

**ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
GOUCHER COLLEGE TEACHERS' INSTITUTE
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COURSE DESCRIPTION AND SYLLABUS (PAGES 1-4)

REQUIREMENTS FOR GRADUATE CREDIT (PAGE 5-6)

AP 596.300 **Preparing Students for Advanced Placement® World History: Revised
July 9 – July 13, 2018**

Instructor: Ane Lintvedt, alintvedt@mcdonogh.org

The aim of this course is to provide teachers with the philosophical framework and the practical tools to construct and teach a course in AP World History and prepare students for the AP World History exam. We will work with the new format of the exam, the tweaked syllabus, and how to best prepare students and student assessments for the new exam format.

The course assumes that your students will be reading a college-level text, which is a requirement for an AP course and the AP Audit/syllabus certification. This course is not designed to offer alternative suggestions for students who do not read or write at a high school level, at least, when they enter the course. We will discuss a variety of pedagogical strategies and styles, however.

We will discuss the revised Curriculum Framework and Exam Format, the themes and eras of the course, how to cover the content and create a curricular map of the course, what print and web resources are available and appropriate for the course, and how to teach the skills necessary to succeed on the AP exam.

It would be useful if you could bring the text you will assign to the students with if you know what it will be, but it is not necessary. The course assumes that your students will be reading a college-level text, which is a requirement for an AP course and the AP Audit/syllabus certification. Participating teachers will have the opportunity to examine a number of appropriate texts and discuss the advantages and disadvantages of each. Additionally, there should be a few primary source readers available for assessment.

If you currently are teaching any history/social studies course, please bring:
a copy of the textbook your students will be using
a laptop if you have one and a flash drive/memory stick.
a copy of your school's 2017-2018 master calendar. We will have time to do some curriculum mapping

Participants are expected to be involved in the daily discussions, do assignments, and be engaged in collaborative planning sessions during the week. Punctual attendance for each morning and afternoon session is required.

COURSE OBJECTIVES

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Teachers will be able to...

1. Explain how the historical thinking skills tie the course together.
2. Explain how the parts of the curriculum framework fit together and complement one another.
3. Explain the scope of the course.
4. Explain the themes of AP World History and explain how the thematic learning objectives define what students should know and be able to do by the end of the AP World History course
5. Explain how student understanding will be assessed on the exam.
6. Explain the rubrics for the free-response questions and applying them to students' responses.
7. Describe the Instructional Planning Report and evaluate the information in order to improve instruction.
8. Explain and apply the historical thinking skills.
9. Utilize effective instructional strategies to develop historical thinking skills and content knowledge.
10. Apply their knowledge of content and pedagogy to build a unit of instruction.
11. Align instruction and assessment, as well as instruction and the learning objectives.
12. Assess student understanding and providing feedback.
13. Implement the curricular requirements and include them in their syllabi.
14. Describe available resources and how to use them in class.
15. Explain how students demonstrate understanding.
16. Sequence their courses to scaffold concepts and historical thinking skills.
17. Explain the value of including all students in AP.
18. Describe the equity and access policy and how they can implement it in their classrooms.
19. Identify the supports available to teach the AP World History course.

Goucher College – Graduate Programs in Education Outcomes:

GPE013 Dispositions- Professionalism and GPE009 Skills-Communication: Establish collaboration and co-operation among teachers.

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GPE002 Knowledge-Assessments, GPE009 Skills-Communication, and GPE6 Skills-Data: Familiarize high school teachers with skills and concepts tested on the AP World History exam.

GPE013 Dispositions- Professionalism: Recognize and honor the significance of the roles that all high school AP World History teachers play in the preparing of their students for academic success in advanced courses.

GPE012 Dispositions-Diversity: GPE004 Knowledge- Diversity: Recognize that the AP World History course is not restricted to an elite, subset of the school population, but is accessible to an equitable representation of the school body.

GPE001 Knowledge- Theory, GPE003 Knowledge- Purpose: and GPE005 Skills-Theory: Help high school teachers to identify and practice effective strategies that help engage all their students in active, higher-level learning and to develop skills, knowledge, concepts, and habits of mind that support such rigor.

