Advanced Placement* Teacher Institute

Summer 2016

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Welcome to Fordham University

Since 1841, Fordham University has offered a distinctive educational experience rooted in the nearly 500-year-old Jesuit tradition, which is characterized by excellence in teaching and by the care and development of each individual student. Fordham is comprised of four undergraduate and six graduate schools located on three campuses—the 85-acre green and Gothic campus at Rose Hill in the Bronx, the cosmopolitan Lincoln Center campus in midtown Manhattan and the new campus in Westchester.

The seven-acre Fordham College at Lincoln Center campus includes Lowenstein Center, the main academic building, a 20-story residence hall and the Fordham University School of Law, which are all connected by a landscaped central plaza and indoor passageways. Lowenstein Center houses the University's undergraduate Fordham College at Lincoln Center, the Graduate School of Business Administration, the Graduate School of Education, the Graduate School of Social Service and Fordham College of Liberal Studies.

The surrounding neighborhood of Lincoln Center, Manhattan’s Upper West Side, is a vibrant community offering students endless experiences in the worlds of art, music, and culture. From the Lincoln Center for the Performing Arts to Broadway theaters, Rockefeller Center and the Time Warner Center, the Lincoln Center campus of Fordham is in the midst of limitless opportunities in entertainment and education.

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AP® Summer Institutes 2016

The Graduate School of Education offers institutes for teachers of Advanced Placement AP® courses in the areas listed below. All institutes are taught by experienced teachers and are endorsed by the College Board. Three graduate credits are available per course.

The table below displays all institutes in alphabetical order. Institute descriptions and consultant information is then listed by each week of the institute.

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CALCULUS

Below are all the possible combinations for Calculus AB & BC, please read carefully before registering.

COURSE DESCRIPTION

Calculus AB Review
This four day session provides a review of the major content in an AP® Calculus AB course. It is intended for teachers who are preparing to teach the course for the first or second time. All of the topics from the AP® Calculus AB course description will be covered, using graphing calculators where appropriate or required by the expectations of the AP® examination. A multiple representational approach will be followed throughout, looking at each main idea graphically, numerically, symbolically, and verbally. Limits, continuity, the derivative and its applications, the integral and its applications, differential equations, and the important theorems in AP® Calculus will all be covered. Participants register for this review along with Calculus AB

Calculus AB Tentative Schedule
This five day institute will focus on instructional materials and methodologies for an AP® Calculus AB course. Hands-on student centered activities and explorations are a prominent component of the institute. Pacing, reviewing for the AP® exam, using old AP® Exam problems, assessments, and a discussion of the 2016 AP® Reading are all included. Changes in the course related to the new Curriculum Framework will also be discussed.

- **Day 1:** Overview of the AP® Calculus program; limits, relative growth rates of functions, and asymptotic behavior; continuity and its consequences; rates of change; tangent lines and local linearity
- **Day 2:** Concept of a derivative; derivative at a point and derivative as a function; higher order derivatives; the Mean Value Theorem; the role of sign charts and writing justifications; applications of the derivative, including optimization; implicit differentiation and related rates
- **Day 3:** Riemann sums and trapezoidal sums; Functions defined by an integral; calculating net change as the accumulation of a rate of change; the Fundamental Theorem of Calculus; average

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“Very Informative; eye opening and helpful.”
– Tia Gueye

“This is the best AP® conference I have ever attended. Mark Howell is outstanding!”
– Elizabeth Carstens

“Excellent rapport with all participants. Great teaching techniques and learning process. A super load of resources for us to share with our students. Great experience!”
– Nora Nido
value of a function; applications of the integral, including volumes of solids with known cross sectional area

- **Day 4:** Differential equations; slope fields; constructing assessment items for AP® Calculus; instructional and supplementary materials; reviewing for the AP® Calculus Exam; planning and pacing

- **Day 5:** The AP® Reading – organization and process; review of the 2016 AP® Calculus AB Free Response Examination, including student samples; the new Curriculum Framework

**Calculus BC Tentative Schedule**

- **Day 1:** Limits; continuity and its consequences; the derivative and local linearity; l'Hospital's Rule; applications of the derivative to parametric and polar functions

- **Day 2:** The integral and Riemann sums; the Fundamental Theorem of Calculus; applications of the integral; applying the integral to polar and parametric functions; improper integrals

- **Day 3:** Differential equations, slope fields, and Euler's Method; the logistic model; improper integrals; antiderivatives by parts and partial fractions

- **Day 4:** Infinite series, Taylor polynomials, Taylor's Theorem and the Lagrange form of the remainder and error bound; tests for convergence

