

# 2018 MONTANA Advanced Placement®\* SUMMER INSTITUTE

June 25-28, 2018, in Missoula, Montana

This AP Summer Institute has been endorsed by



Advanced Placement  
Program

## Five subject areas

- AP® Calculus AB
- AP® Chemistry
- AP® English Literature and Composition
- AP® Spanish Language and Culture
- AP® United States Government and Politics

To help Montana high schools and teachers implement and build quality AP® programs that

- Foster student engagement.
- Develop college/career-ready students.
- Prepare students for success on AP® exams.

Register early to ensure space is available and to receive the early registration discount.

- Registration opens on January 15, 2018.
- College Board nation-wide promotion begins in February.
- Early registration discount available until April 25, 2018.
- [Register here.](#)

Need financial assistance? Check out the [College Board's Rural Fellows Program](#). Application deadline is February 15, 2018.

Just getting AP® started at your school? Check out the [College Board's helpful process graphic](#).

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## Plan to participate if you

- Want to teach an AP® course in the near future.
- Are currently teaching an AP® course and want to hone your skills.
- Need to update your skills and/or syllabus for an AP® course, especially AP® United States Government and Politics—a course that will have a new format and exam for school year 2018-19.
- Serve as a distance learning facilitator for an AP® course through Montana’s Digital Academy or other provider.
- Want to upgrade your marketability in the teaching profession.

Each of the five workshops will support the needs of both new and experienced AP® teachers and are directed by exemplary consultants who have been selected for this work by the College Board. Full presenter biographies, workshop syllabi, supply lists, and schedules appear below.

Workshops are anticipated to fill up quickly, so register early to reserve your space. Each workshop is limited to 30 participants. Successful registrants will be notified by email. When a workshop is full, further registrants will be placed on a waiting list.

## The costs of the Institute are

- \$500 participant tuition if registered before April 25, 2018. Includes lunch Monday through Thursday (Out of state AP® Summer Institute tuition is typically \$525-\$750).
- After April 25, tuition increases to \$525.
- Additional \$50 lab fee applies for participants in AP® Chemistry.
- Travel, lodging, and meals are the responsibility of school districts or participants.
- \$200 for optional, two graduate continuing education credits from the University of Montana.
- No additional cost for 30 renewal units.

Each workshop participant will receive workshop materials on a USB drive and/or in a binder. A variety of applicable textbooks and other resources will be available for review and, in some cases, will be distributed to participants.

The location of the Institute will be Sentinel High School, 901 South Avenue West, Missoula, Montana. Meet at Sentinel High School at 8 a.m., Monday, June 25, for check in and orientation. Workshops run from 8 a.m. to 4:30 p.m. for four days. Participants will receive parking and entrance instructions by email the week before the institute.

## Lodging in Missoula

The following Missoula motels welcome APSI participants

Motel and Address	Rate	Rate Details	Rate Expiration	Amenities	Telephone	Website or booking link
Grant Creek Inn 5280 Grant Creek Rd.	\$129 per night	For up to 4 people	June 3, 2018	Deluxe breakfast buffet; coffee maker and refrigerator in room; pool; sauna; free parking	888-543-0700	<a href="#">Best Western Grant Creek Inn</a>
Holiday Inn Downtown 200 S. Pattee	\$94 per night	Code: MRE	May 10, 2018	Pool; on-site restaurant and lounge; free parking	406-532-2059	<a href="#">MT Regional Education Service</a>
Holiday Inn Express	\$125 per night	Choose dates & look for rate	May 24, 2018	Breakfast buffet; coffee in lobby; refrigerator and microwave in room; coffee maker; pool; 24-hour fitness center; free parking	406-830-3100	<a href="#">HI Express</a>

## Presenter Briefs and Course Synopses



### ***AP® Calculus AB with Karen Sleno of Flushing, Michigan***

Ms. Sleno has taught AP® Calculus for 18 years and has been an exam reader for 11 years. Her workshop will focus on exploration of the subject of calculus using the expectations of the College Board as a lens. Her own high school experience was spent in a school of fewer than 400 students, so she is excited to bring the opportunity of AP® courses to rural Montana schools and giving Montana students the best possible preparation for college and for life. Ms. Sleno holds a master of arts in mathematics from Oakland University (1998) and a bachelor of science degree from Saginaw Valley State University (1991). She has been teaching math at Flushing High School in Flushing, Michigan, for 23 years, where she has also served as department chair, education association representative, Quiz Bowl coach, and Mu Alpha Theta advisor. In addition, she is an adjunct instructor at Mott Community College in Flint, Michigan. Her College Board/AP® Experience includes three years as an AP® Calculus Consultant, five years as an AP® Calculus AB Reader, and seven years as an AP® Calculus AB Table Leader.

