

AP[®] Annual Conference 2012

SHARING KNOWLEDGE. MOTIVATING STUDENTS.



connect

Connect, discover and share with your peers.

The AP[®] Teacher Community is an online collaboration space, moderated by fellow educators, where AP teachers can connect with colleagues, share resources, and discover and exchange ideas. All educators are welcome to join the community, including teachers of college-level, AP, Pre-AP[®] and other rigorous courses. Future and retired AP teachers are also welcome.

AP Teacher Community Online

DISCUSSIONS

RESOURCES

CURRICULUM
FRAMEWORK

MY LIBRARY

MEMBERS

- **Engage in lively discussions** with expert AP teachers
- **Search the Resource Library** and share classroom-ready materials
- **Browse the Curriculum Framework** and exchange strategies
- **Grow your professional network** by connecting to other members
- **Personalize your email digest** to see what you want, when you want

Communities supporting each course and AP Coordinators will launch by Fall 2012.

Many communities are already live, with over 10,000 educators contributing to this professional learning network today.

Visit AP's New Online Tools booth in the exhibit hall to learn more.

Join your peers at <https://apcommunity.collegeboard.org>.

About the Conference

The AP[®] Annual Conference is the largest gathering of the AP and Pre-AP[®] communities, including teachers, secondary school administrators, college faculty and education professionals. Thank you for joining our growing community of both new and experienced professionals. The four-day program will contribute to your professional development and help you successfully plan, build on and expand your school's AP program.

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Earn CEUs at the Conference!

The College Board is an authorized provider of the International Association for Continuing Education and Training (IACET) Continuing Education Unit (CEU). The IACET (1760 Old Meadow Road, Suite 500, McLean, VA 22102) is a nonprofit organization established by the National Task Force on Continuing Education commissioned by the Bureau of Education (now the Department of Education) in 1968. One IACET CEU is equal to 10 contact hours of participation in an organized continuing education experience offered by an organization that has met strict criteria and guidelines (detailed at www.iacet.org). For more information about CEUs, go to page 6.



Follow Us!

Join the conversation – Follow @AP_Conf and tweet with the hashtag #AP_Conf



Trevor Packer

Senior Vice President
AP and College Readiness

Dear Colleague,

Welcome to Lake Buena Vista, Florida, and thank you for joining us at AP® Annual Conference 2012. For the past 11 years, the AP community has gathered each summer at this event to share best practices, learn from exceptional speakers and explore the latest methods for guiding and strengthening AP courses.

The conference theme is “Connect,” and Steering Committee members and College Board staff have put together an exciting professional development program to meet your growing classroom needs and to address the exciting changes that are under way in the AP Program and in education. We hope while on-site, you will have the opportunity to meet with your fellow educators to share your pedagogical knowledge, discuss the latest updates in education and collaborate to create positive change for the thousands of students you reach each year.

This year the AP community has much to celebrate in the launch of the first fully redesigned AP subjects — French and German — as well as some initial improvements to AP World History (with more to come in the future). With the impending roll-out of the full slate of redesigned AP courses in science, history, and world languages, the AP Program looks forward to supporting your commitment to fostering deep, conceptual understanding of your discipline among students hungry for the sort of engaging learning experiences you will be crafting.

Among the many highlights, the 2012 AP Annual Conference will celebrate the second annual AP District of the Year schools, during the Voices of AP panel featuring Elizabeth Vargas. The panel discussion will be centered on the strategies these schools used to achieve an impressive accomplishment — opening AP classrooms to a significantly broader pool of students while maintaining or improving the percentage of students scoring 3 or higher.

We also hope you will enjoy hearing from Craig Kielburger, a youth advocate and the co-founder of Free the Children, during the Thursday plenary session, along with the insights of highly respected author and Harvard University Innovation Education Fellow Tony Wagner on Friday.

We hope you will leave the conference with new techniques and expanded subject-specific knowledge that will serve you and your students well. Thank you once again for your impressive and inspiring commitment to education.

Sincerely,

A handwritten signature in black ink that reads "Trevor Packer". The signature is fluid and cursive, written over a light gray rectangular background.

Trevor Packer

Senior Vice President, AP and College Readiness

Dear Colleague,

Welcome to the 2012 AP® Annual Conference. This is a great opportunity for you to explore content and issues in your teaching and/or your administrative area; to learn the latest, most current information about the AP Program and Pre-AP® professional development strategies; to hear future College Board plans for the Advanced Placement Program® and related services; and to share your views and experiences connecting students to a rigorous curriculum.

This year's event features more than 250 main conference sessions and nearly 90 preconference and postconference workshops.

The conference program is developed "for education professionals by educational professionals." The pre- and postconference workshops are led by trained College Board-endorsed consultants. The main conference presenters are experienced AP Readers, AP Development Committee members, and teachers and administrators who are experts in the content and pedagogical practices of their fields.

July

19

The conference program begins on Thursday, July 19, with **one-day preconference** workshops that offer training in AP subjects for both new and experienced teachers and AP Coordinators.

July

20 & 21

The main conference on Friday, July 20, and Saturday, July 21, offers breakout sessions in all AP subjects, including discussions with members of the AP Development Committees. Administrators and AP Coordinators will also find a variety of topics of interest, including sessions on how to start and maintain a successful and diverse AP program, and how to develop Pre-AP professional strategies.

July

22

The conference concludes on Sunday, July 22, with the **one-day postconference** workshops that offer training in AP subjects as well as Pre-AP classroom strategies.

We look forward to your participation in the program — your questions, comments, ideas and best practices that you can share with your colleagues.

The 2012 AP Annual Conference Steering Committee

Omer Alptekin

Administrator
Arlington High School
Lagrangeville, N.Y.

Carol Elsen

English
Valley Christian High School
Missoula, Mont.

Teri Marshall

English
Saint Mary's Hall
San Antonio, Texas

George Watson-Lopez

World Languages
Walpole High School
Walpole, Mass.

Cheryl Bell

Administrator
Owen J. Roberts School District
Spring City, Pa.

Geri Hastings

Histories
Catonsville High School
Baltimore, Md.

Tansel Pope

Mathematics
University of California
Berkeley, Calif.

Joanne Whitley

Mathematics
Charlotte-Mecklenburg Schools
Charlotte, N.C.

Geneviève Brand

World Languages
Hall High School
West Hartford, Conn.

Randy Hunt

Science
Langston University
Langston, Okla.

Margaret Ray

Social Sciences
University of Mary Washington, VA
Spotsylvania, Va.

Jiang Yu

Science
Fitchburg State College
Fitchburg, Mass.

Charlotte Chambliss

Histories
B.T. Washington HS for Performing
and Visual Arts
Dallas, Texas

Marcia Kneisley

Administrator
Mountain View High School
Scottsdale, Ariz.

Frequently Asked Questions

Q. Do I have to sign up for individual main conference sessions?

A. No. The sessions are open to all attendees registered for the main conference on a first-come, first-served basis.

Q. I've registered for the wrong workshop OR the workshop for which I registered was canceled at the last moment. What do I do now?

A. You can still register for the workshop of your choice provided there is space. Attendance for preconference and postconference workshops is limited to 30 people. The registration associate at the registration booth will process your registration if there is space. If the workshop is full, it is at the presenter's discretion to allow you to enroll on the day of the workshop. Please talk to the presenter, obtain his or her written and signed permission and then return to the registration booth to register before the workshop begins. You have to be officially registered in order to receive the attendance certification with continuing education units (CEUs) at the end of the day. If the workshop for which you are registered has been canceled and you have not received prior notification, it is because it was a last-minute cancellation — usually the result of an emergency of the contracted presenter. AP Program staff or on-site registration associates will help you find and enroll in another workshop.

Q. How do I find the location of my sessions and workshops?

A. The location for each workshop or session is listed in this program, directly under its title. You can find the aerial view map of the **Walt Disney World Swan and Dolphin** on pages 88-91.

Q. Where are breakfast and lunch served?

- A.

July
19

Preconference
A continental breakfast is held in Exhibit Hall, Atlantic Hall, Dolphin and Swan 5 & 6 depending entirely upon workshop location: Swan 5 & 6 for attendees at Swan and Exhibit Hall for attendees at Dolphin. Meal tickets will be collected.

- | |
|------|
| July |
| 20 |

Main Conference
Breakfast and lunch for all attendees at the main conference will be served at the Exhibit Hall, Atlantic Hall and Pacific C, Dolphin.

- | |
|------|
| July |
| 21 |

Main Conference
Breakfast for all attendees will be served at the Exhibit Hall, Atlantic Hall, Dolphin. Lunch for all attendees will be served at the Pacific Hall A-B, Dolphin.

- | |
|------|
| July |
| 22 |

Postconference
If your workshop is at the Dolphin, you are required to have breakfast and lunch in Atlantic C. If your workshop is at the Swan, you are required to have breakfast and lunch in Swan 5 & 6. Meal tickets will be collected.

Q. Are any snacks, coffee or sodas provided during the day?

A. Two coffee breaks (coffee and tea) will be provided (mid-morning and mid-afternoon) during the preconference and postconference, but not during the main conference.

Q. My guest would like to attend a couple of sessions and browse the booths at the Exhibit Hall. Where can I buy guest tickets?

A. Only attendees who have registered for the conference and show a name badge are allowed access to the meeting areas. You may purchase a special guest ticket for certain events such as meals and general plenary sessions at the registration desk at the Convention Foyer, Dolphin.

Q. What do the colors of the badges signify?

- A. Badges are color coded according to your conference registration selections. You are required to wear your badge at all times in the meeting space when attending the conference.

Q. How can I stay connected with the AP Annual Conference while onsite and after the event?

- A. Follow us on Twitter! Join the conversation – Follow @AP_Conf and tweet with the hashtag #AP_Conf

Q. What do I do if a session presenter runs out of handouts?

- A. We have made presenters aware of the fact that there is a copy machine in both properties, and conference staff will produce extra handouts if there is a shortage. If a presenter does not know about the copy machine, please ask him or her to alert the “runner” stationed in each hall outside the meeting rooms. The runner will take care of any requests for extra handouts.

Q. I'm confused about the IACET CEU policies and procedures. What do I need to know and do?

- A. Online system instructions:

- In the convenience of your own home or while on-site, visit the conference website at <http://apac.collegeboard.org>.
- Click on “Earn CEUs.”
- From there, you will be taken to the CEU Online Platform.
- To view a tutorial of how to use the system, click on “View Users Guide Video” in the bottom left corner of the page. Or go to pesgce.com/collegeboardtutorial.
- To log in to the system, enter your email address and your last name.
IMPORTANT NOTE: In order to log in, you must use the email address that you used to register for the conference.
- If you do not remember the email address you used to register, click “I do not remember my email address” at the bottom middle of the screen.
- Once you have logged in to the system, in order to receive CEUs you must:
 - Evaluate all sessions that you attended.
 - Complete an overall evaluation of the conference.
- Once you have completed the above steps, please click “FINISHED” at the bottom of the CEU summary page. This will allow you to print and/or email yourself a copy of your CEU certificate. At any time in the future you can come back to this website and reprint a copy of your CEU certificate.
- For help, please send your request to support@pesgce.com.
IMPORTANT NOTE: Because of guidelines set by IACET, you must access and complete the evaluation by August 22, to be issued credit and a certificate.

Continuing Education Units (CEUs)

Q. How can I earn CEUs in the convenience of my own home or while onsite?

- A. Visit the conference website at apac.collegeboard.org.
- Click on “Earn Main Conference CEUs”
 - From there you will be taken to the CEU Online Platform.
 - To view a tutorial of how to use the system, click on View Users Guide Video in the bottom left corner of the page. Or got to pesgce.com/collegeboardtutorial.
 - To log into the system, enter your email address and your last name.
IMPORTANT NOTE: In order to log in you must use the email address that you used to register for the conference.
 - If you do not remember the email address you used to register, click “I do not remember my email address” at the bottom middle of the screen.
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 - Evaluate all sessions that you attended.
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 - Once you have completed the above steps, please click “FINISHED” at the bottom of the CEU summary page. This will allow you to print and/or email yourself a copy of your CEU certificate. At any time in the future you can come back to this website and reprint a copy of your CEU certificate.
 - For help, please send your request to support@pesgce.com.
IMPORTANT NOTE: Because of guidelines set by IACET, you must log into the online platform and complete the steps above by August 22, to be issued credit and a certificate.

Q. QUESTIONS?

- A. While onsite, visit the information desk at the Convention Foyer, Dolphin. After the event write to: support@pesgce.com

Q. How do I receive IACET CEUs Through The College Board?

- A. The College Board is an authorized Continuing Education Unit (CEU) provider by the International Association for Continuing Education and Training (IACET).

Eligible Sessions	Number of Contact Hours Earned	Number of CEUs Earned
Pre and Postconference workshops	6 hours	.6 CEUs
Main Conference Session (1 session attended)	1.25 hours	.1 CEUs
Main Conference Session (2 sessions attended)	2.5 hours	.3 CEUs
Main Conference Session (3 sessions attended)	3.75 hours	.4 CEUs
Main Conference Session (4 sessions attended)	5 hours	.5 CEUs
Main Conference Session (5 sessions attended)	6.25 hours	.6 CEUs
Main Conference Session (6 sessions attended)	7.5 hours	.8 CEUs

All main conference sessions as well as pre and postconference workshops are CEU eligible sessions. Please note that plenary sessions and social events are not CEU eligible.

What Color is Your Subject?

Q. There are a lot of sessions, how can I find my conference sessions by subject quickly and easily?

A. See session color swatch to find your subject of interest.



AP® Administration:

AP Administrator
AP Coordinator
Multidisciplinary



AP Science:

Biology
Chemistry
Environmental Science
Physics
Pre-AP Science



Fine Arts:

Art History
Music Theory
Studio Art



World Language and Culture:

Chinese Language and Culture
French Language and Culture
German Language and Culture
Italian Language and Culture
Japanese Language and Culture
Latin
Pre-AP World Language and Culture
Spanish Language and Culture
Spanish Literature and Culture



History:

European History
U.S. History
World History



English:

English Language
English Literature
Pre-AP English



Social Science:

Government and Politics: Comparative
Government and Politics: U.S.
Human Geography
Macroeconomics
Microeconomics
Psychology



Mathematics:

Calculus
Computer Science
Pre-AP for Math
Statistics

Q. How can I identify which sessions are Technology or Equity and Access?

A. Look for these icons to quickly identify which sessions have these features.

Equity and Access icon



Technology icon



Equity and Access at a Glance

Equity and Access Policy Statement

The College Board strongly encourages educators to make equitable access a guiding principle for their AP[®] programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Equity and Access Colloquium Lunchtime Plenary

July 19, Noon | Southern Hemisphere I & II, Dolphin



Willie Perdomo

Author

Willie Perdomo is the author of *Where a Nickel Costs a Dime* and *Smoking Lovely*; the latter received a PEN Open Book Award. He has also been published in *The New York Times Magazine*, *Bomb*, *Poems of New York* and *The Harlem Reader*. His first children's book, *Visiting Langston*, received a Coretta Scott King Honor and his follow-up, *Clemente!*, was recently named a Booklist Top 10 Sports Book for Youth in 2010 and 2011 Américas Award for Children's and Young Adult Literature. Perdomo has been a Pushcart Prize nominee and a Woolrich Fellow in Creative Writing at Columbia University; he received a New York Foundation for the Arts (NYFA) Fiction Fellowship in 1996 and NYFA Poetry Fellowships in 2001 and 2009. He currently teaches at Fordham University. He is the founder/publisher of Cypher Books.

Note: This plenary session is only available to registrants of the Equity and Access Colloquium

Thursday, July 19

8:30 a.m.–4 p.m.

Equity and Access Colloquium

Southern Hemisphere and Americas Seminar, Northern Hemisphere, Dolphin

Friday, July 20

9–10:15 a.m.

Administrator, AP[®] Coordinator, Counselor

Data-Based Decision Making: The Road to AP Equity

Calculus

Bridge to AP Calculus

Chinese Language and Culture

Differentiation Strategies in the AP Chinese Class: Meeting the Needs of Diverse Learners

10:45 a.m.–noon

- Administrator, AP Coordinator, Counselor**
The Journey of a Thousand Miles ...

3:30–4:45 p.m.

- Administrator, AP Coordinator, Counselor**
Developing Academic Success Targeting Diverse Learners in AP
- English Literature and Composition**
Extreme Makeover: Shifting to Open Enrollment or AP for All

Saturday, July 21**9–10:15 a.m.**

- Administrator, AP Coordinator, Counselor**
College Readiness for All Students
Increasing Opportunities for Underserved Students
Using AP Data to Direct Urban School Programming
- Computer Science**
AP Computer Science: Principles
- English Language; English Literature**
Using Google Online Software to Facilitate Collaborative Learning

10:45 a.m.–noon

- Administrator, AP Coordinator, Counselor**
Culturally Responsive Teaching
- Computer Science**
Strategies to Increase AP Computer Science Enrollment
- English Language; English Literature**
Literacy Strategies for Nontraditional AP Students

2:45–4 p.m.

- Administrator, AP Coordinator, Counselor**
Two Schools and Two Plans to Promote Achievement
Underrepresented Students and Closing the Achievement Gap
- Calculus**
Driving Students to Academic Excellence in AP Calculus and Beyond
- English Language; English Literature**
Differentiation Strategies for All Students
Easing Urban Students into AP Reading Skills
- Physics**
Diverse Learners in AP Physics — Plan for Success
- Pre-AP for Math**
Utilizing NASA Mathematics and Science to Promote Cultural Diversity

Wednesday at a Glance

Time	Event	Location
5–8 p.m.	Registration	Convention Foyer, Dolphin
5–8 p.m.	AP® Studio Art Reception	Exhibit Hall, Atlantic Hall, Dolphin
5–8 p.m.	Exhibit Hall Open	Exhibit Hall, Atlantic Hall, Dolphin

AP® Studio Art Exhibit Premiere

Opening Reception | July 18, 5–8 p.m.

On display during exhibit hall hours.

Enjoy a reception surrounded by the artworks of 30 AP Studio Art students. Selected from the more than 254,000 portfolios that were submitted for evaluation for the three AP Studio Art Portfolio Exams this year, these artworks represent the best of the best. This exhibition of accomplished work by AP Studio Art students features art executed in a variety of media. It represents extraordinary clarity of thought and a great diversity of content, style and technique. The exhibition indicates the sophisticated level of achievement that students can attain while taking an AP course. The artworks will be on display in the exhibit hall for the duration of the conference.



HE



HOKANSON



LIANG



HOQUE



ZHANG



BUCHANAN

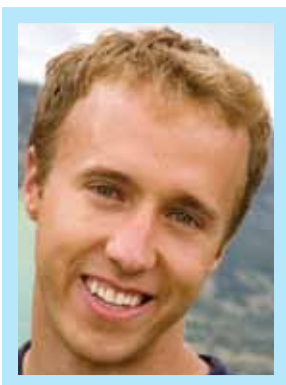
Thursday at a Glance

Time	Event	Location
7 a.m.–8 p.m.	Registration	Convention Foyer, Dolphin
7–8:30 a.m.	Breakfast**	Exhibit Hall, Atlantic Hall, Dolphin Swan 5 & 6 (depending on workshop location)
7 a.m.–4:30 p.m.	Exhibit Hall Open*	Exhibit Hall, Atlantic Hall, Dolphin
8:30 a.m.	PreConference Workshops Begin	Various
10–10:15 a.m.	Coffee Break**	Various
Noon–1 p.m.	Lunch**	Exhibit Hall, Atlantic Hall, Dolphin Swan 5 & 6 (depending on workshop location)
2:30–2:45 p.m.	Coffee Break**	Various
4 p.m.	Workshops End	
5–6 p.m.	Opening Plenary Session with Craig Kielburger	Pacific Hall A-B, Dolphin
6:15–7:45 p.m.	Welcome Reception and Book Signing with Craig Kielburger	Northern Hemisphere B-D, Dolphin

*The Exhibit Hall is closed from 9:30 to 11:30 a.m. **Please note: Breakfast, coffee breaks and lunch are for preconference attendees only.

Opening Plenary Session Speaker

July 19, 5 p.m. | Pacific Hall A-B, Dolphin



Craig Kielburger

Craig Kielburger co-founded Free The Children in 1995 at only 12 years of age. Today, he remains a passionate full-time volunteer for the organization, now an international charity and renowned educational partner that empowers youth to achieve their fullest potential as agents of change.

Free The Children delivers innovative programming to more than 3,500 youth groups and hundreds of thousands of young people in Canada, the United States and the United Kingdom. As the world's largest network of children helping children through education, the organization has worked in 45 countries and built more than 650 schools and school rooms in developing regions, providing education to more than 55,000 children every day.

Kielburger is a *New York Times* best-selling author who has written seven books. His latest, released in June 2011, is the children's book *Lessons from a Street Kid*. Kielburger has a degree in peace and conflict studies from the University of Toronto and is the youngest-ever graduate of the Kellogg-Schulich Executive MBA program. He has received 10 honorary doctorates and degrees, the Roosevelt Freedom Medal and the World's Children's Prize for the Rights of the Child (often called the Children's Nobel Prize) and is one of the youngest recipients of the Order of Canada. Kielburger serves on a number of boards and award committees. His work has been featured in multiple appearances on *The Oprah Winfrey Show*, CNN, *60 Minutes* and MSNBC's *Today*; and in *People*, *Time* and *The Economist*.

Workshops

Subject	Location	Instructor
Art History: New	Swan-Lobby Level-Mockingbird 2	Robert Coad
Art History: Experienced	Swan-Lobby Level-Pelican 2	John Nici
Biology: New and Experienced (1)	Dolphin-Ballroom Level-NH-E1	Cheryl Hollinger
Biology: New and Experienced (2)	Dolphin-Ballroom Level-NH-E2	Sharon Williams
AP [®] Biology: Transitioning to Inquiry-Based Labs New and Experienced	Dolphin-Ballroom Level-NH-E3	Barbara Berthelsen
Calculus AB: New	Dolphin-Lobby Level-Oceanic 8	Thomas Ahlschwede
Calculus AB: Experienced	Dolphin-Lobby Level-Oceanic 7	Gail Kaplan
Chemistry: New	Dolphin-Lobby Level-Oceanic 6	Marian DeWane
Chemistry: Experienced	Dolphin-Lobby Level-Oceanic 5	John Hnatow
Chinese Language and Culture: New and Experienced	Dolphin-Lobby Level-Europe 5	Jianhua Bai
Computer Science A: New	Dolphin-Lobby Level-Europe 10	Deborah Klipp
Computer Science A: Experienced	Dolphin-Lobby Level-Europe 11	Jody Paul
English Language and Composition: New (1)	Dolphin-Ballroom Level-NH-A1	Mary Cecelia Bowman
English Language and Composition: New (2)	Dolphin-Ballroom Level-NH-A2	Donald Stoll
English Language and Composition: Experienced (1)	Dolphin-Ballroom Level-NH-A3	John Williamson
English Language and Composition: Experienced (2)	Dolphin-Ballroom Level-NH-A4	Beth Priem
English Language and Composition: Experienced (3)	Dolphin-Ballroom Level-NH-E4	Nanci Bush
English Literature and Composition: New (1)	Dolphin-Lobby Level-Asia 1	Michael O'Brien
English Literature and Composition: New (2)	Dolphin-Lobby Level-Asia 2	Skip Nicholson
English Literature and Composition: Experienced (1)	Dolphin-Lobby Level-Asia 3	Robert Wofford
English Literature and Composition: Experienced (2)	Dolphin-Lobby Level-Asia 4	Rebecca McFarlan
Environmental Science: New	Dolphin-Lobby Level-Europe 6	David Hong
Environmental Science: Experienced	Dolphin-Lobby Level-Europe 7	Jeanne Kaidy
Equity and Access Colloquium	Southern Hemisphere, Dolphin	Various
French Language and Culture: New and Experienced (1)	Swan-Lobby Level-Swan 8	Deanna Scheffer
French Language and Culture: New and Experienced (2)	Swan-Lobby Level-Swan 9	Eliane Kurbegov

Workshops

Subject	Location	Instructor
German Language and Culture: New and Experienced	Dolphin-Lobby Level-Europe 1	Elizabeth Smith
Government and Politics: Comparative: New	Swan-Lobby Level-Lark 1	Karen Waples
Government and Politics: Comparative: Experienced	Swan-Lobby Level-Lark 2	Rebecca Small
Human Geography: New	Swan-Lobby Level-Toucan 1	Pamela Wolfe
Human Geography: Experienced	Swan-Lobby Level-Toucan 2	Max Lu
Italian Language and Culture: New and Experienced	Dolphin-Lobby Level-Europe 2	Bruna Boyle
Japanese Language and Culture: New and Experienced	Dolphin-Lobby Level-Europe 3	Motoko Tabuse
Latin: New and Experienced	Dolphin-Lobby Level-Europe 4	Robert Cape
Macroeconomics and Microeconomics: New	Swan-Lobby Level-Pelican 1	Mary Wolters
Macroeconomics and Microeconomics: Experienced	Swan-Lobby Level-Mockingbird 1	Bruce Damasio
Music Theory: New and Experienced	Swan-Lobby Level-Parrot 1	Michael Levi
Organizing Your AP Exam Administration: A Workshop for Coordinators: Experienced (1)	Swan-Lobby Level-Swan 4	Robert Jow
Organizing Your AP Exam Administration: A Workshop for Coordinators: Experienced (2)	Swan-Lobby Level-Swan 10	Cheryl Bell
Organizing Your AP Exam Administration: A Workshop for Coordinators: New (1)	Swan-Lobby Level-Swan 7	Mike Shultz
Organizing Your AP Exam Administration: A Workshop for Coordinators: New (2)	Swan-Lobby Level-Macaw 1-2	Derek Kameda
Physics C: New and Experienced	Dolphin-Lobby Level-Asia 5	Joseph Stieve
Psychology: New	Dolphin-Lobby Level-Oceanic 2	Alan Feldman
Psychology: Experienced	Dolphin-Lobby Level-Oceanic 1	Katherine Minter
Spanish Language and Culture: New	Swan-Lobby Level-Swan 1	Ken Stewart
Spanish Language and Culture: Experienced	Swan-Lobby Level-Swan 2	David Marlow
Spanish Literature and Culture: New and Experienced	Swan-Lobby Level-Swan 3	Martha Escobedo
Studio Art: New	Swan-Lobby Level-Osprey 1	Patricia Winnard
Studio Art: Experienced	Swan-Lobby Level-Osprey 2	Fran Gertz
United States History: New	Dolphin-Lobby Level-Oceanic 4	Thomas Sleete
United States History: Experienced	Dolphin-Lobby Level-Oceanic 3	Matt Tassinari

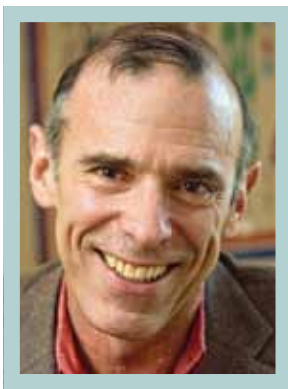
Friday at a Glance

Time	Event	Location
7 a.m.–5:30 p.m.	Registration Open	Convention Foyer, Dolphin
7 a.m.–4:45 p.m.	Exhibit Hall Open*	Exhibit Hall, Atlantic Hall, Dolphin
7–8:30 a.m.	Continental Breakfast	Exhibit Hall, Atlantic Hall, and Pacific Hall C, Dolphin
9–10:15 a.m.	Concurrent Sessions	Various
10:45 a.m.–noon	Concurrent Sessions	Various
12:15–1:45 p.m.	Lunch	Exhibit Hall, Atlantic Hall, and Pacific Hall C, Dolphin
2–3 p.m.	Plenary Session with Tony Wagner	Pacific Hall A-B Dolphin
3–3:30 p.m.	Book Signing with Tony Wagner	Pacific Hall Foyer, Dolphin
3:30–4:45 p.m.	Concurrent Sessions	Various
5:15–6:15 p.m.	Knowledge in Action Plenary Session with the George Lucas Educational Foundation	Pacific Hall A-B, Dolphin

* The Exhibit Hall will be closed from 9 to 10 a.m., and from 1:45 to 3:15 p.m.

Plenary Session Speaker

July 20, 2 p.m. | Pacific Hall A-B, Dolphin



Tony Wagner

Author and Education Innovation Fellow

Tony Wagner recently accepted a position as the first Innovation Education Fellow at the Technology and Entrepreneurship Center at Harvard. Before this, he was the founder and co-director of the Change Leadership Group at the Harvard Graduate School of Education for more than a decade.

Wagner consults widely to schools, districts and foundations around the country and internationally. His previous work experience includes 12 years as a high school teacher, K–8 principal, university professor in teacher education and founding executive director of Educators for Social Responsibility.

Wagner is a frequent speaker at national and international conferences and a widely published author; his most recent book is *Creating Innovators: The Making of Young People Who Will Change the World*. His book, *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need — and What We Can Do About It*, has been a best-seller and is being translated into Chinese. He has also recently collaborated with noted filmmaker Robert Compton to create a 60-minute documentary, *The Finnish Phenomenon: Inside the World's Most Surprising School System*. Wagner earned an M.A.T. and an Ed.D. at the Harvard University Graduate School of Education.



Town Hall with the New College Board President David Coleman

July 20, 10:45 a.m.–noon | Swan-Lobby Level-Swan 5

Special Main Conference Plenary Session Hosted by the George Lucas Educational Foundation

Rethinking Rigor in High School Course Work:

Toward Deep Knowing and Equity in Advanced Placement® Courses

Can project-based (PBL) instructional strategies lead to deep conceptual learning and meaningful engagement in rigorous college-preparatory courses, rather than mere curriculum coverage? Is PBL a potential way to reach a wider range of students with different learning styles and socioeconomic backgrounds?

Five years ago, a research collaboration was formed to develop and test a PBL approach to rigorous high school courses. We invite you to learn about the research project, encouraging results to date, and plans moving forward.



Plenary Session Speakers

July 20, 5:15 p.m. | Pacific Hall A-B, Dolphin

Presenters:

Steve Arnold, Co-Founder and Vice-Chairman, The George Lucas Educational Foundation

Amber M. Graeber, Curriculum Coordinator, Des Moines Public Schools, Des Moines, Iowa

Walter C. Parker, Professor in Curriculum and Instruction, University of Washington, College of Education

Additional Panelists for Q&A:

Diem Nguyen, Ph.D., Research Project Director, The Knowledge in Action Project, University of Washington, College of Education

Lisé Whitfield, Research Scientist, University of Washington, College of Education

Administrator, AP Coordinator, Counselor**9–10:15 a.m.****A Penny for Your Thoughts: Fueling Student Experiences with Outside Funding****Swan-Lobby Level-Swan 1-2****Melanie Duppins**, DonorsChoose.org, Washington, DC**Duane Bayer**, Hillsborough High School, Tampa, Florida

This session features classroom experiences that were made possible as a result of outside funding obtained through DonorsChoose. Hear from the educators who drove these initiatives, focused on Pre-AP and AP and the team behind DonorsChoose.org. After hearing from the panel, participants take away strategies for creating innovative activities for their Pre-AP and AP classrooms, accessing alternative funding streams for schools and classrooms, and involving their communities in the academic experiences of students.

