

United States History for Teachers
USC Upstate AP Summer Institute 2008
July 10-July 22, 2008

Syllabus Excerpt

A full syllabus is available upon request.

COURSE OBJECTIVE

The Advanced Placement (AP) Graduate Institute for United States History is designed to train high school History teachers to prepare an AP curriculum that adheres to the rigorous standards of both the College Board and the South Carolina Department of Education Curriculum Standards. On successful completion of this training, the participant will receive three hours of professional development graduate credit.

CONTACT INFORMATION

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COURSE POLICIES

- a. Participants are expected to attend all class meetings
- b. Participants will complete an AP year long curriculum
- c. Participants will create a portfolio of instructional material
- d. Participants will provide evidence that curriculum lessons provide students with regular opportunities for active learning resulting in the ability to pose and solve historical problems, and to effectively communicate analytic historical thinking.
- e. Participants will enhance linguistic aptitude through vocabulary amplification exercises
- f. Participants will engage in reflective discussions and writings
- g. Participants will demonstrate the ability to use a variety of pedagogical strategies in instruction and assessment
- h. Participants instructional design will appeal to diverse student audiences while maintaining academic rigor

MAJOR ASSIGNMENTS for this course:

Demonstration of broad factual knowledge and interpretive knowledge measured through sample AP practice tests	25%
Demonstration of ability to effectively employ AP assessment techniques with the aim of conveying expectations for assessment in the classroom	15%
Creation or revision of AP United States History course syllabus	25%
Creation of one detailed unit of instruction	25%
Reflective writings	10%
Total points	100%

GOALS and OBJECTIVES

- 1. To broaden and deepen participants' content knowledge base.
- 2. To strengthen participants understanding of AP evaluation methods.
- 3. Creation of an appropriate AP curriculum and lesson plans that provides students with a learning experience equivalent to that a introductory United States History course. This course will provide students with the content knowledge to be successful in upper-division courses after matriculation.
- 4. Develop portfolio of instructional material for the AP course to include

- a. a variety of primary sources that offer multiple—and at times competing—as well as diverse views on the U.S. historical past.
 - b. a variety of assignments that encourage critical reading and thinking.
5. Evidence that curriculum lessons provides students with
 - a. regular opportunities to develop learning skills in critical thinking, problem solving, and communication skills
 - b. in-depth and broad instruction in content knowledge base
 - c. regular opportunities to acquire and apply historical methods of evaluation of evidence, interpretation, drawing inferences and conclusions
 - d. frequent opportunities for students to integrate learning skills, content, and methods through synthesis .
6. Review of ‘new’ exam first administered in May 2007. Changes will be introduced with the exam administered in May 2007 based on a new curriculum.

To improve quality of instruction and ensure student success, the guidelines in this syllabus may change.