- **Day 5:** Reviewing for the AP® Calculus Exam; planning and pacing; the AP® Reading – organization and process; review of the 2016 AP® Calculus BC Free Response Examination, including student samples; the new Curriculum Framework

**Mark Howell**

Mark Howell teaches mathematics and computer science at his alma mater, Gonzaga High School in Washington, DC. He earned a bachelor's degree in mathematics in 1976 and Master of Arts in Teaching in 1981, both from the University of Chicago. He has served the AP® Calculus community since 1989 in a variety of roles, including AP® Exam Reader, Table Leader, and Question Leader. A long-time College Board consultant conducting workshops and summer institutes, Mark was a member of the AP® Calculus Development Committee from 1998 to 2001. He has spoken at professional conferences in the United States, Australia, China, Taiwan, Thailand, Switzerland, Malaysia, and Colombia. He is co-author of the popular prep book *Be Prepared for the AP® Calculus Exam* from Skylight Publishing, and author of the current AP® Teachers Guide for Calculus. He is a contributing author to each of the College Board's Topic Focus publications in AP® Calculus, including Differential Equation, the Fundamental Theorem of Calculus, Approximation, and

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Series. He won the Presidential Award from the District of Columbia in 1993, and received the Tandy Technology and Siemens Awards in 1999. He has a special interest in the use of technology to enhance the teaching and learning of mathematics, and has served as a consultant to both the Hewlett-Packard and Texas Instruments calculator operations.

**BIOLOGY**

Designed for both new and experienced teachers of AP® Biology, this workshop will provide an overview of the most important aspects of the newly revised curriculum. Particularly important will be the transition to inquiry-based, student-designed investigations, data analysis, and the required statistical analysis components. We will focus on AP® Biology’s “Big Ideas” and the science practices that are intended to make “doing science” a centerpiece of the revised course. Participants will get hands-on experience with many of the new investigations in the new lab manual, *AP® Biology Investigative Labs: An Inquiry-Based Approach*. We will also examine the new AP® Biology exam design, essay grading approaches, and “best practices” for improving student success. Finally, we will review pacing guides, sample syllabi, textbook correlations, and how to navigate the course audit.

In support of the College Board’s audit requirements, participants will develop an effective AP® Biology pacing guide/syllabus specific to their school’s daily schedule and calendar. Since our lab work will involve extensive data collection/analysis, participants will need to bring a lab notebook, calculator, ruler and graph paper. Additionally, the teacher's 2016/17 school calendar, current text, and one effective Biology lab experience (paper version) to share with other participants will be required.

**Myra Morgan**

Myra is currently the Assistant Director of Science Services for MASS Insight Education in Boston, supporting new AP® science instructors throughout Massachusetts, RI, and New Orleans. She is active as an AP® College Board Consultant, providing AP® Summer Institutes in both Biology and Environmental Science, and has been a Reader for both Exams for many years. She brings 30 years of experience teaching AP® Biology, AP® Environmental Science, and oceanography field research courses, where she has been Head of Sciences at Miss Porter’s School (CT), The Ethel Walker School (CT), the Sage Hill School (CA),

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“Highly informative, highly applicable.” – Ohan Clarke

“Very Informative and intensive. I feel I have been given the tools to be successful in my first year of AP®.” – Benjamin Caraballo

“VITAL.” -- Arielle Zomberg

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Laboratory Director at Hampshire College, worked in marine research for the EPA, and has been honored with a Teacher Fellowship at the University of St. Andrews, Scotland. She was awarded the Teaching Chair of Distinction at Miss Porter's School, and has been honored for her contributions to the AP® program with a College Board Recognition Award, and by NABT with Connecticut’s Outstanding Biology Teacher Award. Myra also developed and taught the Taft Education Center's 2-week AP® Summer Institute for new AP® Biology instructors for over 20 years. In 2014, Pearson Publishers released their AP® Environmental Science Test Prep Series written and prepared by Myra. Laboratory and field work, data analysis, and experimental design are the focus of Myra's AP® courses...students discovering the nature of science by actively doing science!

**U.S. HISTORY**

Designed primarily for the beginner, this course introduces participants to the structure and content necessary for an effective AP® U.S. History course, while also giving special attention to the redesigned AP® U.S. History course, the AP® U.S. History test, and the modified rubrics for the essays. We will analyze the component parts of new course, suggesting how to reorganize your course and how to prepare students for the different parts of the new exam. We will also look at appropriate test-taking strategies. We will plan out and organize the course for the year; go over various topics to illustrate the necessary depth of understanding; and decide what topics to concentrate on and what methodologies should be used to teach various concepts. The instructor will emphasize how to teach the analytical skills and writing skills needed for successfully addressing the document-based question, the long response essays, the short answers, and the multiple-choice. We will focus on the audit, and grade and rank essays from this year’s AP® examination, using the criteria developed at the U.S. History AP® grading. Students taking the course for graduate credit will develop their own syllabus.

