

Course Title: AP United States History

Meeting Times: This course runs for 36 Weeks; 85-minute classes meet every other day (A-day or B-day)

Course Description:

The AP program in United States History is designed to provide students with critical thinking skills and factual knowledge necessary to analyze and conceptualize problems and materials in United States history. The course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in history. The program prepares students for intermediate and advanced college courses by providing challenging curricular experiences that equate to the demands made by full-year introductory college courses. Students should learn to assess historical materials from a variety of perspectives- their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should enable students to develop skills necessary to acquire information, develop and present information in well-reasoned ways, construct new knowledge and use valid information appropriately to make conclusions and to present reasons and evidence clearly and persuasively. Students are required to complete an enormous amount of reading, writing, and performance tasks. Projects and culminating activities are expected of each student. Students taking the AP United States History course are expected to take the Advanced Placement exam. Students will not receive weighted grades for the course unless they complete the AP examination. AP United States History students are also required to take the United States History End of Course Examination administered online to all students taking United States History.

Course Purpose and Goals

- a. **Philosophy:** Varied teaching and learning experiences should provide students with multiple opportunities to discover the numerous ways in which human beings acquire and use knowledge of historical events. The study of history should involve inquiry, active construction of knowledge, interactive discourse, well-reasoned arguments that show reflective and critical thinking, and real life applications. Opportunities to acquire knowledge should not be limited and rigid; rather they should reflect the fluid and changing nature of knowledge and understanding. Additionally, the resources available should reinforce the numerous modes of information available. Textbooks, reference materials, atlases, historical documents, media resources, Internet, museums, historical societies, and libraries are essential resources for the course. Teaching and learning experiences should seek to actively involve students, individually and as a group, allowing students to develop skills as independent or collective thinkers and participants.

- b. **Goals:** The AP course does not merely focus on the acquisition of factual knowledge but trains students to:
- Analyze and interpret a wide variety of primary sources
 - Analyze documentary material, maps, and graphic events, statistical tables, and works of art that address historical concepts
 - Develop skills in writing notes, reading and studying information, using historical technical vocabulary, writing interpretive essays such as document-based questions (DBQ), and writing analytical thematic essays and research papers
 - Classify, interpret, summarize and evaluate information that supports decision-making
 - Conceptualize unfamiliar categories of information, determine the validity of arguments, and develop models to explain historical events or ideas
 - Express and advocate reasoned convictions with clarity and precision
- c. **Comparison between standard U.S. History course and AP college level course:** The AP college level course is designed to provide the student with learning experiences equivalent to that obtained in most college introductory United States history courses. Students should be exposed to historical content and use the perspective of time to explore causes and effects of events in the past. The course is challenging and rigorous and requires a great deal of discipline in order to be successful. Skills in reading and deciphering are necessary as students are required to complete numerous readings, analyze and interpret documents and events, practice writing analytical and interpretive essays, and complete research and major study of pictorial and graphic materials. Frequent quizzes and outside assignments are to be expected. Students must master a broad body of historical knowledge and be able to apply analytical skills of evaluation, cause and effect, and compare and contrast to understand historical scholarship.

The AP course content covers the study of U.S. history from **Discovery to the present**. The course emphasizes depth of development of important ideas and the significance and meaningfulness of the historical content. This is a rigorous and challenging course. The course focuses on sustained examination and analysis of several major topics rather than coverage of many. The content for the standard U.S. History course emphasizes our nation's history from **Reconstruction to the present**. The standard United States history course focuses on content and concepts built around national standards that prepare students to comprehend the contemporary world based on an understanding of the past.

- d. Conceptual organization: Themes:** This course will explore changes in American culture, economy and politics as we follow a chronological path of the history of North America and the United States. While chronology will be our beacon, providing an organizational plan for the course, it will not drive the course nor constrain our investigation of patterns and themes in history. The themes listed below will be identified and explained individually and will be recurring elements in our discussions and assignments. Because these themes do not exist in cognitive isolation, students will be required to analyze the synergistic relationship among them and apply their understanding of these themes to historical evidence presented in the course and from their own research.

