Art History (Redesigned for 2015; New exam & curriculum)

Expert College Board® Consultant: John Nici

Contact email for specific course questions:  JohnNici@nyc.rr.com
All other questions should be directed to Continuing Education.

John Nici has been an AP Art History teacher since 1981, and is recently retired from Lawrence High School in Cedarhurst, New York. He is an adjunct professor at Queens College in Flushing, New York since 1990, teaching specialty courses in Medieval Art, Italian Renaissance and Baroque, and nineteenth century European art. He gives College Board® teacher workshops, and has served as a Question Leader during the reading. He has published two books on art history pedagogy including Barron’s Guide to AP Art History, a third edition forthcoming in August. He has delivered a number of scholarly talks on subjects such as Delacroix and medieval crowns at symposia around the country. In 2004 he was granted the President’s Award for Excellence in Teaching by Adjunct Faculty by Queens College. He has two master’s degrees, one in English Literature and the other in Art History, both earned at Queens College.

Course Description: Every art history teacher fully understands the burden of material placed on the student, and how that burden overwhelms even the most intrepid adolescent. Teachers are often left wondering how to get through the art history curriculum so that a student has a chance on this particularly grueling examination. The workshop will meet that need. It will target things like teacher pacing, and efficient classroom lessons. Special emphasis will be placed on the redesigned examination. First we need to learn about all these unfamiliar images ourselves, and then we will put them together into cogent lessons.

Pre-assignments: Teachers should bring flash drives and one solid lesson to share with others. You may be asked to demonstrate this lesson.
Mark Case is a 33 year-veteran, AP chemistry teacher from Emmaus High School in Emmaus, PA. Currently he is the Lehigh Carbon Community College Director of the Science in Motion Program, helping area teachers to perform advanced lab experiments in their classrooms. Mark also is involved in writing items for the AP multiple-choice, SAT II and ACT chemistry exams, and has served as a reader/table leader at the AP Chemistry Exam Reading for 11 years.

Mark also is an experienced consultant in Chemistry, Pre-AP Science, and Educational Technology. He has served on numerous College Board® committees to help develop the AP Vertical Team in Science Guidebook, the AP Chemistry Guided Inquiry Lab Manual, and the new AP Insights curriculum units, which are focused on improving student performance with challenge areas found within advanced topics. Mark also is involved in writing items for the AP multiple-choice, SAT II and ACT chemistry exams. He works as a Vernier Software & Technology consultant to help teachers implement computer interfaced probeware into their classrooms. Mark is a Dreyfus Master Teacher and has presented over fourteen, one-week TORCH institutes for chemistry teachers throughout the country as a member of the WWNFF CHEM6 team. His several notable awards include the 1994 Tandy Technology Scholars Award, being a multi-year, state finalist for the Presidential Award for Excellence in Science Teaching, and selected as a 2006 Master Teacher by the DaVinci Science Center in Allentown, PA.

Course Description: (New and Experienced AP Teachers) This four-day crash course in how to teach AP Chemistry is designed for new and experienced AP Chemistry teachers who have taught Chemistry for one or more years. We will explore how to incorporate the 6 Big Ideas and their Learning Objectives from the new Chemistry Frameworks into an integrated curriculum that will prepare your students for success on the AP Chemistry exam. Assistance will be provided for any teachers who are required to submit their AP Chemistry audit report for the 2015-2016 school year. Participants will perform and evaluate labs and activities of various styles such as micro-scale, calculator-based, data collection with probeware, as well as traditional macro scale experiments, with an emphasis on transitioning to inquiry-based labs. Concepts will be presented using both conceptual and mathematical analyses and a significant amount of time will be spent on developing an understanding of the actual test and methods for ensuring students’ success on the 2015 exam.