Boot Camp Skill-Building Activities that Prepare Students for AP**Swan-Lobby Level-Swan 7-8****Jacob Clifford**, San Pasqual High School, San Diego, California**James Anderson**, Embry-Riddle Aeronautical University, Daytona, Florida

How can you increase enrollment in AP while making sure that all students are prepared for the challenge? The answer is boot camp. AP boot camp is a series of experiential learning activities that allow students to practice the skills required for success in AP courses. The activities are not content specific, but rather focus on developing five essential skills: teamwork, communication, organization, reading and problem solving. You will complete a variety of exciting hands-on activities that are designed to strengthen, empower and motivate your students. The activities require less physical than mental effort. Are you ready for boot camp?

Building an AP Majority High School in Three Years: An Administrator's Guide**Swan-Lobby Level-Swan 3-4****Jeff Feucht**, Glenbard West High School, Glen Ellyn, Illinois**Kristin Brandt**, Glenbard West High School, Glen Ellyn, Illinois

Participants examine a three-year program for increasing AP enrollment in a large, diverse suburban high school that resulted in a majority of graduates taking at least one AP course and exam while maintaining a schoolwide 80 percent passing rate. Participants engage in an interactive assessment of the relative impact of the various components of the program and develop an implementation plan for an enrollment expansion initiative at their own school. The individual roles of academic priorities, school climate and diverse learners are evaluated. The presentation features the perspective of the school's principal, AP Coordinator and assistant principals.

Data-Based Decision Making: The Road to AP Equity**Swan-Lobby Level-Swan 9-10****Kelcey Edwards**, The College Board, New York, New York

With the right tools, every school, district and state can achieve equity in AP classrooms. Through hands-on evaluation of case studies, participants develop analytical skills, learn to define and measure equity and identify best practices. Participants review examples of data-based initiatives in schools around the country. Attendees better understand what information is needed, how to find it and how to analyze it in order to make data-driven decisions that foster equitable AP participation and outcomes.

Upcoming Developments and Changes in the AP Program and Open Q&A**Swan-Lobby Level-Swan 6****Trevor Packer**, The College Board, New York, New York

Join the College Board's senior vice president responsible for the AP Program for a close look at the developments and changes being made to address 21st-century teaching and learning needs. This session provides participants with an update on the new online student homework support service, the new formative and interim assessments for AP teacher use, the Pre-AP® Program currently in development and a global perspectives/research supplemental program. Participants will be encouraged to ask questions and provide feedback regarding any and all aspects of AP — from teacher quality and availability to higher education credit policies. The array of perspectives on each issue will be discussed, as will relevant research and data and plans for the future.

10:45 a.m.–noon

Building and Sustaining College Readiness Pathways**Swan-Lobby Level-Swan 3-4**

Celeste Hunter, Nevada Department of Education, Las Vegas, Nevada
Charlotte Curtis, Nevada Department of Education, Carson City, Nevada
Homa Anooshehpour, Nevada Department of Education, Carson City, Nevada

Panelists from the Nevada Department of Education and Nevada GEAR UP Program share innovative practices they are using in the 17 unique counties to promote a college-going culture for all students. In 2002, only 79 low-income students took AP Exams throughout the state of Nevada; 2011 saw a significant increase to 3,165 students. Participants gain knowledge about the elements of strong partnerships with urban and rural districts — the University of Nevada, Reno and Las Vegas — and the College Board to ensure that students are provided with college readiness pathways. The partnerships also provide opportunities for teachers to engage in AP professional development to strengthen teaching strategies, opportunities and techniques, as well as parent awareness regarding the college admission process. Data are shared showing the increase in AP course enrollment, AP assessment participation and AP assessment score improvement over a five-year period. Participants learn the advantages of such partnerships and strategies for creating and effectively utilizing partners in order to be prepared to meet the needs of a diverse learner population for postsecondary success. Participants learn about professional development opportunities for AP teachers to engage in exam reviews, as well as how practice sessions for students can support participation and performance in college-level courses. In addition, participants learn strategies for supporting districtwide implementation of the PSAT/NMSQT® test for all 10th-graders and the use of data to strengthen college readiness skills.

Creating a College-Going Culture Through Expanding AP**Swan-Lobby Level-Swan 6**

Jay Tucker, Delaware Valley School District, Milford, Pennsylvania **Ronald Collins**, Delaware Valley High School, Milford, Pennsylvania
Candis Finan, Delaware Valley School District, Milford, Pennsylvania **Thomas Finan**, Delaware Valley School District, Milford, Pennsylvania

This session provides participants with a data-driven model to expand and develop a comprehensive AP program in grades 6 through 12. We provide tools that can be used by school districts to help teachers, administrators and counselors successfully develop, implement and expand their AP program. Various research-based studies on effective implementation of this model are presented, which participants can use to develop their programs. With approximately 430 graduates, Delaware Valley High School has seen its AP participation rate increase from 197 students a few years ago to the current number of 850 enrollees. For the past two years, Delaware Valley has been named one of the “Best High Schools in America” by *The Washington Post* and is also one of only a few high schools to be named for two years in a row to the College Board AP Achievement Honor Roll. Ninety-six Delaware Valley students have been named 2011 AP Scholars.

Formative Feedback: Involving AP Teachers as Partners to Increase Student Achievement**Swan-Lobby Level-Swan 1-2**

Rachel Hill, Canyons School District, Sandy, Utah

Education leaders are continually seeking methods to effectively implement common assessments that have predictive value. Extensive research on assessment and learning confirms that proficient use of formative assessment has a significant positive effect on student learning (Black and William 1998; Heritage 2007; Stiggins and DuFour 2009). In order for formative assessment data to be predictively valuable, however, teachers must continually check students’ learning and be willing to modify instruction to meet student needs identified by the data. Both practices require teacher change, which can emerge through effective teacher collaboration.

The Journey of a Thousand Miles ...**Swan-Lobby Level-Swan 9-10**

Dallas Koehn, Union Public Schools (Tulsa, OK), Broken Arrow, OK

Union Public Schools is a large suburban district in Tulsa, OK, whose changing demographics of the past two decades have brought substantial new challenges to a long history of academic excellence and high expectations. The presenter looks briefly at district- and building-wide efforts to make “100% College or Career Readiness” more than a catchy slogan and then zeros in on what departments, hallways or individual teachers can do to make AP or other advanced course work legitimate and desirable options for a wider variety of students. It’s probably too soon to decide whom you want to play you in the movie, but our focus is on using our personal, professional and pedagogical skills within our own tiny little spheres of influence to build systemic change (even if we’re worried deep-down inside that it might be impossible).

Administrator, AP Coordinator, Counselor (continued)**Without a Net: Testing the Limits of AP for All****Swan-Lobby Level-Swan 7-8****Bob Dunton**, Corbett Charter School, Corbett, Oregon**Tiffany Hedger**, Corbett Charter School, Corbett, Oregon**Katie Swanson**, Corbett Charter School, Corbett, Oregon

In fall 2010, Corbett Charter School (CCS) assigned two first-year teachers each the task of teaching two AP classes to their home room classes of 22 ninth-graders each. More than half of the students were new to CCS. New students came from nearly a dozen feeder schools. No students had experienced Pre-AP course work. CCS accepted 100 percent of the applicants to ninth grade. More than half of all students passed at least one AP Exam, and over a quarter passed both. Participants will explore the theoretical underpinnings of the CCS AP program. Participants will become familiar with the preservice training required of teachers. Participants will discuss with CCS classroom teachers the impact of teacher training, the self-contained classroom and the inclusion of all students on the AP program results.

3:30–4:45 p.m.**AP and Higher Education: Leveraging Data to Inform Policy****Swan-Lobby Level-Swan 3-4****Pamela Kerouac**, The College Board, Tallahassee, Florida**John Barnhill**, Florida State University, Tallahassee, Florida**Barbara Pletcher**, Florida Atlantic University, Boca Raton, Florida

AP higher education partnerships represent a widely shared goal for analytic inquiry. Higher education is demanding accurate data reporting and accountability, sparking growth in K–16 data system capabilities. This expanding data-sharing frontier provides new opportunities for higher education engagement with the AP Program. This session features promising practices using AP performance data to inform evidenced-based credit and placement policies. Recent findings of the landmark Florida AP performance study are discussed. A panel of university leaders provides insights on effective use of data for credit and placement policies, enrollment management, and persistence and completion measures.

AP Report to the Nation: A Closer Look at the Nation and Florida**Swan-Lobby Level-Swan 1-2****Ellen Sawtell**, The College Board, New York, New York**Jacqueline Gillie**, The College Board, Tallahassee, Florida**Patricia Z. Smith**, Hillsborough County Public Schools, Tampa, Florida

In February 2012, the College Board published *The 8th Annual AP Report to the Nation*. This session provides a deeper dive into key information for the United States with an emphasis on Florida, and participants hear how one school in Florida uses AP Potential™ to help build its AP program. Participants also learn about AP participation and performance in the science, technology, engineering and mathematics (STEM) field. Analyses by race/ethnicity are provided. Participants also gain a clear understanding of common questions centered around the growing Hispanic/Latino population in AP. The goal of this session is to provide participants with the knowledge of how the AP population has changed over the past 10 years. At the end of this session, counselors and other school personnel are better able to help identify students not currently being served by AP and understand how the available data can assist in building their AP program.

Developing Academic Success Targeting Diverse Learners in AP**Swan-Lobby Level-Swan 9-10****Amy Janecek**, Minneapolis Public Schools, Minneapolis, Minnesota**Hannah Scherer**, Minneapolis Public Schools, Minneapolis, Minnesota

Large urban districts continue to grapple with how to improve the achievement of underrepresented students in accelerated courses while maintaining consistency across many high schools. In this session, participants take away best practices and develop a plan for how to increase successful participation by evaluating policy changes and data analysis. In addition to the many supports executed at each high school, participants evaluate the various targeted strategies sites implemented based on the needs of their ethnic population.

High School AP Academy: Building Excellence**Swan-Lobby Level-Swan 7-8****Kathy Hagee**, Wilson School District, West Lawn, Pennsylvania

The Wilson School District is excited to share the success of the AP Academy setting at our high school. This academy is designed for the self-motivated student who is looking to participate in a rigorous academic-focused curriculum. The session includes how to design and implement a successful AP Academy in a secondary environment. Participants are able to create a strategy plan to present to their administration or school board, as well as gain a clearer understanding of the resources needed to implement a three-year academy start-up strategy plan. Included in this plan is an explanation of the development of a district and community advisory committee, incorporation of a speaker series, academy requirements and responsibilities of the AP Coordinator.

Strengthening an AP Program**Swan-Lobby Level-Swan 6****Jessica Jones**, Mid-Prairie High School, Wellman, Iowa**Erin Cavanagh**, Mid-Prairie High School, Wellman, Iowa

Mid-Prairie High School consistently ranks in the top 10 schools in Iowa for its Advanced Placement® Index. This session describes several programs and activities that are responsible for the growth of the AP program. Mid-Prairie places a strong emphasis on academic counseling through the Advisor–Advisee program. Students are introduced to the importance of the AP experience at a freshman orientation during March of their eighth-grade year. Students and parents meet with their advisor during the orientation and prepare a six-year course of study that includes selecting one of three sets of graduation options. Students preparing for a four-year college education are required to take two AP classes during high school. Staff members and students establish a genuine passion for success with their AP experience through annual goal setting. In May 2011, Mid-Prairie had an AP Index of 1.22, an AP Excellence rating of 0.52 and an Excellence/Equality rating of 0.23. Mid-Prairie has focused on rigor and relevance in professional development throughout the last three years. The staff members have bought into the importance of rigor and relevance across the curriculum, which better prepares students for the challenge of their AP experience.

Leslie Hanzelka, Mid-Prairie High School, Wellman, Iowa**Pete Cavanagh**, Mid-Prairie High School, Wellman, Iowa**Art History****9–10:15 a.m.****Results from the 2012 AP Art History Exam****Dolphin-Lobby Level-Europe 1****Robert Nauman**, University of Colorado, Boulder, Colorado

Participants in this session meet with the Chief Reader and discuss information about student performance on the 2012 AP Art History Exam. Exam topics and questions that were most challenging to students are identified and analyzed. Participants compare these challenging areas with those that were most demanding for their students and develop individual strategies for implementing best practices in their classes to address challenging concepts and content. Participants also receive information about changes in the way the art history survey is taught at the college level and how that affects the AP course and exam. The session concludes with a Q&A period.

10:45 a.m.–noon**Structuring an Effective AP Art History Framework****Dolphin-Lobby Level-Europe 1****Matthew Townley**, George Jenkins High School, Lakeland, Florida

The syllabus was approved and the 1,200-page textbook with more than 1,400 images was ordered ... now what? The scope of the Art History course is in itself daunting. With a dwindling school schedule and additional state and district mandates, organizing appropriate resources, assignments, content and assessments is challenging. The goal of this session is to provide participants — through practiced expert examples and stimulating collaborative discussion — an effective framework on which to build, focus and structure their curriculum.

3:30–4:45 p.m.**Art and Art History Visual Resources via Technology****Dolphin-Lobby Level-Europe 1****Lisa Hirkaler**, Vernon Township High School, Wantage, New Jersey

This presentation offers findings on the finest of museum, art history and art websites as tools for effective planning. Use of interactive whiteboards and SMART Technologies is continually increasing in education, with technology on the forefront of budgets and curricula focus. This technology is a dynamic visual tool in AP Art History but is also useful in any class that uses art as a source of inspiration for discussion, collaboration or insight into a historical period. This workshop has been useful for art history, languages, history and English teachers. The visuals provide a rich resource for deeper discussion and inquisition. Web tools for designing exciting presentations (Prezi and PowerPoint) are offered as excellent instruments for instruction. Web-based tools such as Glogster and Wordle are demonstrated for ease of use and application. Technology supports student learning and the technological responses that the students create. Students are native to this digital environment and it behooves educators to tap into the latest resources to prepare students for the 21st century.

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Biology

9–10:15 a.m.

AP Insight: Increasing Student Success in AP Biologytech
tecd**Dolphin-Northern Hemisphere-American Seminar****Lila Schallert-Wygal**, The College Board, New York, New York

AP Insight is an “always-on” classroom tool providing insight into diverse student needs and increasing the opportunity for all students to succeed. Piloted in 2011–2012 with three districts representing an urban, suburban and rural composition, AP Insight’s initial focus is on AP Biology, one of the larger STEM courses redesigned to emphasize concepts, skills and student inquiry. AP Insight is built around the critical and foundational challenge areas. Classroom-ready resources and professional learning tools unpack the Challenge Areas into the key building blocks and anticipate the misconceptions students must overcome to master the AP course. Formative assessment strategies and interim assessments diagnose areas of student understanding and misunderstanding with instructionally relevant feedback and resources to move all students forward. Based on extensive research in formative assessment and professional learning best practices, this i3 grant-funded program has conducted an extensive, collaborative pilot engaging teachers as co-developers and stakeholders on an AP Insight Advisory Council to ensure the program addresses classroom practicalities. An overview of the pilot findings and lessons learned will be presented, along with a preview of the refined program before its national launch. Educators from the pilot district will share their experiences and offer strategies for improving student achievement.

Preparing for the Revised AP Biology Course**Dolphin-Ballroom Level-Southern Hemisphere-III****Julianne Zedalis**, The Bishop’s School, La Jolla, California**Gordon Uno**, University of Oklahoma, Norman, Oklahoma

Members of the AP Biology Development Committee discuss the curriculum framework for the revised AP Biology course. The newly created labs, teacher support materials and exam with sample questions are also shared and discussed. Instructional strategies for integrating the new learning objectives are identified and modeled. Based on their individual style of teaching, participants develop and share strategies for implementing best practices as they address the revised AP Biology concepts, content and science practices.

10:45 a.m.–noon

Designing Instruction for AP Biology**Dolphin-Ballroom Level-Southern Hemisphere-III****Julianne Zedalis**, The Bishop’s School, La Jolla, California**Gordon Uno**, University of Oklahoma, Norman, Oklahoma

Members of the AP Biology Development Committee provide instructional strategies and techniques for integrating inquiry-based and student-centered labs and activities. The characteristics of science inquiry and reasoning skills as they apply to essential biological concepts are also addressed. Participants learn how to design instruction and activities that incorporate the learning objectives. Participants discuss and use the instructional methods provided to assist them in making revised AP Biology course concepts and principles engaging and enduring.

3:30–4:45 p.m.

Results from the 2012 AP Biology Exam**Dolphin-Ballroom Level-Southern Hemisphere-III****Dominic Castignetti**, Loyola University, Chicago, Illinois

Participants examine the results of the 2012 AP Biology Exam with a member of the AP Biology Development Committee. Exam topics and questions that students found most challenging are identified, discussed and analyzed. Participants then compare these challenging areas with the AP Biology topics that their own students found most demanding. The presenter assists participants in developing individual strategies for implementing best practices in their own schools and classrooms to address challenging topics from the course and exam.

Calculus

9–10:15 a.m.

Bridge to AP Calculus

e&a

Dolphin-Lobby Level-Asia 4**Derek Hill**, Hamburg Central High School, Hamburg, New York**Michelle Hill**, Hamburg Central High School, Hamburg, New York

Hamburg Central High School has designed and implemented a unique curriculum for non-advanced students who want to enroll in AP Calculus AB. The program has produced amazing results, with 99 percent of the students earning college credit while 86 percent earned an AP Exam score of 5. In the past five years, the total number of students taking AP Calculus has more than quadrupled. Participants examine a model bridge curriculum from Hamburg High School and how it bridges the gap from Algebra II and Trigonometry to AP Calculus AB. Participants consider their own students’ strengths and weaknesses and design an outline for their respective bridge curricula.

Tools of the Trade: Using Constructivist Strategies and Internet Resources**Dolphin-Lobby Level-Asia 5**

Ann Ku, Wheeling High School, Wheeling, Illinois

Brianne Rand, Wheeling High School, Wheeling, Illinois

Learn how to create a rigorous, interactive and supportive AP Calculus classroom environment. Discover more than 10 activities that propel all types of learners to excel in the calculus classroom. By using technology, reflection, modeling and discovery to enhance the AP experience, participants can address the needs of all AP students. Participants learn about Web-based communities outside of classroom walls; instructional strategies involving notecards, corrections and reflections; integration of AP problems; and constructivist learning models.

10:45 a.m.–noon

Results from the 2012 AP Calculus AB and BC Exams**Dolphin-Lobby Level-Asia 5**

Stephen Kokoska, Bloomsburg University, Bloomsburg, Pennsylvania

Participants examine the results of the 2012 AP Calculus AB and BC Exams with the Chief Reader. They review free-response scoring guidelines and common student errors and analyze the most challenging exam questions and topics. Participants are asked to reflect on demanding topics tested on the exams and in their courses and to discuss and determine best practices for teaching these topics.

Teaching Taylor's Theorem**Dolphin-Lobby Level-Asia 4**

Mark Howell, Gonzaga College High School, Washington, District of Columbia

Taylor's theorem is a daunting result for AP Calculus BC teachers and students alike. Participants engage in practical classroom activities they can use with their students to explore the meaning and consequences of Taylor's theorem and the Lagrange form of the remainder. Connections with tangent line approximations and the mean value theorem help shed light on Taylor's theorem. Participants leave with fresh insights and resources for teaching Taylor's theorem.

3:30–4:45 p.m.

Calculus, Computers and Collaboration**Dolphin-Lobby Level-Asia 4**

Lisa Ullmann, Florida Virtual School, Indialantic, Florida

In this session, participants learn how to deepen their students' understanding of calculus concepts using several highly interactive activities that are as appropriate for face-to-face instruction as they are for online teaching. Participants learn how collaborative strategies can be used to demonstrate motion and the average value of a function. Participants also learn how to use a graphing calculator to illustrate local linearity and differentiability and make and play a slope-field matching game.

The First Week of AP Calculus**Dolphin-Lobby Level-Asia 5**

Paul A. Foerster, Alamo Heights High School, San Antonio, Texas

Graphing calculators make it practical to start with calculus concepts on day one. Review of precalculus concepts and techniques can therefore be brought into the course at the time they are needed, rather than taking time at the beginning. The major advantage of this approach is that students experience the limit concept applied to derivatives and integrals by numerical, graphical and verbal means that are more closely related to the definitions of these concepts than are the algebraic techniques they learn later. Other advantages of this sequencing are also presented.

Chemistry

9–10:15 a.m.

Results from the 2012 AP Chemistry Exam**Dolphin-Ballroom Level-Southern Hemisphere-II**

Larry Funck, Wheaton College, Wheaton, Illinois

Participants examine the results of the 2012 AP Chemistry Exam with the Chief Reader. Exam topics and questions that students found most challenging are identified, discussed and analyzed. Participants then compare these challenging areas with the AP Chemistry topics that were the most demanding for their students and develop individual strategies for implementing best practices in their own schools and classrooms to address these topics. They also learn how the course is taught at the college level and how that affects the course and exam.

Chemistry (continued)**10:45 a.m.–noon****Understanding the Revised AP[®] Chemistry Course****Dolphin-Ballroom Level-Southern Hemisphere-II****John Hnatow**, Emmaus High School (retired), Emmaus, Pennsylvania**Jamie Benigna**, The Roeper School, Birmingham, Michigan**Serena Magrogan**, The College Board, Duluth, Georgia

Members of the AP Chemistry Curriculum Development and Assessment Committee provide insight into the new AP Chemistry course. The presentation includes an explanation of the course and exam review process; a review of the structure of the curriculum framework and course curricular requirements; differentiation between the existing and upcoming course components, exam and laboratory program; examples of integrating concepts, content and science practices, as well as reducing breadth of the course while increasing the depth of understanding; consideration of the learning objectives in the curriculum framework; a review of the higher education validation; and the various modes of teacher support available.

3:30–4:45 p.m.**Teaching the New AP Chemistry Course with Inquiry****Dolphin-Ballroom Level-Southern Hemisphere-II****Jamie Benigna**, The Roeper School, Birmingham, Michigan**John Hnatow**, Emmaus High School (retired), Emmaus, Pennsylvania**Serena Magrogan**, The College Board, Duluth, Georgia

Members of the AP Chemistry Curriculum Development and Assessment Committee provide an overview of the new curriculum framework, learning objectives and science practices. Participants engage in an inquiry activity that addresses newer concepts, examine online simulations that allow student exploration of content through inquiry, practice converting a teacher-directed lab to a more student-directed version, and share techniques for scaffolding and managing the inquiry process in the classroom. Participants discuss assessment methods that evaluate proficiency with both content and science practices.

Chinese Language and Culture**9–10:15 a.m.****Differentiation Strategies in the AP Chinese Class: Meeting the Needs of Diverse Learners****Dolphin-Lobby Level-Oceanic 1****Richard Chi**, University of Utah, Sandy, Utah

In this session, the diverse needs of the students in Pre-AP and AP classes are identified and discussed. Instructional strategies to address such needs, including content differentiation, process differentiation and product differentiation are presented, discussed and analyzed. A sample model for developing differentiated instruction (DI) is presented. The presenter assists the attendees, working in small groups, in completing a task on DI for nonnative and heritage learners in an intermediate-level class. Each group chooses one theme and a recommended context, articulates two-to-three overarching and essential questions, selects resources, identifies instructional objectives and designs several instructional strategies and activities as well as formative and summative tasks. The session concludes with a discussion of the completed DI activities by each group.

10:45 a.m.–noon**Results from the 2012 AP Chinese Language and Culture Exam****Dolphin-Lobby Level-Oceanic 1****Richard Chi**, University of Utah, Sandy, Utah**Lea Ekeberg**, Sidwell Friends School, Washington, District of Columbia

Attendees examine results of the administration of the 2012 AP Chinese Language and Culture Exam with members of the Development Committee. Exam topics and questions that were most challenging for students are identified, discussed and analyzed. The participants compare these challenging areas with the areas that their own students found most demanding. The presenters assist the participants in developing individual strategies for implementing best practices in their own classrooms to address challenging tasks on the exam. The session concludes with a Q&A period to discuss other issues related to the exam.

3:30–4:45 p.m.**Using Authentic Materials in the AP Classroom****Dolphin-Lobby Level-Oceanic 1****Lea Ekeberg**, Sidwell Friends School, Washington, District of Columbia

Having students engage with authentic materials is essential to the AP Chinese curriculum, but it can be challenging to find appropriate

materials and use them effectively. In this session, participants are exposed to a variety of sources for authentic materials and ways to scaffold student interaction with the materials. They develop strategies for identifying appropriate materials and designing instruction to allow students to engage successfully with authentic texts.

Computer Science

9–10:15 a.m.

Attention! Now that I Have It, How Can I Keep It and What Can You Learn?

Dolphin-Lobby Level-Asia 3

Karen Donathan, George Washington High School/AP Computer Science Test Development Committee, Charleston, West Virginia

There is more to teaching AP Computer Science than assigning program after program. Through the use of extra activities such as case studies, computer games, physical role playing, class projects, physical modeling and even theme food, teachers get the attention of students, who become more willing to participate in class. Participants “become the AP Computer Science student” as they experience firsthand some of these teaching techniques. Participants also walk away with a list of references and activity suggestions that can easily be used in their schools. All activities presented are connected to categories as described in the AP Computer Science A Course Description.

10:45 a.m.–noon

Results from the 2012 AP Computer Science A Exam

Dolphin-Lobby Level-Asia 3

Jody Paul, Metropolitan State College of Denver, Denver, Colorado

Liz Johnson, Xavier University, Cincinnati, Ohio

Fran Hunt, ETS, Princeton, New Jersey

The presenter recaps the results of the 2012 AP Computer Science A Exam administration. The session includes a description of the scoring process, exam questions, representative student solution samples, score means and distributions, results of grade setting, identification of common errors and advice for instructors. Participants learn the results from the AP Computer Science A comparability study in a report from ETS assessment specialists.

3:30–4:45 p.m.

What Did You Expect? The Importance of Using Rubrics in AP Computer Science

Dolphin-Lobby Level-Asia 3

Karen Donathan, George Washington High School, Charleston, West Virginia

Rubrics should be used for more than just grading programming projects. Correctly using rubrics throughout the instructional school year not only makes grading easier but guarantees that students know exactly what is expected of them. In this session, participants learn the importance of rubrics, use preprepared rubrics, develop a rubric that works and actually take part in a rubric development simulation.

English Language; English Literature

9–10:15 a.m.

Colonial American Satire

Dolphin-Ballroom Level-Northern Hemisphere-A3

Patricia Marshall, PORTA High School, Petersburg, Illinois

Satire is an especially difficult genre to teach in that it often requires more than a passing acquaintance with the time period in which it is produced. Colonial American satire can be especially difficult for students who are distanced from it not only in terms of its content and context but also in its language. This session offers strategies and texts that are particularly helpful in assisting students to attain a richer understanding of colonial American satire, particularly its techniques, analysis and creation.

Interdisciplinary Approach to Teaching Faulkner and Modern Poetry

Dolphin-Ballroom Level-Northern Hemisphere-E3

Allyson Williams, Roswell High School, Roswell, Georgia

Amy Foti, Roswell High School, Roswell, Georgia

Students are often intimidated by modern literature with its fragmented, experimental style and disillusioned thematic content, and they generally have less exposure to modernist works of literature. Therefore, teachers benefit from the use of modern art, music and architecture to explain the modernist movement and the differences between it and those that came before it. Participants view a presentation with examples of art, music and architecture that are representative of the premodern and modernist periods. Participants examine elements of modern music, art and architecture and find parallels in Faulkner’s *As I Lay Dying* and modern poems.

English Language; English Literature (continued)

Reading War Memorials: The Rhetoric of Public Works

Dolphin-Ballroom Level-Northern Hemisphere-A1

Robin Aufses, Lycée Français de New York, New York, New York

Participants examine national war memorials, such as the Washington Monument and the Vietnam Veterans Memorial, as well as small-town war memorials that honor local heroes. The discussion focuses on the connections among subject, audience and “speaker,” as participants consider ways their students can analyze visual texts rhetorically. Participants leave the session with ideas for student presentation assignments and prompts for close reading and synthesis essays.

Results from the 2012 AP English Language and Composition Exam

Dolphin-Ballroom Level-Northern Hemisphere-A2

Mary Trachsel, University of Iowa, Iowa City, Iowa

Participants examine results of the 2012 AP English Language and Composition Exam administration with the Chief Reader. The session identifies and analyzes exam topics and questions that were most challenging for students, and the presenter discusses with participants the reading and writing skills required for successful performance on those questions. Participants compare these challenging areas with the AP English Language and Composition questions and topics their own students found most demanding. The presenter assists participants in developing individual strategies for implementing best practices in their own schools and classrooms to address challenging topics and skills developed in the course and measured in the exam.

Results from the 2012 AP English Literature and Composition Exam

Dolphin-Ballroom Level-Northern Hemisphere-E2

Warren Carson, University of South Carolina Upstate, Spartanburg, South Carolina

Participants survey the 2012 English Literature and Composition Exam with members of the Development Committee. After reviewing the development of the exam and the grading process, they examine student essays submitted for the three free-response questions. Participants identify characteristic weaknesses in lower scored papers and strengths in upper scored papers. They also develop the strategies used to teach students to write stronger analyses of literary texts. The session occurs twice, in order to accommodate all attendees.

Teaching Poetry Through Technology

Dolphin-Ballroom Level-Northern Hemisphere-E4

Susan Cooperman, Wellington Community High School, Wellington, Florida

The study of poetry is often intimidating for students, so the process by which it is introduced must appeal to their emotions and interests. This comprehensive unit outlines a systematic approach to teaching poetry; it begins with the initial introduction of a single poem and the viewing of animated poems. Then it progresses to the analysis of poems through cooperative poetry dissections, PowerPoint presentations and online resources. The unit finishes with a media project initiated by individual students. Participants experience examples of all resources and work cooperatively to critique various methods and to analyze a sample poem using the prescribed procedures.

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10:45 a.m.–noon

Combining the Technological World with the AP World: Meeting AP Students Halfway

Dolphin-Ballroom Level-Northern Hemisphere-E3

Donna Moore, HEB ISD/LD Bell High School, Fort Worth, Texas

This session provides AP teachers with a productive way to promote student collaboration. Online discussion forums can add depth and complexity to the study of literature with minimal teacher time and preparation. The teacher can serve as an active participant or facilitator in the online discussion or choose to just monitor the discussion that can continue at any time convenient for the user.

