

2017
MONTANA

Advanced Placement®*

SUMMER INSTITUTE

June 26-29, 2017, in Bozeman, Montana

AP® Calculus AB
AP® Chemistry
AP® English Language and Composition
AP® Spanish Language and Culture
AP® United States History

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. [Click here for more details on Calculus AB.](#)

AP® Chemistry with Cheri Blackwood of Edmond, Oklahoma

Ms. Blackwood has been presenting for the College Board at summer institutes for 15 years. It is her passion to help teachers grow and learn to use new teaching strategies for the six big ideas of chemistry. Many of her workshops have been presented for teachers in rural Arkansas, so she understands the need for support and creative strategies to teach chemistry in a rural high school. She sees AP® Chemistry as a central science course; valuable to so many educational pursuits from medicine to agriculture.

[Click here for more details on Chemistry.](#)

AP® English Language and Composition with John Corrigan of Gill, Massachusetts

Mr. Corrigan has been teaching AP® English Language and Composition for nine years and, prior to that, AP® English Literature for eight years. He has been an AP® exam reader for 12 years and has presented at several workshops for the College Board. His workshop will focus on helping teachers use best practices for teaching this AP® course, including close reading, analysis, synthesis, and argumentation. He says these skills can be taught through any text and will model the writer/editor relationship that he uses with his students. Participants will leave with strategies that can be implemented immediately in the classroom, as well as skills for scoring student writing, essay prompts, multiple choice strategies, and writing pedagogy. [Click here for more details on English Language.](#)

AP® Spanish Language and Culture with Julio César Cabral of Ventura, California

Mr. Cabral served as a member of the AP® Test Development Committee for the College Board. He has been teaching in summer institutes for three years and, as an exam reader, has focused on the free response section of the AP® Spanish Language and Culture Exam. His focus is on teaching strategies for reading comprehension, oral practice and expression, listening comprehension, and every-day writing, including strategies for preparing students to enter and be successful in an AP® Spanish course. He believes that being bilingual is a most valuable skill in the twenty-first century. [Click here for more details on Spanish Language.](#)

AP® United States History with Matt Johnson of Spokane, Washington

Mr. Johnson is in his nineteenth year of teaching. When he took AP® U.S. History in high school, he saw that a passionate teacher can truly motivate kids to love the American story – the impetus for his pursuit of becoming a teacher. This is his first year of serving as a consultant for AP® Summer Institutes, but he has attended numerous workshops, is a National Board Certified Teacher, and coordinates his school's Advancement Via Individual Determination program to boost the skills and motivation of students who will be the first generation of their family to attend college; a concept that he says bridges urban and rural America. His workshop will focus on the concept of how to teach students to synthesize elements of historical information to become thinkers. In addition, he will bring hundreds of resources, texts, and materials for teachers to immediately use in the classroom. [Click here for more details on U.S. History.](#)

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This AP Summer Institute has been endorsed by



Advanced Placement
Program

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, 2017.
- College Board nation-wide promotion begins in February.
- Early registration available until April 25, 2017.

Click the link below to register now:

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07edq72m1177ce4c1c&oseq=&c=&ch=>

Need financial assistance? Check out the College Board's Rural Fellows Program at

http://apcentral.collegeboard.com/apc/public/professional_development/workshops/scholarships/index.html

Application deadline is February 15, 2017.

Just getting AP® started at your school?

See this link:

<http://media.collegeboard.com/homeOrg/content/html/landingpages/ap-start-class/how-to-start-an-ap-course.pdf>

Plan to participate if you:

- Plan to teach an AP® course in the near future.
- Are currently teaching an AP® course and want to hone your skills.
- 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 will be available by February 15.

The costs of the Institute are:

- \$500 participant tuition if registered before April 25, 2017
 - ✓ Includes lunch Monday through Thursday.
 - ✓ Tuition for AP® Summer Institutes out of state runs \$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.
- \$135 for optional two graduate continuing education credits from MSU.
- No additional cost for 30 renewal units.

