

WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES

GOUCHER COLLEGE

TEACHERS' INSTITUTE

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AP World History: Modern

Instructor: Christina Cone

Dates: July 8-12, 2019

This course is designed to help new and experienced teachers and will focus on recent changes to the AP World History Exam and framework. The instructor will address some of the key challenges of the course: coverage of the content, pacing, development of historical reasoning skills, success on the test questions, and stimulating student engagement. Participants will examine all components of the exam - Stimulus-Based Multiple Choice Questions, Short Answer Questions, the Document Based Essay and the Long Essay Question in terms of strategies to succeed on the test. We will examine the College Board scoring rubrics and will utilize them to analyze sample student exam essays. We will also explore text, visual, and Internet resources that can enhance any world history course. Lessons will be modeled which focus on teaching the skills of the course. The workshop is interactive so that teachers can replicate the activities in their own classrooms. Participants will be actively engaged in doing world history during the institute through discussions, simulations and group activities, similar to what you might choose to do in your classroom. Teachers will leave with ready-to-go classroom materials, tech tools, curriculum guides, and assessment items as well as the informed ability to develop these on their own. Participants are also encouraged to bring some of their best practices (lessons, resources, unit plans, books, films, and/or syllabi) for sharing and discussion with the group.

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
- 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.

Course Objectives and Goals:

- To familiarize participants with the themes, key concepts, and historical reasoning skills that tie the course together
- To identify how student understanding will be assessed on the exam.
- To gain confidence in the use of the rubrics for the free-response questions and apply them to students' responses
- To identify the tasks and materials to help students meet success
- To be able to implement effective instructional strategies which develop historical reasoning skills and content knowledge

- To align instruction and assessment with the goals of the course
- To explore text, visual, and internet resources to enhance the world history course
- To complete a course calendar for the upcoming school year
- To draft a syllabus that meets the curricular needs
- To apply knowledge of content and pedagogy to create meaningful lessons of instruction
- To share best practices for student and teacher success
- To make equitable access a guiding principle in designing instruction

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 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.

Day One: *Unpacking the Course and Exam Description, Equity and Access, Stimulus-Based Multiple-Choice Questions*

Introductions and Expectations

Equity and Access

Unpacking the Course and Exam Description

Stimulus-Based Multiple Choice Questions

Day Two: *Causation, Contextualization, Primary and Secondary Sources, SAQ's*

Causation and Contextualization

Primary and Secondary Sources – Analyzing historical sources and evidence, searching, creating

Short Answer Questions – Overview, teaching tips, assessing, creating

Day Three: *Argument Development, Nearpod, DBQ's*

Argument Development – Structured Academic Controversy Model

Using Nearpod in the classroom to engage students

DBQ's – Overview, teaching, and assessing

Day Four: LEQ's, Visual Analysis, Teaching with Film

LEQ's – Overview, teaching, assessing, creating

Visual Analysis

Teaching with Film

Day Five: Pacing, Syllabus, Sharing

Pacing, Sequencing, Selecting Resources

Syllabus Development

Sharing Best Practices

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.

The assignment is to write components of 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 reasoning 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. 220 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>)

Share these lesson plans with me via a Googledoc or as attachments to an email message **by July 19.**

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.