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Creating a Hybrid Course

Dolphin-Ballroom Level-Northern Hemisphere-A3

Melissa Sweeney, Cardinal Gibbons High School, Fort Lauderdale, Florida

The presenter demonstrates the use of an online course system including options such as threaded discussion, posting of documents, submission of assignments and online assessments. In this session, the presenter also accesses other technology (websites and podcasts) through the online system to enhance course concepts. Participants create an outline of possible documents and assignments that can be used through the online system to enhance student learning.

Managing the Paper Load for Rookie Rhetoricians

Dolphin-Ballroom Level-Northern Hemisphere-A1

Sheryl Miller Hosey, Council Rock High School South, Holland, Pennsylvania

Stacey Aronow, Souderton Area School District, Souderton, Pennsylvania

Quality trumps quantity. Nothing overwhelms an AP language teacher more than the varied and voluminous amount of required writing.

The number of papers that a student writes is not as important as the caliber of the writing. Participants learn tools, strategies and tips to simplify and ease the assessment of writing in both traditional and block scheduling. Presenters assist participants in choosing individual strategies for implementing best practices in the teaching of writing and its assessment. Participants leave with ready-made concrete resources that can easily be incorporated in their own classrooms.

Project-Based Learning

Dolphin-Ballroom Level-Northern Hemisphere-E4

Joyce Herr, Tascosa High School, Amarillo, Texas

This interactive session is intended to provide participants an understanding of the project-based learning process. The session introduces and models effective teaching strategies. Participants learn how to design effective projects, encourage both individual and group learning, and create assessment rubrics that allow students to navigate the learning process. The focus is on challenging and supporting students in the learning process.

Using Social Media to Improve AP Writing

Dolphin-Ballroom Level-Northern Hemisphere-A2

Aubrey Ludwig, Fairfax County Public Schools, McLean, Virginia

Emily Richardson, Naperville North High School, Chicago, Illinois

Educating digital natives in the AP classroom requires that technology not be a novelty but be used to create meaningful writing, critical thinkers and global citizens. Learning multiple applications and technologies for classroom use can be harrowing for both teacher and student. In this session, participants examine Schoology, the social networking and learning management application, as well as the microblogging platform Tumblr. They explore model posts and pages that synthesize student writing and create classroom collaboration. By the session's end, participants gain a working knowledge of both programs and develop a series of practices to improve student writing.



3:30–4:45 p.m.

Argument Analysis in the AP® English Literature Classroom

Dolphin-Ballroom Level-Northern Hemisphere-E3

Sonya Massengill, North Carolina State University, Raleigh, North Carolina

Students often argue much more compellingly in class discussions than in their written arguments. Without the give and take of oral debate, they find it difficult to identify weaknesses in their arguments. Using past AP literature essay responses, participants in this session learn to use the six elements of the Toulmin model (claims, data, warrants, backing, rebuttal and qualifiers) to train students to identify flaws in their own arguments about literature. Participants then use the Toulmin model to design instructional activities to help students generate precise, substantial arguments about the literary texts in their own classrooms.

Creating Blockheads in AP U.S. History and AP English Language and Composition

Dolphin-Ballroom Level-Northern Hemisphere-A1

Jeff Keane, Victor J. Andrew High School, Tinley Park, Illinois

Ellen Snyder, Victor J. Andrew High School, Tinley Park, Illinois

Traditional scheduling compartmentalizes curriculum and, as a result, students compartmentalize their learning, failing to make connections among history, English and the real world. In this session, participants are introduced to a blocking concept of AP U.S. History and AP English Language and Composition that exists within a traditional seven-period (50 minutes per period) school day. This concept helps both staff and students scaffold content and skills in order to be successful in each class both academically and on the AP Exams. Participants discover strategies for analyzing documents from a literary and historical perspective. Participants leave the session with examples of culminating projects that integrate the key components of each class into one cohesive presentation.

Extreme Makeover: Shifting to Open Enrollment or AP for All

Dolphin-Ballroom Level-Northern Hemisphere-E2

Rebekah Shoaf, Urban Assembly School of Design and Construction, Brooklyn, New York

This session is a crash course for educators in how to turn an existing traditional AP English Literature program into one that appropriately challenges and supports students with a variety of preparation levels. Participants work through their own preconceptions, concerns and hopes for an all-inclusive program and begin to develop policies and instructional strategies to support all students. Instructional materials, student work and artifacts from the presenter's own experiences launching an open-enrollment AP English Literature (and then transitioning to AP for All) in a New York City public high school are shared and discussed.



Teaching Satire with *The Onion*

Dolphin-Ballroom Level-Northern Hemisphere-A3

Scott Cleary, Kentlake High School, Buckley, Washington

One of the most rich but challenging forms of humor is satire. A deep understanding of satire is necessary to fully appreciate and understand many literary works, both fiction and nonfiction. Through examining selected witty articles from *The Onion*, we will form a definition of satire and explore instructional strategies that foster dialogue and close reading among students as they acquire a complex understanding of the literary form, helping them develop a more critical interpretation of satirical pieces read in class. Assignment ideas for getting students writing satirically themselves, as a part of their conceptualization of satire, will also be included in our discourse. Walk away with engaging strategies for your students, reproducible lesson plans and sample articles from *The Onion*.

English Language; English Literature (continued)**The Power of Voice Against the Voices of Power: Orwell and Kincaid****Dolphin-Ballroom Level-Northern Hemisphere-A2****Lawrence Scanlon**, Iona College, New Rochelle, New York

Using as primary texts works of nonfiction by George Orwell and Jamaica Kincaid, this session considers the nature of the individual voice as it addresses and confronts the influence of governmental power and colonialism. We also consider other voices, such as those of Frantz Fanon and Eavan Boland, suitable for such a unit of study. Participants engage in small group activities for close reading, discussion and written response.

Using Media Texts to Teach Literary Analysis**Dolphin-Ballroom Level-Northern Hemisphere-E4****Amy Decker**, Oak Grove High School, Hattiesburg, Mississippi**Karen Leffler**, Oak Grove High School, Hattiesburg, Mississippi

Students often arrive in the AP English Literature classroom with both a limited appreciation of literature and low interest in reading. This session describes and demonstrates a fun-filled and exciting approach to literary analysis through the use of media texts including film, television and popular music. Using this strategy develops the student's ability to think critically about media and literature and the commonalities between the two, in order to enhance the student's analytical skills. During the session, participants view model classroom activities and develop strategies to incorporate media texts into their literature classrooms.

Environmental Science**9–10:15 a.m.****Effective Strategies for Teaching Global Warming Concepts****Dolphin-Ballroom Level-Southern Hemisphere-V****Art Samel**, Bowling Green State University, Bowling Green, Ohio

This session reviews scientific foundations of the atmospheric greenhouse effect, the impacts of human activity on its magnitude and environmental responses and potential approaches to mitigate the anthropogenic contribution to the global greenhouse effect. Common misconceptions held by both students and educators about the causes of climate change and validity of arguments to the contrary are also discussed. At the conclusion of this session, participants have a better understanding of the science that explains global warming and the consensus of the scientific community regarding this crucial environmental issue. This knowledge allows AP Environmental Science teachers to develop effective classroom strategies to educate their students about climate science and climate change. This, in turn, increases student success.

10:45 a.m.–noon**Results from the 2012 AP Environmental Science Exam****Dolphin-Ballroom Level-Southern Hemisphere-V****Art Samel**, Bowling Green State University, Bowling Green, Ohio

The Chief Reader discusses the overall student performance on the 2012 AP Environmental Science Exam. Participants obtain valuable insight into common misconceptions and errors that students demonstrate on the exam. This knowledge helps participants identify strategies that enable them to better prepare their students to take the exam in future years. New and experienced AP Environmental Science educators, as well as teachers and administrators interested in starting an AP Environmental Science course, can obtain a better understanding of the AP Program. Participants can ask questions and voice any concerns they may have about the course and exam.

3:30–4:45 p.m.**Using Online Government Resources for Inquiry-Based Lessons****Dolphin-Ballroom Level-Southern Hemisphere-V****Mark Ewoldsen**, La Canada High School, La Canada, California**Karen Lionberger**, The College Board, Duluth, Georgia

Participants gain an understanding of the numerous online, free, government-developed instructional activities that can be used to create inquiry-based lessons to support the AP Environmental Science curriculum. Participants also get insights into best practices when using an inquiry-based instructional approach with students.

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European History

9–10:15 a.m.

Results from the 2012 AP European History Exam

Swan-Lobby Level-Macaw 1-2

Paul R. Deslandes, University of Vermont, Burlington, Vermont

Participants examine results of the 2012 AP European History Exam administration. Exam topics that were most challenging for students are identified, discussed and analyzed. Participants compare these challenging areas with AP European History topics their own students found most demanding. Participants develop individual strategies for implementing best practices in their own schools to address challenging topics from the course.

10:45 a.m.–noon

Using National History Day to Enhance AP History Programs

Swan-Lobby Level-Macaw 1-2

Lynne O'Hara, Central Bucks High School-West, Doylestown, Pennsylvania

Kevin Wagner, Carlisle Area High School, Carlisle, Pennsylvania

Peter Porter, Montville Township High School, Montville, New Jersey

Participants discover an approach to teaching AP United States and European History using student-developed projects based on the National History Day model. Rather than an addition to an AP program, presenters have integrated this model into their AP courses.

3:30–4:45 p.m.

The Art of the Excerpt

Swan-Lobby Level-Macaw 1-2

Julie Allen, S.C. Governor's School for the Arts and Humanities, Greenville, South Carolina

One of the biggest dilemmas facing AP history teachers is how to cover so much material in such a limited amount of time. Building on the concept of a "flipped classroom," this session offers concrete ways to maximize class time by using activities and strategies that focus on essential content and encourage active learning. Participants discuss and model the strategies using sample activities and handouts that can easily be incorporated into existing syllabi. Sample activities include "The Essential Questions of War," "Hobbes and Locke in Venn Diagram Style," and "The Ten-Minute FRQ."

French Language and Culture

9–10:15 a.m.

Strategies for Teaching the Multilevel Class

Dolphin-Lobby Level-Oceanic 3

Deanna Scheffer, St. Johns Country Day School, Orange Park, Florida

Providing a positive experience for multilevel French classes can be challenging, but it can be accomplished by scaffolding authentic resources that support the interrelated nature of the course themes. Teachers with students at various levels of language ability in the same class can use the achievement level descriptions that correspond to intermediate and pre-advanced levels of proficiency to differentiate instruction within the same class period. Participants examine the achievement level descriptions and sample exam items in the *AP French Language and Culture Course and Exam Description* to identify appropriate authentic materials and key components of a thematic lesson plan for a mixed-level class.

10:45 a.m.–noon

Strategies for Addressing the Theme of Beauty and Aesthetics Using Authentic Resources from Bénin

Dolphin-Lobby Level-Oceanic 3

Irene D'Almeida, University of Arizona, Tucson, Arizona

Deanna Scheffer, St. Johns Country Day School, Orange Park, Florida

In the new AP[®] French Language and Culture course, the use of authentic resources from outside L'Hexagone is imperative. The session introduces less commonly taught sample resources from Bénin in francophone West Africa in order to answer the essential question "How do ideals of beauty and aesthetics influence daily life?" Participants then discuss ways to have students practice the three modes of communication with the resources provided.

French Language and Culture (continued)**3:30–4:45 p.m.****Results from the 2012 AP French Language and Culture Exam****Dolphin-Lobby Level-Oceanic 3****Irene D’Almeida**, University of Arizona, Tucson, Arizona**Deanna Scheffer**, St. Johns Country Day School, Orange Park, Florida

Attendees examine results of the 2012 AP French Language and Culture Exam administration with members of the Development Committee. Exam topics and questions that were most challenging for students are identified, discussed and analyzed. The participants compare these challenging areas with the areas that their own students found most demanding. The presenters assist the participants in developing individual strategies for implementing best practices in their own classrooms to address challenging tasks on the exam. The session concludes with a Q&A period to discuss other issues related to the exam.

German Language and Culture**9–10:15 a.m.****Results from the 2012 AP German Language and Culture Exam****Dolphin-Lobby Level-Oceanic 4****Margaret (Peg) Meyers**, Mt. Lebanon High School, North Huntingdon, Pennsylvania

Attendees examine results of the administration of the 2012 AP German Language and Culture Exam with members of the Development Committee. Exam topics and questions that were most challenging for students are identified, discussed and analyzed. The participants compare these areas of challenge with the areas that their own students found most demanding. The presenters assist the participants in developing individual strategies for implementing best practices in their own classrooms to address challenging tasks on the exam. The session concludes with a Q&A period to discuss other issues related to the exam.

10:45 a.m.–noon**Teaching and Assessing Interpersonal Communication****Dolphin-Lobby Level-Oceanic 4****Brandee Mau**, Campbell County High School, Gillette, Wyoming

The AP German Language and Culture Exam has two free-response questions that assess proficiency in Interpersonal Communication. Participants examine the learning objectives, sample exam items, and scoring guidelines for spoken and written Interpersonal Communication that are provided in the *AP German Language and Culture Course and Exam Description*. Participants identify instructional goals based on specific features of language proficiency in the Interpersonal mode that result in a strong student performance on the exam. They also develop specific strategies to assess students’ progress toward those goals.

3:30–4:45 p.m.**Thematic Lesson Ideas for the AP German Classroom****Dolphin-Lobby Level-Oceanic 4****Margaret (Peg) Meyers**, Mt. Lebanon High School, North Huntingdon, Pennsylvania**Brandee Mau**, Campbell County High School, Gillette, Wyoming

This session focuses on thematic instruction. Teachers discuss the six themes and identify those that are the most difficult for them. The presenters suggest essential questions that lead to unit and lesson ideas; they recommend useful resources that activate all three modes of communication (Interpersonal, Interpretive and Presentational). Participants examine various formative and summative assessments. They consider suggestions and brainstorm to add their own ideas. A Q&A section allows participants to address other areas of interest.

Government and Politics: Comparative**9–10:15 a.m.****Challenges to Sovereignty: Globalization and Supranational Organizations****Swan-Lobby Level-Pelican 2****Glenn Hastedt**, James Madison University, Harrisonburg, Virginia

Sovereignty is a core concept in the study of comparative politics. Today, states face a number of real and potential challenges to their sovereignty because of the growth of globalization and membership in international and supranational organizations. Session participants review the concepts of sovereignty, globalization and supranational organizations and, by the end of the presentation, are able to explain their underlying dynamics. In addition, attendees discuss strategies for helping students identify and assess the impact of globalization and supranational organizations on states.

10:45 a.m.–noon**“It’s the Economy, Stupid”: How to Teach Political Economy to AP Comparative Government and Politics Students****Swan-Lobby Level-Pelican 2****Suzanne Bailey**, Virgil Grissom High School, Huntsville, Alabama

As James Carville succinctly summarized above, one of the most significant challenges to political leaders is management of the economy. Correspondingly, AP Comparative Government and Politics students must master content concerning both political and economic change. In this session, participants develop strategies for teaching students the economic concepts and critical reasoning strategies necessary to compare the political economies of the six nation states in the course. Particular emphasis is on the use of visual aids and data analysis to structure student learning. In addition, participants review a variety of formative assessments, project-based learning activities and reteaching methods that ensure mastery of the concept of political economy.

Government and Politics: U.S.**9–10:15 a.m.****Taming the Multiheaded Monster: Tips and Tricks for Teaching AP U.S. Government and Politics****Swan-Lobby Level-Pelican 1****Mark Oglesby**, Howell High School, Howell, Michigan

This workshop will assist AP U.S. Government instructors in designing a course that addresses each of the curriculum units; incorporates data, charts and graphs; and prepares students for the free-response questions — all within a semester schedule. The session provides AP instructors with strategies to integrate important concepts, vocabulary, cases and laws by creating innovative, active learning modules. Participants discuss how to develop well-targeted formative assessments and testing strategies within the context of one-semester or full-year course designs and evaluate different exam review strategies for fall-term courses.

10:45 a.m.–noon**Results from the 2012 U.S. Government and Politics Exam****Swan-Lobby Level-Pelican 1****James Riddlesperger**, Texas Christian University, Fort Worth, Texas

Participants examine results of the 2012 AP U.S. Government and Politics Exam administration led by the Chief Reader. Constructed response items that were most challenging for students are discussed, as well as best practices strategies to address student gaps and deficiencies. Participants also discuss recent scholarship in content and pedagogy affecting the course.

3:30–4:45 p.m.**Leadership and the American Presidency****Swan-Lobby Level-Pelican 1****James Riddlesperger**, Texas Christian University, Fort Worth, Texas

The American presidency provides a perfect model to study leadership in various contexts. In this session, participants examine the U.S. presidency in terms of historical context, leadership opportunities and leadership skills. The presenter summarizes recent scholarship to help frame the discussion of the presidency as a dynamic illustration of personal and political leadership. Participants develop strategies for teaching about the nation’s chief executive with systematic and anecdotal evidence to discuss the modern presidency and evaluate contemporary presidents.

Human Geography**9–10:15 a.m.****Results from the 2012 AP Human Geography Exam****Swan-Lobby Level-Toucan 1-2****David Lanegran**, Macalester College, St. Paul, Minnesota

Participants examine results of the 2012 AP Human Geography Exam with Chief Reader David Lanegran. One essay question is the target of an analysis that shows how the question developed, what the committee expected the students to know and how the response was scored, and the session concludes with an analysis of the final question score and how it fits with the results of the other two essay questions on the test.

Human Geography (continued)**10:45 a.m.–noon****Engaging Human Geography Students in Economic Geography Concepts****Swan-Lobby Level-Toucan 1-2****James Rubenstein**, Miami University, Oxford, Ohio

The AP Human Geography curriculum is divided about evenly between cultural geography concepts and economic geography concepts. Students typically find the economic geography half of the course more challenging, in part because they have more difficulty identifying with concepts such as agriculture and industry than they do with cultural concepts such as ethnicity and religion. This session explores ways in which instructors can help students become more engaged with economic geography concepts.

3:30–4:45 p.m.**Resources and Best Practices for Teaching the Population Unit****Swan-Lobby Level-Toucan 1-2****Liliana Monk**, Thomas S. Wootton High School, Potomac, Maryland

Participants review strategies and resources to prepare students for the Population and Migration unit. Teachers follow along on a field study to Rockville's cemetery and learn how they can replicate the study in their own cities. The session also addresses skills necessary for helping students write free-response questions, working with questions that include geographic or visual stimuli problems and facing challenges encountered with this unit. Participants engage in an activity using past AP Human Geography Exam questions that address population and migration issues.

Italian Language and Culture**9–10:15 a.m.****Results from the 2012 AP Italian Language and Culture Exam****Dolphin-Lobby Level-Oceanic 7****Frank Nuessel**, University of Louisville, Louisville, Kentucky

Participants examine results of the administration of the 2012 AP Italian Language and Culture Exam with the Chief Reader. Exam topics and questions that were most challenging for students are identified, discussed and analyzed. The participants compare these challenging areas with the areas that their own students found most demanding. The presenter assists the participants in developing individual strategies for implementing best practices in their own classrooms to address challenging tasks on the exam. The session concludes with a Q&A period to discuss other issues related to the exam.

10:45 a.m.–noon**Activities that Motivate Students to Speak****Dolphin-Lobby Level-Oceanic 7****Bruna Boyle**, University of Rhode Island, Kingston, Rhode Island

Participants will examine a variety of instructional activities that will encourage all students to feel comfortable and confident with spoken and written Interpersonal Communication in Italian. Participants will also work together to develop activities in which one or more course themes will be incorporated. All activities will be viewed through a gallery walk so participants can select instructional activities that will enhance their students' Interpersonal Communication.

3:30–4:45 p.m.**Write from the Start****Dolphin-Lobby Level-Oceanic 7****Bruna Boyle**, University of Rhode Island, Kingston, Rhode Island

Participants will learn how to create rubrics and writing assignments for beginners, intermediate and advanced students. They will examine various graded students' writing assignments and rubrics and assess some assignments using the same rubric. Participants will then work in small groups to design a writing project that their students can adopt. The writing projects designed at the workshop can be shared electronically.

Japanese Language and Culture

9–10:15 a.m.

Enhancing the Interpersonal Mode of Communication Through the Thematic Approach

Dolphin-Lobby Level-Oceanic 2

Mieko Avello, Miami Palmetto Senior High School, Miami, Florida

Improving Interpersonal Communication skills in Japanese is quite a challenge. This session provides Japanese language instructors with effective instructional methods to improve students' Interpersonal Communication skills through the theme of beauty and aesthetics. The session examines how to bridge participants' current teaching to more meaningful and effective instruction. The participants engage in discussions and group work as well as demonstrations and examples that guide them to create their own classroom activities.

10:45 a.m.–noon

Building Cultures of Thinking in the Japanese Classroom

Dolphin-Lobby Level-Oceanic 2

Sufumi So, George Mason University, Fairfax, Virginia

This session introduces Visible Thinking (VT), a decade-old Harvard University project that introduces a wide assortment of flexible and systematic instructional routines for promoting students' deeper understanding of content, greater motivation for thinking and learning and development of thinking and learning abilities. Participants are shown video clips of Japanese language classrooms in which Japanese language learners of AP-level proficiency use some of the VT routines to make their thinking visible in Japanese. In small- and whole-group discussions, the participants discuss the use of VT routines for their own AP classrooms.

3:30–4:45 p.m.

Results from the 2012 AP Japanese Exam

Dolphin-Lobby Level-Oceanic 2

Sufumi So, George Mason University, Fairfax, Virginia

Participants examine results of the 2012 AP Japanese Language and Culture Exam administration with the Chief Reader. The exam's free-response questions are reviewed in detail and issues that were most challenging for students will be identified, discussed and analyzed. The participants compare these challenging areas with the areas that their students found most demanding. The presenter assists the participants in developing individual strategies for implementing best practices in their own classrooms to address these topics and questions on the exam.

Latin

9–10:15 a.m.

Results from the 2012 AP Latin: Vergil Exam

Dolphin-Lobby Level-Oceanic 6

Robert Cape, Austin College, Sherman, Texas

Participants gain a clear understanding of how to interpret the results of the 2012 AP Latin: Vergil Exam administration, to be better able to prepare their students for the new 2013 exam. The session presents data on student performance on the multiple-choice and free-response sections. Participants also explore the 2013 exam design to understand how assessment will change and how to improve student performance.

10:45 a.m.–noon

Magnum Opus: Sight-Reading Techniques for the AP[®] Latin Course

Dolphin-Lobby Level-Oceanic 6

Dawn LaFon, White Station High School, Memphis, Tennessee

Robert Cape, Austin College, Sherman, Texas

Being able to translate and comprehend passages from Latin literature not included in the syllabus is an integral part of preparing students to be successful on the AP Latin Exam. AP Development Committee members discuss how sight-reading passages are chosen and guide attendees through the question types that are written for each passage. Participants gain practical experience in choosing suitable passages and constructing authentic questions in order to help their students gain more confidence and success in the essential process of reading and understanding Latin at sight.

Latin (continued)**3:30–4:45 p.m.****Alea lacta Est: The New AP Latin Curriculum Framework****Dolphin-Lobby Level-Oceanic 6****Robert Cape**, Austin College, Sherman, Texas**Dawn LaFon**, White Station High School, Memphis, Tennessee

Members of the Development Committee for the AP Latin Exam introduce participants to the new curriculum framework and explore how it shapes instruction and assessment. Participants examine the learning objectives and evidence statements for the general categories of reading and comprehending, translation, contextualization and the analysis of texts in the AP Latin course. In addition, participants evaluate concrete student performance examples to learn how to apply achievement level descriptions for the general categories.

Macroeconomics; Microeconomics**9–10:15 a.m.****Teaching the Toughest Graphs****Swan-Lobby Level-Mockingbird 1****David Anderson**, Centre College, Danville, Kentucky

To achieve success on the AP Microeconomics Exam, students must master a challenging collection of graphs. Common errors on the free-response questions involve drawing and manipulating these graphs. The Chief Reader provides an overview of the toughest graphs, explains ways to teach the trickiest elements and engages participants in a discussion of active learning exercises that help students review the graphs. Participants have opportunities to share best practices in teaching economic models that include the interpretation of graphs and diagrams.

10:45 a.m.–noon**Results from the 2012 AP Microeconomics and Macroeconomics Exams****Swan-Lobby Level-Mockingbird 1****David Anderson**, Centre College, Danville, Kentucky**Arthur Raymond**, Muhlenberg College, Allentown, Pennsylvania

The Chief Readers of AP Microeconomics and AP Macroeconomics Exams explain the test creation process and discuss the most common errors on the 2012 exams. The correct answers to the questions that are most often missed are explained. Participants prioritize teaching efforts and optimize the use of classroom time by emphasizing the concepts with which students have the greatest difficulties. There are opportunities for sharing best practices in teaching the hardest topics.

3:30–4:45 p.m.**Exploring Nash Equilibria Without Dominant Strategies****Swan-Lobby Level-Mockingbird 1****Pamela Schmitt**, United States Naval Academy, Annapolis, Maryland

Beginning with a review of the definition of dominant strategy and how it is determined, participants develop strategies that use basic game theory applications to teach about oligopolies. The presenter uses prisoner's dilemma games to illustrate how playing dominant strategies leads to suboptimal outcomes. Last, participants analyze and discuss how the Nash equilibrium is determined in two-player games in which the players do and do not have dominant strategies.

Multidisciplinary**9–10:15 a.m.****A Dialogue with the Advisory Panel on Student Concerns****Dolphin-Ballroom Level-Northern Hemisphere-D****Peter Negroni**, The College Board, New York, New York

High school and college-level members of the College Board's Advisory Panel on Student Concerns represent a variety of backgrounds. The high school students are currently enrolled in rigorous AP courses and share their struggles, triumphs and goals; the college-level students discuss how previous AP experiences have helped them prepare for success in college. From this interactive session, participants gain an authentic student perspective on managing AP course work, AP testing, course rigor and class preparation. Dialogue between teachers and students, in an objective setting, offers an opportunity to develop strategies for effective AP teaching methods.

10:45 a.m.–noon**Rigor or Rigor Mortis****Dolphin-Ballroom Level-Northern Hemisphere-D****Robyn Jackson**, Mindsteps Inc., Washington, DC

Many students struggle with the increased rigor of AP courses. Participants discover how to help underprepared students access the rigor of AP courses. Learn how to move students through the four stages of rigor and get them to think in those terms, without murdering their love for learning.

Using Technology in AP Classes: Beyond the Internet**Dolphin-Ballroom Level-Northern Hemisphere-American Seminar****Dave Herbener**, Papillion/LaVista School District, Papillion, Nebraska

Participants acquire resources for use in any AP classroom, gain practical tools and information and learn how technology can be used to enhance deeper understandings of material. This session discusses the use of technology in AP classes, including iLife, iTunes and Prezi, to enrich instruction. Discussion includes the use of technology for differentiation, and participants integrate technology into existing lesson plans to differentiate instruction. Examples of technology that provide tangible and concrete applications to a curriculum are presented. A major focus of this session is to assist participants in developing and facilitating student-driven, rather than teacher-driven, technology production.

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TECH**3:30–4:45 p.m.****Have AP Experience, Will Travel: Opportunities for AP Teachers to Work Internationally****Dolphin-Ballroom Level-Northern Hemisphere-D****Clay Hensley**, The College Board, New York, New York**William Johnson**, Hong Kong International School, Hong Kong

AP's value and appeal extend beyond borders, and more and more international schools are seeking seasoned AP teachers as their student enrollment expands. We discuss trends contributing to this growth in AP offerings abroad and provide information on the employment opportunities at hundreds of schools outside the U.S. and Canada. Participants learn about short- and long-term teaching and professional opportunities, as well as avenues and resources for connecting with these schools. Experts convey their experiences working with the exciting community of schools globally. The session is followed by a networking event with refreshments.

Moving Your AP Classroom from Technology 1.0 to Technology 2.0**Dolphin-Ballroom Level-Northern Hemisphere-American Seminar****Matthew Townley**, George Jenkins High School, Lakeland, Florida

All AP instructors recognize the multiple benefits of incorporating technology into their instruction and activities. While younger teachers often are digital natives and curious about the newest technologies and how they can be implemented in their classroom, the older cohort of instructors may be digital immigrants who tend to be weary of altering their instruction with the latest gadgets and resources. The issue is that both of these groups are still using technology in the most basic of functions. This session breaks down the differences between the classrooms and gives all teachers the knowledge and resources to help move their classes from technology 1.0 to technology 2.0.

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TECH**Music Theory****9–10:15 a.m.****Thinking About Musical Phrases, Not Merely Chords****Dolphin-Lobby Level-Europe 4****Michael Buchler**, Florida State University, Tallahassee, Florida

The melodic harmonization/counterpoint question on the AP Music Theory Exam (free-response question 7, or FR7) is almost uniformly considered the most difficult portion of the exam, both for students to take and for teachers to prepare. Some AP teachers deliberately (and strategically) avoid covering the topic at all, in favor of ensuring better preparation for the remainder of the exam. After marking this question at AP Readings for many years, the presenter believes that some teachers, students and common textbooks implicitly or explicitly proceed with the notion that FR7 is significantly more difficult than it actually is. The presenter demonstrates that a handful of principles about common phrase structure can trump a bevy of rules about harmonic syntax (although such grammars are certainly important) and shows how these principles can also help students do better at each of the other six written free-response questions.

Music Theory (continued)**10:45 a.m.–noon****The Ear Is Quicker than the Eye****Dolphin-Lobby Level-Europe 4****Nancy Rogers**, Florida State University, Tallahassee, FL

The cadential 6/4 chord is a difficult topic for many students and teachers because of the perceived mismatch between its appearance and behavior in a musical context. This session demonstrates how the cadential 6/4 may be more successfully introduced by engaging students first with their ears rather than their eyes. We begin with a practical demonstration of how to prompt students to sing components of a cadential 6/4 chord, leading to a discussion of the voice-leading features and metrical expectations that are communicated well through this exercise. We then apply this knowledge to standard four-part writing procedures. Last, we consider why the cadential 6/4 chord inspires significantly different labels: some people identify it with I while others prefer V. By the end of the session, participants know several characteristics of the cadential 6/4 chord that can be highlighted effectively through aural skills. They are also able to create a context for the cadential 6/4 that facilitates helpful student participation. Regardless of their own preferred label for the cadential 6/4 chord, participants are able to explain why other musicians may use a different label.

3:30–4:45 p.m.**Ear Training and Music Literacy****Dolphin-Lobby Level-Europe 4****Teresa Reed**, University of Tulsa, Tulsa, Oklahoma

This session focuses on the relevance of classroom ear training exercises to music literacy. Participants survey and critically evaluate the various types of pedagogical tools and approaches commonly used to teach ear training. Participants then develop strategies, not only to improve student performance on discrete ear-training tasks, but to encourage the application of ear-training skills to the performance, comprehension and appreciation of actual music literature.