**John Crum**

Retired social studies department chairperson at Mount Pleasant High School, Wilmington, Del.; professor, University of Delaware; consultant to the College Board on Advanced Placement® since 1976; past member of the Test Development Committee; table leader, question leader, examination leader at the AP® grading; and author, Master AP® U.S. History.
PHYSICS 1

In this workshop, participants will strengthen their understanding of the content of AP® Physics 1 curriculum and familiarize themselves with teaching techniques that have been designed to increase student understanding through inquiry lab practices and problem solving. Topics will include AP® Physics 1 course descriptions, content coverage and focuses, pacing and organizational strategies, and hands-on labs that meet the college-level requirement. In addition, this workshop will focus in the incoming AP® Physics 1 course syllabus audit process, AP® Physics test development, and exam grading practices. Throughout the week, sample test questions from past exams will be used with content reviews and compare them with the style sample questions designed for the incoming tests. Participants are expected to take an active role in the institute including discussing teaching strategies, presenting AP® labs and demos, solving problems from the free-response section of previously administered AP® Physics 1 exams and from samples of new tests, and setting up rubrics for grading their own work on these free-response questions according to the AP® reading processes.

Participants are asked to bring the following to the Institute:

- A laptop if available
- If possible, one or two Physics demonstrations to perform for the group at the end of the week.

Jesus Hernandez

Jesus Hernandez has taught physics at Lawrence High School in Massachusetts and at The Manhattan Center for Science and Math HS in New York during the last fourteen years. He is a member of the AP® Physics C Test Development Committee and an AP® Physics consultant since 2004. He has been an AP® physics reader for seven years. Mr. Hernandez recently authored one of the Course Planning and Pacing Guides for AP® Physics 2. The document is available in the College Board AP® Physics site. Mr. Hernandez has been trained to facilitate Pre AP® Science and the Creating a Learner Centered Classroom workshops. He also has been coaching new AP® Consultants and AP® physics teachers. Mr. Hernandez was an advisory board member of the Physics for the 21st Century program produced by the Science Media Group at the Harvard-Smithsonian Center for Astrophysics. He was a Finalist for the Presidential Award for Excellence in Math and Science teaching in 2005 and he was selected as the 2011 MIT Inspirational Teacher Award
ECONOMICS

This is a FIVE day workshop institute structured to support teachers, both new to this material as well as veterans with AP® Economics. We will cover BOTH courses in Microeconomics and Macroeconomics during the time we have together at Fordham. It should be noted that this is a summer INSTITUTE and not a full COURSE in either of these areas.

We will cover a wide variety of content, methodology and assessments while focusing on student centered learning. Attending teachers will be expected to work together with others in the class and are encouraged to bring samples of their work, tests and materials to share as well. A major portion of our workshop will be devoted to planning for your year to come and working with sample materials from the AP® exams.

Bruce L. Damasio

Bruce Damasio has been a reader for the AP® Economics Exam from 1989 to 2009 and conducts numerous training sessions for teachers across the mid-Atlantic region and nation. He had taught for 28 years at Liberty High School in Maryland and was department chair for social studies for 25 of those years. He currently is the past president of GATE, an organization for economics teachers worldwide, and is a two-time board member of the National Council for the Social Studies, as well as a past president of the Maryland Council for the Social Studies. Since 1991, Bruce has worked with the Maryland Council for Economic Education as a teacher trainer and is currently teaching at Towson University in the M.A.T. program and with social studies methods classes.

Bruce does an awesome job on methods and activities. [Bruce] shows how to integrate, teach, identify and key content points, too!”
— Frank Manziano

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PSYCHOLOGY

This course will focus on the teaching of psychology as a science. The course will include an intensive review of the content of the AP® Psychology examination and many of the released multiple-choice and essay questions. Additional topics will include teaching strategies and resources, using a rubric to write and score essay questions, test-taking techniques, demonstrations for teaching psychology, and important experiments and studies in psychology. Approximately 200 of the most important terms for the AP® Psychology course will be reviewed, as well as the 75 or so most influential psychologists. Teaching Introductory Psychology: Survival Tips from the Experts, edited by Robert Sternberg, will be discussed in detail. Participants are urged, but not required, to bring a few of their favorite lesson plans.