Each workshop participant will receive *workshop materials*, both on a USB drive and 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 Willson School, 404 West Main Street and Bozeman High School, 205 North 11th Avenue, Bozeman, Montana. *Meet at Willson School at 8 a.m., Monday, June 26*, for check in and orientation. Workshops run from 8 a.m. to 4:30 p.m. for four days.

- 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.

Click the link below to be transferred to the online registration system:

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07edq72m1l77ce4c1c&oseq=&c=&ch=>

The OPI and SWMSS make reasonable accommodations for any known disability that may interfere with a person's ability to participate in training. Persons needing an accommodation must notify the OPI no later than June 15 to allow enough time to make arrangements. To make your request, call 406-444-0769 or through the [Montana Relay 711](#).

The OPI and SWMSS are committed to equal opportunity and nondiscriminatory access to all our programs and services. For information or to file a complaint, contact OPI Title IX/EEO Coordinator at 406-444-2673 or opipersonnel@mt.gov.

The following Bozeman motels welcome APSI participants:

Fairfield Inn

Room rate: \$129.99

828 Wheat Drive 406-587-2222

www.marriott.com/hotels/travel/bznfi-fairfield-inn-bozeman

Hot breakfast with healthy grain options, yogurt, and multiple hot protein options every day. Free wireless internet. Heated indoor pool.

La Quinta Inns & Suites

Room rate: \$149.00

620 Nikles Drive 406-585-9300

www.laquintabozean.com

Free hot breakfast, fitness center, pool and hot tub, and a business center. Pet friendly with no extra fee.

Holiday Inn Bozeman

Room Rate: \$139.00

5 East Baxter Lane 406-587-4561, Ext. 416

<https://www.ihg.com/holidayinn/hotels/us/en/bozeman/bznm/hoteldetail>

24-hour Business Center, free Internet access, a complete fitness center, Bozeman's largest indoor pool and Jacuzzi, and on-site restaurant and lounge with daily food and drink specials.

Lewis and Clark Motel

Room Rate: \$138.00

824 West Main Street 406-586-3341

<http://www.lewisandclarkmotelbozeman.com/>

Homemade banana bread, fruit salad with fresh citrus, honey, and seasonal fruits, dark roast coffee, hot teas, juice, and muffins. Walking distance to APSI workshops.

Research other options at:

<http://bozemancvb.com/lodging>

Sponsors



Southwest Montana



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 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 two 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

Day One • BIG IDEA: LIMITS AND THE MPAC

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

Day Two • BIG IDEA: DERIVATIVES AND THE MPAC

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

Day Three • BIG IDEA: INTEGRALS AND THE MPAC

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

Day Four • BC TOPICS, THE AP[®] EXAM, and PLANNING AN AP[®] COURSE

1. What Have We learned so far? (30 minutes)
2. Big Idea: BC topics (time will vary depending on workshop participant needs)
3. Proficiency with the MPACs (2 hours)
4. The Five Commandments of Calculus and Their Application to Written Responses (1.5 hours)
5. Practice Reading of Free Response Questions (1 hour)
6. Planning Your AP[®] Calculus Course (2 hours)
7. AP[®] Central, Teacher Communities, and becoming an AP[®] Reader
8. Final Thoughts/Evaluations/Closing (30 minutes)

What participants should bring:

- A laptop computer, tablet, or iPad.
- A calculator (a graphing calculator if possible).

AP[®] Chemistry

with Cheri Blackwood of Edmond, Oklahoma

Ms. Blackwood has been a consultant for the College Board at summer institutes for 18 years. She is a 2017 AP[®] chemistry reader. It is her passion to help teachers grow and learn to use new teaching strategies for the six big ideas of chemistry and to bring AP[®] to all students. She has started three AP[®] science programs at Edmond Santa Fe High school and mentored numerous new AP[®] teachers. Many of her workshops have been presented for teachers in rural Arkansas, so she understands the need for support and creative strategies to teach chemistry in a rural high school. She sees AP[®] Chemistry as a central science course; valuable to so many educational pursuits from medicine to agriculture.