Physics**9–10:15 a.m.****Out of This World Physics and Calculus Applications****Dolphin-Ballroom Level-Southern Hemisphere-I****Natalee Lloyd**, NASA Human Research Program Education and Outreach, Houston, Texas**Doug Fackelman**, Liberty High School, Colorado Springs, Colorado

NASA's Math and Science @ Work project provides AP[®] math and science teachers with free, real-world supplemental material. In this session, participants analyze three different application activities that can be used in physics and calculus classrooms: the launch of a space shuttle, the docking of the space shuttle with the International Space Station and the design of a new spacecraft. After learning how using these activities has influenced the learning and motivation of Liberty High School's AP Physics students, participants discuss how they can implement the activities in their own curriculum.

10:45 a.m.–noon**Future Direction of the AP Physics B Course****Dolphin-Ballroom Level-Southern Hemisphere-I****Connie Wells**, Pembroke Hill School, Kansas City, Missouri

The presenter, a commissioner for the AP Physics redesign project and current co-chair of the AP Physics Curriculum Development and Assessment Committee, provides the latest information released by the College Board about the new AP Physics B courses, Physics 1 and Physics 2. Suggested approaches to the incorporation of elements of the redesign into current AP Physics Courses are offered as teachers make plans for their courses during the transition to the first year of implementation of the new curriculum. New teachers discover an approach to physics teaching that merges conceptual development with scientific practice. Experienced teachers see how their current practices merge with the goals of the Physics 1 and 2 courses.

3:30–4:45 p.m.**Linearizing in AP Physics B and C****Dolphin-Ballroom Level-Southern Hemisphere-I****Geoffrey Clarion**, Rocklin High School, Rocklin, California

Linearizing experimental data is an essential skill in AP Physics B and C and will be an important component in the proposed AP Physics 1 and 2 courses. With the help of spreadsheets, calculators and probeware, certain student-centered activities can efficiently enhance

student learning of physics concepts and, indeed, the skill of linearizing itself. In this session, participants develop the technological and pedagogical skills necessary to guide students effectively and efficiently through several standard physics experiments and activities designed specifically to engage them in the skill of linearizing.

Pre-AP® for English

9–10:15 a.m.

Navigating Between a Literary and a Rhetorical Approach to Literature

Dolphin-Ballroom Level-Northern Hemisphere-E1

Susan Henson, Houston Christian High School, Houston, Texas

Students often have difficulty switching between a rhetorical reading of a text (the focus of the AP language program) and a literary reading of a text (the focus of the AP literature program). This session presents a method teachers can use to help students move between these two approaches to literature, thus facilitating a more successful transition from a Pre-AP® program to both AP programs. During the session, participants examine how to introduce these two approaches using different audio versions of a song; then, participants learn strategies for helping students perform a close reading of two different poems from both a literary and a rhetorical perspective. Last, participants apply these strategies to other forms of literature commonly used in the Pre-AP classroom.

10:45 a.m.–noon

Interacting with Grammar

Dolphin-Ballroom Level-Northern Hemisphere-E1

Kristina Janeway, Frenship ISD, Lubbock, Texas

Participants learn how to make grammar instruction more hands-on and interactive for students. Attendees participate in bell ringers that reinforce revising, combining and varied syntactical composing skills while learning how an interactive notebook assists students in retaining basic grammar skills. Manipulative activities, grammar-based writing instruction, vocabulary integration, and use of published authors as models for student writing focusing on specific grammar skills assist instructors in leading students to success.

3:30–4:45 p.m.

Putting Student Success at the Core of Strategic Instruction

Dolphin-Ballroom Level-Northern Hemisphere-E1

Joely Nagedly, The College Board, Port Orange, Florida

Jessica Brockman, Strawberry Crest High School, Dover, Florida

Judy Windle, The College Board, New York, New York

The Common Core State Standards set the expectation for delivering rigorous instruction to all students. As more students enroll in AP courses and accept the challenge of meeting the demands of AP course work, teachers are challenged to make rigorous standards accessible to an increasingly diverse student population. Participants analyze the elements of a SpringBoard English Language Arts lesson that demonstrates a strategic instructional approach to high performance expectations. Participants examine how to differentiate instruction through different modes by engaging with SpringBoard activities vertically from middle school through high school. By the end of the session, participants understand how carefully scaffolding instruction intentionally connected to the Common Core State Standards expectations builds student capacity to succeed in AP classes and college.

Pre-AP for Math

9–10:15 a.m.

Looking at Students' Work: Assessment Strategies that Inform Instruction

Dolphin-Lobby Level-Asia 2

Elaine Carman, The College Board, New York, New York

Allen Dimacali, The College Board, New York, New York

Looking beyond right or wrong answers is imperative to the development of effective educational environments conducive to Pre-AP work in math. What must classroom assessment look like? How is it changing and what will it look like one year, five years, or 10 years from now? Participants explore a system of evaluation that provides a personalized, student-reflective model correlated to consortia-based assessment presently being developed by the Partnership for Assessment of Readiness for College and Careers and the Smarter Balanced Assessment Consortium. This session investigates the world of assessment within the Pre-AP math environment, focusing on models of assessment that can be used to inform instruction. Using examples of students' work that includes performance-based tasks, participants explore, evaluate and identify key factors relevant to successful student outcomes. Participants create effective scoring rubrics, identify important features of assessment models and explore strategies to create school environments in which effective assessment informs instruction and serves to create a template for strategic content planning and development.

Pre-AP for Math (continued)**10:45 a.m.–12 p.m.****Putting Student Success at the Core of Strategic Instruction****Dolphin-Lobby Level-Asia 2****Shawn Harris**, Ronan School District 30, Ronan, Montana

Common Core State Standards set the expectation for delivering rigorous instruction to all students. As more students enroll in AP courses and accept the challenge of meeting the demands of AP course work, teachers are challenged to make rigorous standards accessible to an increasingly diverse student population. Participants will analyze the elements of a SpringBoard mathematics lesson that demonstrates a strategic instructional approach to high performance expectations. Teachers will examine how to differentiate instruction through different modes by engaging with SpringBoard activities vertically from middle school mathematics through Precalculus. By the end of this session, participants will understand how carefully scaffolding instruction intentionally connected to Common Core State Standards expectations builds students' capacity to succeed in AP classes and college.

3:30–4:45 p.m.**The Art of Questioning****Dolphin-Lobby Level-Asia 2****Jennifer Wilson**, Northwest Rankin High School, Flowood, Mississippi

High school math students who have the potential to be successful in an AP program often need a little push when it comes to learning to problem solve and recognize patterns because they are accustomed to memorizing algorithms. Come and explore how to use TI-Nspire technology and formative assessment in an interactive classroom where Pre-AP students are making sense of such topics as even and odd functions, holes and asymptotes of rational functions and Pythagorean relationships to classify triangles.

Pre-AP for Science**10:45 a.m.–noon****Pre-AP® Science: Climb the Ladder to Success with Inquiry****Dolphin-Ballroom Level-Southern Hemisphere-IV****Greg Dodd**, George Washington High School, Charleston, West Virginia

Implementing inquiry activities in Pre-AP science classes puts students in a better position to be successful in future AP science courses. In this session, participants learn strategies for teaching a model inquiry-based activity called "Poison in the Kool Aid?" A discussion on best practices for implementing inquiry-based activities follows the exploration. The activity is appropriate for AP and Pre-AP biology and chemistry courses.

3:30–4:45 p.m.**Scaffolding Inquiry to Increase Student Success in the AP Science Classroom****Dolphin-Ballroom Level-Southern Hemisphere-IV****Kelcey Burris**, Union High School, Camas, Washington**Mark Little**, Broomfield High School, Broomfield, Colorado

Having the experience, skills and confidence to be able to conduct hands-on, inquiry-based labs is vital to student success in all AP science courses. Therefore, it is critical that students receive opportunities to move from lower to higher levels of inquiry over the course of a year. Participants learn different methods of scaffolding inquiry in order to increasingly build up the labs in their classroom to the more open and complex levels. Once they comprehend what constitutes an inquiry lesson, participants are better able to implement true inquiry-based learning. Understanding how to increase student involvement enables teachers to enhance inquiry learning further by designing and implementing higher levels of inquiry. The use of technology at different levels of inquiry is also discussed.

Pre-AP for World Languages and Cultures**9–10:15 a.m.****Powerful Formative Assessment: New Technology to Close Student Learning Gaps****Dolphin-Lobby Level-Oceanic 5****Anthony Reibel**, Adlai E. Stevenson High School, Lincolnshire, Illinois**Rowena Mak**, Adlai E. Stevenson High School, Lincolnshire, Illinois

Participants examine the effect of formative feedback when skillfully integrated with current technology. Using examples from Pre-AP and AP courses, participants study several technology-based formative feedback models that are effective at identifying and closing academic learning gaps. This session provides participants with hands-on experience in providing effective learning objectives, creating opportunities for students to reflect on their own academic growth and developing individualized formative feedback opportunities. Participants leave this session with technological skills and pedagogical resources to implement successful formative structures that promote reflective academic environments — an essential component of any AP course.

10:45 a.m.–noon**Effective Vertical Articulation: The Journey to AP Success****Dolphin-Lobby Level-Oceanic 5****Beth Merkin**, Adlai E. Stevenson High School, Lincolnshire, Illinois**Rachel Gressel**, Adlai E. Stevenson High School, Lincolnshire, Illinois**Anthony Reibel**, Adlai E. Stevenson High School, Lincolnshire, Illinois

AP success is not achieved in a single course; it is the result of a carefully designed and well-articulated sequence of skills and content objectives achieved throughout a program. In this session, participants examine the process of incorporating strategies to best scaffold essential skills (reading, writing, speaking and listening) and learn how Pre-AP courses contribute to overall success in the program. Session participants work in small groups to brainstorm ways to apply these best practices to enhance their current curricula.

Psychology**9–10:15 a.m.****Teaching Altered States of Consciousness to Students****Swan-Lobby Level-Lark 1-2****John Mohl**, School District of Cheltenham Township, Newtown, Pennsylvania

Altered states of consciousness can be difficult to teach using appropriate demonstrations at the high school level. Educators discover strategies that can help students learn about such topics as hypnosis and dreaming. Interesting activities that are both safe and suitable for the classroom are provided. Findings from classic and contemporary research are discussed and incorporated into these activities. Participants are able to apply concepts from altered states to enrich other areas of the AP Psychology curriculum.

10:45 a.m.–noon**Results from the 2012 Psychology Exam****Swan-Lobby Level-Lark 1-2****Elizabeth Yost-Hammer**, Xavier University of Louisiana, New Orleans, Louisiana**Kristin Habashi-Whitlock**, Viewmont High School, Bountiful, Utah

The Chief Reader describes the 2012 AP Psychology Exam reading process and provides a summary of student performance on the exam. Participants discuss specific aspects of the questions and student responses to the questions to design strategies for dealing with misunderstandings in the future. Presenters provide information on the role of AP Readers and the application process.

Psychology (continued)**3:30 – 4:45 p.m.****Active Learning Activities for Introductory Psychology****Swan-Lobby Level-Lark 1-2****Kristin Habashi-Whitlock**, Viewmont High School, Bountiful, Utah**Elizabeth Yost-Hammer**, Xavier University of Louisiana, New Orleans, Louisiana

In this session, the presenters offer a variety of demonstrations and activities that encourage participants to promote active learning in their psychology courses. The active learning classroom is defined as a place where students do more than just listen, where emphasis is placed on developing critical thinking skills and higher-order thinking, and where students are encouraged to explore their own attitudes. Participants discuss teaching activities that focus on many content areas, as described in the *AP Psychology Course Description*, including sensation, perception, biology, research methods, cognition, social, and consciousness. The session is interactive, with participants engaging in the development of strategies for introducing active learning in their AP classrooms.

Spanish Language; Spanish Literature**9–10:15 a.m.****Introduction to the Revised AP Spanish Language and Culture Course****Dolphin-Ballroom Level-Northern Hemisphere-BC****Ken Stewart**, Chapel Hill High School, Durham, North Carolina**Juan Carlos Morales**, College Board, Duluth, Georgia

The revised AP Spanish Language and Culture course is a standards-based curriculum structured around six themes. Participants examine the themes, recommended contexts and essential questions for instructional design provided in the curriculum framework. They also review specific learning objectives and achievement level descriptions in the framework that outline the knowledge, skills and abilities expected of students. With this information, participants are able to design instructions, learning activities and performance assessments for the revised AP course.

Results from the 2012 AP Spanish Literature Exam**Dolphin-Ballroom Level-Northern Hemisphere-A4****Hazel Gold**, Emory University, Atlanta, Georgia

Participants gain a clear understanding of how to interpret the results of the 2012 AP Spanish Literature Exam administration and are better able to prepare their students for the 2013 exam. The session presents data on student performance on the multiple-choice and the free-response sections. Data are provided on performance of the standard group and total group of test-takers. Areas on which teachers should focus student preparation are identified.

10:45 a.m.–noon**Enhancing Literary and Cultural Analysis in the Revised AP Spanish Literature and Culture Course****Dolphin-Ballroom Level-Northern Hemisphere-A4****Delia Montesinos**, University of Texas, Austin, Texas**Stephen Johnson**, Lake Forest Academy, Lake Forest, Illinois

This session examines strategies to incorporate the new emphasis on “culture” into the Spanish literature course. Participants will observe how art and audiovisual materials facilitate the contextualization of literary works as cultural products that both manifest and help to redefine and shape the cultural practices and perspectives over time and throughout the Spanish-speaking world, connecting thematic content to literary, socioeconomic, and geopolitical contexts. Applying these approaches to one of the new works, Tomas Rivera’s *Y no se lo tragó la tierra*, participants will examine the course themes of *Las relaciones interpersonales*, and *Las sociedades en contacto* in relationship to the sociocultural and political milieu of 20th-century migrant workers in the Midwestern United States that both informed and were, in turn, impacted by this seminal writing. The presenters will provide examples of essential questions, pre-reading, and classroom activities designed to enhance the cultural component of the redesigned course.

Exploring Science and Technology in AP Spanish Language and Culture**Dolphin-Ballroom Level-Northern Hemisphere-BC****Ken Stewart**, Chapel Hill High School, Durham, North Carolina**Laura Zinke**, McClintock High School, Tempe, Arizona

Participants gain an understanding of thematic instruction by examining authentic sources and teaching strategies related to science and technology. They explore organizing concepts to develop this theme and make connections to other themes. As part of the session, participants explore the classroom applications, implications of instruction and development of assessments and activities for the classroom. Participants view student samples and discuss in small groups the learning objectives presented in the samples.

3:30 – 4:45 p.m.

Emphasizing Contextual Analysis in the Teaching of Literature and Culture**Dolphin-Ballroom Level-Northern Hemisphere-A4****Stephen Johnson**, Lake Forest Academy, Lake Forest, Illinois

A key learning objective in the new AP Spanish Literature and Culture curriculum states that students relate textual content to literary, historical, sociocultural and geopolitical contexts in Spanish. In this session, participants examine the course theme, *Las sociedades en contacto*, as exemplified in *Lazarillo de Tormes*. They examine sample learning activities and develop strategies to teach *Lazarillo* and assess students' ability to analyze it, with attention to the changing cultural perspectives, demographic mobility, growing discrimination regarding one's bloodline and evolving ideological climate that informed representations of 16th-century Spanish reality and the birth of the picaresque genre.

Performance Assessments to Integrate the Modes of Communication**Dolphin-Ballroom Level-Northern Hemisphere-BC****Laura Zinke**, McClintock High School, Tempe, Arizona**Ken Stewart**, Chapel Hill High School, Durham, North Carolina

Participants examine class assessments and activities that integrate the three modes of communication in the AP Spanish Language and Culture course through the use of authentic materials. They review formative and summative performance assessments, scoring criteria and student samples.

Statistics

9–10:15 a.m.

Five Terrific Applets for Teaching Important Statistics Concepts**Dolphin-Lobby Level-Asia 1****Daren Starnes**, The Lawrenceville School, Lawrenceville, New Jersey

Technology gives us the potential to engage students in dynamic investigations of challenging statistics concepts. In this session, participants examine five classroom-tested applets for exploring least-squares regression, sampling distributions, confidence intervals, errors and power in hypothesis testing and simulation-based inference. Particular strengths and limitations of each applet are considered. Participants discuss alternative uses of these applets for classroom demonstrations and hands-on computer sessions.



10:45 a.m.–noon

Results from the 2012 AP Statistics Exam**Dolphin-Lobby Level-Asia 1****Allan Rossman**, Cal Poly–San Luis Obispo, San Luis Obispo, California

Participants review free-response questions on the 2012 AP Statistics Exam. They engage in discussions to summarize the intent of each question and consider a model solution. Participants identify common student errors on the questions. They discover instructional strategies that better prepare their students for learning the statistical understanding that the questions are assessing.

3:30–4:45 p.m.

Tools for Two Common Student Mistakes on the AP Exam**Dolphin-Lobby Level-Asia 1****Robert Taylor**, Clemson University, Clemson, South Carolina**Ellen Breazel**, Clemson University, Clemson, South Carolina

Students often mistakenly use sample statistics in statements of hypotheses and conclusions in AP Statistics Exam questions. Some common mistakes are illustrated using several recent exam questions and sample student responses. The severity of these mistakes is specifically examined with respect to the desired correct responses. In addition, students' difficulty with correctly interpreting computer output on exam questions is discussed. Problems from several recent questions and responses are used to illustrate the importance of correct interpretations of computer output. The presenters assist participants in developing individual strategies for helping students write correct hypotheses and conclusions and increasing students' ability to read computer output for statistical studies.

Studio Art**9–10:15 a.m.****Vertical Teaming for AP Studio Art Success****Dolphin-Lobby Level-Europe 3****Wendy Free**, The College Board, New York, New York**Amy Charleroy**, The College Board, New York, New York**Patricia Lamb**, Polk County School District, Bartow, Florida

Studio Art teachers face exceptional challenges when designing and aligning their courses, including ensuring the success of students who may not have had access to Pre-AP art instruction, a lack of resources for instruction, smaller networks of peers, and the need to continuously advocate for their program, among others. This session will introduce participants to the revised Vertical Teams Guide for Studio Art, and will highlight the guide's solutions and suggestions related to these and other challenges. Participants will be invited to share their own insights and concerns related to establishing and maintaining effective vertically aligned visual art instruction to increase students' success with the AP Studio Art portfolio exams.

10:45 a.m.–noon**AP 2-D Design with Photography as the Medium****Dolphin-Lobby Level-Europe 3****Rose Gifford**, Mercer Island High School, Mercer Island, Washington

This workshop offers you, the high school studio art educator, the information, tools and strategies you need to build a successful Studio Art: 2-D Design program using photography as the medium. You strengthen your own professional skills and learn techniques to develop lessons that prepare students for the AP Studio Art Exam through a rigorous and challenging curriculum. We look at ways to organize the class, motivate the students to master skills and develop strong work ethics, develop a challenging and successful curriculum and share great lesson plans that use photography as the medium.

3:30–4:45 p.m.**Connecting Contemporary Art to the AP Studio Art Portfolios****Dolphin-Lobby Level-Europe 3****Mark Graham**, Brigham Young University, Provo, Utah

An important challenge for AP Studio Art teachers is integrating contemporary art into the AP curriculum. This presentation explores resources and strategies for making contemporary art an integral part of the AP curriculum in a way that enhances each of the studio art portfolios. Participants learn how to access resources for using contemporary art, including Art 21 programs. Participants learn specific strategies for connecting these resources to the Breadth and Concentration sections of the AP portfolio. Participants also understand how the practices of contemporary artists connect to the scoring rubric for each of the AP portfolios.

U.S. History**9–10:15 a.m.****Announcing AP U.S. History Course and Exam Revisions****Swan-Lobby Level-Osprey 1****Lawrence Charap**, The College Board, New York, NY**Suzanne Sinke**, Florida State University, Tallahassee, FL

In October 2012, the College Board plans to introduce revisions to AP U.S. History with the release of a new curriculum framework. This session will explain the historical thinking skills, themes, learning objectives, and required content for the revised course, provide sample questions that reflect the revised exam, and discuss resources and professional development opportunities to support teachers as they transition to the revised course.

The Progressive Era: A Project-Based Approach in Diverse Environments**Swan-Lobby Level-Osprey 2****James Fraser**, New York University, New York, New York**Stacie Berman**, New York University, New York, New York

Through an exploration of an AP unit on the Progressive Era collaboratively planned by university professors and high school teachers, participants learn to develop units that foster deep historical knowledge in students and also inspire civic engagement. Participants learn to design a project-based learning approach to the era and select the best primary sources — print, visual and musical — for inclusion in content-rich lessons. They also learn to design projects and assignments that cater to students' diverse needs. AP teachers from around the country who have collaborated with us in implementing this approach share their experiences.

10:45 a.m.–noon**“Peopling” as a Theme of AP U.S. History****Swan-Lobby Level-Osprey 1****Suzanne Sinke**, Florida State University, Tallahassee, Florida

This presentation discusses how historians with different interests currently approach the theme of Peopling, one of the themes covered in the AP U.S. History curriculum. Social, cultural, intellectual, diplomatic, environmental or other kinds of historical currents shape the information historians gather, the histories they write and the perspectives on U.S. history that develop based on those insights. This session examines how to identify perspectives through types of primary sources, contributions to secondary discussions and other information.

Reading, Writing and Detecting**Swan-Lobby Level-Osprey 2****Martha Battle**, Cobb County Schools, Marietta, Georgia

Focusing on reading primary sources, learning through the skills of historical detection and putting learning into well-formed writing assessments, this session promotes instruction in reading for historical understanding, critical thinking and writing persuasively. Participants practice modeling of close reading, establishing context, sourcing and corroboration. Participants examine ways to differentiate instruction for these skills within the AP U. S. History classroom and learn planning lesson strategies for a variety of learning styles and levels. Participants develop modes of assessing student learning from examples of rubrics, essay organization models and thesis development activities.

3:30–4:45 p.m.**Cities of Dream: Urban History and AP U.S. History Themes****Swan-Lobby Level-Osprey 1****Jo Ann Argersinger**, Southern Illinois University, Carbondale, Illinois**David Goldfield**, University of North Carolina, Charlotte, North Carolina

We are an urban nation. Our great inventions, our strides in human rights and the evolution of our political and economic institutions have occurred first in our cities. We can employ urban history as a strategy to help students understand how and why cities have been forerunners to the nation. To accomplish this and to engage our students, we employ an interdisciplinary array of sources, including novels, images, music and maps from the colonial era to the present. We use these materials to explore three interrelated questions about urban life and U.S. history. First, why have Americans been ambivalent about cities and how has this ambivalence shaped both our cities and urban policy? Second, what is it about urban life through our nation’s history that generates a freer, more innovative and more diverse environment than other types of settlements? Last, how have cities and their residents negotiated diversity; what strategies have they used to integrate newcomers into both urban and American life? We connect these answers to the AP U.S. History themes and identify ways they can be used in AP U.S. History courses.

Creating Blockheads in AP U.S. History and AP English Language and Composition**Dolphin-Ballroom Level-Northern Hemisphere-A1****Jeff Keane**, Victor J. Andrew High School, Tinley Park, Illinois**Ellen Snyder**, Victor J. Andrew High School, Tinley Park, Illinois

Traditional scheduling compartmentalizes curriculum and, as a result, students compartmentalize their learning, failing to make connections among history, English and the real world. In this session, participants are introduced to a blocking concept of AP U.S. History and AP English Language and Composition that exists within a traditional seven-period (50 minutes per period) school day. This concept helps both staff and students scaffold content and skills in order to be successful in each class both academically and on the AP Exams. Participants discover strategies for analyzing documents from a literary and historical perspective. Participants leave the session with examples of culminating projects that integrate the key components of each class into one cohesive presentation.

Primary Source Gold**Swan-Lobby Level-Osprey 2****Janet Tran**, Annenberg Presidential Learning Center, Simi Valley, California**Anthony Pennay**, Annenberg Presidential Learning Center, Simi Valley, California

Use exclusive primary sources from the National Archives to help your students tackle document-based questions while teaching foreign policy during the Cold War. Aligned to the AP® U.S. History topic outline, this lesson showcases documents from the Truman, Kennedy and Reagan libraries covering the breadth of the Cold War through a presidential lens. This interactive session provides strategies to scaffold the document-based question. Participants leave ready to instruct using free curricula and resources produced by the Walter and Leonore Annenberg Presidential Learning Center.

World History

9–10:15 a.m.

Results from the 2012 AP World History Exam

Swan-Lobby Level-Parrot 1-2

Dean Ferguson, Texas A&M University Kingsville, Corpus Christi, Texas

Participants examine results of the 2012 AP World History Exam administration with Chief Reader Dean T. Ferguson. Exam topics and questions that were most challenging for students are identified, discussed and analyzed. Participants compare these challenging areas with AP World History topics their own students found most demanding. The presenter assists participants in developing individual strategies for implementing best practices in their own schools and classrooms to address challenging topics. Participants receive information about changes in how the survey is taught at the college level and how that affects the course and exam.

10:45 a.m.–noon

Historical Thinking Skills: There's an App for That

Swan-Lobby Level-Parrot 1-2

Cheralyn Pinchem, Miller Grove High School, Lithonia, Georgia

Participants focus specifically on historical thinking skill 1: Crafting Historical Arguments from Historical Evidence. They examine quotes, letters, political cartoons, photographs, maps and videos using a variety of resource tools, including iPads, to connect historical evidence to 21st-century learners. Participants learn strategies for teaching their students to evaluate historical evidence and construct plausible and persuasive historical arguments. They walk away with formative assessments and iPad apps to use in their classrooms. Although not necessary, participants are encouraged to bring their iPads to this session.

3:30–4:45 p.m.

Every Document Tells a Story

Swan-Lobby Level-Parrot 1-2

Lisa Van Eysden, Council Rock High School South, Holland, Pennsylvania

Lisa Picardi, Council Rock High School South, Holland, Pennsylvania

The processing and analyzing of primary source documents continues to be a skill that challenges AP World History students to apply higher order thinking while simultaneously enhancing their understanding of essential course content. Success in document analysis largely rests on finding documents that are intriguing as well as relevant. Our focus is on sources that help define the worldview of a people through creation myths, poetry and prose. To introduce a new layer of analysis to world historical thinking, techniques from literary criticism are applied to a comparative approach as a lens through which to consider each primary source. Workshop participants review and examine strategies for analysis of sources drawn from the six key AP World History units of time that represent a cross-section of world cultural regions. Participants analyze samples as a group activity, after which we process responses and the utility of the technique. Copies of selected world historical sources are provided.