Alan Feldman

Alan Feldman is a teacher of AP® Psychology, High School Psychology, History and Mathematics at Glen Rock High School, Glen Rock N.J. Since 1993, Alan has taught dozens of one-day and weekly AP® Psychology workshops for the College Board. He has also instructed or co-instructed numerous month long summer workshops for AP® Psychology teachers at the University of Northern Kentucky, Stanford, Texas A&M, the University of Houston, Ithaca College, and others. Formerly an adjunct professor of psychology at Middlesex County College, Alan currently is an adjunct professor of psychology at Bergen Community College. He has been an AP® Reader continuously since the test’s inception in 1992 and a table leader since 2003. He was a member of the AP® Psychology test development committee (2001-2005), recipient of Moffet Teaching award for high school psychology in 1994 and the 2003 Princeton University Distinguished Secondary Teaching award. He has a graduate degree in developmental psychology from Teachers College Columbia University. His hobbies are reading, playing table tennis, bike riding and collecting psychology DVDs and videos. (He currently has over 3000 in his collection).
JULY 18 – 22, 2016

ENGLISH LITERATURE

In this institute, participants will explore the structure and content of the AP® English Literature and Composition exam by analyzing essay and multiple-choice questions and sample student responses. Participants will develop approaches and share strategies for teaching fiction, poetry and nonfiction in the AP® class and courses leading to it. Literary works selected for analysis will include some classics, as well as writing representing the multicultural expansion of the canon: e.g., Edwidge Danticat; Derek Walcott; Eavan Boland; Chimamanda Ngozi Adichie and Li-Young Lee. Participants will consider pairings of newer works with classical ones (e.g. Shakespeare’s *The Tempest* with Aime Cesaire’s *A Tempest*), discuss the use of film and multimedia as part of the course content and examine literary synthesis as curriculum design.

Renee Shea

Formerly professor of English and director of freshman composition at Bowie State University in Maryland. She has taught AP® English at the secondary level, honors English at the college level, women’s studies and contemporary literature at the undergraduate level, and rhetoric at the graduate level. In 2007, she received the University System of Maryland Regents Award for Public Service. Dr. Shea has been a member of the AP® English Language Development Committee, reader and question leader for both AP® Literature and AP® Language Exams. She is currently a member of the English Advisory Committee for the College Board and the SAT Critical Reading Development Committee. Dr. Shea is co-author of *The Language of Composition: Reading, Writing, Rhetoric* (2007, 2012); *Literature and Composition: Reading, Writing, Thinking* (2010); and *Conversations in American Literature* (2014). Most recently, she coauthored *Advanced Language and Literature for Pre-AP® and Honors* (2016). She has also coauthored *Teaching Nonfiction in AP® English: A Guide to Accompany 50 Essays*; and *Amy Tan in the Classroom: The Art of Invisible Strength* and *Zora Neale Hurston in the Classroom: With a Sword and a Harp in Her Hands*, both part of National Council of Teachers of English High School Literature Series. Dr. Shea has published numerous articles on contemporary authors in academic and literary journals,

“This has been incredibly beneficial. The instructor has been beyond helpful, and her knowledge is at the top of our field. The caliber of her materials is stellar! I will be able to implement everything in my classroom instruction and planning immediately. The quality of the attendees has also been amazing.” – Megan Abbott

“This institute was one of the most valuable experiences I’ve had as a teacher. The practical applications of theory & texts as well as the collegial sharing was reinvigorating and motivational.” – Giulia Dire

SPANISH LANGUAGE

This workshop is designed to provide the participants with an overview of the new AP® Spanish Language and Culture Curriculum Framework that went into effect September 2013. Participants will examine the themes as well as the recommended contexts and overarching essential questions for exploring each theme in the new Framework. The institute will also address issues of curriculum and of Pre-AP® courses. Some time will be devoted to evaluate the sample syllabus to deliver the course. Participants will engage in a discussion of textbooks, websites, and resources available for the course. Rubrics and students samples will be used for participants to become familiar with the scoring of the free response sections of the exam. They will also develop a final project according to the needs of their students during the week, in consultation with the instructor. Participants are encouraged to bring copies of successful activities to share.

José M. Díaz

José M. Díaz is a Spanish Teacher at Hunter College High School in New York City. He has served as a member and Chair of the AP® Spanish Language and Literature Committee; Table Leader and Question Leader for the scoring of the AP® Examination. He has led workshops throughout the United States and Europe and continues being a consultant for the College Board. He has also written several guides and articles for several College Board publications. He is the co-author of AP® Spanish: Preparing for the Language and Culture Examination, Abriendo paso: Temas y lecturas, Abriendo paso: Gramática, Listening Comprehension Skills for Intermediate Students, SAT Subject Test: Spanish, and ¡En marcha!, among others.