The themes below are taken from The AP Course Description Book for United States History, May 2006. In this course, we will cluster these themes into logical sub-groups as we explore changes in the macro themes of American culture, economy and politics.

- **American Diversity**

The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

- **American Identity**

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

- **Culture**

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout history. Popular culture and the dimensions of cultural conflict within American society.

- **Demographic Changes**

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

- **Economic Transformations**

Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

- **Environment**

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

- **Globalization**

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, cultural exchange.

- **Politics and Citizenship**

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

- **Reform**

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

- **Religion**

The variety of religious beliefs and practices in America from prehistory to the twenty-first century, influence of religion on politics, economics, and society.

- **Slavery and Its Legacies in North America**

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in Native American societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

- **War and Diplomacy**

Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy and society.

The AP United States History course is offered as a Junior year (11th grade) course. Students who have completed World History in Grade 10 may take the course. AP United States History is offered prior to the U.S. Government class that students take in their senior year. The AP United States History meets the mandatory requirement for students to pass a United States History course in order to graduate.

Course Format and Policies

Weighted grade policy: Students who take AP courses must take the AP examination for that course in order to receive a weighted grade.

Textbooks, Materials and other Resources:

1. **Required text:** Boyer, Paul S., et al. (2000). *The Enduring Vision: A History of the American People, 4th Ed.* Boston: Houghton Mifflin
2. **Supplementary Materials:** *Student Study Guide to The Enduring Vision Volumes I and II.*
3. **Primary Source Reader:** Wylie, Susan, ed. (2004). *Revisiting America: Readings in Race, Culture, and Conflict*, New York: Pearson Prentice Hall.
4. **Primary Source Reader:** Fritz, Harry, ed., et. al. (1993). *America's History: Documents Collection, 2nd Edition, Vols. 1 and 2.* New York: Worth Publishers
5. **Primary Source Reader:** Binder, Frederick and Reimers, David, eds. (1992). *The Way We Lived: Essays and Documents in American Social History, 2nd Edition, Vols. 1 and 2.* Lexington, MA: D.C. Heath and Company

Course Content:Topics

The topics listed in this outline are from the AP Course Description Book for United States History, May 2006 book (pages 7-12). The structure of this course and the timing of the AP Exam necessitate a grueling pace. You can be sure that the instructor will hold students' feet to the fire, not because of any sadistic pleasure gained by pushing students to the point of mental exhaustion, but because he takes seriously the responsibility of preparing students for the AP Exam and the rigors of college coursework. With that being said, it should be noted that not all topics on this list will receive equal coverage. Certain topics will be investigated in more depth than others. Sacrifices in breadth of coverage will be made to enable deeper study and research into selected topics and themes.

Readings from the course text *Enduring Vision* accompany each topic. Readings will be supplemented by lectures, presentations, group projects, debates, Socratic seminars, primary source analyses, simulations and other in-class or homework activities and assignments. Students will be given a unit plan with specific assignments, instructions, expectations and rubrics at the start of each unit. The following is a short outline of the readings and major assignments of the course.

1: Pre-Columbian Societies

- *Enduring Vision* Prologue and Ch. 1
- Introduction to primary source analysis
- APPARTS analysis technique
- Major themes:
 - Culture: Religion, Globalization, Environment
 - Economy: Globalization, Economic Transformations
 - Politics: War and Diplomacy

2: Transatlantic Encounters and Colonial Beginnings

- *Enduring Vision* Ch. 2
- Essay writing in AP United States History: Instructions and Practice
- DBQ writing workshop: instructions, expectations and practice
- First DBQ: Puritans in America (Following this workshop and take-home assignment, DBQs and FRQs will be given as timed writes every two weeks, usually in conjunction with Chapter tests.)
- Major themes:
 - Culture: Slavery and Its Legacies in North America, Religion, Globalization, Environment
 - Economy: Globalization, Economic Transformations, Environment
 - Politics: Slavery and Its Legacies in North America

