

2021 Advanced Placement® World History: Modern

About the AP® World History: Modern Summer Institute

This course is designed to give inexperienced and experienced teachers the tools necessary to develop an Advanced Placement World History: Modern course in a public or private school setting. The workshop will provide a better understanding of the scope and sequence of this course as designed by the College Board committee. We will examine possible textbooks, sourcebooks and print and online supplementary materials, analyze the course exam, and develop scaffolding and enrichment activities that will help facilitate a college level program. Participants will share their own educational experiences and how Advanced Placement has affected their teacher development. This course will employ the use of facilitator presentation, student presentation, classroom discussion, classroom readings, essay writing and scoring, and small group discussions. Classroom enrichment exercises will focus on world history and simulations that emphasize conceptual and skills development. A few video sequences will be used as resource tools.

Course Objectives

The attendee will:

- Understand the mission statement of the College Board and how it affects the development of an AP World History: Modern class.
- Develop an AP World History: Modern scope and sequence that will match one's respective school calendar and state social studies academic requirements.
- Devise or improve a curriculum that will include the following topics:
 1. Humans and the Environment
 2. Cultural Developments and Interactions
 3. Governance
 4. Economic Systems
 5. Social Interactions and Organization
 6. Technology and Innovation
- Develop a knowledge base that will emphasize the important facts, concepts, and theories by understanding typical patterns of the political process, behavior and institutions that are relevant to World History: Modern.
- Research the various textbooks and supplementary materials available in an attempt to develop a resource library.
- Evaluate measurement strategies used by the College Board in developing multiple choice and essay test banks in an attempt to design applicable tools.
- Analyze effective writing strategies that students will need to employ for successful AP examinations and college-level rigor.
- Extract enrichment activities, demonstrations, and best practice devices from classroom interaction and networking.

Tentative Agenda

Day One

Morning-- Introduction to Advanced Placement and Modern World History; the Conceptual Approach; structure and statistics of the exam; AP Central and AP Classroom

Afternoon -- Unit 0-2 content, lessons and sharing of ideas; equity and access; Short Answer Questions (SAQs): teaching, writing, scoring, and sharing of ideas; Planning the course - dividing the year into units

Day Two

Morning-- Units 3 and 4 content, lessons and sharing of ideas; Chronological Reasoning skills (e.g., Comparison and Continuity, Continuity and Change over Time, Causation, and contextuation)

Afternoon -- Long Essay Questions (LEQs): teaching, writing, and scoring; and sharing of strategies. Time for planning the course - inserting scope and sequence of skills into the units

Day Three

Morning– Units 5 and 6 content, lessons and sharing of ideas; Historical Interpretation Skills - primary and secondary sources; and Crafting Historical Arguments from Historical Evidence

Afternoon -- Document Based Essay Questions (DBQs): teaching, writing, and scoring; and sharing of strategies. Review of Published Materials - textbooks, document readers, and other text and online resources

Day Four

Morning– Units 7 - 9 content, lessons and sharing of ideas; having fun while teaching APWH; post-exam activities

Afternoon -- Essay writing development – Historical Argumentation, Appropriate Use of Historical Evidence; Time for planning the course - planning chapter assignments / concepts within the units

Day Five

Morning - Multiple Choice Questions (MCQs) - teaching, taking, and writing; and sharing of strategies

Afternoon - Syllabi for audit; Planning for future professional development; going through MBL's dropbox resources; sharing of resources; reflections and sharing of feedback

What to bring:

Items you should bring during the week include:

- a laptop computer or tablet
- stable and reliable internet connection
- scope and sequence of your school requirements
- a copy of the textbook you will be using next year
- a copy of your school's academic calendar
- your favorite activities, demonstrations, or simulations you have found useful in the classroom that address both content and skills

Instructor:

Monica Bond-Lamberty received her BA in history from Williams College in Massachusetts and her MAT from Brown University in Rhode Island and is an experienced Advanced Placement World History teacher who has won prizes for teaching from the World History Association. She is a former member of the AP World History Test Development Committee (TDC), a College Board consultant and has taken part in the annual scoring of the AP World History examination since the first year of the exam. She is nationally board certified in social studies, which she taught for nine years in Madison, Wisconsin and has been teaching since 2008 in Montgomery County, Maryland. She has lived in the Dominican Republic, Poland, Peru, Guatemala, Japan, and Nicaragua and has traveled extensively in Europe, Latin America, Asia, and North Africa. She can be contacted at mbondlamberty@gmail.com