Time	Session	Location
Administrator, AP Coordinator, Counselor		
9–10:15 a.m.	A Penny for Your Thoughts Fueling Student Experiences with Outside Funding	Swan-Lobby Level-Swan 1-2
	Boot Camp Skill-Building Activities that Prepare Students for AP	Swan-Lobby Level-Swan 7-8
	Building an AP Majority High School in Three Years: An Administrator's Guide	Swan-Lobby Level-Swan 3-4
	e&a Data-Based Decision Making: The Road to AP Equity	Swan-Lobby Level-Swan 9-10
	Upcoming Developments and Changes in the AP Program and Open Q&A	Swan-Lobby Level-Swan 6
10:45 a.m.–noon	e&a Building and Sustaining College Readiness Pathways	Swan-Lobby Level-Swan 3-4
	e&a Creating a College-Going Culture Through Expanding AP	Swan-Lobby Level-Swan 6
	e&a Formative Feedback: Involving AP Teachers as Partners to Increase Student Achievement	Swan-Lobby Level-Swan 1-2
	e&a The Journey of a Thousand Miles ...	Swan-Lobby Level-Swan 9-10
	Town Hall with the New College Board President David Coleman	Swan-Lobby Level-Swan 5
	e&a Without a Net: Testing the Limits of AP for All	Swan-Lobby Level-Swan 7-8
3:30–4:45 p.m.	e&a AP and Higher Education: Leveraging Data to Inform Policy	Swan-Lobby Level-Swan 3-4
	AP Report to the Nation: A Closer Look at the Nation and Florida	Swan-Lobby Level-Swan 1-2
	e&a Developing Academic Success Targeting Diverse Learners in AP	Swan-Lobby Level-Swan 9-10
	High School AP Academy: Building Excellence	Swan-Lobby Level-Swan 7-8
	Strengthening an AP Program	Swan-Lobby Level-Swan 6
Art History		
9–10:15 a.m.	Results from the 2012 AP Art History Exam	Dolphin-Lobby Level-Europe 1
10:45 a.m.–noon	Structuring an Effective AP Art History Framework	Dolphin-Lobby Level-Europe 1
3:30–4:45 p.m.	tech Art and Art History Visual Resources via Technology	Dolphin-Lobby Level-Europe 1

Time	Session	Location
Biology		
9–10:15 a.m.	tech API: Increasing Student Success in AP® Biology	Dolphin-NH-American Seminar
	Preparing for the Revised AP Biology Course	Dolphin-Ballroom Level-SH-III
10:45 a.m.–noon	Designing Instruction for AP Biology	Dolphin-Ballroom Level-SH-III
3:30–4:45 p.m.	Results from the 2012 AP Biology Exam	Dolphin-Ballroom Level-SH-III
Calculus		
9–10:15 a.m.	e&a Bridge to AP Calculus	Dolphin-Lobby Level-Asia 4
	tech Tools of the Trade: Using Constructivist Strategies and Internet Resources	Dolphin-Lobby Level-Asia 5
10:45 a.m.–noon	Results from the 2012 AP Calculus AB and BC Exams	Dolphin-Lobby Level-Asia 5
	Teaching Taylor’s Theorem	Dolphin-Lobby Level-Asia 4
3:30–4:45 p.m.	Calculus, Computers, and Collaboration	Dolphin-Lobby Level-Asia 4
	The First Week of AP Calculus	Dolphin-Lobby Level-Asia 5
Chemistry		
9–10:15 a.m.	Results from the 2012 AP Chemistry Exam	Dolphin-Ballroom Level-SH-II
10:45 a.m.–noon	Understanding the Revised AP Chemistry Course`	Dolphin-Ballroom Level-SH-II
3:30–4:45 p.m.	Teaching the New AP Chemistry Course with Inquiry	Dolphin-Ballroom Level-SH-II
Chinese Language and Culture		
9–10:15 a.m.	e&a Differentiation Strategies in the AP Chinese Class: Meeting the Needs of Diverse Learners	Dolphin-Lobby Level-Oceanic 1
10:45 a.m.–noon	Results from the 2012 AP Chinese Language and Culture Exam	Dolphin-Lobby Level-Oceanic 1
3:30–4:45 p.m.	Using Authentic Materials in the AP Classroom	Dolphin-Lobby Level-Oceanic 1
Computer Science		
9–10:15 a.m.	Attention! Now that I Have It, How Can I Keep It and What Can You Learn?	Dolphin-Lobby Level-Asia 3
10:45 a.m.–noon	Results from the 2012 AP Computer Science A Exam	Dolphin-Lobby Level-Asia 3
3:30–4:45 p.m.	What Did You Expect? The Importance of Using Rubrics in AP Computer Science	Dolphin-Lobby Level-Asia 3

Time	Session	Location
English Language; English Literature		
9–10:15 a.m.	Colonial American Satire	Dolphin-Ballroom Level-NH-A3
	Interdisciplinary Approach to Teaching Faulkner and Modern Poetry	Dolphin-Ballroom Level-NH-E3
	Reading War Memorials: The Rhetoric of Public Works	Dolphin-Ballroom Level-NH-A1
	Results from the 2012 AP® English Language and Composition Exam	Dolphin-Ballroom Level-NH-A2
	Results from the 2012 AP English Literature and Composition Exam	Dolphin-Ballroom Level-NH-E2
	tech Teaching Poetry Through Technology	Dolphin-Ballroom Level-NH-E4
10:45 a.m.–noon	tech Combining the Technological World with the AP World: Meeting AP Students Halfway	Dolphin-Ballroom Level-NH-E3
	Creating a Hybrid Course	Dolphin-Ballroom Level-NH-A3
	Managing the Paper Load for Rookie Rhetoricians	Dolphin-Ballroom Level-NH-A1
	Project-Based Learning	Dolphin-Ballroom Level-NH-E4
	tech Using Social Media to Improve AP Writing	Dolphin-Ballroom Level-NH-A2
3:30–4:45 p.m.	Argument Analysis in the AP English Literature Classroom	Dolphin-Ballroom Level-NH-E3
	Creating Blockheads in AP U.S. History and AP English Language and Composition	Dolphin-Ballroom Level-NH-A1
	e&a Extreme Makeover: Shifting to Open Enrollment or AP for All	Dolphin-Ballroom Level-NH-E2
	Teaching Satire with <i>The Onion</i>	Dolphin-Ballroom Level-NH-A3
	The Power of Voice Against the Voices of Power: Orwell and Kincaid	Dolphin-Ballroom Level-NH-A2
	Using Media Texts to Teach Literary Analysis	Dolphin-Ballroom Level-NH-E4
	Environmental Science	
9–10:15 a.m.	Effective Strategies for Teaching Global Warming Concepts	Dolphin-Ballroom Level-SH-V
10:45 a.m.–noon	Results from the 2012 AP Environmental Science Exam	Dolphin-Ballroom Level-SH-V
3:30–4:45 p.m.	tech Using Online Government Resources for Inquiry-Based Lessons	Dolphin-Ballroom Level-SH-V

FRIDAY | JULY 20 | AT A GLANCE

Time	Session	Location
European History		
9–10:15 a.m.	Results from the 2012 AP European History Exam	Swan-Lobby Level-Macaw 1-2
10:45 a.m.–12 p.m.	Using National History Day to Enhance AP History Programs	Swan-Lobby Level-Macaw 1-2
3:30–4:45 p.m.	The Art of the Excerpt	Swan-Lobby Level-Macaw 1-2
French Language and Culture		
9–10:15 a.m.	Strategies for Teaching the Multilevel Class	Dolphin-Lobby Level-Oceanic 3
10:45 a.m.–noon	Strategies for Addressing the Theme of Beauty and Aesthetics Using Authentic Resources from Bénin	Dolphin-Lobby Level-Oceanic 3
3:30–4:45 p.m.	Results from the 2012 AP French Language and Culture Exam	Dolphin-Lobby Level-Oceanic 3
German Language and Culture		
9–10:15 a.m.	Results from the 2012 AP German Language and Culture Exam	Dolphin-Lobby Level-Oceanic 4
10:45 a.m.–noon	Teaching and Assessing Interpersonal Communication	Dolphin-Lobby Level-Oceanic 4
3:30–4:45 p.m.	Thematic Lesson Ideas for the AP German Classroom	Dolphin-Lobby Level-Oceanic 4
Government and Politics: Comparative		
9–10:15 a.m.	Challenges to Sovereignty: Globalization and Supranational Organizations	Swan-Lobby Level-Pelican 2
10:45 a.m.–noon	“It’s the Economy, Stupid”: How to Teach Political Economy to AP Comparative Government and Politics Students	Swan-Lobby Level-Pelican 2
Government and Politics: U.S.		
9–10:15 a.m.	Taming the Multiheaded Monster: Tips and Tricks for Teaching AP U.S. Government and Politics	Swan-Lobby Level-Pelican 1
10:45 a.m.–noon	Results from the 2012 U.S. Government and Politics Exam	Swan-Lobby Level-Pelican 1
3:30–4:45 p.m.	Leadership and the American Presidency	Swan-Lobby Level-Pelican 1
Human Geography		
9–10:15 a.m.	Results from the 2012 AP Human Geography Exam	Swan-Lobby Level-Toucan 1-2
10:45 a.m.–noon	Engaging Human Geography Students in Economic Geography Concepts	Swan-Lobby Level-Toucan 1-2
3:30–4:45 p.m.	Resources and Best Practices for Teaching the Population Unit	Swan-Lobby Level-Toucan 1-2

Time	Session	Location
Italian Language and Culture		
9–10:15 a.m.	Results from the 2012 AP Italian Language and Culture Exam	Dolphin-Lobby Level-Oceanic 7
10:45 a.m.–12 p.m.	Activities that Motivate Students to Speak	Dolphin-Lobby Level-Oceanic 7
3:30–4:45 p.m.	Write from the Start	Dolphin-Lobby Level-Oceanic 7
Japanese Language and Culture		
9–10:15 a.m.	Enhancing the Interpersonal Mode of Communication Through the Thematic Approach	Dolphin-Lobby Level-Oceanic 2
10:45 a.m.–12 p.m.	Building Cultures of Thinking in the Japanese Classroom	Dolphin-Lobby Level-Oceanic 2
3:30–4:45 p.m.	Results from the 2012 AP Japanese Exam	Dolphin-Lobby Level-Oceanic 2
Latin		
9–10:15 a.m.	Results from the 2012 AP Latin: Vergil Exam	Dolphin-Lobby Level-Oceanic 6
10:45 a.m.–12 p.m.	Magnum Opus: Sight-Reading Techniques for the AP Latin Course	Dolphin-Lobby Level-Oceanic 6
3:30–4:45 p.m.	Alea lacta Est: The New AP Latin Curriculum Framework	Dolphin-Lobby Level-Oceanic 6
Macroeconomics; Microeconomics		
9–10:15 a.m.	Teaching the Toughest Graphs	Swan-Lobby Level-Mockingbird 1
10:45 a.m.–noon	Results from the 2012 AP Microeconomics and Macroeconomics Exams	Swan-Lobby Level-Mockingbird 1
3:30–4:45 p.m.	Exploring Nash Equilibria Without Dominant Strategies	Swan-Lobby Level-Mockingbird 1
Multidisciplinary		
9–10:15 a.m.	A Dialogue with the Advisory Panel on Student Concerns	Dolphin-Ballroom Level-NH-D
10:45 a.m.–noon	Rigor or Rigor Mortis	Dolphin-Ballroom Level-NH-D
	Town Hall with the New College Board President David Coleman	Swan-Lobby Level-Swan 5
3:30–4:45 p.m.	tech Using Technology in AP Classes: Beyond the Internet	Dolphin-Ballroom Level-NH-American Seminar
	tech Have AP Experience, Will Travel: Opportunities for AP Teachers to Work Internationally	Dolphin-Ballroom Level-NH-D
	tech Moving Your AP Classroom from Technology 1.0 to Technology 2.0	Dolphin-Ballroom Level-NH-American Seminar

FRIDAY | JULY 20 | AT A GLANCE

Time	Session	Location
Music Theory		
9–10:15 a.m.	Thinking About Musical Phrases, Not Merely Chords	Dolphin-Lobby Level-Europe 4
10:45 a.m.–noon	The Ear Is Quicker than the Eye	Dolphin-Lobby Level-Europe 4
3:30–4:45 p.m.	Ear Training and Music Literacy	Dolphin-Lobby Level-Europe 4
Physics		
9–10:15 a.m.	Out of This World Physics and Calculus Applications	Dolphin-Ballroom Level-SH-I
10:45 a.m.–noon	Future Direction of the AP Physics B Course	Dolphin-Ballroom Level-SH-I
3:30–4:45 p.m.	Linearizing in AP Physics B and C	Dolphin-Ballroom Level-SH-I
Pre-AP[®] for English		
9–10:15 a.m.	Navigating Between a Literary and a Rhetorical Approach to Literature	Dolphin-Ballroom Level-NH-E1
10:45 a.m.–noon	Interacting with Grammar	Dolphin-Ballroom Level-NH-E1
3:30–4:45 p.m.	Putting Student Success at the Core of Strategic Instruction	Dolphin-Ballroom Level-NH-E1
Pre-AP for Math		
9–10:15 a.m.	Looking at Students' Work: Assessment Strategies that Inform Instruction	Dolphin-Lobby Level-Asia 2
10:45 a.m.–noon	Putting Student Success at the Core of Strategic Instruction	Dolphin-Lobby Level-Asia 2
3:30–4:45 p.m.	The Art of Questioning	Dolphin-Lobby Level-Asia 2
Pre-AP for Science		
10:45 a.m.–noon	Pre-AP[®] Science: Climb the Ladder to Success with Inquiry	Dolphin-Ballroom Level-SH-IV
3:30–4:45 p.m.	Scaffolding Inquiry to Increase Student Success in the AP Science Classroom	Dolphin-Ballroom Level-SH-IV
Pre-AP for World Languages and Cultures		
9–10:15 a.m.	Powerful Formative Assessment: New Technology to Close Student Learning Gaps	Dolphin-Lobby Level-Oceanic 5
10:45 a.m.–noon	Effective Vertical Articulation: The Journey to AP Success	Dolphin-Lobby Level-Oceanic 5

Time	Session	Location
Psychology		
9–10:15 a.m.	Teaching Altered States of Consciousness to Students	Swan-Lobby Level-Lark 1-2
10:45 a.m.–noon	Results from the 2012 Psychology Exam	Swan-Lobby Level-Lark 1-2
3:30–4:45 p.m.	Active Learning Activities for Introductory Psychology	Swan-Lobby Level-Lark 1-2
Spanish Language; Spanish Literature		
9–10:15 a.m.	Introduction to the Revised AP Spanish Language and Culture Course	Dolphin-Ballroom Level-NH-BC
	Results from the 2012 AP Spanish Literature Exam	Dolphin-Ballroom Level-NH-A4
10:45 a.m.–noon	Enhancing Literary and Cultural Analysis in the Revised AP Spanish Literature and Culture Course	Dolphin-Ballroom Level-NH-A4
	Exploring Science and Technology in AP Spanish Language and Culture	Dolphin-Ballroom Level-NH-BC
3:30–4:45 p.m.	Emphasizing Contextual Analysis in the Teaching of Literature and Culture	Dolphin-Ballroom Level-NH-A4
	Performance Assessments to Integrate the Modes of Communication	Dolphin-Ballroom Level-NH-BC
Statistics		
9–10:15 a.m.	tech Five Terrific Applets for Teaching Important Statistics Concepts	Dolphin-Lobby Level-Asia 1
10:45 a.m.–noon	Results from the 2012 AP Statistics Exam	Dolphin-Lobby Level-Asia 1
3:30–4:45 p.m.	Tools for Two Common Student Mistakes on the AP[®] Exam	Dolphin-Lobby Level-Asia 1
Studio Art		
9–10:15 a.m.	Vertical Teaming for AP Studio Art Success	Dolphin-Lobby Level-Europe 3
10:45 a.m.–noon	AP 2-D Design with Photography as the Medium	Dolphin-Lobby Level-Europe 3
3:30–4:45 p.m.	Connecting Contemporary Art to the AP Studio Art Portfolios	Dolphin-Lobby Level-Europe 3

Time	Session	Location
U.S. History		
9–10:15 a.m.	Announcing AP U.S. History Course and Exam Revisions	Swan-Lobby Level-Osprey 1
	The Progressive Era: A Project-Based Approach in Diverse Environments	Swan-Lobby Level-Osprey 2
10:45 a.m.–noon	“Peopling” as a Theme of AP U.S. History	Swan-Lobby Level-Osprey 1
	Reading, Writing and Detecting	Swan-Lobby Level-Osprey 2
3:30–4:45 p.m.	Cities of Dream: Urban History and AP U.S. History Themes	Swan-Lobby Level-Osprey 1
	Creating Blockheads in AP U.S. History and AP English Language and Composition	Dolphin-Ballroom Level-NH-A1
	Primary Source Gold	Swan-Lobby Level-Osprey 2
World History		
9–10:15 a.m.	Results from the 2012 AP World History Exam	Swan-Lobby Level-Parrot 1-2
10:45 a.m.–noon	Historical Thinking Skills: There’s an App for That	Swan-Lobby Level-Parrot 1-2
3:30–4:45 p.m.	Every Document Tells a Story	Swan-Lobby Level-Parrot 1-2

Time	Session	Location
Administrator, AP Coordinator, Counselor		
9–10:15 a.m.	AP Exam Security	Swan-Lobby Level-Swan 9-10
	e&a College Readiness for All Students	Swan-Lobby Level-Swan 3-4
	e&a Increasing Opportunities for Underserved Students	Swan-Lobby Level-Swan 1-2
	Sanity Check — An AP Coordinator’s Guide to Staying Sane	Swan-Lobby Level-Swan 7-8
	Upcoming Developments and Changes in the AP Program and Open Q&A	Swan-Lobby Level-Swan 6
	Using a New Online College Planning Resource to Empower Educators to Help All Students Make their Path to College	Swan-Lobby Level-Mockingbird 2
10:45 a.m.–noon	Common Assessments and Data Reporting Aligned to Ensure AP Success	Swan-Lobby Level-Swan 1-2
	e&a Culturally Responsive Teaching: Highlights for Black/Brown Students	Swan-Lobby Level-Swan 9-10
	Defining Best Practices: Supporting AP Teachers Through Mentoring	Swan-Lobby Level-Swan 7-8
	Inspect What You Expect: What to Look for in Rigorous Instruction	Swan-Lobby Level-Swan 3-4
	Overview and Updates of AP Development in China	Dolphin-Lobby Level-Oceanic 1
	Weaving AP Students into a World of Excellence	Swan-Lobby Level-Swan 6
2:45–4 p.m.	AVID and AP: Closing the Achievement Gap	Swan-Lobby Level-Swan 1-2
	e&a Two Schools and Two Plans to Promote Achievement	Swan-Lobby Level-Swan 3-4
	e&a Underrepresented Students and Closing the Achievement Gap	Swan-Lobby Level-Swan 9-10
	e&a Why Not Us?	Swan-Lobby Level-Swan 7-8
Art History		
9–10:15 a.m.	The Web of Connections Across the Art History Curriculum	Dolphin-Lobby Level-Europe 1
10:45 a.m.–noon	Power and Authority in Medieval Art	Dolphin-Lobby Level-Europe 1
2:45–4 p.m.	tech Sharing Pictures and Lessons: Using a Networked Digital Library for AP Art History	Dolphin-Lobby Level-Europe 1

Time	Session	Location
Biology		
9–10:15 a.m.	Flipping the Lab in AP Biology and AP Environmental Science	Dolphin-Ballroom Level-SH-III
10:45 a.m.–noon	Developing Quality Multiple-Choice Questions for the New AP Biology Curriculum	Dolphin-Ballroom Level-NH-D
	Reach the Higher Levels of Inquiry in Cell Respiration and Photosynthesis Laboratory Investigations	Dolphin-Ballroom Level-SH-III
2:45–4 p.m.	Cheap and Powerful Inquiry Lessons for AP Science	Dolphin-Ballroom Level-SH-III
Calculus		
9–10:15 a.m.	Results from the 2012 AP Calculus AB and BC Exams	Dolphin-Lobby Level-Asia 5
	Using Manipulatives to Improve Student Understanding of Continuity	Dolphin-Lobby Level-Asia 4
10:45 a.m.–12 noon	Interpreting Tables and Graphs in AP Calculus	Dolphin-Lobby Level-Asia 5
	Technology, Formative Assessment and Data Collection with the TI-Nspire Navigator	Dolphin-Lobby Level-Asia 4
2:45–4 p.m.	Advanced AP Calculus Inquiry Using Technology	Dolphin-Lobby Level-Asia 5
	e&a Driving Students to Academic Excellence in AP Calculus and Beyond	Dolphin-Lobby Level-Asia 4
Chemistry		
9–10:15 a.m.	NASA Data and Problems in AP Labs and Free-Response Questions	Dolphin-Ballroom Level-SH-II
10:45 a.m.–12 noon	Flipping the AP Chemistry and AP Physics Labs	Dolphin-Ballroom Level-SH-II
2:45–4 p.m.	A New Approach to Teaching Chemical Equilibrium	Dolphin-Ballroom Level-SH-II
Chinese Language and Culture		
9–10:15 a.m.	Motivate Heritage Students with Tailored Curricula and Strategies	Dolphin-Lobby Level-Oceanic 1
10:45 a.m.–noon	Overview and Updates of AP Development in China	Dolphin-Lobby Level-Oceanic 1
Computer Science		
9–10:15 a.m.	e&a AP Computer Science: Principles	Dolphin-Lobby Level-Asia 3
10:45 a.m.–noon	e&a Strategies to Increase AP Computer Science Enrollment	Dolphin-Lobby Level-Asia 3
2:45–4 p.m.	A Collaborative Approach to AP® Computer Science Free-Response Questions	Dolphin-Lobby Level-Asia 3

Time	Session	Location
English Language; English Literature		
9–10:15 a.m.	Argument with the World Versus Argument with the Self: The Rhetoric of Poetry	Dolphin-Ballroom Level-NH-E3
	Results from the 2012 AP® English Language and Composition Exam	Dolphin-Ballroom Level-NH-A2
	Results from the 2012 AP English Literature and Composition Exam	Dolphin-Ballroom Level-NH-E2
	Rhetoric and Argument: The 1960s American Civil Rights Movement	Dolphin-Ballroom Level-NH-A3
	The Canonical and the New	Dolphin-Ballroom Level-NH-A1
	tech Using Google Online Software to Facilitate Collaborative Learning	Dolphin-Ballroom Level-NH-E4
10:45 a.m.–noon	Getting Beyond Source A, Source B and Source C	Dolphin-Ballroom Level-NH-A2
	Incorporating Prereading and Prewriting Strategies	Dolphin-Ballroom Level-NH-E2
	e&a Literacy Strategies for Nontraditional AP Students	Dolphin-Ballroom Level-NH-A1
	Liu Method: A Reading Strategy for Rhetorical Analysis	Dolphin-Ballroom Level-NH-A3
	Seeking Complexity and Nuance in Contemporary Literature	Dolphin-Ballroom Level-NH-E3
	Teaching the Hell out of <i>Inferno</i>	Dolphin-Ballroom Level-NH-E4
2:45–4 p.m.	e&a Differentiation Strategies for All Students	Dolphin-Ballroom Level-NH-A3
	e&a Easing Urban Students into AP Reading Skills	Dolphin-Ballroom Level-NH-A1
	Balancing Rigor with Student Wellness	Dolphin-Ballroom Level-NH-E4
	Faulkner and the Contemporary AP Literature Student	Dolphin-Ballroom Level-NH-A2
	Narratology: A Way into the Prose Prompt	Dolphin-Ballroom Level-NH-E2
Environmental Science		
9–10:15 a.m.	Balancing Interests in Global Sustainable Development	Dolphin-Ballroom Level-SH-V
10:45 a.m.–noon	Discovering Species Richness and Evenness Through Herpetological Survey	Dolphin-Ballroom Level-SH-V
European History		
9–10:15 a.m.	tech Using 21st Century Skills to Look to the Past	Swan-Lobby Level-Macaw 1-2
10:45 a.m.–noon	Five Areas of Focus for the DBQ	Swan-Lobby Level-Macaw 1-2
	Raising AP History Scores by Dispensing with Lectures	Swan-Lobby Level-Parrot 1-2
2:45–4 p.m.	Crafting Historical Arguments	Swan-Lobby Level-Macaw 1-2

Time	Session	Location
French Language and Culture		
9–10:15 a.m.	Designing Thematic Instruction with Authentic Resources: Personal and Public Identities	Dolphin-Lobby Level-Oceanic 3
10:45 a.m.–noon	Francophone Techniques and Resources: The View from Abroad	Dolphin-Lobby Level-Oceanic 3
2:45–4 p.m.	Communauté Pied-Noir Depuis 1962: 50ème Anniversaire de la Problématique Identitaire	Dolphin-Lobby Level-Oceanic 3
German Language and Culture		
9–10:15 a.m.	Teaching and Assessing Presentational Communication	Dolphin-Lobby Level-Oceanic 4
10:45 a.m.–noon	Teaching and Assessing Interpretive Communication	Dolphin-Lobby Level-Oceanic 4
Government and Politics: Comparative		
9–10:15 a.m.	Results from the 2012 AP Comparative Government and Politics Exam	Swan-Lobby Level-Pelican 2
10:45 a.m.–noon	Classroom Simulations for American and Comparative Government	Swan-Lobby Level-Pelican 2
Government and Politics: U.S.		
9–10:15 a.m.	Political Philosophy and U.S. Government	Swan-Lobby Level-Pelican 1
10:45 a.m.–noon	tech Enhancing the AP Classroom Using C-SPAN's Online Resources	Swan-Lobby Level-Pelican 1
Human Geography		
9–10:15 a.m.	Using Visual Aids to Illustrate Key Concepts	Swan-Lobby Level-Toucan 1-2
10:45 a.m.–noon	The Last Station: Argentina's Ghost Towns and Urban Decay	Swan-Lobby Level-Toucan 1-2
2:45–4 p.m.	Taking Positions: Engaging Students in Real-World Sustainability and Development Issues	Swan-Lobby Level-Toucan 1-2
Italian Language and Culture		
9–10:15 a.m.	Interdisciplinary Units for the AP Italian Course	Dolphin-Lobby Level-Oceanic 7
10:45 a.m.–noon	A Thematic Approach for AP Italian: Science and Technology	Dolphin-Lobby Level-Oceanic 7
2:45–4 p.m.	Classroom Activities from Level 1 to AP	Dolphin-Lobby Level-Oceanic 7
Japanese Language and Culture		
9–10:15 a.m.	tech Web-Based Authentic Materials for Success from Pre-AP® to AP Japanese	Dolphin-Lobby Level-Oceanic 2
10:45 a.m.–noon	Differentiating Instruction	Dolphin-Lobby Level-Oceanic 2

Time	Session	Location
2:45–4 p.m.	Incorporating Backward Design into Curriculum Development	Dolphin-Lobby Level-Oceanic 2
Latin		
9–10:15 a.m.	Mirabile Visu! Resources for the New AP® Latin Course	Dolphin-Lobby Level-Oceanic 6
10:45 a.m.–noon	Vocabulary Work for Seen and Sight	Dolphin-Lobby Level-Oceanic 6
2:45–4 p.m.	Navigating the New Waters	Dolphin-Lobby Level-Oceanic 6
Macroeconomics; Microeconomics		
9–10:15 a.m.	The Foreign Currency Market	Swan-Lobby Level-Mockingbird 1
10:45 a.m.–noon	Money Creation	Swan-Lobby Level-Mockingbird 1
2:45–4 p.m.	Active Learning Strategies for AP Economics	Swan-Lobby Level-Mockingbird 1
Multidisciplinary		
9–10:15 a.m.	tech Culture of Spanish Language Teaching: Sharing Resources from Outside the United States	Swan-Lobby Level-Swan 5
	tech Enhancement, Not Replacement	Dolphin-Ballroom Level-NH-D
	tech Interactive Reader-Response Journaling Using Social Media	Dolphin-Ballroom Level-NH-American Seminar
10:45 a.m.–noon	tech Instructional Strategies to Build Collaboration in Online Courses	Dolphin-Ballroom Level-NH-American Seminar
2:45–4 p.m.	tech iPads in the Hands of AP Instructors and Learners	Dolphin-Ballroom Level-NH-American Seminar
Music Theory		
9–10:15 a.m.	Modus Operandi for Part Writing	Dolphin-Lobby Level-Europe 4
10:45 a.m.–noon	Results from the 2012 Free-Response Portion of the AP Music Theory Exam	Dolphin-Lobby Level-Europe 4
Physics		
9–10:15 a.m.	Results from the 2012 AP Physics Exams	Dolphin-Ballroom Level-SH-I
10:45 a.m.–noon	tech Using Online Labs with Physics Free-Response Questions	Dolphin-Ballroom Level-SH-I
2:45–4 p.m.	e&a Diverse Learners in AP Physics — Plan for Success	Dolphin-Ballroom Level-SH-I

Time	Session	Location
Pre-AP for English		
9–10:15 a.m.	Preparation for All	Dolphin-Ballroom Level-NH-E1
10:45 a.m.–noon	tech Going Digital: The ELA Classroom Without Borders	Swan-Lobby Level-Swan 5
	Scaling Word Walls: Breaking Down the Vocabulary Barrier	Dolphin-Ballroom Level-NH-E1
2:45–4 p.m.	Chicken Soup for the Sans-Satire Student Soul	Dolphin-Ballroom Level-NH-E1
Pre-AP for Math		
9–10:15 a.m.	SAT Subject Tests™ in Math: Complementing AP Math	Dolphin-Lobby Level-Asia 2
10:45 a.m.–noon	Bridging the Gap Between Pre-AP and AP® Courses	Dolphin-Lobby Level-Asia 2
2:45–4 p.m.	e&a Utilizing NASA Mathematics and Science to Promote Cultural Diversity	Dolphin-Lobby Level-Asia 2
Pre-AP for Science		
9–10:15 a.m.	Innovative Online Science Labs Deliver Compelling Exam Scores	Dolphin-Ballroom Level-SH-IV
Pre-AP for World Languages and Cultures		
10:45 a.m.–noon	Podcasting in the World Language Classroom	Dolphin-Lobby Level-Oceanic 5
Psychology		
9–10:15 a.m.	Active Learning to Deepen Understanding and Motivate Students	Swan-Lobby Level-Lark 1-2
10:45 a.m.–noon	Staying Positive About Teaching Biological Psychology	Swan-Lobby Level-Lark 1-2
2:45–4 p.m.	Winging Your Way to a Successful Year in AP Psychology	Swan-Lobby Level-Lark 1-2
Spanish Language; Spanish Literature		
9–10:15 a.m.	Assessment and the New AP Spanish Language and Culture Exam	Dolphin-Ballroom Level-NH-BC
	tech Culture of Spanish Language Teaching: Sharing Resources from Outside the United States	Swan-Lobby Level-Swan 5
	The AP® Spanish Language and Literature Student: Strategies for Success	Dolphin-Ballroom Level-NH-A4
10:45 a.m.–noon	Approaches to Teaching José Martí’s “Nuestra América”	Dolphin-Ballroom Level-NH-A4
	Results from the 2012 AP Spanish Language Exam	Dolphin-Ballroom Level-NH-BC
2:45–4 p.m.	tech Using Web-Based Tools in AP Spanish Literature	Dolphin-Ballroom Level-NH-A4
	Visual Works in AP Spanish Language and Culture	Dolphin-Ballroom Level-NH-BC

Time	Session	Location
Statistics		
9–10:15 a.m.	Statistics Applications of Space Exploration	Dolphin-Lobby Level-Asia 1
10:45 a.m.–noon	Statistical Analysis of the Real World	Dolphin-Lobby Level-Asia 1
2:45–4 p.m.	Subtle But Important Distinctions in AP® Statistics	Dolphin-Lobby Level-Asia 1
Studio Art		
9–10:15 a.m.	Varied Approaches to Critiquing for Success	Dolphin-Lobby Level-Europe 3
10:45 a.m.–noon	Results from the 2012 AP Studio Art Reading	Dolphin-Lobby Level-Europe 3
U.S. History		
9–10:15 a.m.	In Their Shoes: Simulation and Role-Playing Strategies	Swan-Lobby Level-Osprey 1
	Results from the 2012 AP U.S. History Exam	Swan-Lobby Level-Osprey 2
10:45 a.m.–noon	Experiential Blended Learning: Local History and Online Collaboration	Swan-Lobby Level-Osprey 2
	The Emancipation Proclamation and AP U.S. History Themes	Swan-Lobby Level-Osprey 1
2:45–4 p.m.	Rhetorical Reading of Primary Documents	Swan-Lobby Level-Osprey 1
	Teaching Timed Writing: Gradual Release of Responsibility Model	Swan-Lobby Level-Osprey 2
World History		
9–10:15 a.m.	tech Using Student Technology to Accomplish Writing Objectives in AP World History	Swan-Lobby Level-Parrot 1-2
10:45 a.m.–noon	tech Raising AP History Scores by Dispensing with Lectures	Swan-Lobby Level-Parrot 1-2
2:45–4 p.m.	Two Birds, One Stone: Using Released AP World History DBQ's to Teach Content	Swan-Lobby Level-Parrot 1-2

Voices of AP with John Quiñones

The College Board's first annual Voices of AP panel discussion draws insights from an administrator, a teacher and an AP Coordinator from three exemplary school districts, to share their best practices with the AP community. These districts have opened AP classroom doors to a significantly broader pool of students while maintaining or improving the percentage of students earning scores of 3 or higher. They are among the 367 nationwide school districts that have been honored with inclusion in the AP Achievement List for significant gains in AP access and student performance. Listen to this exciting discussion and gain strategies that you can bring back to your schools and districts.

Featured in this discussion are educators and students from:

Copiague School District, Copiague, New York

Polk County Public Schools, Bartow, Florida

Val Verde Unified School District, Perris, California



Saturday at a Glance

Time	Event	Location
7 a.m.–5 p.m.	Registration	Convention Foyer, Dolphin
7 a.m.–noon	Exhibit Hall Open	Exhibit Hall, Atlantic Hall, Dolphin
7–8:30 a.m.	Continental Breakfast	Exhibit Hall, Atlantic Hall and Pacific Hall C, Dolphin
9–10:15 a.m.	Concurrent Sessions	Various
10:45 a.m.–noon	Concurrent Sessions	Various
12:15–1:15 p.m.	Lunch Sponsored by ETS	Pacific Hall A-B, Dolphin
1:15–2:15 p.m.	Voices of AP with John Quiñones	Pacific Hall A-B, Dolphin
2:45–4 p.m.	Concurrent Sessions	Various

Featured Panelist

July 21, 1:15 p.m. | Pacific Hall A-B, Dolphin



John Quiñones

Co-anchor, *Primetime Live*

John Quiñones is the Emmy Award-winning co-anchor of ABC newsmagazine *Primetime* and has been with the network nearly 30 years. He is the sole anchor of the *Primetime* series *What Would You Do?*, one of the highest rated newsmagazine franchises in recent years. During his tenure, he has reported extensively for *ABC News*, predominantly serving as a correspondent for *Primetime* and *20/20*.