Pre-assignments: Each participant will receive a DVD filled with many curricular and review materials that cover the AP curriculum and help prepare students for the exam. Please try to bring your own laptop (or have use of a computer during the sessions), so that files can be opened directly from the DVD, which will minimize the need for paper copies. In addition to a laptop, each participant should also try to bring a TI83 or TI84 graphing calculator, which may be used during portions of the exam. Some training will be provided on how to use them effectively to manipulate the equations found on the formula reference pages used during the exam. Teachers should also bring the textbook that they use in class and an electronic copy of their AP Chem curriculum (if available) so that we can try to adjust lessons to cover the required course content.
Diane Halm, B.A, B.S., M.Ed., is currently in the last phase of the Ph.D. program in the department of Learning and Instruction at University at Buffalo. Her focus is on engagement through writing. A former ELA secondary educator, she has taught Writing & Thinking 100, freshman composition, at Niagara University since 2001. Professor Halm has rated Advanced Placement English Language exams for the last 10 years, and, as a certified AP Consultant, has assisted both new and seasoned AP ELA teachers prepare for the task during one-day workshops and NU’s AP Summer Institute. She is a past member of Niagara’s Faculty Learning Community, focusing on excellence in teaching and learning, and presented her research findings on student engagement at the International CCTL conference, hosted by Niagara University in 2014. Based on research made possible by grant money from NU, she also conducted a workshop on the importance of teacher feedback at the Lilly Spring International Conference in Bethesda MD last May, as well as one on the impact of revision on student writing and learning at the Gulf Coast Conference on Writing, held in Destin FL last June.

**Course Description:** As one of the largest AP exam constituencies, English Language and Composition students rely upon experienced and emergent AP teacher/scholars like you. By the end of the week, each participant will have:

- examined appropriate nonfiction texts and innovative approaches to teaching them
- identified the skill sets demonstrated in successful college student writers and investigated assignments that hone these skills
- unpacked the AP exam, examined its relationship to the course, and discussed effective preparation activities
- interrogated the definition of “text” as that which includes more than the traditional and static print text, thereby finding a more prominent role for visual and digital texts
- queried your feedback mechanism and the interplay between grading, assignment goals, and revision
- explored the efficacy of targeted “grammar,” usage, and syntax instruction about such topics as rhetorically accurate verbs and concise sentences; and
- designed or redesigned a course syllabus with an assignment sequence that elucidates your goals and enables students to hone the language power upon which they will build in college.

**Pre-assignments:** Each student will compose an essay in which you examine some aspect of teaching nonfiction writing, such as offering constructive feedback, explicating specific genres, working with archaic texts, the worth of revision, the purpose of small/large group discussion etc. You will need to employ at least six (6) resources. Three of the references should be peer reviewed journal articles; the others can be documentaries, learning aids, assignment models, etc., many of which can be culled from ERIC. The text should carefully conform to APA requirements. The goal of your paper is to add to your colleague’s knowledge base using applicable theory, evidence-based research, and models. We will refine this assignment on the first day of the institute. Essays should be submitted via hardcopy in class on day four. Please bring THREE copies and be prepared to discuss your work.
European History (Redesigned for 2015; New exam & curriculum)

Expert College Board Consultant: Shayne O’Connell

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All other questions should be directed to Continuing Education.

Shayne O’Connell: Teacher of European history for 19 years; Reader at AP European reading for 20 years; Table leader at reading 4 years; Essay selection committee at AP European readings; Certified consultant for College Board® in European history 20 years; Conduct one and two day European history workshops 20 years; Presented advanced placement European history summer institutes (about 4 per summer) for 18 years; Consultant for Pre-AP interdisciplinary strategies in English and Social Sciences 18 years; One of the authors of Pre-AP interdisciplinary strategies for English and Social Sciences published by the College Board®; Training by College Board® for the redesign of the AP European test.

Course Description: Participants will explore the Overview of the Curriculum Framework based on the Revised AP European Test. Historical thinking skills will be introduced and discussed and will focus on the following skills: Chronological reasoning, comparison and contextualization, crafting historical argument from historical evidence and historical interpretation and synthesis.

THEMATIC LEARNING OBJECTIVES, which are organized into five major themes: (1) Interaction of Europe and the World, (2) Poverty and Prosperity, (3) Objective Knowledge and Subjective Visions, (4) States and Other Institutions of Power, (5) Individual and Society, will be introduced and discussed.

THE CONCEPT OUTLINE which is the required course content for each historical period. This is a very extensive and complete course outline, which is beneficial to teachers as well as students. The Historical Periods in the Concept Outline will include key concepts, supporting concepts, and historical developments that are required knowledge for each period are presented in an outline: Period 1: c.1450 to c.1648 Period 2: c.1648 to c.1815 Period 3: c.1815 to 1914 Period 4: c.1914 to the present.