Ms. Blackwood is a National Board Certified Teacher who loves teaching and challenging students to stretch their minds. She currently teaches AP[®] Chemistry, AP[®] Physics 1, AP[®] Physics 2, and Pre-AP[®] Chemistry, but she has taught Pre-AP[®] Biology, Algebra I, Algebra II, Chemistry, and Physics and AP[®] Physics C. Ms. Blackwood looks forward to working with Montana teachers as they bring the opportunity of AP[®] Chemistry to their unique situations of rural and city schools.



AP[®] Chemistry Tentative Syllabus

As a consultant, I have a general plan for our week together. However, as the week progresses, we may spend additional time on some topics and less on others as the group needs. We will spend part of each day in lab with a focus on how we use these labs to increase student depth of understanding. It is my hope to model teaching strategies that have helped my students and that are easy to implement, regardless of the amount of lab equipment you may have.

Day One

Overview of the Big Ideas in Chemistry
Review of the AP[®] Free Response Test from 2017
Discussion of Order of AP[®] Chemistry Topics
Labs Beer's Law, Gatorade, Percent Copper in Brass
Adding Inquiry to the Lab

Day Two

Kinetics and Equilibrium
Demonstrations to Improve Student Understanding
Labs: Kinetics of Dye Fading, Representing Equilibrium
How to Start an AP[®] Program
Review of AP[®] Test 2017

Day Three

Acids and Bases
Particulate Representation of Acids and Bases
Understanding Titration Curves
Labs: Titrations
Equity and Access
Review of AP[®] Test 2017

Day Four

Thermodynamics and Electrochemistry
Understanding Graphs and Diagrams
Using Student Stations for Practice
Electrolysis
Thermo Review Lab
Review of AP[®] Test 2017

What participants should bring:

- A lab coat and safety glasses.
- A lab or activity to share.
- A laptop computer, tablet, or iPad.
- Handouts to share.

AP[®] English Language and Composition

with John Corrigan of Gill, Massachusetts

Mr. Corrigan has been teaching AP[®] English Language and Composition for nine years and, prior to that, AP[®] English Literature for eight years. He has been an AP[®] Exam Reader for 12 years and has presented at several workshops for the College Board. His workshop will focus on helping teachers use best practices for teaching this AP[®] course, including close reading, analysis, synthesis, and argumentation. He says these skills can be taught through any text and will model the writer/editor relationship that he uses with his students. Participants will leave with strategies that can be implemented immediately in the classroom, as well as skills for scoring student writing, essay prompts, multiple choice strategies, and writing pedagogy.

Mr. Corrigan holds a Masters in Fine Arts from the University of Texas at El Paso and a bachelor's degree from the State University of New York at Fredonia. He has taught high school English for 20 years, most recently at Northfield Mount Herman School in Gill, Massachusetts, where he serves as curriculum chair, department supervisor, teacher mentor, and ice hockey coach.



What participants should bring:

- A laptop computer, tablet, or iPad.
- Be prepared to read a specified text before arriving at the Advanced Placement[®] Summer Institute. Mr. Corrigan will email you a title several weeks prior to the workshop.

AP[®] Language and Composition Tentative Syllabus

Day One

1. Workshop Introduction and Expected Learning Outcomes
2. Course Description and Discussion of the Exam
3. Student Writing
4. Holistic Grading
5. Q2 Introduction: Close-Reading and Analysis discussion and activities
6. ACTIVITY: Collaborative Learning Here: Terminology Handout
7. ACTIVITY
8. Day One Review and Discussion

Day Two

1. ACTIVITY: Silent Conversation with a Text
2. Multiple Choice (MC): Uses of MC with Students
3. Terminology on MC: "Did I Teach That?"
4. ACTIVITY: In Groups, Write MC Questions for a Common-Read Passage
5. ACTIVITY: Take 1994 MC Exam
6. Day Two Evening: Annotation Activity Using a Text