### ***AP® Calculus AB Tentative Syllabus***

#### Monday, June 25, BIG IDEA: LIMITS AND THE MPAC

- Opening/Introductions (30 minutes).
- Overview of the Workshop (30 minutes).
- Participant Inventory (20 minutes).
- The AP® Calculus Teacher’s Resource Toolkit.
- Big Idea: Introduction of Limits.
- Limits Activities (inserted as appropriate during #4 and #6) (1.5 hours).
- Applying the MPACs to the study of Limits.
- Building a Unit on Limits.

#### Tuesday, June 26, BIG IDEA: DERIVATIVES AND THE MPAC

- Recap of Day One (15 minutes).
- Equity and Access: Open Table Discussion (30 minutes).
- Big Idea: Derivatives.
- Applying the MPACs to the study of derivatives.
- Derivative Activities (inserted as appropriate during #2, #3, and #5).
- Spiraling Limits through the Study of Derivatives.
- Building a Unit on Derivatives (30 minutes).

#### Wednesday, June 27, BIG IDEA: INTEGRALS AND THE MPAC

- Recap of Limits and Derivatives (20 minutes).
- Big Idea: Integrals (3 hours).
- Applying the MPACs to the Study of Integrals (2 hours).
- Integral Activities (to be selected from the following) (45 minutes).
- Spiraling Limits and Derivatives through the Study of Integrals (30 minutes).
- Building a Unit on Integrals (45 minutes).

#### Thursday, June 28: BC TOPICS, THE AP® EXAM, and PLANNING AN AP® COURSE

- What Have We Learned so Far? (30 minutes).
- Big Idea: BC Topics (time will vary depending on workshop participant needs).
- Proficiency with the MPACs (2 hours).

- The Five Commandments of Calculus and Their Application to Written Responses (1.5 hours).
- Practice Reading of Free Response Questions (1 hour).
- Planning Your AP® Calculus Course (2 hours).
- AP® Central, Teacher Communities, and Becoming an AP® Reader.
- Final Thoughts/Evaluations/Closing (30 minutes).

Participants should plan to bring a laptop computer, tablet, or iPad and a calculator (a graphing calculator is preferred).



### ***AP® Chemistry with Ken Porush of San Jose, California***

Mr. Porush has taught middle and high school science courses since 1989, and AP® Chemistry for more than 23 years. He has served as a consultant to the College Board since 2002 and read AP® Chemistry exams from 2001 to 2007. He also has served as a reader for the Praxis exam. Mr. Porush earned his B.S. in psychobiology and his M.Ed. in secondary education, both from UCLA. His workshop will provide both beginning and experienced AP® Chemistry teachers with a working understanding of the curriculum and exam, including hands-on lab activities and group work sessions. His labs are typically low-cost and easy to set up and many are based on the inquiry model as promoted by the College Board. He believes that a successful AP® Chemistry course must be constructed to meet students where they are and to move them to a place where they

are outstandingly prepared for a college chemistry course and many future challenges.

### ***AP® Chemistry Tentative Syllabus***

This workshop will provide beginning and experienced AP® Chemistry teachers with a basic understanding of the AP® Chemistry curriculum and test and assist them with organizing their course for the first time and/or making modifications to an existing framework.

Participants will participate in hands-on lab activities as well as group work sessions to learn about the curriculum and its application to the AP® test, and expand problem-solving strategies for AP®-style questions.

