Advanced Placement® Teacher Institute

Summer 2017

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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.
AP® Summer Institutes 2017

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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**JULY 10 – 14, 2017**

**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 course 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 central 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 2017/18 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), 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.

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"I would highly recommend it and say that I would hope to attend again next year. Myra was an inspiring and extremely knowledgeable teacher. I feel much more prepared to teach AP® this year.”
-- Noelle Vasquez

"...this is a must course to take for any teacher either planning or teaching AP® Biology. It is essential…”
– Jose Santos

“This institute is worthwhile to attend. Ms. Morgan is a very engaging teacher. Her curriculum is very well organized and structured. She is very eager to share with us her wealth of knowledge in both the subject and teaching practice.”
– Meng-Ping Tu
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. Myra has worked with Pearson Publishers since 2011, authoring their popular AP® Environmental Science Test Prep Series. 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!

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 2017 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

“Absolutely essential and invaluable for anyone teaching AP® Calc to orient themselves if just starting out, or to refine their practice if experienced. “ – Joseph Grogan

“The instructor (Mark Howell) was fantastic and I would highly recommend taking the summer institute again if he were the instructor.” – Mario Maullon
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 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 2017 AP® Calculus AB Free Response Examination, including student samples; the new Curriculum Framework

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**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 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.
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 2017 AP® Calculus BC Free Response Examination, including student samples; the new Curriculum Framework

Peter Kaczmar

Peter Kaczmar has served as a math teacher for 30 years. Currently, he teaches both the AB and BC versions of AP Calculus. He has served as an AP Calculus Exam Reader since 2004. Peter has delivered a number of professional development events including: APSI workshops, has taught in the The University of Pennsylvania STEM Teacher Fellows Program, has worked with Johns Hopkins University’s Center for Talented Youth, and has delivered a number of in-house professional development workshops. He has consulted on a popular statistics textbook, as well as, an Algebra video series. Other curricular work found him developing Bridge Courses to help remedy the achievement gap. Through the nomination of former students, Peter has been awarded the MAA’s Edyth Sliffe Award for Distinguished Mathematics Teaching, and was named in Cornell’s Merrell Scholars Program.
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.

"A great opportunity. A must do if you are going to teach AP® Econ." – Elizabeth Karlan

"Take it! Very informative, great teaching strategies and a great learning environment." – Sarah Gillooly

"Informative and a great experience; instructor was experienced and knowledgeable." – P. Secreto

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ENGLISH LITERATURE AND COMPOSITION

This course is designed for teachers planning to teach Advanced Placement® English Literature and Composition or courses preparing students for AP® English.

In this course we will analyze the structure and content of the AP® Literature and Composition exam and explore the AP® English course, practicing and developing appropriate strategies for teaching literature suitable for the course. We will begin our session with a full analysis of the exam itself, and consider strategies that help our students prepare for both the essay responses and the multiple-choice section. We will review sample essays from the readings, conduct practice readings and discussions, and practice analyzing and constructing part-one questions, spending part of our time placing ourselves in the position of our students. We will practice effective classroom lessons designed to promote close reading and literary and rhetorical analysis. We will address such topics as the nature of the literary canon, the necessity of close reading, the frequency and extent of composition and revision, the development of voice, and the promotion of clear and cogent writing. Our main objective for the week is that participants develop or refine an AP® English Literature and Composition course syllabus and return refreshed and with enthusiasm to their students in the fall, who will be the chief beneficiaries of our work together this summer.

Course Objectives:

- To increase participants’ knowledge of the Advanced Placement® Program, including its guiding principles of Equity and Excellence, the impact of AP® Exams on college credit, and a range of approaches to integrating AP® into a school’s curriculum;
- To familiarize participants with the essay and multiple choice components of the AP® English Literature & Composition exam;
- To explore teaching strategies that support successful performance;
- To examine the type and range of literature appropriate for an AP® English Literature & Composition course;
- To design approaches that promote critical and analytical reading;
• To design writing assignments that reflect the writing process, particularly revision, and include opportunities to practice timed essay writing;
• To have a stimulating and enjoyable week.

Lawrence Scanlon

Lawrence Scanlon is retired from over thirty years of teaching at Brewster High School in New York, where he was chair of the English Department, teacher of both AP® English courses, adviser to the literary magazine, cross-country and track coach, and stage adviser for the school plays. He currently teaches English at Iona College and works as a writer and consultant. From 2005 through 2009 he served on the AP® Test Development Committee, and since 1995 he has been a Reader, Table Leader, and Question Leader at the AP® Reading. He also served on the PSAT Committee for ETS. He was awarded the Dean's Award for Excellence in Education from the State University of NY. He has conducted workshops and institutes in both AP® Language and Literature throughout the U.S. and in Canada, South America, Europe, Asia, and the Middle East. He is co-author of Teaching Non Fiction in AP® English (2005, 2012); The Language of Composition: Reading, Writing, Rhetoric (2007, 2012); Literature and Composition: Reading, Writing, Thinking (2010, 2017); and Conversations in American Literature: Language, Rhetoric, Culture (2014), all published by Bedford/ St. Martin's. He has also published articles on teaching and curriculum for College Board, The English Record, Business Insider, and elsewhere.

