

U.S. History Advanced Placement Summer Institute Syllabus – U.S. History

Augsburg University

Instructor – Jay Hohenstein

Course description: The AP US History summer institute is designed to provide both experienced and new AP US History teachers with an overview of the content and skills required for successful completion of the AP course and exam. Instruction will be provided using activities that will deconstruct the individual skills and concepts of the course, which taken as a whole can be quite intimidating for both students and their instructors. Participants will be provided with opportunities to develop and refine instructional strategies through classroom activities and networking opportunities with other participants. Participants are strongly encouraged to bring a laptop to the session, as many electronic resources will be shared via google drive.

Agenda of topics for the week:

- Understanding the course
 - AP course and exam overview focused on the AP US History framework provided by the College Board
 - Concept outline, themes, and historical thinking skills overview with instructional strategies
- AP Practices and Skills
 - Primary source analysis and activities
 - Secondary source analysis and activities
 - Chronological reasoning strategies and activities
- Teaching the AP US History course
 - Sequencing of content
 - Selecting Resources
 - Strategies for instruction
 - Study strategies for high school students taking college level classes
 - Writing instructional methods for Short Essay questions, Long Essay questions, and DBQ's
 - Test review strategies, including digital resources to improve student performance
 - Digital AP teacher communities and resources
 - Assessment methods, especially writing development
 - Planning your course
 - Equity and Access for an AP program
 - AP Audit (if needed)

Graduate credit opportunity: Participants seeking a graduate credit for participation will be expected to create an overview of a model unit of instruction for their AP US History course. Projects will need to include formative instructional activities that include targeted historical skills of contextualization, comparison, CCOT, cause and effect, and the use of primary and secondary documents. Participants will finish with a unit of instruction that will help them bring the materials of this session back to their

classroom. More information about lesson parameters will be provided throughout the week of the session.