3: Colonial North America, 1690-1754

- *Enduring Vision* Ch. 3 and 4
- Bacon's Rebellion mock trial
- Major themes:
 - Culture: Religion, American Identity, Slavery and Its Legacies in North America
 - Economy: Globalization, Economic Transformations
 - Politics: Slavery and Its Legacies in North America, War and Diplomacy, Politics and Citizenship

4: The American Revolutionary Era, 1754-1789

- *Enduring Vision* Ch. 5 and 6
- Group Project: Leaders of the Revolution
- Holiday Greetings from King George III
- Major themes:
 - Culture: American Identity
 - Economy: Globalization, Economic Transformations
 - Politics: War and Diplomacy, Slavery and Its Legacies in North America, Politics and Citizenship

5: The Early Republic, 1789-1815

- *Enduring Vision* Ch. 7 and 8
- Hamilton v. Jefferson Group Debate

- Hartford Convention group activity
- Major themes:
 - Culture: American Identity, American Diversity
 - Economy: Globalization, Economic Transformations
 - Politics: War and Diplomacy, Politics and Citizenship

6: Transformation of the Economy and Society in Antebellum America

- *Enduring Vision* Ch. 9, 11 and 12
- Compare and Contrast: North, South and West
- Graphing: Major exports of the North, South and West 1800-1850
- King Cotton and the slavery argument: What were they thinking?
- Major themes:
 - Culture: Reform, Religion, American Identity, American Diversity, Slavery and Its Legacies in North America
 - Economy: Globalization, Economic Transformations, Environment
 - Politics: Politics and Citizenship, Reform

7: The Transformation of Politics in Antebellum America

- *Enduring Vision* Ch. 10
- Nullification Debate: Webster v. Hayne
- Map project: Election of 1824 and sectionalism
- Major themes:
 - Culture: Slavery and Its Legacies in North America, Reform
 - Economy: Economic Transformations
 - Politics: Slavery and Its Legacies in North America, Politics and Citizenship, Reform

8: Religion, Reform, and Renaissance in Antebellum America

- *Enduring Vision* Ch. 11
- Group presentations on Reform Movements
- Major themes:
 - Culture: Religion, Reform, Slavery and Its Legacies
 - Economy: Economic Transformations
 - Politics: Slavery and Its Legacies in North America, Reform

9: Territorial Expansion and Manifest Destiny

- *Enduring Vision* Ch. 13
- Manifest Destiny simulation
- Map project: The territorial gains of the Mexican War
- Major themes:
 - Culture: Slavery and Its Legacies, American Diversity, American Identity, Demographic Changes
 - Economy: Globalization, Economic Transformations
 - Politics: War and Diplomacy, Politics and Citizenship, Slavery and Its Legacies

10: The Crisis of the Union

- *Enduring Vision* Ch. 14
- Small group debates: John Brown: freedom fighter or terrorist?
- Counter-Factual project: Douglas wins the presidency
- Major themes:
 - Culture: Reform, American Identity
 - Economy: Economic Transformations
 - Politics: Politics and Citizenship, Reform, Slavery and Its Legacies

11: Civil War

- *Enduring Vision* Ch. 15
- Comparison: Constitutions of USA and CSA
- Small group debates: Sherman's idea of total is justified
- Major themes:
 - Culture: American Identity, War
 - Economy: Economic Transformations
 - Politics: War and Diplomacy, Slavery and Its Legacies, Reform, Politics and Citizenship

12: Reconstruction

- *Enduring Vision* Ch. 16
- Group project: Summarize and chart the Black Codes in the South
- Map project: Voting patterns of the Senate Impeachment Trial of Andrew Johnson
- Major themes:
 - Culture: Slavery and Its Legacies, American Diversity, American Identity, Reform
 - Economy: Slavery and Its Legacies, Economic Transformations
 - Politics: Politics and Citizenship, Reform, Slavery and Its Legacies

13: The Origins of the New South

- *Enduring Vision* Ch. 16
- Compare and Contrast: Different African American visions for the future role of African Americans in American society
- Major themes:
 - Culture: American Diversity, American Identity, Religion, Slavery and Its Legacies
 - Economy: Economic Transformations
 - Politics: Slavery and Its Legacies, Politics and Citizenship