PHYSICS C

In this workshop, participants will strengthen their understanding of the content of AP® Physics C curriculum and familiarize themselves with teaching techniques that have been designed to increase student understanding through inquiry lab practices and problem solving. The content coverage is flexible according to participant need with emphasis on topics which are more difficult to teach and more challenging for the students to learn. This will likely include in mechanics: rotation (rotational inertia, torque, angular momentum, etc.) and oscillation, and in E & M: Gauss’s Law, Ampere’s Law, Biot-Savart Law, and Induction. The consultant will share an extensive set of AP® problems, quizzes, tests, labs, and other materials. Participants will learn content
with an emphasis on what is difficult for students; become familiar with College Board expectations of students and teachers; author their own AP®-style questions and rubrics; practice a set of guided inquiry labs (including low-tech options and labs for rotation); investigate teaching resources developed from Physics Education Research; work collaboratively to share and practice new strategies that maximize student understanding.

Participants are asked to bring the following to the Institute:
• A laptop (a USB or other external drive may be helpful)
• Labs, demonstrations, or teaching tips to share (optional).

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 is also a Math for America Master Teacher and a member of the College Board Consultant Advisory Panel. 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.
This workshop is designed to provide the participants with an overview of the 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 student 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 expected to bring copies of successful activities to share.

José M. Díaz

José M. Diaz is a former 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® 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.
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 that can be adopted for immediate use with students:

- 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.

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

Chris Olsen was a teacher of AP® Calculus for 19 years and AP® Statistics for nine years at George Washington High School in Cedar Rapids, Iowa. He was twice a member of the AP® Statistics Test Development Committee, question leader and table leader for AP® Statistics. Currently, he is an Educational Testing Service (ETS) consultant for AP® Statistics nationwide, AP® Statistics Community moderator, and is teaching statistics and experimental design at Grinnell College.

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JULY 17 – 21, 2017

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* plays. He currently teaches English at Iona College and works as a writer and consultant. From 2005 through 2009 he served on the AP® Test Development Committee, and since 1995 he has been a Reader, Table Leader, and Question Leader at the AP® Reading. He also served on the PSAT Committee for ETS. He was awarded the Dean's Award for Excellence in Education from the State University of NY. He has conducted workshops and institutes in both AP® Language and Literature throughout the U.S. and in Canada, South America, Europe, Asia, and the Middle East. He is co-author of *Teaching Non Fiction in AP® English* (2005, 2012); *The Language of Composition: Reading, Writing, Rhetoric* (2007, 2012); *Literature and Composition: Reading, Writing, Thinking* (2010, 2017); and *Conversations in American Literature: Language, Rhetoric, Culture* (2014), all published by Bedford/St. Martin's. He has also published articles on teaching and curriculum for College Board, *The English Record, Business Insider,* and elsewhere.

**ITALIAN LANGUAGE AND CULTURE**

This course gives participants an overview, as well as the requirements, of the AP® Italian Language and Culture Course and exam. Participants will also learn about 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 necessary AP® material, such as course description, exam specification, and student examples from various exams. Other highlights include: ideas for syllabus development and the opportunity to score student work from the 2017 exam with rubrics. Finally, participants will become acquainted with the electronic media used to support AP® teacher such as AP® Central, AP® Teacher Community and many, many 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. Also currently, teaches 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, currently College Board Consultant and teacher of the Italian AP® Summer Institute at various colleges. 2016 recipient of the President Award from NYSNAFLT

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.

“Although we have attended 1 day AP® workshops, this institute was incredible! I discovered things I didn’t know and will be bringing back to school this fall. It was awesome.” -- Cristina Modica

“Excellent organization and accessible. One of the best I’ve attended.”
– Ceti Vergara

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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 2018 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. In addition, time will be allotted during the week to discuss the AP Government Course Redesign and possible strategies for succeeding on the new 2019 exam. 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. We will also examine the upcoming changes to the AP US Government and Politics exam in 2019 by analyzing College Board recommendations for curricular and instructional change. This will include pedagogical suggestions and examples of possible assessments the students will be required to complete on the new exam.

**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.

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.

“It was a great experience the instructor was extremely knowledgeable and always willing to thoroughly extensively answer questions.” – Nicole Kalofonos
JULY 24 – 28, 2017

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 has most recently served as 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.