Quiñones’s work for *What Would You Do?* captures the way people react when confronted with dilemmas that compel them to either act or walk away. He has extensively covered a religious sect in Northern Arizona that forces its young female members to take part in polygamous marriages. Other reports include going undercover with a hidden camera to reveal how clinics performed unnecessary surgical procedures as part of a major nationwide insurance scam, following a group of would-be Mexican immigrants as they attempted to cross into the US via the treacherous route known as “The Devil’s Highway,” and travelling to Israel for a CINE Award-winning report about suicide bombers.

Quiñones received a Bachelor of Arts degree in speech communications from St. Mary’s University, San Antonio, Texas. He received a Masters from the Columbia School of Journalism. He received the 2010 Outstanding Alumni Award from Columbia University’s Graduate School of Journalism and his coverage on the African Congo was named one of the 50 greatest stories by a graduate in the last 100 years.

Administrator, AP Coordinator, Counselor**9–10:15 a.m.****AP Exam Security****Swan-Lobby Level-Swan 9-10****Raymond Nicosia**, ETS, Princeton, New Jersey

With exam security a hot topic in recent national news, ensuring a secure and incident-free AP administration that ensures a fair experience across all students is more important than ever. Ray Nicosia, executive director of ETS's Office of Testing Integrity, has travelled across the U.S. and around the world and worked tirelessly to ensure integrity of College Board assessment programs. Come join Ray in this open forum where he will discuss his organization, and how they work behind the scenes to ensure fair and equitable testing experiences.

College Readiness for All Students**Swan-Lobby Level-Swan 3-4****Margaret Greff**, William J. Brennan High School, San Antonio, Texas

This session focuses on the important role principals, administrators and other school leaders provide in establishing and maintaining a college-going culture. Administrators are given specific strategies to increase minority participation, transform the attitudes and skills of teachers and educate parents and the community in support of student success. Participants review data that support the implementation of effective strategies that include high expectations for all students and a collaborative climate for teachers. An emphasis is given to building an Advanced Placement Program for a diverse student population. In addition, a series of proven strategies for recruitment and retention of students, assessment of student work, and implementation of a systemic academic support structure are discussed.

Increasing Opportunities for Underserved Students**Swan-Lobby Level-Swan 1-2****Keith Haber**, Central Gwinnett High School, Lawrenceville, Georgia

The presenter discusses the construction and maintenance of an AP program for a population of traditionally underserved students; approximately 75 percent of the population of the school is on free or reduced-price lunches. Over the past five years, the AP Program has increased the number of students taking AP Exams by 25 percent and the number of exams by 33 percent. Most of the growth has been within the last three years. These numbers do not include the overall increase in AP enrollment, which is closer to 35 percent due to the financial constraints that have resulted in some students not registering for AP Exams. Approximately 77 percent of the school's AP students took the AP Exam last year. In addition, the number of exams that earned college credit has increased from 30 percent to 37 percent in the past year and approximately 41 percent of students earned college credit this past year. The school has increased its equity and access score for seniors from 22 percent to 27 percent (all other grades, except 10th, also increased their scores). The reason for this increase is a concerted effort to provide students with increased opportunity. The effort has included the use of AP Potential as a mechanism for identifying students and evaluating teaching effectiveness, as well as an open enrollment policy and the serious marketing of the AP program. In addition, attention is given not only to recruitment and retention of students, but to institutional strategies designed to improve AP Exam performance. Participants learn how to use data (including AP Potential and pre-and post-test data) to evaluate the efficacy of their AP program.

Sanity Check — An AP Coordinator's Guide to Staying Sane**Swan-Lobby Level-Swan 7-8****Derek Kameda**, The Harker School, San Jose, California

Trouble sleeping? Tearing your hair out? Grumpy and fussy during exam weeks? Staying organized and stress free during AP Exams seems like a pipe dream for most Coordinators. Examine how one of the top AP programs in the nation achieves this elusive dream. Participants learn to improve the efficiency of their exam administration through an open discussion with experienced peers. Participants also create and share improved planning skills while revising methods for additional benefit. Participants receive a DVD containing advanced tools. Coordinators dare not miss this stress-relieving session.

Upcoming Developments and Changes in the AP Program and Open Q&A**Swan-Lobby Level-Swan 6****Trevor Packer**, The College Board, New York, New York

Join the College Board's senior vice president responsible for the AP Program for a close look at the developments and changes being made to address 21st-century teaching and learning needs. This session provides participants with an update on the new online student homework support service, the new formative and interim assessments for AP teacher use, the Pre-AP Program currently in development and a global perspectives/research supplemental program. Participants will be encouraged to ask questions and provide feedback regarding any and all aspects of AP, from teacher quality and availability to higher education credit policies. The array of perspectives on each issue will be discussed, as will relevant research and data, and plans for the future.

Using a New Online College Planning Resource to Empower Educators to Help All Students Make their Path to College

Swan-Lobby Level-Mockingbird 2

Roy Ben-Yoseph, Executive Director, Digital Products, The College Board, New York, NY

This interactive session will provide participants with the opportunity to explore BigFuture™ — a new, free online college planning site created collaboratively by the College Board and the Education Conservancy. Participants will be presented with research about student needs, wants, and online/social trends, and learn how this site will help educators guide students through meaningful self-exploration as part of the college search process. Participants will discuss strategies for using the features and information on the site as a resource for their students.

10:45 a.m.–noon

Common Assessments and Data Reporting Aligned to Ensure AP Success

Swan-Lobby Level-Swan 1-2

Roberto Martinez, YES Prep Public Schools, Houston, Texas

Participants receive an overview of YES Prep's innovative common assessment strategy and learn how it has led to significant improvement in AP scores for a student population that is more than 90 percent low income. Last year alone, the number of qualifying scores increased from 200 to 446 in all AP courses, while the overall rate of qualifying scores also increased significantly from 43 percent to 62 percent. For the past three years, YES Prep has administered common assessments in Pre-AP® courses from sixth grade to junior year. These assessments are vertically aligned to AP and mirror the format and rigor of AP Exams. In addition, YES Prep teachers score the free-response questions section of these exams in a reading similar to an AP Reading. Furthermore, all the data from these assessments are gathered and reported in a custom-developed software system that allows teachers to see student progress toward AP. The scoring scale in every exam follows the same 1 to 5 format as AP Exams do. Participants gain an understanding of how to implement similar strategies in their schools.

Culturally Responsive Teaching: Highlights for Black/Brown Students



Swan-Lobby Level-Swan 9-10

Eleanor Renee Rodriguez, Rodriguez and Associates, Norfolk, Virginia

This session focuses on culturally responsive strategies and pedagogy (versus traditional practices) that recognize, acknowledge, utilize and enhance the use of black and brown students' cultures as assets to learning and help educators provide more equitable and effective teaching and learning experiences. The strategies are described, justified, modeled and practiced by the presenter and educators during the session. High-expectation guidelines that help educators effectively communicate and interact with students are shared. Reflection and interaction are parts of the session. The participants leave the session with a taxonomy of strategies to start a personal and professional action plan.

Defining Best Practices: Supporting AP Teachers Through Mentoring

Swan-Lobby Level-Swan 7-8

Jason Driver, Lewis School, Valparaiso, Florida

Susan Zant, Choctawhatchee High School, Ft. Walton Beach, Florida **Jackie Bemus**, Chapel Hill High School, Douglasville, Georgia

Developing and supporting an AP program requires not only support, resources and commitment on the part of the school and faculty but the collection of successful best practices to ensure continuity. This session explores how to develop AP teacher mentoring, school-based data analysis and subsequent professional development in order to provide AP teachers — especially new ones — with the tools necessary to be the most effective in the classroom. Participants receive digital and printed materials, data analysis tools and practical ideas that can be easily modified, introduced and implemented to effect positive change in both the AP and general school learning environments.

Inspect What You Expect: What to Look for in Rigorous Instruction

Swan-Lobby Level-Swan 3-4

Shaylia McRae Hall, School District of Hillsborough County, Lutz, Florida

Douglas Waugh, The College Board, Bothell, Washington

What does rigor in the classroom look like? The emergence of the Common Core State Standards has focused the spotlight on developing curriculum and assessment frameworks that demand rigorous classroom instruction for all students. Instructional leaders have the opportunity to identify the elements of rigor instruction within four areas known to improve student achievement and develop college AP and college-ready skills and knowledge. Participants examine those elements within a SpringBoard lesson, analyze SpringBoard as a model of rigorous instruction and define classroom strategies focused on what students are saying and doing. Presenters discuss how technology tools can be used to collect, analyze and apply data to support a continuous focus on instruction that works to create a culture of AP and college readiness for all students.

Administrator, AP Coordinator, Counselor (continued)

Overview and Updates of AP Development in China

Dolphin-Lobby Level-Oceanic 1

Bo Wang, The College Board, New York, New York

Since 2009, AP has become the largest international academic program in high schools in China. During this session, a panel of American and Chinese educators will first present an overview of the unique policies, regulations and the contexts in which AP programs are introduced into Chinese high schools. Presenters also will discuss how AP is integrated into Chinese high school curricula and how it has become a leading exemplary international education program in China.

Weaving AP Students into a World of Excellence

Swan-Lobby Level-Swan 6

Greg Henkelman, Strathcona High School, Alberta, Canada

Since 2004, the presenters have striven to satisfy AP students' deep interest in, and natural affinity for, things intellectual. Participants learn how a mid-sized Canadian school uses an annual AP student conference to address students' desire to go beyond curricular outcomes. This conference improves retention in the AP Program and brings passionate learners across generations together. Presenters guide participants to develop such conferences in their own schools, identifying the challenges and opportunities they may face. Last, the presented model and results of the discussions are used to explore the exciting and beneficial side effects of such conferences.

2:45–4 p.m.

AVID and AP: Closing the Achievement Gap

Swan-Lobby Level-Swan 1-2

Kathy Arno, AVID Center, Austin, Texas

This session explains how the AVID (Advancement Via Individual Determination) system and the AP Program are natural allies in the preparation of all students for college readiness and success in rigorous academic courses. AVID's system of acceleration and support features a college-preparatory elective course and a rigorous curriculum for students that typically includes enrollment in AP and Pre-AP courses. Participants explore how AVID's approach creates an environment where students develop the habits necessary for success in AP courses and postsecondary academics.

Two Schools and Two Plans to Promote Achievement

Swan-Lobby Level-Swan 3-4

Kelly Smith, Baltimore County Schools, Baltimore, Maryland

Beth Benzinger, Baltimore County Public Schools, Baltimore, Maryland

Baltimore County Public Schools is a large system of 27 high schools situated in rural, suburban and urban environments. A team of educators completed a root-cause analysis of two distinct schools with diverse learning populations. As a result of the analysis, action plans were created to increase participation in AP courses and performance on the SAT®. The action plans were based on student need and included targeting key student groups to develop SAT skills, strengthening AP Vertical Teams® to increase AP participation and organizing sophomore retreats to establish college and career goals. The schools also created hybrid academic environments that introduced students to an honors classroom setting with the support of teachers and mentors. In some cases, students opted to earn standard credits in an honors setting so that they could build their skills in reading and writing, rather than enroll in AP.



Underrepresented Students and Closing the Achievement Gap

Swan-Lobby Level-Swan 9-10

Dale Fleury, National Math and Science Initiative, Dallas, Texas

Mary Boehm, A+ College Ready, Birmingham, Alabama

Paul Nichols, Virginia Advanced Study Strategies, Williamsburg, Virginia

Mort Orlov, Massachusetts Math and Science Initiative, Boston, Massachusetts

Tommie Sue Anthony, Arkansas Advanced Initiative for Math and Science, Little Rock, Arkansas

Persistent gaps in student achievement and participation in rigorous college readiness courses suggest that we are not preparing all of our students to be able to participate in the 21st-century global economy. This session discusses the Elements of Success utilized by the six pioneer states of the National Math and Science Initiative over the past three years to dramatically increase the participation and success of traditionally underrepresented students in AP math, science and English courses.

Joanne Lang, Advance Kentucky, Lexington, Kentucky

Cam Vautour, Project Opening Doors, Hampton, Connecticut



Why Not Us?**Swan-Lobby Level-Swan 7-8****Debra Diffie**, Eagle Mountain-Saginaw Independent School District, Springtown, Texas**Staci Fritz**, Saginaw High School, Saginaw, Texas

It is entirely possible to increase AP enrollment, number of test takers and AP scores without compromising a program. Eagle Mountain-Saginaw Independent School District (EM-S ISD) is a suburban Texas district of slightly more than 17,000 students. It was one of 23 Texas districts and 388 districts nationwide named to the College Board's AP Achievement List in 2011 for significant gains in AP access and student performance based on 2010 exams. Participants explore EM-S ISD's step-by-step progress to increase participation in advanced academics while simultaneously maintaining or improving the percentage of students earning scores of 3 or higher. Participants review the role of data in program evaluation, identify policies preventing equity and access in their schools or districts and discover the unintended benefits of AP, such as improved scores on state assessments. Learning outcomes include a greater awareness of the ability to transform a campus or district through data digging and information sharing.

Art History**9–10:15 a.m.****The Web of Connections Across the Art History Curriculum****Dolphin-Lobby Level-Europe 1****Dana Howard**, S.C. Governor's School for the Arts & Humanities, Central, South Carolina

Using big ideas and themes that already exist in AP[®] Art History content, participants create a web of connections across the curriculum. Addressing content in this way helps students develop and build both depth and breadth of knowledge. Big ideas include established conventions and innovations in art making, as well as avenues of artistic interpretation. The session explores themes that include representations of power, faith and other cultural values. Participants analyze the form and function of art objects within and across cultures and consider the similarities and differences in representation or reinterpretation of ideas, media and techniques across time and place. Participants refine their own understanding of the cultural context of works of art as well as broader connecting ideas within art history. Participants develop a set of techniques for fostering and reinforcing these connections that enhance student understanding of art history while continually exercising their content review skills throughout the academic year.

10:45 a.m.–noon**Power and Authority in Medieval Art****Dolphin-Lobby Level-Europe 1****Scott Montgomery**, University of Denver, Denver, Colorado

Many works of medieval art work together as parts of a larger context of meaning, particularly in terms of fashioning messages such as varying claims to power and authority — both sacred and secular. This session investigates these broader themes and the ways in which images interact to forward larger messages regarding power and authority. The presenter examines several major monuments of medieval art, particularly those covered on the AP Exam in recent years. Participants learn how to incorporate ideas about specific artworks into their overall discussion of medieval art. Central themes of medieval art are addressed in a wide array of works, and the presenter discusses ways in which these ideas can be applied to teaching many other works. Through exploring these broader themes, teachers and students can apply these ideas to works either covered in class or presented for the first time on the exam.

2:45–4 p.m.**Sharing Pictures and Lessons: Using a Networked Digital Library for AP Art History****Dolphin-Lobby Level-Europe 1****James Shulman**, ARTstor, New York, New York

Participants will review and critique the use of a college level image library in various 9–12 environments, from schools working with the Philadelphia Museum of Art, to NYC public schools using the library via the Studio-in-a-school program, to examples from the 100 high schools using ARTstor to prepare for AP Art History Exams, to college and university applications. Examples of sample image groups, homework assignments, and search techniques will be demonstrated, which participants can apply in their AP Art History classes. Linkages to the *AP Art History Course Description*, content, and themes; and the College Board's Arts Task Force report will also be demonstrated. Finally, participants will be encouraged to discuss whether they believe that visual literacy is relevant for supporting Common Core ELA implementation.

Biology**9–10:15 a.m.****Flipping the Lab in AP Biology and AP Environmental Science****Dolphin-Ballroom Level-Southern Hemisphere-III****Kelcey Burris**, Union High School, Camas, Washington**Mark Little**, Broomfield High School, Broomfield, Colorado

Teaching and implementing hands-on open inquiry-based experiments are vital components of the newly redesigned AP Biology Curriculum and the ongoing redesign of the AP Environmental Science Curriculum. Many instructors feel they do not have the time to perform the open-inquiry sections of the labs, however. Feeling the crunch, they often skip these sections to make sure they have time to cover other content in class. In traditional classrooms, teachers expend precious class time preparing students for labs, as well as modeling the labs. Now, with the help of online screencasts, teachers model the labs and prepare students for classroom experiments before class. Session participants learn how to easily create inexpensive, high-definition videos for the purpose of maximizing classroom time, so students can reach the stages of the lab in class that allow them to design the experiment.

10:45 a.m.–noon**Developing Quality Multiple-Choice Questions for the New AP Biology Curriculum****Dolphin-Ballroom Level-Northern Hemisphere-D****Mitchell Price**, ETS, Princeton, New Jersey**Eric Powers**, ETS, Princeton, New Jersey

Spend the session with ETS assessment specialists who develop the AP Biology Exam. The workshop will introduce the techniques of writing and reviewing multiple-choice questions for the new AP Biology curriculum. Participants will get hands-on experience with questions and will learn about opportunities to develop questions for AP Exams.

Reach the Higher Levels of Inquiry in Cell Respiration and Photosynthesis Laboratory Investigations**Dolphin-Ballroom Level-Southern Hemisphere-III****Mark Little**, Broomfield High School, Broomfield, Colorado**Kelcey Burris**, Union High School, Camas, Washington

Improve student understanding of photosynthesis and cellular respiration by incorporating more inquiry into the cell respiration and photosynthesis labs. The use of a metabolism chamber, a carbon dioxide sensor and an oxygen sensor provide your students with the opportunity to study metabolism, cellular respiration and photosynthesis more effectively. Students analyze the resulting graphs and explain the changes observed in the concentration of carbon dioxide and oxygen. Participants learn how to carry out independent higher level inquiry investigations. Such ideas may include how changes in light influence photosynthesis, temperature influences metabolism and the surface area of seeds influences rates of cellular respiration and metabolic studies.

2:45–4 p.m.**Cheap and Powerful Inquiry Lessons for AP Science****Dolphin-Ballroom Level-Southern Hemisphere-III****Serena Magrogan**, The College Board, Duluth, Georgia

Transforming commonly used AP science laboratory investigations and learning experiences into inquiry-based, student-directed experiences can be difficult, time consuming and expensive. This session provides participants with many short, cheap and easy ways to transform teacher-led instructional strategies into student-directed, inquiry-based learning experiences.

Calculus**9–10:15 a.m.****Results from the 2012 AP Calculus AB and BC Exams****Dolphin-Lobby Level-Asia 5****Stephen Kokoska**, Bloomsburg University, Bloomsburg, Pennsylvania

Participants examine the results of the 2012 AP Calculus AB and BC Exams with the Chief Reader. They review free-response scoring guidelines and common student errors and analyze the most challenging exam questions and topics. Participants are asked to reflect on demanding topics tested on the exams and in their courses and to discuss and determine best practices for teaching these topics.

Using Manipulatives to Improve Student Understanding of Continuity**Dolphin-Lobby Level-Asia 4****Keith Krusz**, St. Margaret's School, Tappahannock, Virginia

This session focuses on examining the concept initially at an intuitive level using manipulatives, train tracks and a railroad bridge to model functions that are discontinuous. Discontinuities are categorized based on why a train could not successfully navigate the model. The discussion continues with an assessment of how the model could be repaired within certain parameters. With this intuitive understanding in place, the calculus definition and test for continuity is introduced and aligned with the roads and bridge analysis.

10:45 a.m.–noon**Interpreting Tables and Graphs in AP Calculus****Dolphin-Lobby Level-Asia 5****Vicki Carter**, West Florence High School, Florence, South Carolina

Problems presented with tabular or graphical data can be quite challenging for students. Students often struggle to make the correct interpretations and connections. In this interactive session, participants experience questions about limits, derivatives and integrals with data presented in tabular or graphical form. Participants develop strategies for using the TI-Nspire to support student learning for these types of problems that can be used in their own courses.

Technology, Formative Assessment and Data Collection with the TI-Nspire Navigator**Dolphin-Lobby Level-Asia 4****Sean Bird**, Covenant Christian High School, Indianapolis, Indiana

By learning about technologies available to enhance instruction, assessment and data collection, teachers of AP[®] Calculus, AP Physics, AP Chemistry, AP Biology and AP Statistics can evaluate innovative methods and determine how to implement improvements in their classroom. Participants are equipped with ready-to-use resources that are available for free from NASA and Texas Instruments. Many of the latest features and improvements specifically for calculus are explored, in addition to data collection and assessment tools.

2:45–4 p.m.**Advanced AP Calculus Inquiry Using Technology****Dolphin-Lobby Level-Asia 5****Mike Reiners**, Christ's Household of Faith School, Saint Paul, Minnesota**Jan Bourg**, Coppell High School, Coppell, Texas

So you're kind of a graphing calculator wizard. (At least, your students and colleagues in your department come to you with the calculator questions.) But in the back of your mind, you realize that you've only scratched the surface of what that device can do. Come learn some deep, rigorous, inquiry-based technology activities that cause you to sit back and wonder at what your students understand.

Driving Students to Academic Excellence in AP Calculus and Beyond**Dolphin-Lobby Level-Asia 4****Keith Desrosiers**, YES Prep Public Schools, Houston, Texas

In a fully inclusive AP Calculus program that includes high-performing students, students with learning disabilities, English language learners and students with academic gaps that need to be addressed, reaching all students requires creativity, stamina and access to quality resources. In this session, we explore ways to make the essential ideas of calculus memorable and applicable for all students. Topics explored include Power Teaching, YouTube videos, calculus journals for free-response questions, sticker charts for tracking mastery of skills, calculus songs and a variety of review ideas to use when preparing for the AP Exam in May.

Chemistry**9–10:15 a.m.****NASA Data and Problems in AP Labs and Free-Response Questions****Dolphin-Ballroom Level-Southern Hemisphere-II****Todd Morstein**, Glacier High School, Kalispell, Montana**Monica Trevathan**, NASA, Houston, Texas

NASA has data and experiments that can be used as real-world problems in the AP Chemistry class. This session focuses in on electrolysis of water. This process is vital to the survival of astronauts on the International Space Station. The lab uses the ideal gas law to measure the oxygen produced, as well as measuring the current through the system, to compare the number of electrons with moles of oxygen produced. This lab covers topics in electrochemistry, gas laws and oxidation reduction reactions.

Chemistry (continued)**10:45 a.m.–noon****Flipping the AP Chemistry and AP Physics Labs****Dolphin-Ballroom Level-Southern Hemisphere-II****Paul Werner**, Rocklin High School, Rocklin, California**Matt Yamamoto**, Whitney High School, Rocklin, California**Geoffrey Clarion**, Rocklin High School, Rocklin, California

Hands-on experiments are vital to AP science curricula. Many instructors, however, find that there is not enough time to incorporate all of the necessary labs. In traditional classrooms, teachers expend precious class time preparing students for labs. Now, with the help of online videos, teachers are able to prepare students for classroom experiments before class, thereby allotting more time for instruction. In this session, participants learn how to easily create inexpensive, high-definition videos for the purpose of maximizing classroom time.

2:45–4 p.m.**A New Approach to Teaching Chemical Equilibrium****Dolphin-Ballroom Level-Southern Hemisphere-II****Robert Ayton**, Dunnellon High School, Ocala, Florida

Participants examine the problems with current textbooks and study guides in their presentation of the concepts of chemical equilibrium. A new, systematic approach to the instruction of this central topic to AP Chemistry is provided to participants through an investigation of past equilibrium questions. This logical method of instruction helps maximize student understanding, increase long-term retention of topics and improve performance on the equilibrium problem on the AP Exam. Laboratories with probeware are also reviewed to support this new approach to teaching chemical equilibrium.

Chinese Language and Culture**9–10:15 a.m.****Motivate Heritage Students with Tailored Curricula and Strategies****Dolphin-Lobby Level-Oceanic 1****Hsu Terry Wang**, Fairfax Christian School, Fairfax Station, Virginia

Participants discover an array of strategies to identify heritage students' abilities. They also learn skills to motivate their bilingual and culture-learning comprehension of specific concepts and perspectives. Participants gain an understanding of logical thinking in various language and cultural perspective presentations. These presentations train students to become excellent reflective thinkers and communicators. Participants receive tasks that aid in the complex task of motivating students to communicate in an effective and meaningful way. At the end of this session, participants can tailor their curricula and instructional strategies to empower and motivate their heritage students with improved comprehension of culture-diverse abilities.

10:45 a.m.–noon**Overview and Updates of AP Development in China****Dolphin-Lobby Level-Oceanic 1****Bo Wang**, The College Board, New York, New York

Since 2009, AP has become the largest international academic program in high schools in China. During this session, a panel of American and Chinese educators will first present an overview of the unique policies, regulations and the contexts in which AP programs are introduced into Chinese high schools. Presenters also will discuss how AP is integrated into Chinese high school curricula and how it has become a leading exemplary international education program in China.

Computer Science**9–10:15 a.m.****AP Computer Science: Principles****Dolphin-Lobby Level-Asia 3****Lien Diaz**, College Board, Duluth, Georgia**Baker Franke**, University of Chicago Laboratory Schools, Chicago, Illinois**Owen Astrachan**, Duke University, Durham, North Carolina**Deepa Muralidhar**, North Gwinnett High School, Suwanee, Georgia

AP Computer Science: Principles is designed to introduce students to the central ideas of computing and computer science, instill ideas



and practices of computational thinking and engage students in activities that show how computing and computer science change the world. This course, designed to appeal to a wider and more diverse audience than traditional computer science courses, has been piloted in colleges and high schools. Participants review an updated curriculum framework, experience classroom activities that have been used in pilot courses, and discuss results of student engagement and success from various pilot sites during Q&A time.

10:45 a.m.–noon

Strategies to Increase AP Computer Science Enrollment



Dolphin-Lobby Level-Asia 3

John Harrison, Princess Anne High School, Virginia Beach, Virginia

Computer science classes must become more inclusive now that computers are pervasive in everyday life. High schools must generate interest in a broad audience of students to provide the necessary diversity of thought and the training to fill necessary job availabilities. While overall AP Exam participation has increased by 146 percent, computer science participation has increased only 1.5 percent over the last 10 years, and female participation remains less than 20 percent. This session explores strategies designed to increase the number of female and minority students taking exams. Increased participation by these groups, which are outside the traditional computer science audience, should cause overall enrollment to increase.

2:45–4 p.m.

A Collaborative Approach to AP Computer Science Free-Response Questions

Dolphin-Lobby Level-Asia 3

Kimberly Burton-Regulski, Eastern Technical High School, Baltimore, Maryland

In this session, participants learn how to use team-building and hands-on activities to build confidence and lay the groundwork for group discussions of AP Computer Science free-response questions. The participants view several videos in order to identify techniques for teaching students to effectively analyze and answer free-response questions. This session also introduces participants to several ways technology can enhance instruction and create a collaborative learning environment.

English Language; English Literature

9–10:15 a.m.

Argument with the World Versus Argument with the Self: The Rhetoric of Poetry

Dolphin-Ballroom Level-Northern Hemisphere-E3

Lawrence Scanlon, Iona College, New Rochelle, New York

William Butler Yeats is reputed to have said that argument with the world produces rhetoric, while argument with the self produces poetry. And we often think of rhetoric as it applies to such examples of nonfiction as essays and speeches. But we also recognize rhetorical analysis as an essential feature of critical literacy, whatever the nature of the text being read. In this session, we consider Yeats's remark and read several poems rhetorically, analyzing the argument each presents and discussing its rhetorical effects. This session is for AP and Pre-AP®, as we address grades 9–12 in our presentation.

Results from the 2012 AP English Language and Composition Exam

Dolphin-Ballroom Level-Northern Hemisphere-A2

Mary Trachsel, University of Iowa, Iowa City, Iowa

Participants examine results of the 2012 AP English Language and Composition Exam administration with the Chief Reader. The session identifies and analyzes exam topics and questions that were most challenging for students, and the presenter discusses with participants the reading and writing skills required for successful performance on those questions. Participants compare these challenging areas with the AP English Language and Composition questions and topics their own students found most demanding. The presenter assists participants in developing individual strategies for implementing best practices in their own schools and classrooms to address challenging topics and skills developed in the course and measured in the exam.

Results from the 2012 AP English Literature and Composition Exam

Dolphin-Ballroom Level-Northern Hemisphere-E2

Warren Carson, University of South Carolina Upstate, Spartanburg, South Carolina

Participants survey the 2012 English Literature and Composition Exam with members of the Development Committee. After reviewing the development of the exam and the grading process, they examine student essays submitted for the three free-response questions. Participants identify characteristic weaknesses in lower-scored papers and strengths in higher-scored papers. They also develop the strategies used to teach students to write stronger analyses of literary texts. The session occurs twice, in order to accommodate all attendees.

English Language; English Literature (continued)**Rhetoric and Argument: The 1960s American Civil Rights Movement****Dolphin-Ballroom Level-Northern Hemisphere-A3****Jamie Gregory**, James F. Byrnes High School, Duncan, South Carolina

Participants examine how AP English Language and Composition teachers can incorporate lessons or a unit analyzing the rhetoric of the 1960s American Civil Rights Movement into the curriculum. This rhetoric can particularly enhance the learning experience for students who are taking AP U.S. History concurrently. This session also covers how students can connect rhetoric found in post-9/11 American society (using current events) to this particular unit. Participants assess how concepts covered during this unit can be applied to successful completion of past AP Exam essay prompts.

The Canonical and the New**Dolphin-Ballroom Level-Northern Hemisphere-A1****David Jolliffe**, University of Arkansas, Fayetteville, Arkansas

Many English Language and Composition courses taught in the 11th grade also teach American literature, often emphasizing canonical texts. This session describes in detail how English Language and Composition instructors can link contemporary articles to the issues and themes raised in the American literature texts. In addition, the session demonstrates how participants can teach classical rhetorical analysis of paired texts to illuminate student understanding of both canonical and contemporary texts.

Using Google Online Software to Facilitate Collaborative Learning**Dolphin-Ballroom Level-Northern Hemisphere-E4****Susan Henson**, Houston Christian High School, Houston, Texas

Participants learn how to use Google online software and student blogs to facilitate collaborative learning within and beyond the walls of the English classroom. First, participants explore the basic functions of the software and examine how it can be used to facilitate more effective writing instruction. Participants then learn how this software can be applied to collaborative projects at the classroom and schoolwide levels. Next, participants discover how student blogs can facilitate student discussions on classroom topics among sections, schools and even districts.

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10:45 a.m.–noon**Getting Beyond Source A, Source B and Source C****Dolphin-Ballroom Level-Northern Hemisphere-A2****Alfonso Correa**, School for the Talented and Gifted, Dallas, Texas

Students often have trouble understanding the difference between mentioning or summarizing multiple sources in succession and synthesizing multiple sources in an essay response to a question. Two members of the AP English Development Committee describe and demonstrate classroom activities and assignments that ask students to view synthesis as a consideration of how different sources weigh in on common questions and concerns. Participants learn a problem-solving approach to synthesis writing that requires writers to consult, rather than merely summarize, their sources. Participants practice problem-solving composition techniques by reading sets of short sample sources, identifying questions implicit in multiple sources and drafting thesis statements that synthesize responses to these common questions. Last, participants are invited to discuss the kinds of prompts that best succeed in exercising students' synthetic thinking processes.