The Revised AP European History Exam 2016 will be introduced, explained and discussed at length. Revisions include the following: Section 1 - Part A Multiple choice Questions(approximately 50-55 questions) based on a stimulus; Part B: Short Answer Questions (4 questions) Section 2 - Part A Document Based Question, Part B: Long Essay Question

Participants will have an opportunity to preview sample exam questions and examine sample rubrics for these questions. The agenda will also cover the importance of pacing, methods of essay writing and the use of literature, art and primary sources in the AP Curriculum. Discussion of Textbook selection and additional content specific material to compliment the course are other aspects of the Institute. An overview of how best to use technology, how to review for the exam, what summer reading is suggested, and what post exam activities are available will also be explored. As always in the APSI the sharing of “BEST TEACHING PRACTICES” is another highlight of our week together.

Pre-assignments: Everyone should bring their laptop, a “Best Teaching Strategy”, a supplementary primary source reading for any of the major themes. Please bring a few visuals (graphs, art, cartoons, sources or quotes of approx. 140 words) these may be found on prior exams or in textbooks, etc., we will use these materials to explore the redesigned multiple choice questions
Physics 1

Expert College Board® Consultant: Tom Hoch

Contact email for specific course questions: thoch@towerhill.org

All other questions should be directed to Continuing Education.

Tom has taught physics, engineering, and astronomy at all levels for 20 years, previously at Archmere Academy, and now at the Tower Hill School, located in Wilmington, DE.

He is the science department chair and has been a consultant to the College Board® for 15 years during which time he has done about 60 week-long conferences teaching all the AP Physics courses. He has also been trained in the teaching of the new AP Physics I and II.

Course Description: AP Physics has changed, the old AP B Physics is no longer offered. In its place are two new courses, which are called AP Physics I and AP Physics II. Both of these new courses are algebra based. The College Board® is trying to get the students to have a new emphasis, and this will manifest itself in different kinds of problems that the students will be expected to solve. Teachers may want to adjust the style with which they teach to match this new emphasis.

Since AP Physics II is designed as a second year course, this conference will focus on AP Physics I. We will go over the new emphasis, practice the new types of problems, learn new types of labs, develop new syllabi, pass a new audit, discuss new teaching techniques, learn how to grade the new problems, and basically cover the new course from day one to through the exam. The goal is for you to leave the week with a very clear plan for how to teach your course so that the students will find success in May.

The changes from AP B Physics to AP Physics 1, will be challenging and will require a more conceptual understanding of the basic laws of Physics. During the workshop we will see how the Big Ideas, Essential Knowledge, and Science Practices tie into the Learning Objectives that a student must be able to do that will demonstrate their understanding of these basic concepts. In addition to a mathematical understanding, students of Physics 1 must be able to articulate, in correct scientific terms, these concepts.
Scott Horton has been a social studies teacher at Williamsville South High School since 1994. He began teaching Advanced Placement American History in 1998 and has served as a reader of the U.S. history exam since 2003. In addition, Mr. Horton has taught courses in the history department at Buffalo State College since 2001. He has served in a variety of roles in Williamsville including assistant coach for the varsity ice hockey team, senior building representative for the Williamsville Teachers Association, and advisor to clubs including Guitar Club, Model U.N. and Chess Club. He lives in Getzville with his wife and two sons who are both graduates of Williamsville South.

**Course Description:** Over the course of four days we will investigate the new structure of the AP United States History course with its new emphasis on historical thinking skills and thematic learning objectives. Participants will engage in a variety of activities to deepen their understanding of the redesign model of American History. In addition, participants will be exposed to lesson models that meet the parameters of the redesign course and will be given the opportunity to adapt their own best practice lessons into the new course. We will discuss the new grading models as they were utilized in the national exam scoring and have a chance to practice using the new scoring rubrics for essays. The course should benefit both new and experienced teachers alike and is designed to be geared to the needs of participants.

**Pre-assignments:** Participants should bring not less than 2 lessons that they will have the opportunity to modify to meet the new course requirements.