SUMMER INSTITUTE
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DAILY AGENDA
Morning Break: Stretch break TBA

Changes and adjustments can (and most likely will) be made during our time together...

Part 1 - The Course - an Overview
Redesign of A.P. U.S. History, the Audit, the Syllabus, and Pacing

Nuts and Bolts
Introductions
Fill out note cards, expectations/specific concerns
Make distribution list
Recognize issues & concerns
Go over agenda
Teacher Workshop Handbook: marking sections
Expectations for College Freshmen
Basic skills students should have BEFORE going to college
ACCESS & EQUITY statement/Students with special needs
Differentiation – How do you implement differentiation in your classroom?

Small group work/ice-breaker; sharing

Creating and Implementing an A.P. Course
Overview of the Curriculum Framework
Essential Questions of the Course
Do you use “essential questions” in your classroom?
AP Potential
Taking a practice exam (multiple-choice only)

A look at pacing guides
Creating a syllabus: check list – looking at a sample
Sample syllabi
Textbooks and supplemental materials
Begin working on a syllabus (individual work/cooperative work)
Introduce: Writing multiple-choice questions (start in session, homework)
Part 2: More on Multiple-Choice Questions, Concept Outline, Historical Thinking Skills, Learning Objectives, and Short Answer Questions

More work on writing Multiple-Choice Questions
  Discuss/debrief m-c process
A look at the Concept Outline
Discuss: Historical Thinking Skills: a model unit
Classroom Strategies to reinforce Historical Thinking Skills (modeling)
A discussion on Short Answer Questions
  Answer a question
How to write a Short Answer Question: create one
Look at sample Short Answer Question essays and rubric
  Discuss/debrief short answer process
Using a prepared lesson (teacher provided) – match to Key Concepts, Learning Objectives, Historical Thinking Skills – modify lesson where necessary
Share out – how are you modifying your lessons?
Work on syllabus
Homework: Read: Writing a Long Essay Question

Critical Reading Skills
Critical Reading Skills – sharing of activities
  Million Dollar Question: How do you get the kids to read???
Art “lesson” – key concepts/periods of American art
  Do you use art in U.S. history? How?
Political cartoons, Photographs – iconic records of history

Part 3: Long Essay Questions & DBQs, Classroom Strategies that Reinforce Synthesis, Contextualization, and Continuity & Change Over Time

Warm-up activity: write a Short Essay – exchange and evaluate
  Discuss/debrief
Writing a Long Essay Question Essay
Write an LEQ, share, discuss
A look at the LEQ rubric
Read sample LEQs
Writing strategies: sharing

The DBQ
Document Analysis strategies
A look at the DBQ – changes, what do you notice?
DBQ rubric
Take a previously released DBQ and modify it to match the learning objectives and key concepts
Share new DBQs

Strategy: Meeting of the Minds
Work on syllabus/pacing guide: modify a prepared unit (redesign)

Part 4: Looking at Secondary Sources and Wrap-up

Warm-up activity: Looking at historiography
Compare and Contrast strategy using primary sources: You Be The Judge
Compare and Contrast strategy using secondary sources
Continuity and Change Over Time: Six Degrees of Separation
Revisit activities from earlier in the session – unanswered questions?
Revisit themes, historical thinking skills, and key concepts
Work on syllabus/pacing guide
Access and Equity wrap-up activity
Sharing of activities/lessons
Questions???
Evaluations