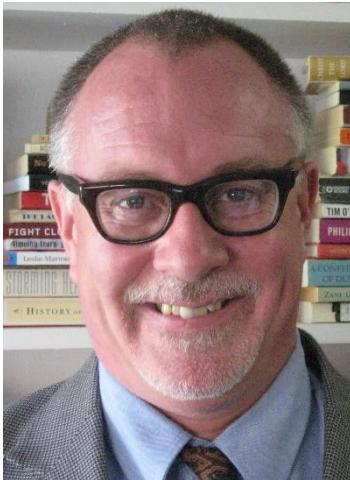
Participants will learn about the recent modifications to the AP® curriculum and test. The course will allow for discussion of the new exam format and sample test questions. Time will be provided for participants to work on reformatting traditional labs to fit the inquiry model and to discuss challenges of adapting to the new curriculum/test.

Topics will include the following:

- Hands-on labs and demos for classroom use.
- For new teachers:
  - Establishing an AP®-level lab program.
  - Introduction to the AP® Chemistry curriculum and exam.
- Planning out an AP® Chemistry calendar (and sticking to it).
- Questions and answers from new and experienced teachers.
- Discussion of the recent curriculum revision, and discussion of sample exam questions, released sample exam(s), and current exam(s).
- Revising current labs to fit the inquiry model.
- Collaboration time for new and experienced teachers.
- One major topic from the AP® curriculum addressed each day, with two to four relevant labs/demos.
- Sample AP® test questions and helpful hints for preparing students for the AP® Chemistry exam.
- A thorough review of the 2015 AP® Chemistry exam.

Participants should plan to bring:

- A scientific calculator.
- 2017 AP® Chemistry exam, with all problems attempted!
- Safety glasses and lab-appropriate attire (long pants, closed toed shoes).
- AP® Chemistry textbook, if you have one.
- laptop computer, tablet, or iPad.
- Electronic copies of a favorite lab or demo to share/discuss.
- Hard or electronic copies of a traditional lab or activity that you would like to level up to AP® standards or modify into an inquiry exercise.



### ***AP® English Literature and Composition with J. Ryan Hoague of Altadena, California***

Mr. Hoague has been serving as an exam reader for the College Board for 16 years and has been presenting at Advanced Placement® Summer Institutes since 2003. He cochairs the English department at Temple City High School where he has been an active leader and teacher for 23 years. He describes himself as a student-centered teacher and believes that experiencing success in an AP® course prepares students for the future that awaits them, focusing especially on the ability to write, think, and engage with others.

Participants in this workshop will explore all the parts of AP® Literature and Composition as well as practice strategies that are useful in teaching any English course.

### ***AP® English Literature and Composition—Tentative Syllabus***

Our session is designed to engage all aspects of teaching AP® Literature and Composition from overall philosophy to pragmatic details. While we have an agenda packed full of activities and materials, the very nature of bringing together a group of teachers suggests a collegial atmosphere conducive to the exchange of ideas. Consequently, some adjustments may occur to meet the needs and concerns of the participants.

Monday, June 25, morning

- Introductions: name/nickname; where do you teach? What do you teach? How long? Tell us one interesting thing about yourself.
- Review the agenda and assignments.
- Brainstorming: What do you want to take away from this workshop? What should students learn and be able to do in AP® English Literature and Composition? Which students should take the course? College Board Equity Policy.
- Introduce Global Commentary: Cardinal Woolsey's speech from *Henry VIII*.

Monday, June 25, afternoon

- Small group and class discussion: Philosophies of student writing. How often should students write? What kind of writing do you assign? How do you provide feedback? What is the role of the revised, typed essay in your classroom? Do you assign a research paper? Why or why not?
- Mr. Hoague's philosophy of writing (handout).
- The Big Picture: AP® English Literature and Composition course design in connection with philosophies of writing. How many novels and plays? How many poems? How many in-class essays? How many at-home essays? What to do about AP® multiple-choice practice? The Course Audit.

- **Assignment #1 HW:** Carefully read and annotate the 2018 Poetry Prompt and Scoring Guide. Write at least three questions or comments related to the prompt. We will discuss before the mock scoring session tomorrow afternoon.

Tuesday, June 26, morning

- E-tour of AP® Central.
- Distribute College Board materials.
- Discuss syllabus design and the course audit.
- Assignments and activities for poetry, novels, and plays.
- Activity: Analysis of past AP® prompt (handout). Focus on close reading.