Incorporating Prereading and Prewriting Strategies**Dolphin-Ballroom Level-Northern Hemisphere-E2****Carlos Escobar**, The College Board, Miami, Florida

Participants examine graphic organizers and participate in prereading exercises that scaffold the writing process and enhance the analysis of poetry and prose. With guidance from the presenter, the audience also creates its own prewriting graphic organizer in order to practice developing tools that effectively assist students in reading critically and writing analytically. Participants have the opportunity to ask members of the AP English Development Committee questions concerning the incorporation of these practices into the curriculum and their connection to the course requirements and examination.

Literacy Strategies for Nontraditional AP Students**Dolphin-Ballroom Level-Northern Hemisphere-A1****Virginia Riley**, Woods Cross High School, Centerville, Utah

Because the inclusive approach to AP courses is recommended by the College Board and has been adopted in many high schools, it has become more important to provide scaffolding for students who have not traditionally been targeted or "tracked" for success in these rigorous classes and in college. This session describes and demonstrates literacy strategies to help nontraditional students succeed in an AP English Literature course. Participants examine and experience these strategies and develop at least one for use in their own classrooms.

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Liu Method: A Reading Strategy for Rhetorical Analysis

Dolphin-Ballroom Level-Northern Hemisphere-A3

Nathan Sun-Kleinberger, Kentridge High School, Kent, Washington

In this session, participants learn the Liu Method, a critical reading strategy that is ideal for conducting rhetorical analysis on newspaper editorials, essays and reading passages on the AP English Language and Composition Exam. Session participants learn the steps of the Liu Method and have the opportunity to brainstorm ways it could be applied to their schools' curriculum.

Seeking Complexity and Nuance in Contemporary Literature

Dolphin-Ballroom Level-Northern Hemisphere-E3

Donna Tanzer, Milwaukee Institute of Art & Design, Milwaukee, Wisconsin

Results from recent AP literature exams reveal that students often miss complexity and layers, especially in seemingly accessible texts. We can look to Facebook and media for an explanation, but we need to dig deeper, along with our students, to find a solution. This hands-on session addresses why and how students often miss subtleties. It offers practical approaches to help students ask searching questions, peel away layers and find a comfortable place beneath the surface of a modern text. Working in small groups, participants apply these approaches to excerpts from contemporary short stories and poems.

Teaching the Hell out of *Inferno*

Dolphin-Ballroom Level-Northern Hemisphere-E4

Krishna Deaver, Beverly Hills High School, Beverly Hills, California

Ask this presenter what her AP students' favorite piece of literature is and year after year you'll get the same, exuberant response: *Inferno!* You, too, can teach one of the most complex pieces of world literature and witness your students' intellectual curiosity leap to new levels as you excitedly delve into the text together. Participants examine classroom-tested strategies for teaching Dante and empowering students with the skills to comprehend and analyze difficult texts. Participants leave with materials they can immediately use in the classroom, as well as resources to guide and support ongoing professional development in this area. Participants gain best practices tips that can be applied to teaching other literary works.

2:45–4 p.m.

Differentiation Strategies for All Students



Dolphin-Ballroom Level-Northern Hemisphere-A3

Kevin McCarthy, Central Kitsap High School, Silverdale, Washington

Participants examine how language study affects student learning with extensive focus on grammatical components such as phrases, clauses and parallelism, and how they support elevated reading and writing at the college level. Participants learn techniques in engaging semi-lingual students, students with strong math and science backgrounds and struggling readers. Participants learn scaffolding strategies beginning with the logical patterns found in grammar and structural analysis, coupled with sentence diagramming with symbols, leading to the implementation of elevated syntactical awareness and understanding on the multiple-choice reading passages, rhetorical analysis, and text and style analysis essays.

Easing Urban Students into AP Reading Skills



Dolphin-Ballroom Level-Northern Hemisphere-A1

Elizabeth Schurman, Hogan Preparatory Academy, Kansas City, Missouri

Starting an AP program with students who are at risk is a daunting proposition. At Hogan Prep, over several years, we have built a program with enthusiastic participation and slowly rising test scores. Although the transformation has not been easy, our AP program has helped us to raise standards for all students. We have found ways to bridge the gap between struggling students and the demands of an AP curriculum. Come and learn about some of the reading strategies that have enabled our students to approach Language and Composition texts with confidence.

Balancing Rigor with Student Wellness

Dolphin-Ballroom Level-Northern Hemisphere-E4

Michele Cambardella, Wilson High School, West Lawn, Pennsylvania **Victoria Taylor**, Wilson High School, West Lawn, Pennsylvania

Participants experience and discuss right-brained activities that deepen and enhance learning in the classroom while addressing metacognition of students. Participants experience samples of activities such as "Liquid Pen," "Seeing Through the Mind's Eye," and "Using Mindfulness to Understand Writing, Reading, and the Self" as paired with specific pieces of both classic and contemporary literary selections.

English Language; English Literature (continued)

Faulkner and the Contemporary AP Literature Student

Dolphin-Ballroom Level-Northern Hemisphere-A2

Terrence Sowers, Uplift Education—Summit International Preparatory, Arlington, Texas

William Faulkner's meticulous attention to diction and his experimental stream of consciousness stylistic device is the catalyst for successful academic methodologies as related to *As I Lay Dying*, *The Sound and the Fury*, and a sampling of short stories set in Yoknapatawpha County. Faulkner and his Southern literature is the focus as it applies to AP Literature, real world applications and higher-level thinking as related to Question 1 and 3 of the AP Literature Examination.

Narratology: A Way into the Prose Prompt

Dolphin-Ballroom Level-Northern Hemisphere-E2

Jacqueline Laba, Randolph High School, Morris Plains, New Jersey

The prose prompt is one of the most challenging aspects of the AP English Literature and Composition Exam because students do not always understand the narrator's art. Who tells versus who sees? How can we recognize shifts in perspective? What methods might a writer use to present the mental workings of a character? Going beyond identifying figurative language and imagery, students must grapple with questions like these when analyzing complex fiction. The presenter has found that some basic concepts of narratology provide students with the terminology to better identify and analyze narrative techniques. This session offers teachers an overview of this field with emphasis on narration, point of view and the rendering of consciousness. In addition, participants work through several short, focused writing exercises that can be used in the classroom to tap into students' creativity as a way to deepen analysis. The session features activities for short prose passages that have appeared on the AP Exam as well as others from frequently taught titles such as *Crime and Punishment*, *Song of Solomon* and *Pride and Prejudice*.

Environmental Science

9–10:15 a.m.

Balancing Interests in Global Sustainable Development

Dolphin-Ballroom Level-Southern Hemisphere-V

Barbara Segnatelli, Severna Park High School, Severna Park, Maryland

Sue Hannahs, Severna Park High School, Severna Park, Maryland

This session offers AP teachers a cohesive multidisciplinary curriculum unit that develops skills such as critical thinking, written and oral communications, and problem solving. The unit requires students in environmental science, human geography, and comparative and U.S. government to synthesize knowledge and integrate data and experience. Students represent the governments of China, Nigeria, Great Britain, Iran, Mexico and Russia as well as environmental activists, nongovernmental organizations and supranational organizations. They debate global oil challenges in 10-minute timed rounds and present written policy statements that must be approved by at least four nations during the culminating sustainable development working group. Group and individual student performance is assessed using a rubric.

10:45 a.m.–noon

Discovering Species Richness and Evenness Through Herpetological Survey

Dolphin-Ballroom Level-Southern Hemisphere-V

Brandon Dillman, White Oak High School, Jacksonville, North Carolina

Attendees learn how to reinforce the topics of species richness and evenness through scientific inquiry. Through the orchestration of a herpetological survey, students learn the concept of species richness versus evenness and the impact of abiotic factors (temperature and precipitation) on reptilian and amphibian populations.

European History

9–10:15 a.m.

Using 21st Century Skills to Look to the Past

Swan-Lobby Level-Macaw 1-2

John Ricard, Somerset Academy, Pembroke Pines, Florida

The scope of AP courses is massive and could be daunting to both students and teachers. Using the tools and resources available on the Internet, discover how to make lessons more compelling and dynamic for both groups. Employing social networking and Web 2.0 features, learn to build a community of lifelong learners through collaboration while making the subject matter more navigable. Participants can increase interaction among students by using specific tools to make the content come to life. Doing so creates a more efficient manner of evaluating student achievement.

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10:45 a.m.–noon**Five Areas of Focus for the DBQ****Swan-Lobby Level-Macaw 1-2****Julie Allen**, S.C. Governor's School for the Arts and Humanities, Greenville, South Carolina**Patricia McGloine**, Princess Anne High School, Virginia Beach, Virginia

The Document Based Question (DBQ) essay is a challenging part of the AP History assessment in which we require our students to begin to think like historians as they read and interpret evidence and construct an analytical argument. Many teachers struggle to successfully teach their students the skills associated with the DBQ. This session will provide participants with ideas and practice in teaching students to interpret documents, to write thesis statements that provide strong answers, to understand the significance of point of view and to learn to integrate that understanding into their essays.

Raising AP History Scores by Dispensing with Lectures**Swan-Lobby Level-Parrot 1-2****Kenneth Senter**, Oak Ridge High School, Oak Ridge, Tennessee

Learn how an AP history teacher was not content with mediocre scores for his students on the AP U.S. History and AP World History Exams and revolutionized his instructional methods to bring about substantial gains. This workshop describes the format for an AP history classroom that does not employ lecturing as an instructional strategy. The students are engaged in active learning exercises developed by the College Board that create better retention and stimulate higher order thinking and writing skills, as well as improved affective responses, as they take more responsibility for their learning. The AP scores went up to the highest percentage of students scoring a 3 or higher on the exam in the presenter's 15 years of teaching.

2:45–4 p.m.**Crafting Historical Arguments****Swan-Lobby Level-Macaw 1-2****Patricia McGloine**, Princess Anne High School, Virginia Beach, Virginia

Getting young students to engage in the process of both learning the narrative of the past and learning how to construct persuasive historical arguments is a daunting task. Participants will model and discuss sample classroom activities and strategies designed to engage students and help strengthen students' ability to evaluate and synthesize historical evidence. Sample activities include a text-rendering process titled "Word, Phrase, Sentence," and another based on differentiated groups, as well as a student competition called "Who Will Be the Next Italian Idol?"

French Language and Culture**9–10:15 a.m.****Designing Thematic Instruction with Authentic Resources: Personal and Public Identities****Dolphin-Lobby Level-Oceanic 3****Deanna Scheffer**, St. Johns Country Day School, Orange Park, Florida

Participants will examine sample lesson and unit plans that use authentic audio, video and print materials to explore the theme of "personal and public identities." They will then establish criteria for instructional design, including the selection of thematically related authentic resources and the creation of learning activities and classroom assessments. Participants will learn how to choose authentic materials relevant to the theme of personal and public materials. They will also be able to develop corresponding tasks in the Interpersonal, Interpretive and Presentational modes of communication that will allow students to synthesize information and produce measurable gains in language proficiency.

10:45 a.m.–noon**Francophone Techniques and Resources: The View from Abroad****Dolphin-Lobby Level-Oceanic 3****Christel Callahan**, Saint Andrew's School, Boca Raton, Florida**Veronique Fois-Assuid**, International School of Broward, Hollywood, Florida

As the new AP French Language and Culture course is launched, how may we leverage curricular resources available from outside the U.S. — particularly for speaking and listening comprehension? What pedagogical techniques can we learn from French lycées teaching intentionally bicultural students in the U.S.? The Franco-American Baccalaureate program combining AP courses with the French baccalaureate is also explained.

French Language and Culture (continued)**2:45–4 p.m.****Communauté Pied-Noir Depuis 1962 : 50ème Anniversaire de la Problématique Identitaire****Dolphin-Lobby Level-Oceanic 3****Genevieve Brand**, Hall High School, West Hartford, Connecticut

Participants will (re) discover a part of French history starting with the decolonization of Algeria. The main focus will be about the Pied-Noir community which this year celebrates its 50th year as “rapatriés”. Participants will be able to explore a part of the cultural group which is inexorably disappearing.

German Language and Culture**9–10:15 a.m.****Teaching and Assessing Presentational Communication****Dolphin-Lobby Level-Oceanic 4****Eva Maria Russo**, Washington University in St. Louis, St. Louis, Missouri

Section II of the AP German Exam, the free-response section, assesses Presentational Communication by requiring students to produce written and spoken responses. Using the Presentational mode, students are called on to write a persuasive essay based on three sources that present different viewpoints on a topic. Students read an article, study a table or graphic and listen twice to a related audio. In the speaking portion, speaking in the presentational mode is also assessed by requiring students to make a 2-minute presentation in response to a prompt on a cultural topic. This session will examine the learning objectives, sample exam items and scoring guidelines for Spoken and Written Presentational Communication that are provided in the *AP German Language and Culture Course and Exam Description*. Participants identify instructional goals based on specific features of language proficiency in the Presentational mode that result in a strong student performance on the exam. They also develop specific strategies to assess students’ progress toward those goals.

10:45 a.m.–noon**Teaching and Assessing Interpretive Communication****Dolphin-Lobby Level-Oceanic 4****Eva Maria Russo**, Washington University in St. Louis, St. Louis, Missouri

Section I of the AP German Exam, the multiple-choice section, primarily assesses Interpretive Communication by asking students to identify main points, significant details, purpose and intended audience of a variety of texts and to make inferences and predictions based on them. Some questions require students to show understanding of cultural or interdisciplinary information contained in the text. This session will examine the learning objectives, sample exam items and scoring guidelines for Audio, Visual and Audiovisual Interpretive Communication that are provided in the *AP German Language and Culture Course and Exam Description*. Participants identify instructional goals based on specific features of language proficiency in the Interpretive mode that result in a strong student performance on the exam. They also develop specific strategies to assess students’ progress toward those goals.

Government and Politics: Comparative**9–10:15 a.m.****Results from the 2012 AP Comparative Government and Politics Exam****Swan-Lobby Level-Pelican 2****Glenn Hastedt**, James Madison University, Harrisonburg, Virginia

The Chief Reader of the AP Comparative Government and Politics Exam presents the results from the 2012 exam and reviews the questions and rubrics in the context of the AP course outline. An analysis of common exam errors involving concepts, argumentation and case studies provides the foundation for participants to discuss student learning gaps and to develop planning strategies to address deficiencies.

10:45 a.m.–noon

Classroom Simulations for American and Comparative Government**Swan-Lobby Level-Pelican 2****Jennifer Andrews-Cox**, Paschal High School, Benbrook, Texas**Eric Cox**, Texas Christian University, Fort Worth, Texas

This session focuses on the use of single- and multi-day simulations as a means of enhancing student-centered instruction. Participants discuss how to use simulations to address specific AP content and skills and modify their design to fit the curriculum in both U.S. and Comparative Government and Politics. Teachers participate in a sample simulation on civil liberties to explore how to promote deep understandings while addressing course content in a given number of instructional days. Then, participants work on designing their own simulations to address specific course content and later discuss effective strategies for managing such activities.

Government and Politics: U.S.

9–10:15 a.m.

Political Philosophy and U.S. Government**Swan-Lobby Level-Pelican 1**

Joseph Phelan, University of Maryland University College and National Endowment for the Humanities, Washington, District of Columbia

An understanding of the role that modern political philosophies have played in our national government and politics offers an absorbing, challenging and ultimately revelatory perspective. Not only were the nation and its institutions founded by men steeped in Enlightenment thought, but our subsequent history (Jacksonian democracy, Civil War, Progressive Era, New Deal, cultural revolution of the 1960s, neoconservatism) has been playing out of ever more radical waves of European and homegrown thought. However, most teachers lack the background to identify these influences and bring them to bear on the study of American institutions. The aim of this session is to first introduce the main themes of modern political philosophy as they have affected American politics. The next step is to survey and evaluate the many existing resources and the final step is to give some hands-on experience with the same lessons. The presenter is an associate professor of history and government as well as a staff member of the National Endowment for the Humanities.

10:45 a.m.–noon

Enhancing the AP Classroom Using C-SPAN's Online Resources**Swan-Lobby Level-Pelican 1****Joshua Koning**, C-SPAN, Washington, District of Columbia

C-SPAN Classroom (www.c-spanclassroom.org), is a free membership service dedicated to supporting educators' use of C-SPAN programming in their classes and for research. Participants discover how C-SPAN Classroom's array of primary source materials, including our comprehensive coverage of Congress, Campaign 2012 and current public affairs issues, can be incorporated into their AP curricula to make instruction engaging, relevant and interactive. Educators also explore methods and resources that develop students' literacy and technology skills to cultivate higher order thinking in order to increase knowledge and arrive at new understandings.


Human Geography

9–10:15 a.m.

Using Visual Aids to Illustrate Key Concepts**Swan-Lobby Level-Toucan 1-2****Donielle Albrecht**, Hutchison School, Cordova, Tennessee

Teaching students in the 21st century requires teachers to vary instruction and include more visual, multimedia aids to captivate their learners' attention. Methods to reinforce learning are provided for each unit of AP Human Geography. Aids include video clips, graphic organizers, maps and images to increase student learning. Teaching ideas help extend student learning, reinforce key concepts and make the classroom experience more dynamic. Ultimately, students need to see and do geography, rather than just read about it.

Human Geography (continued)**10:45 a.m.–noon****The Last Station: Argentina's Ghost Towns and Urban Decay****Swan-Lobby Level-Toucan 1-2****Liliana Monk**, Thomas S. Wootton High School, Potomac, Maryland

Participants examine how ghost towns have resulted from a combination of factors including depopulation, migration, deindustrialization and the creation of new transportation routes. Participants review a case study about a town in La Pampa, Argentina, to compare and contrast with similar developments in their own regions.

2:45–4 p.m.**Taking Positions: Engaging Students in Real-World Sustainability and Development Issues****Swan-Lobby Level-Toucan 1-2****Jody Smothers-Marcello**, Sitka High School, Sitka, Alaska

Engage your students in taking positions and solving problems so they can see connections between AP Human Geography concepts and real-world situations. Ensure that your students are prepared for free-response items requiring discussion of multiple viewpoints and for college-level dialogues. Participate in four activities modeling classroom strategies centered on natural resources and environmental concerns, sustainable development and tourism as economic development. Leave with complete written lessons with assessments for classroom implementation.

Italian Language and Culture**9–10:15 a.m.****Interdisciplinary Units for the AP Italian Course****Dolphin-Lobby Level-Oceanic 7****Paola Scazzoli**, Wheaton High School, Silver Spring, Maryland

This session will focus on creating challenging interdisciplinary units that promote students' linguistic and cultural growth while using Italian in the classroom. Participants will explore one interdisciplinary unit and reflect with the presenter on why and how it was designed. Participants will brainstorm ideas for interdisciplinary units and learn how to diversify activities and themes within units of instruction. They will also learn how to incorporate the different communication modes into their practice.

10:45 a.m.–noon**A Thematic Approach for AP Italian: Science and Technology****Dolphin-Lobby Level-Oceanic 7****Frank Nuessel**, University of Louisville, Louisville, Kentucky**Paola Scazzoli**, Wheaton High School, Silver Spring, Maryland

Participants in this session learn how to develop and assess new instructional materials that are based on successful thematic design. This session focuses on one of the AP Italian Language and Culture Course themes, Science and Technology, through the exploration of materials for a persuasive essay (written text, graphic, oral text) and examples of conversations and cultural comparison. By examining effective ways to select authentic resources and design instructional materials that focus on the theme of mathematics instruction in Italy, participants develop strategies to assess student performance across the three modes of communication.

2:45–4 p.m.**Classroom Activities from Level 1 to AP****Dolphin-Lobby Level-Oceanic 7****Paola Scazzoli**, Montgomery County Public Schools MD, Wheaton, Maryland

This session focuses on designing challenging spoken and written Interpersonal, Interpretive and Presentational Communication activities from beginning level to AP Italian. Attendees explore instructional activities designed to incrementally build the skills and abilities that lead all students to the targeted Pre-Advanced proficiency level of the AP Italian Interpersonal, Interpretive and Presentational Communication tasks. Attendees learn how to incorporate these activities in their daily lessons and curricula, as well as how to incorporate cultural authentic aspects in incrementally more challenging classroom activities.

Japanese Language and Culture

9–10:15 a.m.

Web-Based Authentic Materials for Success from Pre-AP to AP Japanese

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Dolphin-Lobby Level-Oceanic 2

Mieko Avello, Miami Palmetto Senior High School, Miami, Florida

Incorporating authentic materials is one of the most important aspects of instruction that lead to student success. This session introduces the effective use of Web-based authentic materials with innovative methods that can be applied from the Pre-AP classroom all the way to the AP course. The session also examines how incorporating carefully chosen materials supports standards-based instruction. Demonstrations and examples guide participants to expand their own classroom activities. In addition, participants review appropriate projects using the Web for the current AP course.

10:45 a.m.–noon

Differentiating Instruction

Dolphin-Lobby Level-Oceanic 2

Motoko Tabuse, Eastern Michigan University, Ypsilanti, Michigan

This session will introduce activities to provide differentiated instruction in a Japanese language classroom and provide different venues for students to learn the target outcomes regardless of their abilities and learning styles. The activities introduced in this interactive session are proficiency oriented and are based on the three modes of communication of the national standards and the theory of multiple intelligences. The activities include a sample lesson incorporating the Japanese language and culture program and examination. The plan will describe how to guide students to create their own multiple-choice items to promote the Interpretive mode of communication skills as well as to create unique free-response style items to promote Interpersonal and Presentational modes of communication. Ideas that aim at developing students' higher-level thinking skills will be shared with the audience. Effective use of formative and summative assessments as well as technology will be discussed.

2:45–4 p.m.

Incorporating Backward Design into Curriculum Development

Dolphin-Lobby Level-Oceanic 2

Motoko Tabuse, Eastern Michigan University, Ypsilanti, Michigan

This session will show how to adjust existing curricula to ensure the inclusion of the standards-based thematic approach using the backward design principles. This interactive session will guide participants to align their current curricula based on the following three elements: learning outcomes, assessments and learning resources including proficiency-oriented activities. The session will discuss effective ways to use authentic materials as important resources in learning activities. The session will also advocate the notion of connecting language learning to the learner's future career and give ample examples of language and culture exercises in age-appropriate work situations.

Latin

9–10:15 a.m.

Mirabile Visu! Resources for the New AP[®] Latin Course

Dolphin-Lobby Level-Oceanic 6

Dawn LaFon, White Station High School, Memphis, Tennessee

Robert Cape, Austin College, Sherman, Texas

Attendees become acquainted with recommended books, articles, websites and interactive media that provide content covered in the new AP Latin course. Participants contribute their ideas and experiences in preparing and using teaching materials in AP courses and make contributions to a growing online teaching resource for the AP Latin course. Based on these discussions, participants share ideas for designing lessons that stress contextualization in AP Latin.

Latin (continued)**10:45 a.m.–noon****Vocabulary Work for Seen and Sight****Dolphin-Lobby Level-Oceanic 6****Keely Lake**, Wayland Academy, Beaver Dam, Wisconsin

In this session, the presenter will discuss best practices for increasing our students' Latin vocabulary and dictionary skills. Among the topics of discussion will be the development of vocabulary from Latin 1 to AP for assigned passages, review and sight reading, as well as more effective dictionary work and how we can help our students use their preparation time more efficiently. Participants will also be asked to share their favorite vocabulary activities and resources with the other attendees.

2:45–4 p.m.**Navigating the New Waters****Dolphin-Lobby Level-Oceanic 6****Keely Lake**, Wayland Academy, Beaver Dam, Wisconsin

With the new AP Latin course, teachers need to plan a new syllabus and be ready for a new course. The presenter will discuss the ways the College Board has tried to anticipate educator needs for the new AP Latin. Participants will be introduced to the Syllabus Development Guide, the AP Course Planning and Pacing Guides and the new AP Latin Teacher Community. These resources will help participants not only to prepare their syllabus for the new course audit but to approach the new course with confidence that they can have great input on the flow of their course.

Macroeconomics; Microeconomics**9–10:15 a.m.****The Foreign Currency Market****Swan-Lobby Level-Mockingbird 1****Arthur Raymond**, Muhlenberg College, Allentown, Pennsylvania

The AP Macroeconomics Chief Reader discusses the supply and demand for foreign currency diagram, including the shape of the supply and demand curves, principle macroeconomic variables that shift these curves for currencies and resulting change in the equilibrium exchange rate. During the session, participants develop and evaluate strategies for teaching the foreign currency market diagram, especially those for teaching the correct labeling.

10:45 a.m.–noon**Money Creation****Swan-Lobby Level-Mockingbird 1****Clark Ross**, Davidson College, Davidson, North Carolina

Participants examine the concept of money creation through the use of bank balance sheets and instructional strategies for successful student performance in this traditionally challenging topic area. The focus is on the difference between deposit creation and money supply from a change in the currency versus demand deposit ratio by the public, as well as open market operations by the central bank. Participants examine previous free-response questions in order to create their own activities with formative assessments that diagnose student understanding of these concepts and help them correct misconceptions.

2:45–4 p.m.**Active Learning Strategies for AP Economics****Swan-Lobby Level-Mockingbird 1****Michael Fullington**, Port Charlotte High School, Port Charlotte, Florida**Eric Dodge**, Hanover University, Hanover, Indiana**Margaret Ray**, University of Mary Washington, Fredericksburg, Virginia

This session demonstrates a variety of active learning approaches to teaching important content in AP Macroeconomics and AP Microeconomics, including classroom activities and experiments and the use of technology. Participants learn how to use active learning to promote student learning and success on the AP economics exams.

Multidisciplinary

9–10:15 a.m.

Culture of Spanish Language Teaching: Sharing Resources from Outside the United Statestech
TECH**Swan-Lobby Level-Swan 5****Gustavo Fares**, Lawrence University, Appleton, Wisconsin

A panel of educators from university and secondary-school levels discuss resources from Spain and Latin America to support the Cultures component of AP Spanish Language and Spanish Literature. Participants gain concrete tips for addressing the five Cs (Communication, Cultures, Connections, Comparisons and Communities) through contemporary culture and media in global communities of Spanish speakers. The Embassy of Spain shares information on supplemental programs available to Spanish teachers.

Enhancement, Not Replacementtech
TECH**Dolphin-Ballroom Level-Northern Hemisphere-D****Judith Hegedus**, The College Board, New York, New York**William Johnson**, Hong Kong International School, Hong Kong**Jacquelyne Hoy**, International School of Broward, Hollywood, Florida**George Ewonus**, The College Board, British Columbia (Canada)

Leading schools are taking innovative steps to prepare their students for opportunities and challenges of a global future. How can AP courses and exams be integrated into a school curriculum to support these goals? In this interactive session, a panel of experts shares data and best practices and discusses practical ways that AP can support school goals. Participants take away from this session clear approaches and strategies for advancing global perspectives through AP courses and exams. The bicultural Franco-American Baccalaureate is also described as a new integrative model.

Interactive Reader-Response Journaling Using Social Mediatech
TECH**Dolphin-Ballroom Level-Northern Hemisphere-American Seminar****Kathleen Abel**, Show Low High School, Show Low, Arizona**Lisa Crook**, Show Low High School, Show Low, Arizona

Informal writing via reader-response journals is a vital tool for helping students explore texts, organize thinking, practice communication skills and prewrite for formal analyses. Online reader-response journals allow students to continue classroom discussion outside of the classroom in an alternative, nonthreatening, low-pressure format and give and receive feedback on their writing and reasoning processes from their peers and their teacher. In this session, participants identify desired outcomes for informal writing, evaluate several social media platforms that can be used for interactive reader-response journaling and develop an implementation plan for a chosen platform in the classroom.

10:45 a.m.–noon

Instructional Strategies to Build Collaboration in Online Coursestech
TECH**Dolphin-Ballroom Level-Northern Hemisphere-American Seminar****Jeff Taylor**, North Hills School District, Pittsburgh, Pennsylvania**Deanna Mayers**, blendedschools.net, East Stroudsburg, Pennsylvania

This session focuses on the development of explicit learning activities that foster collaboration, communication and creativity. The session takes research-based practices that are proven to be successful in face-to-face instruction and transforms these practices to utilize online technologies (wiki, blog, journals and discussion boards) to extend learning beyond the traditional classroom. Among other effective learning strategies, attendees learn how to implement research-based strategies on productive work groups and to build authentic collaboration tasks. Attendees create groups that assume shared responsibility for collaborative work, value the individual contributions made by each team member and use online technologies to extend learning.

2:45–4 p.m.

iPads in the Hands of AP® Instructors and Learnerstech
TECH**Dolphin-Ballroom Level-Northern Hemisphere-American Seminar****David Mahaley**, Franklin Academy, Wake Forest, North Carolina**Tim Hall**, Franklin Academy High School, Wake Forest, North Carolina**Jordan Dunne**, Franklin Academy, Wake Forest, North Carolina**Alex Wright**, Franklin Academy, Wake Forest, North Carolina

iPads offer a unique opportunity to support teaching and learning within the AP classroom. This session focuses on sample instructional strategies and outcomes in a variety of AP classrooms from many content areas. Find out how students can harness this technology to facilitate their high performance in the AP learning environment. Participants take away sample activities, learning strategies and notes of key supporting apps to replicate in their AP classrooms.

Music Theory**9–10:15 a.m.****Modus Operandi for Part Writing****Dolphin-Lobby Level-Europe 4****Amelia Farlow**, Parkview Arts and Science Magnet High School, Little Rock, Arkansas

Practical part-writing procedures are essential for the successful completion of the free-response section of the AP Music Theory Exam. Through flowcharting and instructional scaffolding of music fundamentals, participants complete exercises designed for the timely implementation of harmonization methodologies. Step-by-step assessment strategies designed to maximize student improvement are also presented.

10:45 a.m.–noon**Results from the 2012 Free-Response Portion of the AP Music Theory Exam****Dolphin-Lobby Level-Europe 4****Teresa Reed**, University of Tulsa, Tulsa, Oklahoma

This session focuses on student performance on the nine free-response questions from the 2012 AP Music Theory Exam. Participants review the basic format and content of the exam and survey general data comparing the performance of this year's test takers with those from prior years. Participants develop practical teaching strategies for addressing common problems and helping students improve their performance on the exam.