“Excellent! I loved the facility and the facilitator was extremely talented.”
– Rosa Herrera

“This institute is worth taking and it will definitely help in the way the class is taught and how to help the students achieve success in the AP® exam.”
– Maciel DeJesus

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FRENCH LANGUAGE AND CULTURE

This workshop will provide an overview of the structure and content of the AP® French Language and culture exam, and take an analytical look at students’ performance and scores on the exam. The workshop will provide opportunities to discuss approaches to vertical and horizontal planning for an AP® course and an AP® program. Participants will engage in developing lesson plans and evaluation tasks based on the 6 themes and 3 modes of communication which frame the course. Additionally, participants will exchange strategies as well as resources currently available to assist in the day-to-day classroom teaching and learning context.

Eliane Kurbegov

Eliane Kurbegov is a native speaker of French. She has taught French at the high school and college levels in Florida and Colorado. Eliane serves the College Board in multiple capacities including conducting workshops and monitoring the AP® French Language and Culture Community website. Eliane has also participated in AP® readings as a table and question leader, served on the AP® French Language test development committee and led consultant training for the newly redesigned AP® French Language and Culture course and exam. Eliane has recently co-authored the Barron’s Guide to the AP® French Language and Culture exam. In addition, Eliane has written a number of French books for McGraw-Hill including the best-selling Basic French, Grammar Drills and French Conversation Demystified as well as the textbook Thèmes by Vista Higher Learning.
SPANISH LITERATURE

In this course, participants will engage in a professional exchange of ideas surrounding the revised AP® Spanish Literature and Culture course. Participants will examine components of the AP® Curriculum Framework including learning objectives, descriptions of expected student performance, the reading list, literary terms, and themes and essential questions. Participants should be familiar with all of these texts prior to the course. For an accurate list, participants should access the College Board website at www.collegeboard.com. Participants will discuss models of instructional design for the course that use themes and essential questions to make comparisons across literary periods and genres. Participants will review various authentic audio texts and artistic representations related to course content. They also will examine sample questions for multiple choice and free response sections of the exam. Participants are encouraged to bring their own texts or anthologies containing the majority of these works. This course will be conducted in Spanish.

Rafael Moyano

Rafael Moyano teaches at the Berkeley Carroll School in Brooklyn, New York. He is a 25-year veteran reader of the AP® Spanish Language Exam, having served as reader, table leader, and question leader for the College Board’s AP® Spanish Exams. He is a graduate of SUNY College at Oneonta and received his M.A. in Spanish literature from the University of California at Davis. For the last 22 years Rafael has taught AP® Spanish Language and Literature courses for secondary school teachers through the Summer Institute at the Taft Educational Center. He has also taught for several years at Goucher College. Rafael has served as a consultant and editor of several widely-used Spanish Pre-AP and AP® textbooks. He was a member of the Curriculum Development and Assessment Committee for the new 2014 AP® Spanish Language and Culture course.
U.S. GOVERNMENT AND POLITICS

Purpose and Approach of the Session: This session is designed to allow teachers to prepare to teach a semester/year of AP® United States Government while also preparing students to excel on the 2016 AP® US Government and Politics exam rubric. During the session, we will cover all topics and units related to the national AP® curriculum as well as appropriate lesson plans to make AP® Government “come alive” for high school students. The content covered in class will include: adequate pacing for a semester or year course; effective writing strategies for an AP® course; appropriate reading and visual selections to use in class; and effective projects and presentations that can incorporate technology in the classroom. Participants will also be instructed in how the AP® Government and Politics exam is prepared and scored.

Class preparation: Please bring your syllabus/calendar and your current textbook.

University Credit: Those wishing to earn university credit for the workshop will complete a unit of study in one of the content focus area. The unit can address a theme throughout the course or a chronological era and may include objectives, materials, lesson plans, and assessments.

Daniel Devitt

Daniel Devitt graduated from the University of Wisconsin in 1988, receiving a degree in American History with a minor in Political Science. In 1994 he received his MA in Political Science from San Francisco State University. He taught high school in San Francisco for ten years, including seven at Lowell High School, where he taught AP® Government. He currently teaches at Menlo School in Atherton California, where he has taught AP® Government for the past thirteen years. As a College Board faculty consultant, Daniel has conducted numerous AP® teacher workshops and summer institutes, including a workshop at the AP® National Conference. He has worked as an AP® Government reader and table leader for nine years and served on the AP® Government Test Development Committee from 2000-2004. He has also consulted extensively with McGraw-Hill regarding test preparation guides, including online resources.
JULY 25 – 29, 2016

STATISTICS

This institute will provide an overview of the AP® Statistics course, including an analysis of the course content and discussion of the instructional emphasis. Participants will use activities that help students construct knowledge in the four major areas: Exploring Data—observing patterns and departures from patterns; Planning a Study—deciding what and how to measure; Anticipating Patterns—producing models using probability; and Statistical Inference—investigations that can be adopted for immediate use with students. The use of videos, projects and laboratories will be discussed, as well as available resources—books, websites, calculators, software and multimedia packages—to enhance teaching and learning. An analysis of the scoring standards of the AP® exam will include applications of grading rubrics to free response questions. The graphing calculator used for demonstrations will be the TI 84.

