

Course Descriptions

CALCULUS AB

Gerald Pockl, of John Marshall High School, West Virginia, has been teaching AP Calculus since 1984, and has been an AP reader since 1996 and a table leader since 2001. He is the author of the six “free response” questions for Houghton-Mifflin’s AP Online Test Preparation (Dec. 2004). This session will provide thorough coverage of the concepts and ideas of AP Calculus, with emphasis on both teaching strategies and test taking tips. The format of the exam will be explored with analyses on the multiple choice, free response, and calculator active portions of the test. Reform topics will be covered and insights into the grading rubrics will be provided. It is recommended that participants bring a graphing calculator.

ENGLISH LANGUAGE AND COMPOSITION

John Brassil, of Mt. Ararat High School, Maine, has taught AP English Language and Composition for more than 20 years. A table leader at the AP English Language and Composition reading, he has conducted AP summer institute sessions and professional development workshops throughout New England and in Canada. He also mentors new AP English Language teachers in Maine. Essays, speeches, letters and memoirs are central to instruction in this session. However, important changes are coming to the examination which will affect the character and content of AP English Language courses. New and experienced teachers of AP English will be able to establish or revise their AP practice around nonfiction, focusing on activities that accompany close reading and rhetorical analysis. The session also will address ways to help students write effective arguments and synthesis essays. Participants will bring new approaches and materials into their courses by designing model units. Recent AP examination questions and scoring practices will be reviewed.



ENGLISH LITERATURE AND COMPOSITION

Thom Wade has been teaching AP Literature at Arroyo Grande H.S., Calif., for the past fifteen years. He has been an AP reader and table leader for the past eight years. He received his National Board Certification in 2002 and has presented at numerous state and national conferences including a session at the 2003 National Advanced Placement Conference. This session will give participants an overview of various approaches to teaching an AP English Literature and Composition course. The underlying assumption is that a successful AP English course involves providing students opportunities to examine challenging literature in classroom environments where interpretation and effective communication are elemental. Participants will be engaged in a variety of activities designed to stimulate their thinking about the design of a rigorous AP curriculum and to generate materials ready to use in their classrooms next year. In addition, participants will examine methods for encouraging incisive interpretation and engaging class discussion.

ENGLISH: PRE-AP/TOPICS FOR VERTICAL TEAMS

Claudette Lachance Brassil, Mt. Ararat High School, Maine, currently teaches AP Language & Composition, has taught Pre-AP English courses and has pioneered the Pre-AP / Vertical Teams concept in her school district and region. She has conducted Pre-AP / Vertical Teams workshops and AP course development sessions across New England and is a National Workshop Leader for Pre-AP. This session applies

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to any English course of study that equips students with the academic proficiencies and habits of mind needed to undertake successful college-level English study in AP English Language and Composition, AP English Literature, or post-secondary courses. Teachers will work closely with the AP Vertical Teams Guide for English and other resources that address the topics, concepts, and skills vital to student success in AP English courses. Techniques and strategies for teaching close reading, literary analysis, rhetoric, and writing will be considered as participants develop instructional approaches and shape curriculum for their particular pre-AP classrooms. Teams as well as individual teachers are encouraged to attend.

ENVIRONMENTAL SCIENCE

James Serach, M.S., Science Department chair at Lawrence Academy, Mass., has taught Advanced Placement Environmental Science, Biology and Chemistry. He is involved in AP Environmental Science as a workshop consultant and instructor and has been a reader, table leader, and question leader for the exam reading. He has conducted many workshops and presentations on teaching in the field and the laboratory, interpreting and collecting data, and using case studies. In this session, participants will learn about the development and grading of the AP test, discuss and evaluate teaching resources, and experience several different kinds of lessons and student-centered experiences. You will be expected to produce a draft syllabus for a year-long AP Environmental Science course at your own school. Through studying, designing, and carrying out experiments, students really learn how the process of science works. Field experiences provide an opportunity to get outside and collect real data and, in doing so, help nurture a “sense of place” in students and get them to look closely at their surroundings. Cemeteries, power plants, water treatment facilities, fields, ponds and forests, even lawns and campuses are rich sources of inquiry-based projects.



EUROPEAN HISTORY

Dr. Lenore Schneider has taught AP European History for 15 years at New Canaan High School, Conn., where she also teaches AP World History. She has served as table leader for ten years at the scoring of the national AP test, been a member of the AP European History Test Development Committee, and taught numerous workshops and institutes in the past years. This session is designed to help teachers address some of the key challenges of the course: coverage of the content, development of critical thinking skills, success on the AP test, and stimulating student engagement. Teachers will also examine the Document Based Essay and Free Response Essays in terms of strategies, the College Board scoring rubric, and the analysis of actual student papers. Participants should bring some of their best practices (lessons, resources, unit plans, books, films and syllabi) for sharing and discussion with the group.

FRENCH LANGUAGE AND LITERATURE

Mona Mulhair teaches AP French Language and Literature at Las Lomas H.S., Walnut Creek, Calif. She has been a reader and consultant for the College Board since 1995. She was a member of the test development committee and has been a table leader since 2001. She has conducted numerous workshops in the U.S. as well as in France and Canada. In 2002, she presented French AP language and Literature in the First National AP Conference in Chicago and was certified as a National Consultant Leader for the College Board. Participants should bring one successful activity to share with others in the session, and also a reliable web site to

share (for French songs, books, proverbs or idiomatic expressions). Those planning to concentrate more on AP Literature, should familiarize themselves with the AP French Literature list (books, novels, & poets). Participants registering for credit status will be required to write two activities that they will be able to assign to their own students: one for the Speaking section; the other for the Writing section. These participants also will be asked to prepare a one-week plan for their AP students.

