

Course Name: Advanced Placement Institute-World History (experienced)  
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Course Description:

This course is designed for the experienced AP World History Instructor. It will focus on the 2006 AP World History Exam and how to refine your teaching of the three essays and multiple choice questions and help you improve your student's AP World History test scores. We will share successful strategies, lesson plans and hone your syllabus and introduce you to outstanding AP World History teacher websites.

Prerequisites:

Baccalaureate Degree, teaching certificate.

Course goals

- \* To familiarize participants with the unique perspectives and major themes connected with any successful AP World History course.
- \* To alert teachers to the wide range of writing possibilities which must be attended to if mastery of subject matter is to become a reality
- \* To share the necessary instructional strategies which will help both the teacher and his/her students manage the complexities of AP World History
- \* To explore the vast range of textual, visual, and internet resources which, if employed efficiently, will enrich every aspect of this subject
- \* To seek out every opportunity for the exchange of ideas through professional development (at this very institute and thereafter) in the area of World History including the many and varied opportunities provided by the College Board
- \* To develop a fundamental understanding of the requirements inherent in the 2006 AP World History Examination while providing insights about how the June Readings are actually conducted. (Your instructor is a three time AP World History Reader)

Learning Objectives

After the Course, the educator will have

- \* Discussed his/her educational philosophy concerning the teaching of AP World History
- \* Developed an appropriate reading list and a rationale for each of the dozens of primary sources and related articles which are connected with this course
- \* Prepared a comprehensive AP World History syllabus after having seen examples from outstanding AP World educators
- \* Incorporated a wide array of writing assignments and review questions consistent with AP History
- \* Explored a number of viable methodologies to best serve the needs of high school students with different capabilities
- \* Built into his/her program a wide range of higher order cognitive skills which derive from the discipline of history, i.e. "doing a discipline"
- \* Recognized what the most effective resource materials are and how to obtain them (textbooks, readers, media selections)-and Internet sources (Web sites and listserves)

\*Identified the host of strategies well suited to ensure student success in both the preparing for and taking of the 2007 AP World History Exam

OAKLAND UNIVERSITY  
Sample Topics Course Outline

EST 651 Issues in Education: Advanced Placement Institute in AP World History

\*\*This schedule could be modified based on needs of participants.

Course Outline

Contact Hours

Monday

- \* Introductions including YOUR concerns and goals 7.5 hours
- \* The AP World History Process  
"AP World History: A Matter of Definition,"  
essay by Dr. Ross Dunn, San Diego State  
University, California
- \* Writing: "the" Critical Skill
- \* DBQ's-Rubrics and Documents (analyzing Point of View,  
Grouping, additional document, thesis)
- \* DBQ's-Scoring and Insights into the Reading process in  
Lincoln, Nebraska
- \* Unit Substance and Style: Foundations to 600 CE
- \* The AP Teacher's Handbook-A Review
- \* Introduction to a class syllabus and textbook selection
- \* Research/Lesson Plans for "your syllabus"

Tuesday

- \* Six Themes and Habits of the Mind (PERSIA, SPRITE) 7.5 hours
- \* Sample Syllabi
- \* Pacing or "How do I cover all this history?"
- \* Short Reading (s)--Discussion
- \* Compare and Contrast Essay explained
- \* Texts and ancillaries (readers, etc.) What's the Best  
one for you?
- \* Unit substance and Style: 600-1450
- \* Research/Lesson Plans

Wednesday

- \* Review DBQ and Compare and Contrast essay rubrics 7.5 hours
- \* CCOT essay (Change and Continuity over time) explained
- \* Unit Substance and Style: 1450-1750
- \* Reading Lists and Review books, ie., Barron's, AP Princeton Review,  
etc.
- \* Internet Websites and Listserves (Computer lab)
- \* Research/Lesson Plans

Thursday

- \* Review DBQ/Compare and Contrast/CCOT essay scoring, rubric 6.5 hours
- \* Multiple Choice strategies
- \* Unit Substance and Style: 1750-1914
- \* Teaching strategies, video/DVD's, readings, Best Practices
- \* What do I do after the May exam? Strategies
- \* Unit Substance and Style: 1914-Present
- \* Research/Lesson Plans
- \* Best Practices reviewed
- \* Essay rubric questions
- \* Syllabus discussion and presentation
- \* Graduate student presentations---Creative Lesson Plan
- \* Review: Challenges, Conclusions, and Course Evaluation

Textbook Required Readings

Each student will be supplied with a College Board Advanced Placement Program AP World History materials

The College Board. Advanced Placement Course Description--World History. College Entrance Board and Educational Testing Service, 2006

Grading:

1. Class attendance and participation.....100%
2. Graduate students will meet with instructor to develop a project or creative lesson plan appropriate for use in their own school and present that project/lesson plan to workshop participants on the last day of our workshop.