

Mohonasen High School Honors/AP Application

Student Name _____

Date _____

Directions to students:

1. Fill in your name, the date, and the course you are interested in applying for. If you are interested in applying to more than one subject area, *fill out a separate form for each.*
2. *If you are applying for an English, Social Studies or Science course, see your teacher about the required writing sample. Please be sure to complete the writing sample and attach it to this form when you turn it in.*
3. Have your teacher fill out Part 1.
4. Bring the form home to share with your parents and have your parents complete Part 2.
5. Return this form (**and writing sample for English, Social Studies and Science courses**) to Mrs. Plano in room 36 no later than **February 26, 2010. If the writing sample is not included with this form, the application will be considered incomplete.**

Honors or Advanced Placement Course applying for in 2010-2011, title and grade level: _____	
<p>Part 1: For Teacher</p> <p>Please fill in the student's grades and rate the student in each category</p>	<p>Teacher (Print): _____</p> <p>Teacher Signature: _____</p> <p>Current Course: _____</p>
<p>Quarter 1 Average: _____ Quarter 2 Average: _____ Midterm Grade (If Applicable): _____</p>	
<p>Academic Interest: Exhibits Intellectual Curiosity Contributes to classroom discussions Consistently works to maintain a high academic standard</p>	<p>Always Sometimes Never</p>
<p>Academic Responsibility: Meets Deadlines Regularly attends class and seeks help when necessary Follows directions High quality homework and preparation for class</p>	<p>Always Sometimes Never</p>
<p>Other Teacher Comments:</p>	
<p>Part 2: For Parent/Guardian</p> <p>I have read, considered, and discussed the recommendations and expectations for the _____ course offered at Mohonasen High School. I, Parent/Guardian (Print) _____, support my child's application for consideration in this course. I understand the final decision will be contingent upon a number of factors, including the criteria set forth below, continued academic achievement, scheduling considerations and submission of a writing sample. (Writing sample is for Social Studies, English and Science only).</p> <p>Parent/Guardian signature: _____ Date: _____</p>	

FOR ADMINISTRATOR/OFFICE USE ONLY

Part 3: For English, Social Studies and Science: writing sample attached to this application? Y N

Part 4: 3rd Quarter Average: _____ **Regents Exam** _____

Summary Rating of Candidate:	<u>Recommended</u>	<u>Not Recommended</u>	<u>Incomplete Application</u>
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AP World History – Writing Sample for 2010-2011

Using all the documents answer the following essay question completely. You must use all documents in your essay and an additional document that would further prove your thesis.

DBQ

Analyze the documents below. To what extent were the democratic ideals of the French revolution realized in 19th century European societies, and to what extent and in what ways did these ideas serve as a model and inspiration to non-European peoples?

Document A

First Article Men are born equal and remain free and equal in rights. Social distinctions may be based only on common utility.

Article 3. The principle of sovereignty resides essentially in the nation. No body and no individual can exercise authority that does not flow directly from the nation.

Article 4. Liberty consists in the freedom to do anything that does not harm another. The exercise of natural rights of each man thus has no limits except those that assure other members of society their enjoyment of the same rights. These limits may be determined by law.

Article 17. Property is an inviolable and sacred right. No one may be deprived of property except when public necessity, legally determined, clearly requires it, and on condition of just and prearranged compensation.

Declaration of the Rights of Man and Citizen, 1789

Document B

Article 1. Woman is born free and lives equal to man in her rights. Social distinctions can be based only on the common utility.

Article 2. The purpose of any political association is the conservation of the natural and imperceptible rights of woman and man; these rights are liberty, property, security, and especially resistance to oppression.

Article 13. For the support of the public force and the expenses of administration, the contributions of woman and man are equal; she shares all the duties and all the painful tasks; therefore, we must have the same share in the distribution of positions, employment, offices, honors, and jobs.

Declaration of the Rights of Woman and the Female Citizen, 1791

Document C

“The modern bourgeoisie society that has sprouted from the ruins of feudal society has not done away with class antagonisms. It has but established new classes, new conditions of oppression, new forms of struggle in place of the old ones.

In proportion as the bourgeoisie, i.e., capital, is developed, in the same proportion is the proletariat, the modern working class, developed—a class of laborers. Who live only so long as the find work, and who find work only so long as their labor increases capital. These laborers, who must sell themselves piecemeal, are a commodity, like every other article of commerce, and are consequently exposed to all the vicissitudes of competition, to all fluctuations of the market.”

Marx and Engels, 1888, Manifesto of the Communist Party

Document D

“For one of two things is inevitable: either our political system will continue to be dominated for a long time to come by a *de facto* aristocracy—no matter what our fundamental laws may say—and the lords of the land, the privilege caste that monopolizes the soil and profits by the sweat of serfs, will wield all power and influence in our civil and political life; or we will achieve a reform, shatter the trammels and bonds of feudal servitude, bring down the monopolies and despotisms, end all abuses, and allow the fruitful element of democratic equality, the powerful element of democratic sovereignty—to which alone authority rightfully belongs—to penetrate the hearts and veins of our political institutions. The nation wills it, the people demand it; the struggle has begun, and sooner or later that just authority will recover its sway. The great word “reform” has been pronounced, and it is vain to erect dykes to contain those torrents of truth and light.”

Ponciano Arriaga, 1856

Document E

“If you fail to pay us for faithful labors in the past we can have little faith in your promises in the future We trust the good Maker has opened your eyes to the wrongs which you and your fathers have done to me and my fathers, in making us toil for you for generations without recompense Here I draw my wages every Saturday night, but in Tennessee there was never and pay day for the Negroes any more than for the horses and cows. Surely there will be a day of reckoning for those who defraud the laborer of his hire.”

Deadline for application:

Please return with completed application to Ms. Plano in Room 36 no later than February 26, 2010. Please see Mrs. Wallace in room 40 with any questions.

Good luck!

Mr. Dan Lucca, Social Studies Administrator K-12