Chris Olsen

Teacher of AP® Calculus for 19 years and AP® Statistics for nine years at George Washington High School in Cedar Rapids, Iowa; former member (twice!) of the AP® Statistics Test Development Committee, question leader and table leader for AP® Statistics; Educational Testing Service (ETS) consultant for AP® Statistics nationwide; AP® Statistics Community moderator; currently teaching statistics and experimental design at Grinnell College.

“This institute was a great introduction to teaching AP® Statistics. Chris Olsen does a wonderful job in doing so and keeps the new content from feeling intimidating and more comfortable.” – Anjali Bhinda
ENGLISH LANGUAGE

This institute centers on the development of an AP® English Language course that is based on principles of rhetoric, beginning with an overview of the structure, content, and evaluation of the Language and Composition exam. Participants will discuss the impact of the new synthesis question on curriculum and develop sample questions. Other topics include an introduction to rhetorical analysis by examining speeches, memoir, scientific writing, journalism, essays, and documentary film. A central issue will be visual rhetoric, broadly defined to include advertising, multimedia and public art. Attention will be given to book-length nonfiction texts as the core of the AP® Language course. Participants will explore and share practical teaching strategies, including approaches that support the AP’s equity agenda. A guest speaker will discuss the purpose and process of nonfiction writing.

Renee Shea

Formerly professor of English and director of freshman composition at Bowie State University in Maryland. She has taught AP® English at the secondary level, honors English at the college level, women’s studies and contemporary literature at the undergraduate level, and rhetoric at the graduate level. In 2007, she received the University System of Maryland Regents Award for Public Service. Dr. Shea has been a member of the AP® English Language Development Committee, reader and question leader for both AP® Literature and AP® Language Exams. She is currently a member of the English Advisory Committee for the College Board and the SAT Critical Reading Development Committee. Dr. Shea is co-author of The Language of Composition: Reading, Writing, Rhetoric (2007, 2012); Literature and Composition: Reading, Writing, Thinking (2010); and Conversations in American Literature (2014). Most recently, she coauthored Advanced Language and Literature for Pre-AP® and Honors (2016). She has also coauthored Teaching Nonfiction in AP® English: A Guide to Accompany 50 Essays; and Amy Tan in the Classroom: The Art of Invisible Strength and Zora Neale Hurston in the Classroom: With a Sword and a Harp in Her Hands, both part of National Council of Teachers of English High School Literature Series. Dr. Shea has published numerous articles on contemporary authors in academic and
literary journals, including *Poets & Writers*, *The Caribbean Writer*, *The Kenyon Review*, and *Callaloo*.

**COMPUTER SCIENCE PRINCIPLES**

This workshop provides teachers with the tools they need to implement an effective AP® Computer Science Principles course. During this training, teachers will explore the computational thinking practices and the components of the curriculum framework, including the big ideas, enduring understandings, learning objectives, and essential knowledge. Participants will understand how to use activities that organize the course content to develop students’ proficiencies in the skills identified by the curriculum framework. In addition, participants will work on a course plan that will help them decide how they will teach the skills and content of the AP® Computer Science Principles course.

**Frances P. Trees**

Fran Trees is the Director of Undergraduate Introductory Education, Computer Science Department, Rutgers, The State University of New Jersey. She currently teaches an introductory CS course and oversees CS curriculum for non-majors at Rutgers. Fran has served as exam leader and question leader for the AP® CS A/AB Exam since 1985. She is a former AP® CS A/AB Test Development Committee member and has served on many ad hoc CS committees for the College Board. Fran has been a College Board AP® CS consultant and workshop leader since 1985 and is the primary author of Teacher's Guide for Advanced Placement* Computer Science (C++) and Computing Concepts with Java Essentials, Advanced Placement* Computer Science Guide; and recipient of AP® Recognition Award, Tandy Outstanding Teacher Award, and Siemens Award for Contributions to the AP®. Fran is currently co-chair of the Development Committee for AP® CS Principles (AP® CSP) and has conducted multiple workshops on Cooperative Learning as it relates to AP® CSP.