Tuesday, June 26, afternoon

- Brainstorming and handout: Differentiating instruction.
- Discuss Assignment #1: Analysis of the 2018 Poetry Prompt and Scoring Guide.
- Mock scoring session of sample student poetry essays.
- **Assignment #2 HW:** Carefully read and annotate the 2018 Prose Prompt and Scoring Guide. Write at least three questions or comments related to the prompt. We will discuss before the mock scoring session tomorrow afternoon.

Wednesday, June 27, morning

- Read “Answer the Question!: Guidelines for timed writing.”
- Discuss “Guidelines for Questions 1 and 2” and “Guidelines for Question 3.” AP® prompt activity.
- The role of the typed revised essay in AP® Literature and Composition.
- Summer work and after the exam.

Wednesday, June 27, afternoon

- Ask the AP® Reader: structure and atmosphere of the AP® Reading, standards and rubrics, and reader expectations.
- Discuss Assignment #2: Analysis of the 2018 Prose Prompt and Scoring Guide.
- Mock scoring session of sample student prose essays.
- **Assignment #3 HW:** Carefully read and annotate the 2018 Open Prompt and Scoring Guide. Write at least three questions or comments related to the prompt. We will discuss before the mock scoring session tomorrow afternoon.

Thursday, June 28, morning

- Pacing of curriculum units and the academic year.
- An apology for the nonfiction research paper.
- Analyze/discuss more past AP® Literature and Composition prompts or TBA.

Thursday, June 28, afternoon

- Discuss Assignment #3: Analysis of the 2018 Open Prompt and Scoring Guide.
- Mock scoring session of sample student open essays.
- Filling in the gaps and coming to conclusions.
- Evaluation of our week.

Participants should plan to bring a laptop computer, tablet, or iPad.



## ***AP® Spanish Language and Culture with Sandra Franco of Tucson, Arizona***

Ms. Franco is a retired Spanish teacher, formerly at University High School in Tucson, Arizona. She taught for more than 30 years at the elementary, high school, and college levels. She taught AP® Spanish Language for 21 years and AP® Spanish Literature for 18 years and is currently a consultant for the College Board; a pursuit that she enjoys greatly. She has earned several awards including the National Society of High School Scholars' Outstanding Achievement and Excellence in Teaching Award in 2004 and the College Board's Exemplary AP® Teacher Award in 2006. She authored the College Board's 2007 Tips for Teachers guide for AP® Spanish Language Teachers. Participants in this workshop will leave with a full understanding of the learning necessary for success on the AP® exam, as well as ways to prepare students to use the Spanish language in the real world.

### ***AP® Spanish Language and Culture Tentative Syllabus***

This workshop will cover the structure of the AP® Spanish Language and Culture course and exam including culture, authentic materials, theme-based instruction, and the three modes of communication: interpretive, interpersonal, and presentational. We will discuss the curriculum and successful strategies to teach classes of all sizes, as well as native and non-native speakers. Teachers are expected to actively participate in the workshop and share best practices with the entire group.

Topics include:

- Creative strategies and techniques.
- Review of textbooks, the Internet, and authentic materials.
- Student skills that need to be reinforced on a regular basis.
- Analyzing and reviewing sample tests.

Monday, June 25

- Description of the AP® Spanish Language and Culture Exam, changes, and the course audit.
- Syllabus for AP® Spanish Language and Culture.
- Teacher Strategies for Teaching AP® Spanish Language and Culture.
- Interpretive communication, print texts (reading, vocabulary, graphs), ideas, and strategies.
- How to teach reading and vocabulary.

Tuesday, June 26

- Print texts strategies, continued.
- How to use the Internet for reading comprehension.
- The use of music and videos in the classroom.
- Interpretive communication: audio texts (listening) comprehension strategies.
- How to make the most of Internet sites for listening comprehension.
- Interpersonal and presentational writing ideas and strategies.

Wednesday, June 27

- Interpersonal and presentational writing strategies, continued.
- Interactive writing activities.
- Ideas for writing an excellent composition.
- Interpersonal and presentational speaking ideas and strategies.
- Using technology for speaking practice.
- How to incorporate grammar into assignments.

Thursday, June 28

- Interpersonal and presentational speaking strategies, continued.
- Review and discussion of test samples.
- Sharing of methods, strategies, and techniques.

