** Grades in CP and Honors courses will be a combination of objective and subjective assignments designed to assess students’ mastery of local and state objectives. The AP grading system utilizes rubrics suggested by the College Board; these rubrics reward intellectual curiosity and sophisticated reasoning. | | | | | |
| **Goal** | * Achievement of local and state performance standards * Optional opportunities for extension activities * Expectation to PASS norm-referenced tests | | * Achievement of local and state performance standards at a greater depth * Mandatory extension activities that are assessed * Expectation to EXCEED on norm-referenced tests | * Achievement of local, state, and NATIONAL performance standards, with expectation to EXCEED on norm-referenced tests | |
| **What does this mean?** The CP curriculum is designed to meet the requirements of the Georgia Performance Standards. The honors curriculum is designed to exceed the requirements of the Georgia Performance Standards. The AP curriculum is designed to exceed the requirements of the Georgia Performance Standards while adhering to the Course Requirements established by the College Board. | | | | | |