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EUROPEAN HISTORY

This workshop is designed to provide both beginning and experienced participants with an overview of the content knowledge and intellectual skills required for success in the new college level European History course covering four chronological periods from 1450 to the present. The instructor will focus on the organization of instructional units to address the required components of the new course that was implemented by the College Board during 2015-2016. The selection of appropriate college level materials—textbook as well as primary and secondary source readings and other ancillary resources—for use in developing the instructional units will be considered. Instructional strategies to be applied throughout the course to help students strengthen their historical thinking and analytical writing skills will be emphasized. Suggestions for preparing students for success on the new AP® European History examination in Document Based and Long Essays as well as the new type of multiple choice and shorter extended response questions—will also be presented. Since Mrs. Grant has been participating in the College Board’s national training for the implementation of the new Advanced Placement* History courses, the workshop will reflect her understanding of the major changes as well as her recommendations for addressing these changes. As time permits, in addition to considering instructor-generated materials, opportunities will be provided for collaboration with other participants in the planning of curriculum units.

Alice D. Grant

Alice D. Grant was Social Studies Department Chair (6-12) at Pelham Memorial High School in Pelham, New York. A consultant to the College Board in AP® United States and European History and Pre AP® Social Studies instruction, Alice has taught graduate level courses for AP history teachers and methods courses for pre-service teachers and has presented numerous workshops on pre AP®, AP®, and Regents teaching strategies throughout the region. Mrs. Grant has had two articles on Advanced Placement* History teaching published in AHA Perspectives. Honored by both the Westchester and New York State Councils for Social Studies with the Distinguished Social Studies Educator Award, Alice is also a charter member of the New York State Academy of Teaching and Learning. In the last four years, Alice has been participating in the College Board’s national training in preparation for the implementation of the new Advanced Placement* History courses.

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ITALIAN LANGUAGE AND CULTURE

This course gives participants an overview of the revised AP® Italian Language and Culture Course. Participants will examine the requirements of the course and exam, discuss classroom strategies and engage in a professional exchange of ideas. In addition, they will examine the components of the AP® curriculum framework including: learning objectives, description of the expected student performance and themes. They will discuss instructional design for the course that integrates cultural content into language lessons and connects the modes of communication in meaningful ways. Participants will also review AP® teacher workshop material, including the course description, exam specification, and examples from various exams. Other highlights include: ideas for syllabus development, scoring many examples of student work from the 2016 exam with rubrics, becoming acquainted with the electronic media used to support AP® teacher such as AP® Central, AP® Teacher Community and other useful websites.

Ida Giampietro Wilder

Ida Giampietro Wilder: teacher of Italian at Greece Athena High School in Rochester, NY (38th year), taught Italian and the Foreign Language Methods course at Nazareth College of Rochester for 14 years. Currently, teaching Italian at SUNY Brockport and Rochester Institute of Technology. In addition, she was a consultant and writer for Regents exams for the NY State Education Department; co-chair for the ACTFL National Standards for Italian; presenter throughout the country on teaching strategies; organizer of yearly trips or exchanges to Italy, writer of curriculum guides levels 1- AP® for Greece Central School District, various articles on the study of Italian, “Seguimi”, a communicative workbook and reviewed textbook for several publishers. She was a member of the Italian AP® Task Force; development committee; reader; table and question leader, College Board Consultant and teacher of the Italian AP® Summer Institute at various colleges.

“This course was instrumental in aiding, guiding me to create a new curriculum for the AP® Italian class. I was provided with valuable guidelines, samples, ideas to incorporate into my plans for a successful year.”—Vincenza Certosimo

“This institute was excellent! I would highly recommend to any new AP® Italian teacher (like me), but also to the more experienced teachers. It was extremely informative and well taught.”—Antonella La Tegola

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WORLD HISTORY

Designed to help both the beginner and experienced teacher to prepare for the first administration of the redesigned AP® World Exam in May, 2017. A cooperative learning environment is encouraged wherein we share supportive activities and materials that specifically target both the revised curriculum framework and exam. These materials will tie into specific learning objectives and content-related focus areas essential to the successful navigation of this highly interesting and challenging course.

Mel Maskin

Doctorate in History; former AP® U.S. and AP® World History teacher at the Bronx High School of Science; consultant for the College Board in AP® World; recipient of numerous student-nominated “Outstanding Teacher” awards; has taught at Teachers’ College and in the History department at Lehman College on the undergraduate and graduate levels; has conducted AP® World one-day and Summer Institute workshops since 2002.
Tuition
With the exception of the nine-Day AB Calculus and Review, tuition for students taking the class for three graduate credits is $3,906. Tuition for students taking the class for non-credit is $899. Tuition for the 9-Day AB Calculus and Review is $5,200.40 for three graduate credits. Tuition for the non-credit option for the 9-Day AB Calculus and Review is $1,618.

