

ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
GOUCHER COLLEGE TEACHERS' INSTITUTE ©2019 GOUCHER COLLEGE
AP 580.100 and 580.200 Preparing Students for Advanced Placement® World History: Modern
Instructor: Ane Lintvedt, alintvedt@mcdonogh.org (6/17/19; 6/24/19)
COURSE DESCRIPTION AND SYLLABUS (p. 1-4); REQUIREMENTS FOR GRADUATE CREDIT (p. 5-6)

In May 2018, College Board announced they would change the scope and sequence of the AP World History course and exam. As of the 2019-20 academic year, there will be an AP World Modern History, the assessed curriculum of which will start in c. 1200 CE. College Board also plans to create an AP World History: Ancient exam, but they have not announced when a Course and Exam Description of that exam will be available. Only the Modern WHAP will be assessed in 2019-20.

All the World History AP Summer Institute instructors will meet in April 2019 for the final information about the new course and exam. The syllabus below will remain in draft form until mid-April, after which it will conform to the specifics that College Board presents. See “World History Changes” at <https://apcentral.collegeboard.org/courses/ap-world-history/course/2019-20-changes?course=ap-world-history>) for the latest updates and an FAQ section from the College Board.

This course will be devoted to information and strategies that help teachers prepare their students to perform well with the new AP World History: Modern curriculum framework in 2019-20. We will discuss how to develop or adjust the course content for a Modern World History course, according to the announced College Board specifications. The format and the scoring rubrics of the World History” Modern exam will remain the same as the 2018 and 2019 exams.

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: Modern and prepare students for the AP World History: Modern exam. We will work with the format of the exam, the tweaked syllabus, and how to best prepare students and student assessments for the new exam scope and sequence.

We will discuss the 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.

Materials: 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. 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. 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. a laptop if you have one and a flash drive/memory stick. Bring or be able to access a copy of your school’s 2019-2020 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. Students who want graduate credit will have a graded final project. (See p. 3)

COURSE OBJECTIVES

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.

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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.

GPE002 Knowledge-Assessments, GPE009 Skills-Communication, and GPE6 SkillsData: 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 SkillsTheory: 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 and Exam Description (CED): the spine of the course
- Developing Student Understanding: Rubrics

Afternoon: Understanding the Course

- Understanding the Thematic Learning Objectives & Key Concepts: benchmarks & organizing the content
- Starting at c. 1200 C.E.

Tuesday

Morning: AP History Disciplinary Practices & Reasoning Skills

- Textbooks: choosing; teaching; letting go.
- Student-centered classes
- Primary Sources: analyzing historical sources and evidence
- Secondary Sources: analyzing historical sources and evidence
- Multiple-choice Questions (MCQs)

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Tuesday Afternoon: Historical Thinking Skills

- Chronological Reasoning: Causation, CCOT, Periodization
- Making Historical Connections: Comparison and Contextualization
- Creating and supporting an Historical Argument (Essay writing, LEQs)

Wednesday

Morning: More Historical Thinking Skills

- Short Answer Questions (SAQs)

Afternoon

- Field Trip/Syllabus & course sequencing time

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

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. Assignment is due two weeks after the end of class. (Week 1 = July 5; Week 2 = July 12.)

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.

Follow the models of AP questions in the Curriculum Framework:

- 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.
- Select stimuli for 2 sets of multiple choice questions. (Stimuli followed by 2-3 questions about the stimuli).
- 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.
- “Code” each question so that it corresponds to EXACT places in the *Curriculum Framework*: period, key concept(s), themes, Disciplinary Practices/Reasoning Skill.

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See the AP Course and Exam Description (CED) Practice Exam for examples of how to indicate the “alignment” with the CED. (<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-worldhistory-course-and-exam-description.pdf>)

Share these lesson plans with me via a Googledoc or as attachments to an email message (alintvedt@mcdonogh.org). If you share a google doc with me, be sure to type a message to me that you have sent it. Otherwise, how would I know??

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.