“Fran Trees is excellent and very knowledgeable. She gives you the tools and strategies to succeed.” -- Daniel Larkin

“The institute not only discussed the goals and expectations of the course and assessments, but it was delivered in a format to match the heart of the course itself.” – Jamila Mitchell

“Having participated in the institute, I can’t imagine teaching CS Principles without having participated in the institute.” – Peter Steed

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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 and will be reflected in the 2018 Exam. 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.
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.
HUMAN GEOGRAPHY

Advanced Placement® Human Geography is a high school course equivalent to a one semester introductory college course in Human Geography. Course topics include the nature and perspectives of geography, population, cultural geography, industrialization and economic geography, agriculture and rural land use, urban geography, and political geography. The workshop will focus on the new course articulation for AP® Human Geography developed in 2013. During the workshop, participants will be exposed to content information and will be expected to develop lessons, activities, and testing items. Suggested teaching materials and techniques will be reviewed. This includes syllabi, texts, videos/DVDs, computer software, web sites, and other resources. Participants will also be instructed in how the AP® Human Geography exam is prepared and scored. An additional goal for the week will be to develop meaningful field trips (even in urban areas!) to enhance the curriculum. Teachers should bring their 2016-17 school calendars, and encouraged (but not required) to read either Connectography: Mapping the Global Network Revolution by Parag Khanna, or Prisoners of Geography: Ten Maps that Explain Everything About the World by Tim Marshall.

Liliana (Lili) B. Monk

Lili has conducted numerous AP® teacher workshops and summer institutes, including two workshops at the AP® National Conference. She has worked as an AP® Human Geography reader, table leader, question leader and Assistant Chief Reader for thirteen years and served on the AP® Human Geography Test Development Committee from 2006-2013. She recently served as editorial consultant to the AP® test preparation guide of Pearson’s The Cultural Landscape: An Introduction to Human Geography textbook. In 2011, she received a Distinguished Teacher Award from the Fulbright Foundation to research and teach in Argentina. Her research on the impact of trains on depopulation of small towns led to the publication of an article in The Geography Teacher magazine in 2013, which received the Best Content Article award from the National Council for Geographic Education (NCGE) in 2014. Lili is the author of several other geography articles including Beijing: A City in Search of its Destiny, also published in the Geography Teacher in 2015, and New Trends in Cities and Suburbs in Advanced Placement Human Geography co-authored with Lisa Benton-Short and published in the Journal of Geography in 2016. Lili received a Distinguished Teaching Award from the National Council for Geographic Education in 2012, and was recently named one of 50 national Geography Teacher Fellows by the American Geographical Society. She is a member of the advisory committee of the Maryland Geographic Alliance.
Lili Monk taught both high school and college in Maryland. She currently teaches AP® Human Geography at Walter Johnson High School in Bethesda, MD. Lili Monk received her B.A. in History and Political Science (Magna Cum Laude) from the State University of New York at Buffalo. She has a Masters in International and Public Affairs (MIPA) from Columbia University (1978) and a Master of Arts in Teaching (MAT) from Johns Hopkins University (2000). Lili speaks six languages including Spanish, Portuguese, French, Chinese and Hebrew. Lili is married and has two children. She enjoys hiking, biking, swimming and of course, traveling!

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 County 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 his collection).

**WORLD HISTORY**

The APSI in World History will help teachers prepare their students for the redesigned AP® World History exam. We will concentrate on teaching Historical Thinking Skills and on planning an AP® World History course. A substantial amount of time will also be spent on developing student writing skills and evaluating student writing based on the new rubrics.

**Kit Wainer**

Kit Wainer is a New York City High School teacher with 29 years’ experience, including 19 years teaching AP history courses. He is also an AP World History Reader.

“Fordham was a great place to host this Institute [AP® Calculus]. I enjoyed the cleanliness and the spacious courtyard.” –Deedee Henderson
Tuition
Tuition includes complimentary breakfast and College Board materials specific to your content area. Attending an institute will also provide you with 40 professional development hours whether or not you sign up for credit or no credit. Below is a list of the tuition cost for each institute:

- $899 = Tuition for students who are not taking the institute for graduate credits (non-credit)
- $4,020 = Tuition for students taking the institute for three graduate credits
- $1,618 = Tuition for the 9-Day AB Calculus and Review institute for students who are not taking the institute for graduate credits (non-credit)
- $5,200 = Tuition for the 9-Day AB Calculus and Review institute for three graduate credits

Scholarships for Non-Public School Personnel
- 40% of tuition charges = Persons employed full time as professionals in a non-public, religiously affiliated school, may apply for and receive a scholarship.
- 50% of tuition charge = Any person employed full time in a Jesuit-affiliated school may apply for and receive a scholarship.
- To apply, eligible participants must complete a special application, available from the Center for Catholic Leadership and Faith-Based Education at Fordham University.
- 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.
- The applicant must supply proof of full-time professional employment at a non-public, religiously affiliated school.

Registration
To register online, please use the online registration form www.fordham.edu/apinstitutes. Your registration will be confirmed by email. If you have questions or any difficulty, contact us at apinstitutes@fordham.edu or 212-636-7235.

Registration for these institutes must be made in advance. 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 below, 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 which is 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 $590 per person for a one-week (5-night) stay or $118 per night, per person. Summer housing is available only on a first-come, first-served basis. The maximum number of nights a participant can stay in the residence hall is six; however, exceptions may apply to participants enrolled in more than one institute. To register for housing please mark your interest on the registration form.

Make all checks payable to Conferences Services at Fordham University and send to:
AP Institutes
113 West 60th Street, Room 1008B
New York, NY 10023
Attn: Sudanê Del Valle.

Housing payments must be paid separate from tuition payments and received by the start of the institute

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