Prior to the workshop, participants should read or listen to:

- [AP® Spanish Language and Culture course and exam description.](#)
- [Audio files of above.](#)
- If you've completed the AP® audit, sign up for the online discussion group, [the AP® Teacher Community for AP® Spanish Language & Culture.](#)

Participants should plan to bring

- Paper and pencils.
- A language lesson of any level, but preferably third year or above, that has worked well for you.
- The titles of current AP® textbooks and supplementary materials that you are using and/or with which you are familiar.



### ***AP® US Government and Politics with Anthony Dalasio of Factoryville, Pennsylvania***

Mr. Dalasio has been a teacher and Humanities Department Chairman at Lackawanna Trail Junior-Senior High School for 29 years and has taught numerous Advanced Placement® courses for 20 years, including U.S. Government and Politics, U.S. History, Macroeconomics, Microeconomics, and Comparative Government. He has served as a reader for AP® exams in U.S. Government and Politics, Economics, and Comparative Government, and he has presented workshops and institutes for the College Board in AP® U.S. Government and Politics for 17 years. In addition to his AP® work, he has been an adjunct faculty member at both the University of Scranton and at Keystone College in both the history and education departments. An avid traveler, Mr. Dalasio taught for two years in San Pedro Sula, Honduras, and participated in the Fulbright Teacher Program in Japan. Through the Fulbright Teacher Exchange Program, he spent a year teaching at a magnet school in Estonia. In his spare time, Mr. Dalasio is an avid golfer and Philadelphia sports fan.

### ***AP® United States Government and Politics Tentative Syllabus***

This course is designed to prepare teachers to teach Advanced Placement® U.S. Government and Politics. This institute will address the scope and sequence of the AP® U.S. Government and Politics course. We will cover the full cycle of an AP® course: selection of students (and a full discussion of equity and access policies), summer reading, the AP® course audit, teaching units, and PowerPoint presentations, projects, constitutional foundations, and the interactions that result in the formulation of political policy. There will be readings, curriculum unit development, practice tests, and computer time for project development, as well as a thorough review of questions from the most recent examinations. Participants will see a variety of approaches and should be prepared for an interactive experience. The instructional approach includes some lecture, discussion of concepts, analysis of materials, and development of sample units of study. Please note that there will be a great deal of attention to changes in the test for 2018-19. This will be the first year of the redesigned test format, so Mr. Dalasio will include lessons from College Board that focus on this newly revised curriculum.

## **Instructional Philosophy**

Mr. Dalasio believes that the goal of this Institute is to combine the pedagogy necessary to understand how to teach AP® U.S. Government and Politics to high school juniors and seniors with a practical understanding of what is expected of students on the AP® U.S. Government and Politics exam. Participants who have completed the institute will be well-prepared to develop a curriculum for an AP® U.S. Government and Politics course, be prepared to teach that course, and have a familiarity with both the course and the AP® test format so that their students will experience success in the course. More importantly, they will understand how to get this material across to junior and senior class students.

## **Course Objectives**

Participants in this Institute will

- Become familiar with the objectives of the AP® U.S. Government and Politics course.
- Develop an understanding of the content areas that are covered by the exam.
- Develop the ability to analyze Internet resources available for teaching the course.
- Compare and contrast some of the resources available for the teaching of this course, and make decisions as to the materials that would best serve the needs of their students.
- Complete a unit plan in a day-to-day format that can be used in teaching one of the six major units associated with the AP® U.S. Government and Politics course.
- Complete a preliminary syllabus for the year with plans as to what will be taught, how much time will be allotted to each unit, and some of the outside resources to be utilized.

## **Course Resources**

- AP® Teacher Guides/Course Description.
- Internet/World Wide Web/List serves.
- Videos as appropriate.
- Various texts/readers, including the following:
  - **American Government**, James Q. Wilson and John J. Dilulio
  - **Government in America: People, Politics, and Policy**, Lineberry, Edwards, and Wattenberg
  - Lanahan **Readings in the American Polity**, Ladd and Serow, eds.

