

AP United States History

****Please note, agenda may change based on needs of participants.****

Monday through Friday: Daily 8:30-3:00

Synchronous: 8:30-9:00, 12:00-1:00

Group Breakout/work sessions 9:00-9:30, 1:00-3:00

Asynchronous: 9:30-11:00, 1:30-3:00

Office hours: 1:30-3:00

**Note: Day 1 and Day 5 vary slightly

Description:

The 2020 AP U.S. History Summer Institute will focus on developing strategies to facilitate student success in the AP U.S. History course and exam. Special emphasis will focus on mastering themes, historical thinking skills, and writing skills while balancing a challenging curriculum. Areas of focus will include activities that build historical thinking skills while teaching content. Participants will have the opportunity to apply rubrics to student samples of short answers, DBQs and long essay questions. Utilizing the tools on AP Classroom to drive instruction will also be addressed.

Pre-Workshop:

- Technology How To's: Zoom, Google Classroom
- "Happy Hour": synchronous vs asynchronous, expectations. You are invited to attend either time slot --Friday at 7:00 pm or Sunday at 7:00 pm

Day 1: Understanding the Course: The Course and Exam Description Book, AP Exam-Multiple Choice

8:30-10:00 Synchronous	Welcome! Logistics, Agenda, Workshop goals, overview of materials Questions/Topics you need covered Introduction to AP: Understanding by Design and building a successful AP program Understanding the Structure of the Curriculum Framework: Historical Thinking Skills, Reasoning Processes, Thematic Learning Objectives, Course Content Exploring the Course and Exam Description (CED) Using the CED to guide instruction
10:00-10:30	Finding Treasure in the CED or Where Do I Need to Go Deeper How does the CED connect to the course Curricular Requirements?

Breakout groups	
10:30-11:00 Asynchronous	Explore CED, Download CED Which parts have you used and what is your reaction to their usefulness?
11:00-12:00	LUNCH
12:00-1:00 Synchronous	Debrief CED Pacing the course Curricular Requirements and Syllabus development Examine the sample syllabi and pacing guides Exam Overview
1:00-1:30 Breakout groups	Equity and Access
1:30-3:00 Asynchronous	Office hour Work on Planning: Developing a semester/yearlong instructional plan that incorporates units, topics, and skills (Calendar provided) Create and/or submit Syllabus Audit Take the Multiple-Choice test Post to Discussion Board: Multiple Choice questions and Equity and Access

Day 2: AP Classroom, Reasoning Processes, AP Exam—Short Answer Question

8:30-9:00 Synchronous	Daily Agenda Debrief, multiple choice—how to help students—equity and access Questions/answers/misconceptions AP Classroom
9:00-9:30 Breakout groups	How to utilize tools on AP Classroom to ensure student success in developing skills How to use the Progress Dashboard in AP Classroom to address learning gaps
9:30-11:00 Asynchronous	Using the CED to build a lesson Additional slides on AP Classroom Planning semester and yearlong courses Reading Strategies
11:00-12:00	LUNCH
12:00-1:00 Synchronous	Reasoning Processes: Comparison, Causation, Continuity/Change Over Time, Contextualization AP Exam: Short Answer Question

1:00-1:30 Breakout groups	Instructional strategy: Pokémon SAQ & Frankenstein SAQ
1:30-3:00 Asynchronous	Office hour Read Student SAQs Continue: Work on Planning: Developing a semester/yearlong instructional plan that incorporates units, topics, and skills E-Mail Me: 3 things I learned, 2 questions I still have, 1 thing I could use in class tomorrow

Day 3: AP Historical Thinking Skills , AP Exam –Document Based Question

8:30-9:00 Synchronous	Daily Agenda Writing Strategies
9:00-9:30 Breakout groups	Instructional strategies to teach Thinking Skills with content
9:30-11:00 Asynchronous	Instructional strategies to teach Thinking Skills with content Locate primary and secondary sources—add to CED for sourcing and situation, claims and evidence –electronic list of resources
11:00-12:00	LUNCH
12:00-1:00 Synchronous	DBQ Testing Strategies
1:00-1:30 Breakout groups	Instructional strategy: Frankenstein DBQ
1:30-3:00 Asynchronous	Office hour The DBQ Explained Read Student DBQs

Day 4: Historical Thinking Skills, AP Exam –Long Essay Question

8:30-9:00 Synchronous	Daily agenda Sample Lessons
9:00-9:30 Breakout groups	Instructional strategies to teach Thinking Skills with content Contextualization
9:30—11:00	Instructional strategies to teach Thinking Skills with content

Asynchronous	Continue: Work on Planning: Developing a semester/yearlong instructional plan that incorporates units, topics, and skills
11:00-12:00	LUNCH
12:00-1:00 Synchronous	Long Essay Question
1:00-1:30 Breakout groups	Instructional Strategy: LEQ Differentiation and The Annotated LEQ
1:30-3:00 Asynchronous	Office hour Read and score student sample LEQs Planning: Developing semester/yearlong instructional plan

Day 5: Instructional Planning Reports, Reviewing the Exam, Teaching the Course: Assess and Reflect

8:30-10:00 Synchronous	Daily Agenda Q/A Debrief: using student samples Interpreting the Instructional Planning Report to guide instruction—identify student strengths and weaknesses
10:00-10:30 Breakout Groups	Online instructional strategies – apps/extensions How to teach online
10:30-11:00 Synchronous	Debrief online instruction Reviewing for the AP Exam
11-12	LUNCH
12:00-1:30 Synchronous	Answer questions Grading Advice/Teaching AP Wrapup/evaluation
1:30-3:00 Asynchronous	This time has already met requirements in pre-conference work Technology how to videos: Loom, Zoom, Classroom or Canvas Synchronous vs asynchronous expectations Calendar