GPE012 Dispositions-Professionalism: Learn strategies of how to work effectively as a team.

GPE013 Dispositions-Professionalism: Create an Action Plan: prioritize team goals; assign responsibility; create a time line.

GPE013 Dispositions-Professionalism: Collaborate and co-ordinate team efforts to form and maintain a cohesive program.

Our Institute will be constructed as follows, although it may alter slightly depending on the needs of the participants.

Monday

Morning: Understanding the Course

Introductions, Expectations

AP History Disciplinary Practices & Reasoning Skills and the AP World History

Course: the spine of the course

Developing Student Understanding: Rubrics

Afternoon: Understanding the Course

Understanding the Thematic Learning Objectives & Key Concepts: benchmarks & organizing the content

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Tuesday

Morning: AP History Disciplinary Practices & Reasoning Skills

Textbooks: choosing; teaching; letting go

Primary Sources: analyzing historical sources and evidence

Secondary Sources: analyzing historical sources and evidence

Afternoon: Historical Thinking Skills

Chronological Reasoning: Causation, CCOT, Periodization

Making Historical Connections: Comparison and Contextualization

Wednesday

Morning: More Historical Thinking Skills

Argument Development

Creating and supporting an Historical Argument (Essay writing, LEQs)

Afternoon

Writing and teaching the Short Answer Questions (SAQs) & Multiple-Choice Qs

Thursday

Morning: Teaching the Course

Sequencing the AP World History Course

Selecting Resources to Support Teaching AP World

Afternoon: Teaching the Course

Strategies for Planning and Teaching AP World History

Assessing Student Understanding

Friday

Morning: Requirements, Syllabus, Audit

Curricular Requirements and Syllabus Development

Leftover questions, surveys, graduate work requirement

Requirement for Graduate Credit on next page.

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Requirements for Graduate Credit:

CLASS:

You have finished the assignments during the course, turned them in and have participated fully in the class discussions.

You have attended all the classes, from beginning to end.

GRADUATE ASSIGNMENT

Please read carefully. Failure to follow these instructions will result in failing the assignment.

The assignment is to write a unit exam. You can choose an AP Period or a chunk of material from your textbook, or plan a midterm, semester, or final exam. Using the Curriculum Framework as your guide, write 2 short answer questions (SAQs), 2 sets of multiple-choice questions, and 2 long-essay questions.

A. Follow the models of AP questions in the Curriculum Framework:

1. The SAQs should be based on stimuli; each SAQ should have 3 questions to answer, preferably of increasing degrees of difficulty, and corresponding to 3 of the historical thinking skills.
2. Select stimuli for 2 sets of multiple choice questions. (Stimuli followed by 2-3 questions about the stimuli).
3. Create two LEQs that deal with the same period of time, but address two ways of approaching the same topic; i.e. the causes of something and the results of something.

B. "Code" each question so that it corresponds to EXACT places in the *Curriculum Framework*: period, key concept(s), themes, Disciplinary Practices/Reasoning Skill.

C. See the AP Course and Exam Description (CED) Practice Exam p. 229 for examples of how to indicate the "alignment" with the CED.

(<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf>)

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Share these lesson plans with me via a Googledoc or as attachments to an email message **by July 27**. (alintvedt@mcdonogh.org)

Accessing Grades and Transcripts:

Goucher College does not issue grade reports. If taking the course for graduate credit, you can obtain your grade approximately 3 weeks after concluding the course by going to the Goucher website (mygoucher) and follow the prompts to receive your grade.

If you need a paper copy of grades for tuition reimbursement, you will need to request a transcript in writing. You can fax to Student Administrative Services, or call SAS (410)-337-6504 or mail to SAS at:

Goucher College, SAS
1021 Dulaney Valley Road
Baltimore, MD 21204

There is no charge for this request. Please allow 3-5 working days to process. To access the transcript request form, please go to <http://www.goucher.edu/x1891.xml>
Questions? Please call 410-337-6200.