2016 Advanced Placement Summer Institute – U.S. History

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Course Description:
Participants will explore required aspects of the redesigned AP U.S. History course examining the interplay of the key concept outline, historical thinking skills, thematic learning objectives, and the implications for teaching. Teachers will evolve their individual pedagogy and curriculum to suit the new requirements. Particular attention will be given to how to score assessments applying rubrics and national standards. We will put the ‘co-labor’ into collaboration as we create new lessons and modify past practice. Please bring as much of your curricular material as you can to support ending the week with finished lessons and a Unit Plan you plan to implement (textbooks, readers, files, plans, lessons, and, etc.). We will survey the AP Course Audit Process, develop a personalized pacing guide developed reflecting the key concept outline and local parameters of schedule and class time, and create a Unit Plan for a period of the concept outline.

Course Objectives:
The purposes of the AP U.S. History Institute are to discuss the new Curriculum Framework, to examine historical thinking skills, to learn to apply national standards in assessment to improve student performance, and to explore different methods of teaching AP U.S. History which efficiently address the historical thinking skills, curriculum framework, and new exam.

Course Expectations:
Participants will create, or revise, a year-long pacing plan that addresses the nine periods in the new AP U.S. History Curriculum Framework. Teachers will engage in activities that incorporate new materials serving as models of pedagogy and points of departure for thinking about methods, read assigned secondary essays, and create a complete Unit Plan for one of the nine curriculum framework periods. (At the discretion of the instructor a teacher may substitute a Course Audit Syllabus developed by the participant in the place of the Unit Plan.)

Major Institute Topics will include the following:
- What is necessary to teach a successful AP U.S. History course
- Course planning and pacing referencing the key concept outline
- Assessments – Scoring Standards & Preparing Students for Success:
  - Short answer
  - Long essay
  - Document based question
  - Multiple choice
- Lessons aimed at developing historical thinking skills
- Tactics to integrate secondary sources in the AP US History course
- Strategies to make the most of thematic learning objectives
- AP course audit
- Recruitment, retention, differentiation, and measuring academic growth (Equity and Access)
What participants should bring:
Participants should bring a laptop or digital device with a WiFi capability, and traditional supplies including some paper and a writing utensil. Significant workshop materials will be distributed in a variety of digital formats including via Drop Box and USB flash drives. To support planning relevant to your particular teaching environment please bring your course textbook, any primary or secondary readers that your students will use, and any materials that you are likely to use in planning. (It is also generally helpful if local participants bring a powerstrip so we can keep a room full of electronics charged throughout the day.)

Course Content/Outline:
Day 1: Overview of the Week and Introduction to Redesigned AP US History
- Introductions, Establish Goals, Explain the Unit Plan Project and Rubric
- Exploring the New AP Curriculum ~ Collaborative Activity ~ Close Reading of the Concept Outline
- Personalizing Course Pacing
- Intro to Assessment Components of the New Exam

Required reading: AP U.S. History Curriculum Framework

Assessment: Participants collaborate in small groups analyzing a single period of the Curriculum Framework (CF), defining a set of 4-8 ‘topics’ for lessons which would in total teach that period. The analysis of the small group will be shared and presented via a PowerPoint slide listing their recommended topics. A whole-group PowerPoint will be built showing the main ‘topics’ called for by the CF, and individual examination of the CF will become the basis of a personalized pacing plan.

Day 2: The Long Essay and Embedding Skills in Content
- Introducing Skills Assessed on the AP US History Exam
- The Three Long Essay Rubrics and Item Types
- Reading and Standards Based Scoring of Long Essays
- Teacher Strategies for Skills Development Connected to AP US Assessment: Focuses on Contextualization and Synthesis
- Examining the Multiple Choice Exam
- Expanded View of Skills Connected to AP US Assessment: Focus on Skills in MC Items
- Begin Unit Planning

Required reading: Student long essay responses, and released multiple choice items

Assessment: Teachers score student long essay responses and discuss assessment. Participants analyze and categorize the tasks required of students on the multiple choice.
Day 3: The Short Answer and AP Audit
- Ways to Incorporate Historical Secondary Literature
- Examining Skills in Short Answer Items
- Training in Reading and Standards Based Scoring of Short Answer Items
- Historical Thinking Skills Jigsaw
- AP Audit Requirements
- Continue Work on Unit Design and/or An Audit Syllabus

Required reading: A secondary essay distributed on the first day of class.

Assessment: Participants collaborate in small groups brainstorming teaching methods and lessons which would teach and practice one of the Historical Thinking Skills. Small groups will share their skill-focused lesson ideas with the whole group. Discussion of Secondary essay. Analysis of essay correlation to the CF.

Day 4: AP US History Skills and Doing the DBQ
- Teacher Strategies For Skills Development Connected to AP US Assessment: Focus on Doing the DBQ
- Finish Unit Design Project
- Integrated and Embedded Approaches to Teaching Skills AND Content
- Sharing of One Lesson from Unit Project

Required reading: Primary source set which will be distributed on the first day, a sample DBQ, and student responses to the DBQ.

Assessment: Teachers read and discuss the primary source set. Participants correlate the content of the primary source set to the CF key concepts. The group will score and discuss student DBQ essay responses, and share tactics for teaching students to do the DBQ.

Day 5: Presentations and Evaluation
- Presentation of Unit Projects
- AP Equity and Access
- Group Processing of Unit Projects and the Challenges of the New Course
- Final Thoughts
- Evaluation

Required Reading: AP Statement on Equity and Access.

Assessment: Presentations of Unit Plans, and evaluation of Unit Plan on the rubric.
Course Requirements:
Participants will
- Complete all course readings
- Participate in class activities and discussions
- Develop and present lesson and teaching ideas
- Complete one Unit Plan (or an individualized Course Audit Syllabus at the discretion of the Instructor)
- Complete an evaluation at the conclusion of the Institute


Grading Criteria:
50% Course Participation: Participants are expected to attend all sessions, participate in class and group discussions and present their work to the group.

50% Unit Plan Development: Participants must write a Unit Plan for a selected period of the Curriculum Framework integrating Key Concepts, Thematic Learning Objectives, and Historical Thinking Skills. A rubric for the Unit Plan project will be distributed at the start of the Institute. (At the request of a participant, and at the discretion of the instructor, a Course Audit Syllabus developed by the teacher may be substituted for the Unit Plan project.)