14: Development of the West in the Late Nineteenth Century

- *Enduring Vision* Ch. 17
- Compare and Contrast: Advantages and disadvantages of land west of the Mississippi following the Civil War

- Map project: Indian wars and reservations
- Compare and Contrast: Native American views
- Major themes:
 - Culture: Environment, American Diversity, American Identity
 - Economy: Environment, Economic Transformations
 - Politics: War and Diplomacy, Politics and Citizenship

15: Industrial America in the Late Nineteenth Century

- *Enduring Vision* Ch. 18 and 19
- Graphing: Gross National Product of the US 1865-1890
- Major themes:
 - Culture: American Identity
 - Economy: Globalization, Economic Transformations
 - Politics: Politics and Citizenship

16: Urban Society in the Late Nineteenth Century

- *Enduring Vision* Ch. 20
- Student editorials: Tammany Hall
- Group presentations: Plight of immigrants
- Major themes:
 - Culture: Religion, Reform, American Diversity, Demographic Changes, American Identity
 - Economy: Globalization, Economic Transformations
 - Politics: Politics and Citizenship

17: Populism and Progressivism

- *Enduring Vision* Ch. 21 and 22
- Evaluation: Rank Teddy Roosevelt, W.H. Taft and W. Wilson in terms of political effectiveness and administrative accomplishments. Then, defend those rankings.
- Major themes:
 - Culture: Reform, American Diversity, Demographic Changes, American Identity, Environment
 - Economy: Globalization, Economic Transformations, Environment
 - Politics: Politics and Citizenship

18: The Emergence of America as a World Power

- *Enduring Vision* Ch. 23
- Compare and Contrast: The positions of Imperialists and the Anti-Imperialists at the close of the Spanish-American War
- Simulation: Origins of WWI
- Small group debates: The US should have entered the Great War in 1917
- Major themes:
 - Culture: American Identity
 - Economy: Globalization, Economic Transformations

- Politics: War and Diplomacy, Politics and Citizenship, Globalization

19: The New Era: 1920s

- *Enduring Vision* Ch. 24
- Student reports on American culture in the 1920's (choose topics from Arts, Literature, Science, Technology, Education, Religion, etc.)
- Major themes:
 - Culture: Religion, Reform, American Diversity, Demographic Changes, American Identity
 - Economy: Economic Transformations
 - Politics: Politics and Citizenship, Reform

20: The Great Depression and the New Deal

- *Enduring Vision* Ch. 25 and 26
- Simulation: Stock Market Crash
- Small group debates: Congress should have passed the Social Security Acts and Congress should reduce Social Security benefits immediately.
- Major themes:
 - Culture: Reform, American Diversity, Demographic Changes, American Identity
 - Economy: Economic Transformations
 - Politics: Politics and Citizenship, Reform

21: The Second World War

- *Enduring Vision* Ch. 27
- Map project: World map – Major WWII conferences with major nations participating
- Small group debates: The US should have dropped the atomic bomb on Nagasaki
- Major themes:
 - Culture: War and Diplomacy, Economic Transformations, American Diversity, American Identity
 - Economy: Globalization, Economic Transformations
 - Politics: War and Diplomacy, Politics and Citizenship, Globalization

22: The Home Front During the War

- *Enduring Vision* Ch. 27
- Map project: US – Japanese Relocation Centers with population levels
- Major themes:
 - Culture: War and Diplomacy, Economic Transformations, American Diversity, American Identity, Reform
 - Economy: Globalization, Economic Transformations
 - Politics: War and Diplomacy, Politics and Citizenship, Globalization, Reform

23: The United States and the Early Cold War

- *Enduring Vision* Ch. 28
- Map project: NATO, SEATO, Organization of American States and Warsaw Pact member nations with analysis of expansion
- Major themes:
 - Culture: American Diversity, Demographic Changes, American Identity
 - Economy: Globalization, Economic Transformations
 - Politics: War and Diplomacy, Politics and Citizenship