Day Three

1. ACTIVITY: Annotation Review Using a Text
2. Q2 Introduction and Activities
3. ACTIVITY: Write 40-Minute Essay (Q2)
4. Day Three Evening: Group Selects a Passage in a Text to Review for Day Four

Day Four

1. ACTIVITY
2. Q1 Writing the Synthesis Essay
3. ACTIVITY: Review Several Synthesis Prompts
4. ACTIVITY: 2007 Exam Prompt
5. ACTIVITY: Write a Synthesis Question with Sources
6. What Texts Do You Teach?
7. Q3 introduction and Activities
8. Visual Rhetoric AND YouTube
9. Wrap-up and Evaluations/Final Forms

AP[®] Spanish Language and Culture

with Julio César Cabral of Ventura, California

Mr. Cabral currently serves as a member of the AP[®] test development committee for the College Board. He has been teaching in summer institutes for three years and, as an exam reader, has focused on the free response section of the AP[®] Spanish Language and Culture exam. His focus is on teaching strategies for reading comprehension, oral practice and expression, listening comprehension, and every-day writing, including strategies for preparing students to enter and be successful in an AP[®] Spanish course. He believes that being bilingual is a most valuable skill in the twenty-first century.

Mr. Cabral sees education as a never-ending puzzle in which putting the pieces together is not always easy. He has been a Spanish Teacher for 21 years. He earned his Bachelor of Arts in Spanish from California State University, Los Angeles, in 1995. For 16 years he has worked at Hueneme High School, where he is responsible for providing education to students in the field of Spanish levels 1, 2, 3, 4, and AP[®] (native speaker students). Mr. Cabral developed a rigorous and high level curriculum for all Spanish native speaker classes. He has served as the department chair of the English Language Development (ELD) Department and is also responsible for the creation and organization of an Advancement Via Individual Determination, or AVID, class in Spanish, directed to ELD students. Mr Cabral's experience with the College Board/AP[®] includes serving as an AP[®] Reader where he evaluates and scores the free-response portion of the AP[®] Spanish Exam. He is also one of eight educators who play a critical role in the preparation of the AP[®] Course Description and AP[®] Exam.



What participants should bring:

- Copies of an activity, review, game, project that has worked well in your course previously, and
- A laptop computer, tablet, or iPad.

AP[®] Spanish Language and Culture Tentative Syllabus

This workshop provides opportunities to learn the structure of the AP[®] Spanish Language and Culture Course and Exam. The course will use the World Language National Standards as well as the new Common Core Standards. Themes and organizing concepts will be examined and integrated into sample lessons and activities. The workshop will provide sample materials and classroom activities relating to the exam and recent changes to the course. Recommendations on how to create and submit a syllabus will be shared. Information, skills, and strategies will be discussed, practiced, and shared to help prepare language students for the course and successful growth in language acquisition. Participants will actively participate and share best practices with the group. The entire session will be conducted in Spanish.

By the end of the workshop, the participants will be:

- More familiar with the AP[®] Language and Culture program.
- Familiar with the AP[®] Language and Culture exam.
- Able to identify and select instructional materials and resources, including technology.
- Able to identify instructional strategies and best practices for success in an AP[®] Spanish Language and Culture course and exam.
- Able to identify possible tasks, skills, and strategies for the changes in the exam.
- Able to develop and modify their existing curriculum to support the needs of their students.

Day One

Introduction to the AP[®] Spanish Language and Culture Course and Exam, including warm-up activities, overview and agenda, activities for the first school week, purpose of the exam and its value, AP[®] Audit, Equity and Access, AP[®] Central and AP[®] Community, finding AP[®] books and materials, types of students in our AP[®] classes, developing and integrating the three modes of communication, understanding the National Standards and the 5 C's, understanding of the Cultural component of the AP[®] Spanish Course, integrating the six AP[®] Spanish Language and Culture themes, building an AP[®] Program, importance of essential questions, and using authentic resources.