Scholarships for Non-Public School Personnel
Persons employed full time as professionals in a non-public, religiously affiliated school, may apply for and receive a scholarship currently valued at 40 percent of tuition charges. Any person employed full time in a Jesuit-affiliated school may apply for and receive a scholarship at 50 percent of tuition charge. To apply, eligible participants must complete a special application, available from the Center for Non-Public Education at Fordham University. For more information, call 212-636-6420. The applicant must supply proof of full-time professional employment at a non-public, religiously affiliated school. This scholarship is only available to participants who register for three graduate credits. A registration form must be filed before you apply for the scholarship.

Registration
Registration for these institutes must be made in advance. You may register online at www.fordham.edu/apinstitutes. Because registration is limited, students will be accepted on a first-come, first-served basis. We cannot guarantee a College Board packet on the first day of the institute if registration is less than two weeks prior to the start of the institute. Although this rarely occurs, if an institute is cancelled due to low enrollment you will be notified by e-mail 30 days before the first day of the institute.

All correspondence should be sent to:
Anthony A. Cancelli, Director, AP® Summer Institutes
Fordham University at Lincoln Center
Graduate School of Education
113 W. 60th St, Room 1008
New York, NY 10023
Phone: (212) 636-7235
Fax: (212) 636-6416
E-mail: apinstitutes@fordham.edu
Website: www.fordham.edu/apinstitutes

Payment
You can choose to send your payment to the address listed in the Registration section, you can wait for a bill to be sent directly to you from the bursar office at Fordham, or the AP® Institutes staff can generate and send an invoice upon request from you or your school. We accept P.O.’s, credit cards, and checks payable to Fordham University. **Housing payments must be paid separate from tuition payments.**
When and Where
Institutes meet at Fordham University at Lincoln Center, New York City. All institutes are held from 8 a.m. to 4 p.m. with the exception of AP® English Language and AP® English Literature which are both held from 9 a.m. to 5 p.m.

Summer Housing
Fordham’s Residence Hall at Lincoln Center contains two- and three-bedroom suite-style apartments, all of which are air-conditioned, carpeted and fully furnished. Each apartment offers a shared space that includes a living room and kitchen. Each double-occupancy room within the apartment accommodates two participants (two beds per room). The building also has laundry facilities, a health and exercise room, and security installations throughout.

Summer housing is available in Fordham's residence hall at Lincoln Center. Summer conference rates are $560 per person, double occupancy, for a one-week (5-night) stay; for less than one week, $112 per night, per person, double occupancy. Summer housing is available only on a first-come, first-served basis. To register for housing please mark your interest on the registration form. Housing payments must be collected by the first night of your stay. Checks should be addressed to Conference Services at Fordham University. Please contact 212-636-7235 (apinstitutes@fordham.edu) for additional information.

FORDHAM UNIVERSITY – NONDISCRIMNATION POLICY.
Fordham University is an academic institution that in compliance with federal, state, and local laws, does not discriminate on the basis of race, color, creed, religion, age, sex, gender, national origin, marital or parental status, sexual orientation, citizenship status, veteran status, disability or any other basis prohibited by law.

No otherwise qualified person shall be discriminated against in any programs or activities of the University because of disability. Likewise, no person shall be discriminated against on the basis of sex. A compliance officer is available to address any complaints alleging discrimination. For questions or complaints, please contact Fordham's Office of Legal Counsel, room 223, Rose Hill campus, at (718) 817-3112.

Fordham University does not knowingly support or patronize any organization that engages in discrimination

FORDHAM UNIVERSITY – NOTIFICATION OF RIGHTS UNDER FERPA
Fordham University abides by the Family Educational Rights and Privacy Act, which affords students certain rights with regards to their educational records. For further information, please contact the Office of Academic Records-Enrollment Group.

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Fordham University
ADVANCED PLACEMENT INSTITUTES

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I request housing from (arrival date) _______________ to (check out date) _______________

I wish to attend: (please check)

- Biology (July 11-15)
- Calculus AB and Review (July 11-14; 18-22) (non-credit $1,618; 3-credit $5,200.40)
- Calculus AB (July 18-22)
- Calculus BC (July 25-29)
- Computer Science Principles (July 25-29)
- Economics (July 11-15)
- English Language (July 25-29)
- English Literature (July 18-22)
- World History (July 25-29)
- European History (July 25-29)
- French Language (July 18-22)
- Italian Language and Culture (July 25-29)
- Physics 1 (July 11-15)
- Psychology (July 11-15)
- Spanish Language (July 18-22)
- Spanish Literature (July 18-22)
- Statistics (July 25-29)
- U.S. Government (July 18-22)
- U.S. History (July 11-15)

I will take the institute(s) for (note: this pertains to all except Calculus AB and Review):

- 3 Graduate Credits ($3,906)
- No Graduate Credit ($899)