## **Course Schedule**

Monday, June 25, morning

- Introductions all around and networking list.
- Hand out and discuss syllabus for the week.
- What do you want to get out of this Institute?
- Recruiting students for your course.
- Background on the AP® program.
- Review the three goals and the six major topic areas of the AP® program.
- Class curriculum (sample syllabi) teaching to the test vs. student interest.
- Review of test format and changes in test format over time.
- Lesson plan homework.
  - Choose a text, be able to critique it, positives and negatives.
  - Choose a topic from week's agenda (One of the AP® topic areas).
  - Develop a unit plan on the topic, and write it out.
  - Develop a roughed-out syllabus for the year.
  - Write two short essay questions with rubrics for that topic.
- Readings: Federalist # 10.

Monday, June 25, afternoon

- Taking the test. Take the multiple choice test from 2009 and score the answers.
- Introduction to the free response portion of the exam. Remember: students are graded according to the rubric, not according to traditional grading procedures.
- Go through one question from the 2004 or 2005 grading. Go through the rubric and then review student papers and explain why each essay was scored the way it was.
- Readings: Edwards, Table of Contents.

Tuesday, June 26, morning

- General teaching methods: stress concepts that give students basic analytical concepts.
- Expanding/elaborating on the texts.
- Lecture: pros and cons.
- Simulations, debates, etc.
- Socratic Method (asking leading questions).
- “Attila the Hun”: no rules, adversarial debate.
- Timeline for an effective course: one semester, two semesters, block, quarters. Life after the exam.
- Readings: Lanahan, Table of Contents, Readings on Constitution.

Tuesday, June 26, afternoon

- Introduction to Constitutional Underpinnings.
  - Sample lecture.
  - Unit objectives.
  - Important vocabulary and ideas.
  - Possible essay topics.
  - Possible projects.
  - Using the reader.
  - Lesson from College Board: Federalism, the Commerce Clause, and the Tenth Amendment.
- Readings: Lanahan, Table of Contents, Reading 5.
- Computer work. Examination of a wide variety of websites and materials. Special focus will be on websites focused upon by the various texts and readers.
- Videos: views on the Bush/Obama administrations.

Wednesday, June 27, morning

- Introduction to Political Beliefs and Behaviors.
  - Sample lecture.
  - Objectives of the unit.
  - Important vocabulary and ideas.
  - Possible essay topics.
  - Possible projects.
  - Using the reader: **War Between Washington and the States**.
  - Lesson from College Board: Social Order and Civil Liberties: Examining the Second and Fourth Amendments.
- Introduction to Political Parties, Interest Groups and Mass Media.
  - Objectives of the unit.
  - Important vocabulary and ideas.
  - Possible essay topics.
  - Possible projects.
- Additional computer time. This can be used for work on the unit plan, reviewing websites and other Internet material for class, and developing essay questions with rubrics for Thursday’s presentation.
- As time permits, videos: media views of the 2000-2016 elections.

- Reading: Wilson, Chapter 9.

Wednesday, June 27, afternoon

- Introduction to Institutions of National Government.
  - Objectives of the unit.
  - Important vocabulary and ideas.
  - Possible essay topics.
  - Possible projects (sample: Mock Senate).
  - Lesson from College Board: The Development and Application of the First Amendment.
- Introduction to Public Policy.
  - Objectives of the unit.
  - Important vocabulary and ideas.
  - Possible essay topics.
  - Possible projects.

Thursday, June 28, morning

- Introduction to Civil Rights and Civil Liberties.
  - Objectives of the unit.
  - Important vocabulary and ideas.
  - Possible essay topics.
  - Possible projects (sample: case law presentations).
  - Using the reader.
- As time permits, time to complete work in computer lab on unit plans and reviewing textbooks and lesson plans.
- Reading: Lanahan on Bureaucracy.

Thursday, June 28, afternoon

- Unit plan presentations.
- Textbook evaluations.
- Secrets to the test.
- Review book: How to best utilize them.
- “Cramming” for the test.
- Final evaluation.

Please note that Thursday afternoon, you should have completed a unit plan (written), a rough yearly plan (written) and be ready to present two essay questions with rubrics, and review a text or reader (orally).

As time permits, we will continue with an examination of the rubrics from 2007-2017 and answer any other questions participants may have.

I believe that this Institute will also prepare participants to teach AP® U.S. Government.

This syllabus is flexible. We will make adjustments as/if necessary.

Participants should plan to bring:

- A laptop computer, tablet, or iPad.
- All materials you'll be using to teach the course, including:
  - texts
  - syllabus
  - other materials (including an activity or project that has worked well in the past)