Day Two

Integration and development of the interpretative mode of communication; emphasis on Section I, Multiple Choice Part A and B.

Day Three

Integration and development of the Interpersonal and Presentational mode of Communication; emphasis on Section II, Email Reply and Persuasive Essay.

Day Four

Integration and development of the Interpersonal and Presentational mode of Communication; emphasis on Section II, Conversation and Cultural Comparison.

AP[®] United States History

with Matt Johnson of Spokane, Washington

Mr. Johnson is in his nineteenth year of teaching. When he took AP[®] U.S. History in high school, he saw that a passionate teacher can truly motivate kids to love the American story – the impetus for his pursuit of becoming a teacher. This is his first year of serving as a consultant for AP[®] summer institutes, but he has attended numerous workshops, is a National Board Certified teacher, and coordinates his school's Advancement Via Individual Determination (AVID) program to boost the skills and motivation of students who will be the first generation of their family to attend college; a concept that he says bridges urban and rural America. His workshop will focus on the concept of how to teach students to synthesize elements of historical information to become thinkers. In addition, he will bring hundreds of resources, texts, and materials for teachers to immediately use in the classroom.

Mr. Johnson began his teaching career at North Central High School in Spokane, Washington, in 1999. He graduated from Eastern Washington University with a degree in social science education and a minor in English. He later continued his studies at Eastern Washington University and received a master's degree in history. He currently teaches AP[®] U.S. History, regular U.S. history, and AVID. In addition to teaching, Matt currently serves as the department chair for social studies. He has been an AP[®] Reader for the past five years.



What participants should bring:

- A laptop computer, tablet, or iPad.
- Copy of your course syllabus.
- Copy of your current AP[®] U.S. History textbook(s).

AP[®] United States History Tentative Syllabus

Day One • Understanding the Course

Historical Thinking Skills and the AP[®] U.S. History Course

- What skills do historians use when evaluating historical evidence?
- What skills do students need to demonstrate in order to be successful on the AP[®] U.S. History Exam?

Developing Student Understanding

- How can students demonstrate understanding and how is it assessed on the AP[®] U.S. History Exam?

Understanding the Structure of the Curriculum Framework

- How does the curriculum framework guide the course and provide an outline for student achievement on the AP[®] U.S. History Exam?
- How do the thematic learning objectives define what students should know and be able to do by the end of the AP[®] U.S. History course?

Day Two • Historical Thinking Skills

Analyzing and Interpreting Evidence: Primary Sources and Secondary Sources/Content and Sourcing

- What skills do students need to be able to analyze and effectively interpret primary sources?
- What skills do students need to be able to analyze and effectively interpret secondary sources?

Making Historical Connections

- How can teachers effectively instruct students to make connections across time periods and among like historical occurrences?

Chronological Reasoning

- What strategies can teachers use to help students understand the role of chronology, cause and effect, and periodization in U.S. history?

Day Three • Planning and Teaching the AP[®] US History Course

Creating and Supporting a Historical Argument.

- How can teachers effectively scaffold the skills needed for students to develop historical arguments?

Sequencing the AP[®] U.S. History Course

- How can teachers effectively organize the skills and content needed for students to be successful in the AP[®] U.S. History course and on the AP[®] U.S. History Exam?

Selecting Resources to Support Teaching AP[®] U.S. History

- What resources can be used to support student engagement and effective implementation of AP[®] U.S. History?

Day Four

Strategies for Teaching AP[®] U.S. History

- What teaching strategies can be used to support student engagement and effective implementation of AP[®] U.S. History?

Assessing Student Understanding

- How can teachers assess student understanding and provide effective feedback to improve student performance?

Planning Your Course

- What do teachers need to include/exclude when planning the AP[®] U.S. History course?
- How can schools encourage participation in AP[®] and what are the benefits for students?