24: The 1950s

- *Enduring Vision* Ch. 29
- Compare and Contrast: Plessy v. Ferguson and Brown v. Board of Education of Topeka
- Major themes:
 - Culture: American Diversity, Demographic Changes, American Identity
 - Economy: Globalization, Economic Transformations
 - Politics: Politics and Citizenship

25: The Turbulent 1960s

- *Enduring Vision* Ch. 30
- Group presentations: 60's radical groups
- Major themes:
 - Culture: American Diversity, Demographic Changes, American Identity, Reform, Slavery and Its Legacies
 - Economy: Globalization, Economic Transformations
 - Politics: War and Diplomacy, Politics and Citizenship, Reform, Slavery and Its Legacies

26: Politics and Economics at the End of the Twentieth Century

- *Enduring Vision* Ch. 31 and 32
- Compare, Contrast and Evaluate: Presidential Inaugural Addresses and achievements of Truman, Eisenhower, Johnson, Nixon, Carter and Reagan. Rank these presidents and defend your rankings.
- Major themes:
 - Culture: American Diversity, Demographic Changes, American Identity, Environment
 - Economy: Globalization, Economic Transformations
 - Politics: Politics and Citizenship, Environment

27: Society and Culture at the End of the Twentieth Century

- *Enduring Vision* Ch. 31 and 32
- Timeline and student reports on "Major milestones in the continuing realization of the ideals stated in the Declaration of Independence from

1776-Present.” How has American society and culture changed with respect to individual freedom and how does it continue to change?

- Major themes:
 - Culture: American Diversity, Demographic Changes, American Identity, Reform
 - Economy: Globalization, Economic Transformations
 - Politics: Politics and Citizenship

28: The United States in the Post-Cold War World

- *Enduring Vision* Ch. 33
- Discussion and Debate: The place of the US in the post Cold War world.
- Major themes:
 - Culture: American Diversity, Demographic Changes, American Identity, Reform
 - Economy: Globalization, Economic Transformations
 - Politics: Politics and Citizenship

Calendar/schedule

1st Semester

Quarter 1: Topics 1-8
Quarter 2: Topics 9-18

2nd Semester

Quarter 3: Topics 19-27
Quarter 4: Topic 28
2-Week Review
AP United States History Test (May)
Final Projects

Assignments and assessments:

Grading

Because A.P. United States History is a college-level class, grade inflation will not be present. Therefore, grades will reflect the measurable achievement of each student. Few students will earn an A. Most students earn B's or C's. Some may even earn D's, or F's.

There are several major categories for grades given in this class. Grades are calculated by the relative weight given to each category, not simply by adding up one's points for the class and dividing by the number possible. The scale and semester categories are as follows:

<u>Grading Scale</u>		<u>1st Semester Categories</u>		<u>2nd Semester Categories</u>	
90%–100%	A	Tests	20%	Tests	25%
80%–89%	B	Essays	20%	Essays	25%
70%–79%	C	Chapter Homework	15%	Chapter Homework	12.5%
60%–69%	D	Group Projects	15%	Group Projects	12.5%
0%–59%	F	Other Assignments	10%	Final Project	10%
		Final Exam	10%	Other Assignments	5%
		Book Reviews	5%	Book Reviews	5%
		Notebook	5%	Notebook	5%

Tests: Tests will be given every 2-3 chapters, usually every other week. On the last class period of the first week, students will be tested on the Prologue, Chapter 1, geography (50 states, rivers, mountains, landforms, etc.), The United States Constitution and Bill of Rights, and a list of important dates in United States History. Tests will usually consist of multiple choice and essay questions. Each test will cover all readings, lectures, discussions, etc. since the last test. Students who know they will be absent on the day of a test must inform the instructor several days prior to arrange an alternate time. Otherwise, they will receive a make-up test which will be more difficult than the original, missed test. Second semester tests will be “A.P. style.” Those tests will be 50-80 questions (timed to allow 40 seconds per question) with ¼ point off for wrong answers. They will also have five possible answers instead of four. Excused absences and field trips are *not* acceptable reasons to miss a test without informing the teacher several days prior. Only students in extreme situations, as defined by the teacher, will be allowed to make-up the original test.