LATIN: VERGIL

Jill Crooker taught Latin, all levels including AP Vergil and AP Latin Literature, for more than 25 years at Pittsford Mendon High School, N.Y. She has served as Reader, Table Leader, and presently Question Leader for samples for more than 10 years. She has conducted numerous AP summer institute sessions and has led professional development workshops in Maine and New York, as well as at The American Classical League Institutes for many years. She presently serves as the College Board Advisor on the AP Latin Test Development Committee and has responsibility for the professional development needs of teachers. This workshop will give both new and experienced AP teachers the opportunity to read excerpts from books 1, 2, 4, 6, 10 and 12 of Vergil's *Aeneid* – with special attention to strategies for teaching and grading short essays, grading literal translations, and ways to check on homework and content that give variety to instruction. Teachers will work to compile an assortment of passages, test questions, scoring rubrics and essay templates to use in their classes. Participants are encouraged to bring a laptop computer if possible.



SPANISH LANGUAGE

Milagros Juan-Ojermark is now serving as an Exam Leader at the AP Spanish readings, and has served in the past as a Reader, Table Leader and Question Leader. She has taught numerous College Board Workshops and Summer Institutes, and as a National Leader Consultant she is involved in consultant training and cognitive observations for the College Board. Milagros has chaired various academic and professional committees, conducted workshops, presented at conferences, weeklong workshops, and is a Chief Reader for the Spanish PRAXIS exam. She has been part of the College Board Steering Committee for the Advanced Placement Conferences and chaired the CB Western Regional Academic Committee. In this AP Spanish workshop, participants will address issues of curriculum, a general overview of the new Spanish AP Language Exam as well as course pacing, scheduling, and scope / sequence. They will evaluate textbooks, materials, resources, preparation, methodology and challenges. Participants will place emphasis on how a successful course is organized, including syllabi, curriculum materials and effective teaching strategies, and will complete an in-class presentation / capstone project. Participants are encouraged to bring copies of successful activities to share.



STATISTICS

Brendan Murphy, John Bapst High School, Bangor, Maine, is a College Board national trainer and consultant for AP Statistics. He is a State of Maine Mentor for AP Statistics and is currently running a mentoring program for the Maine Department of Education. This session is designed for beginning as well as experienced teachers and will focus on the four major content areas: 1) Exploratory Data Analysis; 2) Planning a Study/Experiment; 3) Probability and Simulation;

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4) Statistics Inference. Strategies and pedagogy to effectively present statistical concepts covered under the College Board curriculum as well as an in-depth discussion of the AP Statistics exam will be offered.

U.S. GOVERNMENT AND POLITICS

Dr. Paul Weizer, of Fitchburg State College, Mass., has been actively involved with the AP Government and Politics program for many years. He has been an AP reader for seven years and has conducted AP workshops and summer institutes since 1998. This session will address curriculum issues and provide a detailed overview of the AP Government and Politics exam. The mornings will focus on how to present the AP Government course, including syllabi, curriculum materials (texts and audio-visual resources) and effective teaching strategies. Afternoons will focus on the AP exam, the scoring of free response essay questions and the structure of the multiple choice section, and will provide tips on preparing students for the exam.



U.S. HISTORY

Jim Glinski has 30 years experience as a teacher and department chairperson at Xaverian Brothers High School in Westwood, Mass. He has served as a Reader and Table Leader at the AP U.S. History Exam Reading; been a consultant for workshops in AP U.S. History and AP European History; and received the College Board's New England region's Advanced Placement Recognition Award for Excellence in Teaching. This workshop will provide participants with insights into the development and reading of the AP U.S. History Exam as well as new developments in the AP curriculum, including the emphasis on themes and in-depth coverage. It will combine an exploration of both the content and the development of effective teaching strategies, including the use of technology, necessary to design or revise a successful AP course. Participants should bring some of their best practices, as well as any problems they have encountered, for sharing and discussion.



WORLD HISTORY

Michele Forman, Middlebury Union H.S., Vermont, was National Teacher of the Year in 2001. She is a member and former chair of College Board Academic Advisory Committee for History, former member of Educational Testing Service's Test Development Committee for the SAT II World History exam, member of the Curriculum Task Force that wrote the National World History Standard, and a recipient of the Mary K. Bonsteel Tachau Pre-Collegiate Award from the Organization of American Historians. A College Board consultant in AP World History since its inception, she is an AP World History Content Advisor for the College Board's AP web site. This session will prepare participants to develop and teach an AP course in world history and prepare students for the AP World History exam. Participants will use periodization and global themes and interactions to select content coverage and develop a world history syllabus. Practical strategies for teaching AP World History including setting standards for evaluating student performance will be emphasized in this session.

For more program information, contact: Richard Dennison, Saint Joseph's College, AP Summer Institute Director, 800-343-5498 ext. 7512, or apsi@sjcme.edu **Web site:** www.sjcme.edu/apsi