

## Session Outline

This four-day session will guide teachers to design their course for success in these challenging areas, and for success on the new 2017 exam. AP\* World History will soon move to the new test format being implemented in AP\* U.S. History. This AP\* Summer Institute will continue to tackle the age-old challenges of the course, while also looking to the future. The natural home of the course is still in the sophomore year of high school, which challenges teachers to train young minds to succeed in developing the skills of historical thinking. The week will provide new and experienced teachers with many ideas, strategies, concepts, and electronically saved documents that can be used to create a strong AP\* World History course.

### **Day 1**

The course begins with introductions by all participants that will facilitate customizing the week to the needs of the participants. Day 1 is also spent looking at the course and exam requirements in detail. This includes a thorough exploration of what is coming in 2017. The importance of weaving both chronology and themes is a discussion that begins on day 1 and permeates the entire session. Part of this day will be spent analyzing new question types and how they represent both opportunities and challenges. Day 1 will also be spent covering important topics such as the course audit and equity in access.

### **Day 2**

This day focuses on the importance for students to understand time and chronology in AP\* World History. We will explore how students can use a framework of time and chronology to succeed in both the multiple-choice and the essay portions of the exam. We will also do a mock-reading of the Continuity and Change question from the most recent exam. This time reading essays will provide insight into how essays are scored at the real AP\* reading and will allow participants to be better essay readers for their students. Time will also be spent exploring the role of the Continuity and Change essay in the new 2017 test format. Time will be devoted to understanding the new essay rubrics and finding ways to use them immediately, to improve success in 2018. We will fill the afternoon practicing a variety of strategies for getting students proficient with time, periodization, chronology and essay writing. Many activities throughout the day and week will lead to discussions of important historical content that should be taught in classrooms.

### **Day 3**

This day will be devoted to using primary and secondary sources in our classrooms. Recent and future changes to AP\* World History increase the importance of students being able to understand primary and secondary source documents. We will do a mock reading of the most recent DBQ. We will explore how the DBQ has remained a central part of the 2017 exam and significant changes to the 2017 DBQ rubric. Time will be devoted to exploring strategies for frequent use of both primary and secondary documents in our classes. We will also explore other ways documents have become key components of the AP\* exam starting in 2017. The topic of understanding primary and secondary sources in the classroom is central to what we do and will be even more important in the future.

### **Day 4**

This day will begin with a mock reading of the most recent Compare and Contrast essay, which will provide teachers with specific understanding of how comparative essays are scored at the AP\* reading. Exploration of strategies for teaching comparative thinking/writing will follow the mock reading. We will also look at the role of Compare and Contrast in the new 2017 exam format. This final day of the session will also tap into important topics such as the power of graphic representation of ideas, concepts, events, and historical connections. Time will also be spent discussing pacing of units in the course and how/when to teach essay writing. Time will also be spent examining and sharing books, articles, movies, and websites that can be used as resources for building a rich course in global world history.