Essays: The largest part of the Advanced Placement exam is the essay portion. Therefore, considerable time will be spent learning and practicing how to write effectively. Specific essay guidelines and expectations will be handed out at a later date. Those essay guidelines must be carefully followed. (Students also enrolled in A.P. English must take care to follow the A.P. history guidelines and *not* the A.P. English guidelines when writing A.P. U.S. History exams.) Students will usually be required to write essays every other week, starting in October. It is anticipated that most essays will be in class “under the gun” writes. These essays will be similar to the type given on the A.P. U.S. History exam and will be graded on the same nine point scale. Students who need to make-up an essay due to an absence can expect a different, perhaps more difficult prompt. The following chart shows how the rubric’s point values will be converted into a score.

9=100% 8=95% 7=90% 6=85% 5=80% 4=75% 3=70% 2=60% 1=30%

Chapter Homework: Students will be given different types of activities to help them master the material in the assigned chapters. These exercises are designed to build students' reading and comprehension skills. Students should incorporate these strategies into their regular study routines. *No late work* will be accepted, except as allowed under the school's attendance policy.

Assignments: Students will receive various other assignments, such as secondary readings, maps, primary source materials, etc. All in class assignments are due at the end of the class period and all take home assignments are due at the beginning of the next class unless otherwise stated. *No late assignments* will be accepted, except as allowed under the school's attendance policy.

Group Projects: It is anticipated that two or more projects may be assigned in the first semester. These may consist of, but are not limited to a formal debate, lecture, test review or essay review for the rest of the class. Projects will usually require a significant amount of research and preparation outside of class. Rubrics and detailed instructions will be forthcoming.

Book Reviews: Each quarter, students will be required to independently read a scholarly historical work concerning some aspect of the historical period covered during that quarter. Students will then complete a written Book Review (details and rubrics forthcoming) and present what they have learned to the class. Reading material will be a personal choice, but the instructor must first approve of the book selection before the student commences work. Avail yourself of the school and the base library, or check with the instructor for options. The instructor maintains a modest selection of historical texts which may be loaned to students.

Final Exam: All students will take a cumulative final exam at the end of the first semester. Part of the final exam will include a test on the Presidents, their years served, and their political party affiliation. No students will be allowed to waive the final.

Final Project: After the A.P. exam, students will work in groups to create a lesson on a post World War II topic that was not adequately covered in class. Each group will be responsible for teaching that material to the rest of the class. Topics, rubrics, and detailed instructions will be forthcoming.

Notebook: Each student is required to have a large three-ring binder dedicated solely to A.P. History. Everything related to and a part of A.P. U.S. History should be kept in this notebook, for the *whole* year not just each semester. Everything in the notebook must be dated, properly located, and in chronological order. Each notebook must have the following dividers: Lecture Notes, Handouts, Chapter Homework, Assignments, and Essays (in that order). Notebooks must be kept clean and free from all unrelated material. Students who lose their notebook will be penalized and may be required to create a new one by copying all of the materials from another student. Notebooks will usually be checked near the end of each grading period. The first notebook check will be during the first class period of the second week of classes.

Extra Credit: The instructor may occasionally offer extra credit activities if, and when, he deems appropriate. Any extra credit will be available to all students. There is no promise of extra credit.

Weighted grade policy: Weighted grades are calculated for students completing and taking the requisite exam of an AP course.

Unweighted Scale A=4 Weighted Scale A=5

Unweighted Scale B=3 Weighted Scale B=4

Unweighted Scale C=2 Weighted Scale C=3

Unweighted Scale D=1 Weighted Scale D=2

Unweighted Scale F=0 Weighted Scale F=0

Special Information relevant to specific AP Courses

Smithsonian Institute Educational Program- This online program can be accessed in collaboration with the schools' Art specialists.

Support Services

AVID: This program provides opportunities for tutoring and instruction in note taking, study skills and habits for students to be successful in Advanced Placement courses.

Study Groups: Students can organize and participate in study groups during the seminar periods.