Physics**9–10:15 a.m.****Results from the 2012 AP Physics Exams****Dolphin-Ballroom Level-Southern Hemisphere-I****Jiang Yu**, Fitchburg State University, Fitchburg, Massachusetts

The Chief Reader discusses the overall student performance on the 2012 AP Physics Exams. Participants obtain valuable insight into common misconceptions and errors that students demonstrate on the exams. This knowledge helps participants identify strategies that enable them to better prepare their students to take the exams in future years. New and experienced AP Physics educators, as well as teachers and administrators interested in starting an AP Physics course, obtain a better understanding of the exams and grading by participating in this session. Participants can ask questions and voice any concerns they may have about the course and exam.

10:45 a.m.–noon**Using Online Labs with Physics Free-Response Questions****Dolphin-Ballroom Level-Southern Hemisphere-I****Oather Strawderman**, Lawrence Free State High School, Lawrence, Kansas

Learn how to use Web-based Java applets to perform high-quality AP Physics labs that match up with common free-response topics. While performing the activities, participants examine how these labs still require rigorous data analysis and result in a deep understanding of the topic. Assess how matching the applets with free-response questions greatly increases students' learning and their performance on the AP Physics Exam. Lab descriptions and handouts are provided.


2:45–4 p.m.**Diverse Learners in AP Physics — Plan for Success****Dolphin-Ballroom Level-Southern Hemisphere-I****Steven Wollins**, New Britain High School, Glastonbury, Connecticut

Participants examine a process that supports success for diverse AP Physics students, beginning with an interview with the AP teacher the previous spring up through the AP Exam. The support process includes summer modules to improve student readiness in algebra, trigonometry, problem solving, physics reading and vocabulary. Participants assess the needs of a sample student profile and develop an AP Physics success plan for that student.



Pre-AP for English**9–10:15 a.m.****Preparation for All****Dolphin-Ballroom Level-Northern Hemisphere-E1****Rebecca McFarlan**, Indian Hill High School, Cincinnati, Ohio**Gretchen Bloomstrom**, Indian Hill High School, Cincinnati, Ohio

Participants evaluate strategies used by Indian Hill High School to increase AP English Language and AP English Literature enrollment to more than 50 percent of its junior and senior classes and formulate an action plan to increase AP English participation in their schools. We examine data points such as the PSAT/NMSQT, AP Potential and the AP instructional planning report as means to target underserved populations. Participants engage in a vertical team activity to align analysis skills with both AP English Exams and apply strategies to differentiate their aligned curriculum in Pre-AP and AP English classrooms.

10:45 a.m.–noon**Going Digital: The ELA Classroom Without Borders**

Swan-Lobby Level-Swan 5**Sylvia Ellison**, School District of Hillsborough County, Seffner, Florida

Learn how to use the power of digital media and other technologies such as blogs, wikis and electronic storyboarding as effective tools to develop the 21st-century skills students need to be AP, college and career ready. Through an examination of how these new tools can be applied in SpringBoard activities, participants learn how they can enhance students' ability to analyze and synthesize text, find and evaluate evidence to support an argument, hone their writing skills and engage in academic discourse with their peers. By the end of this session, participants have concrete examples of how they can engage students in digital experiences that build the complex knowledge and skills needed to succeed in AP classes, college and the world of work.

Scaling Word Walls: Breaking Down the Vocabulary Barrier**Dolphin-Ballroom Level-Northern Hemisphere-E1****Lisa Crook**, Show Low High School, Show Low, Arizona**Kathleen Abel**, Show Low High School, Show Low, Arizona

Some students in an open-access AP program enter AP courses lacking the word knowledge required to successfully comprehend difficult reading passages. This session identifies those problems and provides strategies for overcoming them. Participants learn and practice vocabulary and terminology strategies to increase students' preparation for the AP English exams. These strategies range from interactive word walls to in-class vocabulary competitions. Participants also review alternative strategies (using grammar, stylistic devices and context clues) for comprehension to apply when word knowledge falls short. Participants have an opportunity to implement and then evaluate these strategies during the session.

2:45–4 p.m.**Chicken Soup for the Sans-Satire Student Soul****Dolphin-Ballroom Level-Northern Hemisphere-E1****Mandi Scheetz**, Amarillo High School, Amarillo, Texas**Janita Hopkins**, Amarillo High School, Amarillo, Texas

Recognizing satiric tone is as relevant to the 21st-century student as it was to Jonathan Swift's audience when he wrote *A Modest Proposal*. Strategies are presented for teaching satire in fiction and nonfiction, graphic images and television and film clips. Participants engage in activities for ensuring that AP students can successfully recognize and analyze diction, figurative language and syntax to determine the author's tone and purpose; if students misinterpret satiric tone, they misinterpret the author's meaning. Participants examine student writing exemplars and leave the session with strategies for helping students see the connection between satire and persuasion.

Pre-AP for Math**9–10:15 a.m.****SAT Subject Tests™ in Math: Complementing AP Math****Dolphin-Lobby Level-Asia 2****Linda Liu**, The College Board, New York, New York

Learn how the SAT Subject Tests™ in mathematics can help AP students and determine whether your students should take the tests. Participants learn what the tests are and how they're used in the college admission and enrollment process. They also discover the specific topics covered in the SAT Subject Tests in Mathematics Levels 1 and 2. A panel of practitioners discusses ways in which these tests can benefit students on the path to, or currently taking, AP mathematics courses, as well as best practices for advising and preparing students for these tests.

Pre-AP for Math (continued)**10:45 a.m.–noon****Bridging the Gap Between Pre-AP and AP Courses****Dolphin-Lobby Level-Asia 2****Paulette Granger**, NASA, Houston, Texas**Curtis Brown**, Laying The Foundation, Dallas, Texas

Participants examine strategies for the Pre-AP Algebra I class that help to bridge the gap between Algebra I and AP Statistics. Participants review an Algebra I lesson developed by NASA and other educational specialists to show how AP concepts can be introduced in a Pre-AP class. The lesson uses real NASA data, which students can apply to high school math content that aligns to both National Council of Teachers of Mathematics and Common Core State Standards requirements. Participants are directed to numerous classroom-ready lessons.

2:45–4 p.m.**Utilizing NASA Mathematics and Science to Promote Cultural Diversity****Dolphin-Lobby Level-Asia 2****Randy Hunt**, Langston University, Oklahoma City, Oklahoma

There is a lot of diversity in today's K–12 schools. It is important to address this diversity by illustrating the different groups represented among STEM scientists. STEM students are more focused on meeting their goals when they recognize that individuals similar to themselves are participating successfully in these fields. AP classes can inspire students from diverse backgrounds to enter the STEM areas of study by recognizing the varied individuals who work at NASA. We review how NASA educational materials can be used to promote cultural diversity in the AP classroom and engage K–12 students from multiple backgrounds.

Pre-AP for Science**9–10:15 a.m.****Innovative Online Science Labs Deliver Compelling Exam Scores****Dolphin-Ballroom Level-Southern Hemisphere-IV****James Parry**, Learning Power/TIE, Rapid City, South Dakota**MaryLou McGirr**, Learning Power/TIE, Rapid City, South Dakota**Deb Wolf**, Sioux Falls School District, Sioux Falls, South Dakota

Understandably, the AP community raises legitimate concerns about meeting the lab needs of AP Chemistry and AP Biology students when courses are delivered online. South Dakota's Learning Power program confronted that issue directly by designing and implementing a blended model with a mixture of online and face-to-face lab experiences for AP Chemistry and AP Biology for 2010-11. The results are compelling: 68 percent of AP Chemistry students and 46 percent of AP Biology students passed their exams. Session participants review firsthand information about the blended model and identify strategies for meeting the lab needs of their students.

Pre-AP for World Languages and Cultures**10:45 a.m.–noon****Podcasting in the World Language Classroom****Dolphin-Lobby Level-Oceanic 5****Terri Salsman de Rodriguex**, Los Altos High School, San Jose, California

Participants are given a basic history of podcasting and review the successful instruction plan used in the classroom at Los Altos High School. They learn how podcasting can be included as an instructional tool in the foreign language classroom at all levels to support the five Cs of foreign language instruction — Communication, Cultures, Connections, Comparisons and Communities. Participants also receive examples that may be included in lower level class instruction, providing steps that lead to a formal presentation in the form of a published podcast. Using the participant's personal computer and headsets provided by the presenter, participants engage in a series of activities that model the creation of a podcast or similar audio clip that gives them the knowledge and skills to teach this technique to students. Participants engage in active conversation to brainstorm how these techniques can benefit their own personal program, enhance student interest in this technology and benefit the overall educational experience of each student. Each participant has the opportunity to critique and assess prerecorded podcasts, create a personal podcast or audio clip using free or paid programs available on the Web and examine and review provided rubrics.

Psychology**9–10:15 a.m.****Active Learning to Deepen Understanding and Motivate Students****Swan-Lobby Level-Lark 1-2****Charles Blair-Broeker**, Cedar Falls High School, Cedar Falls, Iowa **Randy Ernst**, Lincoln Public Schools, Lincoln, Nebraska

This session provides interactive instruction in tried-and-true activities and demonstrations designed to make the psychology curriculum come to life, promote critical thinking and deepen mastery of key concepts. Participants learn several activities and see how they can be used to teach difficult concepts within the AP curriculum. The format of the session is the same as past corresponding sessions, but entirely different activities and demonstrations will be presented.

10:45 a.m.–noon**Staying Positive About Teaching Biological Psychology****Swan-Lobby Level-Lark 1-2****Kimberly C. Patterson**, Cypress Bay High School, Hollywood, Florida

New and experienced teachers can delve deeper into the world of biological psychology, focusing on the nervous and endocrine systems, neural activity and the brain. Engaging content includes active learning strategies, connections with mnemonics and complete biological bases content for AP Psychology. Student-centered learning techniques use inductive methods, including problem-based learning, discovery learning and just-in-time teaching of neuroscience. Information is provided using interdisciplinary methods from biology, anatomy and physiology, as well as language roots. Participants learn best practices for teaching biological structures of the brain and nervous system through discussion, activity participation and the vetting of the highly successful program at Cypress Bay High School. Participants examine the integration of different methods of teaching biological psychology that employ student engagement through diversified instruction using interactive classroom sessions and cutting-edge technology.

2:45–4 p.m.**Winging Your Way to a Successful Year in AP Psychology****Swan-Lobby Level-Lark 1-2****Marjorie Cole**, Kellam High School, Virginia Beach, Virginia

Losing a little steam? Do you want some ideas on how to keep yourselves and your students motivated to learn about and live the precepts we teach in psychology? Marjorie Kain Cole, the American Psychological Association's 2008 National High School Teacher of Excellence and Moffett Award winner presents hands-on teaching strategies that encourage student interest and participation. Whether we're going over our child development checklists with real baby volunteers and caregivers on Baby Lab Data, looking at alternative therapies such as art and music therapy, making clay models of the brain, figuring out how nails and a block of wood relate to functional fixedness or acting out the colossal neuron experiment, the students are actively engaged in learning psychology. The citywide AP Psychology Quiz Bowl in Virginia Beach, where we take our students to compete with the other 10 area high schools, as a means of reviewing for their semester and AP Exams, has also been a great motivator. Check out these and more teaching strategies to use in keeping students motivated to do the required work. Feel free to come with some of your own strategies to share.

Spanish Language; Spanish Literature**9–10:15 a.m.****Assessment and the New AP Spanish Language and Culture Exam****Dolphin-Ballroom Level-Northern Hemisphere-BC****Laura Zinke**, McClintock High School, Tempe, Arizona**Juan Carlos Morales**, College Board, Duluth, Georgia

This session provides an introduction to the new AP Spanish Language and Culture Exam and its implications for classroom assessment. Participants examine the new assessment models to gain an understanding of how authentic materials can be used to gain insight into their students' proficiency across the modes of communication. Participants also learn about the new exam design in detail and explore ways to develop additional classroom assessments that best prepare their students for the new exam.

Spanish Language; Spanish Literature (continued)**Culture of Spanish Language Teaching: Sharing Resources from Outside the United States**tech
16CU**Swan-Lobby Level-Swan 5****Gustavo Fares**, Lawrence University, Appleton, Wisconsin**Pedro Rey Rodil**, Embassy of Spain, Washington, District of Columbia

A panel of educators from university and secondary-school levels discuss resources from Spain and Latin America to support the Cultures component of AP Spanish Language and Spanish Literature. Participants gain concrete tips for addressing the five Cs (Communication, Cultures, Connections, Comparisons and Communities) through contemporary culture and media in global communities of Spanish speakers. The Embassy of Spain shares information on supplemental programs available to Spanish teachers.

The AP® Spanish Language and Literature Student: Strategies for Success**Dolphin-Ballroom Level-Northern Hemisphere-A4****Amarilys Heard**, Trinity Preparatory School, Winter Park, Florida**Annette Galindo**, Trinity Preparatory School, Winter Park, Florida

Are your strategies working? At what level are students when they begin AP language courses and how do you help them improve? How do you retain the students and keep them motivated so they continue onto AP literature courses? These and other questions are addressed. Language fluency and cultural awareness are desired at the AP level. Using previous years' data allows teachers to design and implement new strategies in the classroom; it also fosters collaboration among peer teachers in lower-level courses and helps ensure a successful examination. Current practices used to develop listening, speaking, reading and writing skills are shared as a way to develop individualized strategies. Literature is used as a tool to discuss culture, encourage oral and written communication, and build a bridge to the AP Spanish Literature course.

10:45 a.m.–noon**Approaches to Teaching José Martí's "Nuestra América"****Dolphin-Ballroom Level-Northern Hemisphere-A4****Hazel Gold**, Emory University, Atlanta, Georgia

Participants examine approaches to teaching José Martí's "Nuestra América," which has been added to the required reading list of the revised AP Spanish Literature course curriculum for 2012–13. After reviewing the circumstances of its publication, participants survey the essay's ideas on Latin American identity and how Martí expresses them through specific imagery and rhetorical structures. Participants review critical interpretations of this text by literary scholars and receive insight into how "Nuestra América" is taught at the college level. With this information, participants are able to design strategies for teaching Martí's essay, linking it to its historical and sociocultural context.

Results from the 2012 AP Spanish Language Exam**Dolphin-Ballroom Level-Northern Hemisphere-BC****Gustavo Fares**, Lawrence University, Appleton, Wisconsin

Participants examine results of the 2012 AP Spanish Language Exam administration with the Chief Reader to understand the topics and questions that were most challenging for students. The presenter analyzes these challenging areas and discusses strategies for implementing best practices to address topics from the exam. The participants gain a better understanding of the AP Reading process, compare the 2012 results with those of previous years, and discuss strategies to help students address challenging areas of the exam.

2:45–4 p.m.**Using Web-Based Tools in AP Spanish Literature**tech
16CU**Dolphin-Ballroom Level-Northern Hemisphere-A4****Jaime Correa**, Colegio Los Nogales, Bogotá, Columbia

Participants get acquainted with the main uses of Web-based tools to enhance AP Spanish Literature instruction, both in the classroom and outside of it. They examine the three-step approach to blogging and working collaboratively on wikis developed in the AP Spanish course taught at Colegio Los Nogales. This approach to planning and executing Web-based projects requires that the students, guided by the teacher, follow the three basic steps used to rationalize production in the film industry: preproduction, production and postproduction. Participants also have an opportunity to develop strategies for implementing three-step Web-based projects in their own classrooms.

Visual Works in AP Spanish Language and Culture**Dolphin-Ballroom Level-Northern Hemisphere-BC****Gustavo Fares**, Lawrence University, Appleton, Wisconsin

The visual arts play an important role in helping us understand the cultures of the Spanish-speaking world. Not only do works of art serve as cultural products, but they can provide insight into a culture's practices and perspectives. In this session, participants examine visual and artistic products from Spanish-speaking countries, different eras and authors, and the arts including photography and film. Participants learn tools they can apply to analyze and interpret different works in terms of their artistic and cultural meaning. In doing so, participants become more familiar with the thematic approach to the culture of the Spanish-speaking world. In turn, they can discuss different strategies to generate essential questions and build a thematic unit of study that ties beauty and aesthetics to other course themes.

Statistics**9–10:15 a.m.****Statistics Applications of Space Exploration****Dolphin-Lobby Level-Asia 1****Natalee Lloyd**, NASA Human Research Program Education and Outreach, Houston, Texas**Paulette Granger**, NASA, Houston, Texas

NASA's Math and Science @ Work project provides AP teachers with real-world supplemental material. Participants analyze three different application activities that can be used in statistics classrooms. One activity explores the radars used to track spacecraft, another investigates the exercise used by astronauts to reduce the loss of bone-mass density and the third examines the medical model used to predict medical risks for astronauts on future spaceflight missions. These activities allow students to see application to linear regression, hypothesis testing and Monte Carlo simulations. Participants discuss how to implement these activities into their classroom.

10:45 a.m.–noon**Statistical Analysis of the Real World****Dolphin-Lobby Level-Asia 1****Gayle Smith**, Loyola Blakefield High School, Towson, Maryland**William G. Koffel**, Loyola Blakefield High School, Towson, Maryland

Participants examine collaborative units between AP Statistics and engineering classes at Loyola Blakefield High School. Methods of teaching regression, experiment design and inference through real-world applications in various fields of engineering are presented and assessed. The role of statistical analysis in determining the safety and viability of engineering projects is explored as participants investigate application in their classrooms. Specific project ideas that motivate student learning through active involvement are shared by presenters and critiqued by participants.

2:45–4 p.m.**Subtle But Important Distinctions in AP Statistics****Dolphin-Lobby Level-Asia 1****Roxy Peck**, Cal Poly, San Luis Obispo, Los Osos, California

Participants consider a number of important yet subtle distinctions that are stumbling blocks for many students. Helping students understand these distinctions can lead to deeper understanding of the material and an associated better performance on the AP Exam. Some of the subtle distinctions explored are the ones between random selection and random assignment, and between a sample distribution and a sampling distribution. The session explores the differences between stratification and blocking, clusters and strata, and hypotheses and assumptions when testing hypotheses using data from sampling and using data from experiments, and a chi-square test of independence and one of homogeneity. Participants share strategies for helping students understand these important distinctions.

Studio Art**9–10:15 a.m.****Varied Approaches to Critiquing for Success****Dolphin-Lobby Level-Europe 3****Celeste Pierson**, Harrison School for the Arts, Lakeland, Florida**Herb Weaver**, Georgia Gwinnett College, Lawrenceville, Georgia

Participants are introduced to ways of implementing and maintaining constructive critiques in their studio art classrooms. Several approaches to written and verbal methods of constructive criticism are discussed and demonstrated in order to promote positive creative growth and take the fear and boredom out of the process. The session culminates with a mock critique in which participants can practice their new skills.

Studio Art (continued)**10:45 a.m.–noon****Results from the 2012 AP Studio Art Reading****Dolphin-Lobby Level-Europe 3****Herb Weaver**, Georgia Gwinnett College, Lawrenceville, Georgia

The Chief Reader for the AP Studio Art Exam reports on the trends, successes and issues that surfaced during the 2012 AP Reading. Participants are encouraged to join the discussion and use the information learned to strengthen their own classroom practice. They view samples of student work from the 2012 portfolio submission and critique the work according to scoring rubrics so that they can confidently apply these assessment processes to their own students' work. This session is intended to cultivate a deeper understanding of the evaluation process and to assist AP Studio Art teachers in developing and performing, along with their students, evaluative routines that support production of successful artwork.

U.S. History**9–10:15 a.m.****In Their Shoes: Simulation and Role-Playing Strategies****Swan-Lobby Level-Osprey 1****Debbie Ciocca**, Cinco Ranch High School, Katy, Texas

Workshop participants discover ways to motivate students using simulation and role playing. Using simulation and role playing enhances the learning experience, incorporates differentiation, and stimulates the affective domain, thus increasing student motivation and transfer of knowledge to long-term memory. Strategies include mock trials and debates, role-defined decision-making activities, kinesthetic-based simulations, and cooperative grouping projects. Workshop participants receive a binder of activities with step-by-step instructions including ways to modify or adapt the activity for diverse learners and topics. Participants also receive project templates along with rubrics and pedagogical support for the strategies.

Results from the 2012 AP U.S. History Exam**Swan-Lobby Level-Osprey 2****Ernie Freeberg**, University of Tennessee, Knoxville, Knoxville, TN

Participants examine results of the 2012 AP U.S. History Exam with Chief Reader Ernest Freeberg. Exam topics that were most challenging for students are identified, discussed, and analyzed. Participants discuss strategies for implementing best practices in their own schools to address challenging topics from the course.

10:45 a.m.–noon**Experiential Blended Learning: Local History and Online Collaboration****Swan-Lobby Level-Osprey 2****Ashley Sarver**, School for Independent Learners, Los Altos, California**Richard Gowers**, School for Independent Learners, Los Altos, California

Participants learn how to build an AP U.S. History curriculum around student engagement with local history using online collaboration and publishing tools. In the model developed by School for Independent Learners (SIL), students connect with history as a living discipline, as they research and write in response to community-based lectures, exhibitions and fieldwork. After reviewing the model put forth by SIL, participants learn how to guide students toward the exploration of local history as a means of understanding wider themes in AP U.S. History.

The Emancipation Proclamation and AP U.S. History Themes**Swan-Lobby Level-Osprey 1****David Goldfield**, University of North Carolina, Charlotte, Charlotte, North Carolina

In July 1862, President Abraham Lincoln proposed an Emancipation Proclamation to his Cabinet. On the 150th anniversary of this event, this session relates one of the nation's most important documents to the broader stream of American history. The session focuses on the document itself, what it accomplished and did not accomplish, its symbolism and its legacy. Through the lens of this document, teachers can view issues of race, gender and faith from the Civil War Era to the present. In addition to the Emancipation Proclamation itself, the presenter uses sources to illuminate the diverse responses of Americans to the document at the time and to demonstrate how future generations used the document to further a variety of objectives. The Emancipation Proclamation came to take on a life of its own, like all great documents that transcend their initial impact.

2:45–4 p.m.

Rhetorical Reading of Primary Documents**Swan-Lobby Level-Osprey 1****Stephen Heller**, Adlai E Stevenson High School, Lincolnshire, Illinois**Jason Stacy**, Southern Illinois University–Edwardsville, Edwardsville, Illinois

Participants learn approaches for teaching reading strategies to history students. These strategies are integral to understanding both what the document says and how the document makes its message. Presenters highlight key rhetorical strategies common to many primary documents, including those that focus on critical context, authorial appeals and manipulation of language. Participants discover strategies for teaching synthesis as a reading experience when multiple primary documents address similar topics. When participants use these strategies in the classroom, students gain new insight when developing their own historical arguments.

Teaching Timed Writing: Gradual Release of Responsibility Model**Swan-Lobby Level-Osprey 2****Jamie Maholchic**, Norwich High School, Norwich, New York

Participants review strategies for effectively teaching students how to write analytical essays in a timed setting. Topics include creation of a syllabus and yearlong plan that build confidence in writing through analysis of sample essays, self-assessment and peer learning. Participants receive specific pedagogical strategies including rubrics and writing exercises that engage students in historical interpretation and building analytical arguments. They also receive a sample syllabus, lesson plans for teaching the nuts and bolts of historical writing and a plan for assessing student writing that allows students to build skills gradually throughout the course.

World History

9–10:15 a.m.

Using Student Technology to Accomplish Writing Objectives in AP World Historytech
TECH**Swan-Lobby Level-Parrot 1-2****Archie Stevens**, West Jessamine High School, Nicholasville, Kentucky

The session focuses on how to use technology in the classroom to teach writing skills for the AP World History free-response questions. Participants get examples of how to use smart phones, cell phones and tablets in conjunction with Google Groups and Google Docs to build structured responses.

10:45 a.m.–noon

Raising AP History Scores by Dispensing with Lecturestech
TECH**Swan-Lobby Level-Parrot 1-2****Kenneth Senter**, Oak Ridge High School, Oak Ridge, TN

Learn how an AP history teacher was not content with mediocre scores for his students on the AP U.S. History and AP World History Exams and revolutionized his instructional methods to bring about substantial gains. This workshop describes the format for an AP history classroom that does not employ lecturing as an instructional strategy. The students are engaged in active learning exercises developed by the College Board that create better retention and stimulate higher order thinking and writing skills, as well as improved affective responses, as they take more responsibility for their learning. The AP scores went up to the highest percentage of students scoring a 3 or higher on the exam in the presenter's 15 years of teaching.

2:45–4 p.m.

Two Birds, One Stone: Using Released AP World History DBQ's to Teach Content**Swan-Lobby Level-Parrot 1-2****Jay Harmon**, The Woodlands Christian Academy, Houston, Texas**Barbara Ozuna**, R.L. Paschal High School, Fort Worth, Texas

World History teachers frequently express exasperation in facing the dual challenges of teaching content and essay-writing skills. This session offers guidance in weaving released DBQ's and content together to form a more organic approach to the course. Participants will learn to synthesize essay-writing skills and historical content more effectively to create more seamless, less disjointed presentations of both "halves" of the course to their students, thus making the course less daunting to teach and less daunting for students — particularly relatively novice writers such as high school sophomores — to learn.

Sunday at a Glance

Time	Event	Location
7–8:30 a.m.	Registration	Convention Foyer, Dolphin
7–8:30 a.m.	Continental Breakfast*	Atlantic Hall C, Dolphin or Swan 5 & 6 (depending on workshop location)
8:30 a.m.	Workshops Begin	Various
10–10:15 a.m.	Coffee Break	Various
Noon–1 p.m.	Lunch*	Atlantic Hall C, Dolphin or Swan 5 & 6 (depending on workshop location) Tickets will be collected.
2:30–2:45 p.m.	Coffee Break	Various
4 p.m.	Workshops End	

*Attendees must eat their meals at the location where their workshop is taking place.

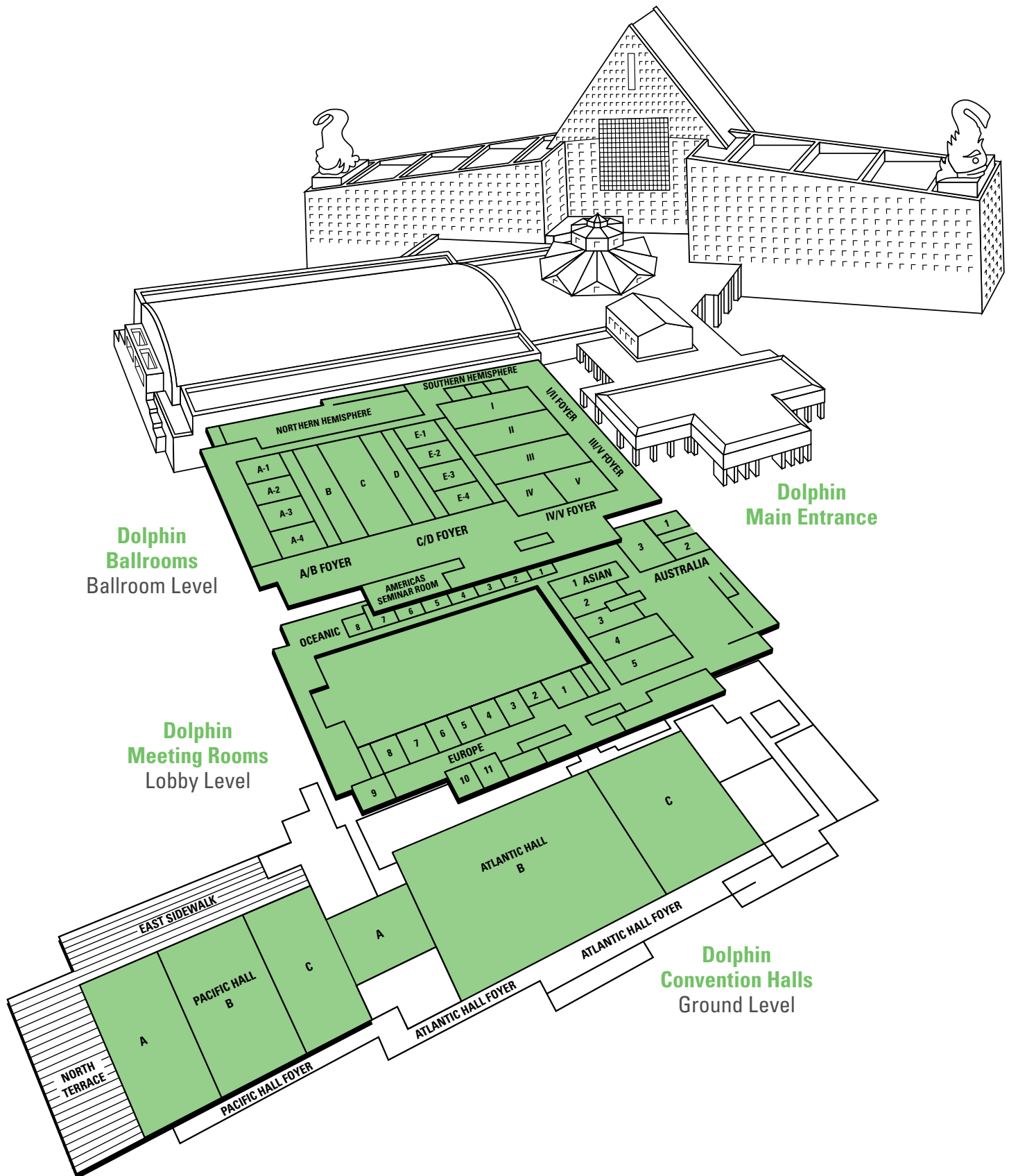
Workshops

Subject	Location	Instructor
Biology: New and Experienced	Swan-Lobby Level-Osprey 1	Audra Ward
AP [®] Biology: Transitioning to Inquiry Based Labs New and Experienced	Swan-Lobby Level-Osprey 2	Amy Cote
Building an AP Program: A Workshop for Administrators: New	Swan – Lobby Level – Swan 1	Jerry Lenn
Building an AP Program: A Workshop for Administrators: Experienced (1)	Swan – Lobby Level-Swan 2	Denise Gotchall
Building an AP Program: A Workshop for Administrators: Experienced (2)	Swan-Lobby Level-Toucan 1-2	Scott Van Beck
Calculus BC: New	Dolphin-Lobby Level-Oceanic 8	Joseph Brandell
Calculus BC: Experienced	Dolphin-Lobby Level-Oceanic 7	Nancy Stephenson
European History: New	Swan-Lobby Level-Lark 1	Sue Gilmore
European History: Experienced	Swan-Lobby Level-Lark 2	Patti Harrold
Government & Politics: U.S.: New	Swan-Lobby Level-Pelican 2	Randall Adkins
Government & Politics: U.S.: Experienced	Swan-Lobby Level-Mockingbird 2	Paul Weizer
Interpersonal Communication in Pre-AP [®] World Languages and Cultures	Dolphin-Lobby Level-Europe 4	Gustavo Fares
NOSCA: Use of Data as a Tool for Systemic Change for School Counselors	Dolphin-Lobby Level-Asia 2	Margo McCoy Howe
Physics B: New	Dolphin-Lobby Level-Oceanic 6	Maria Di Stefano

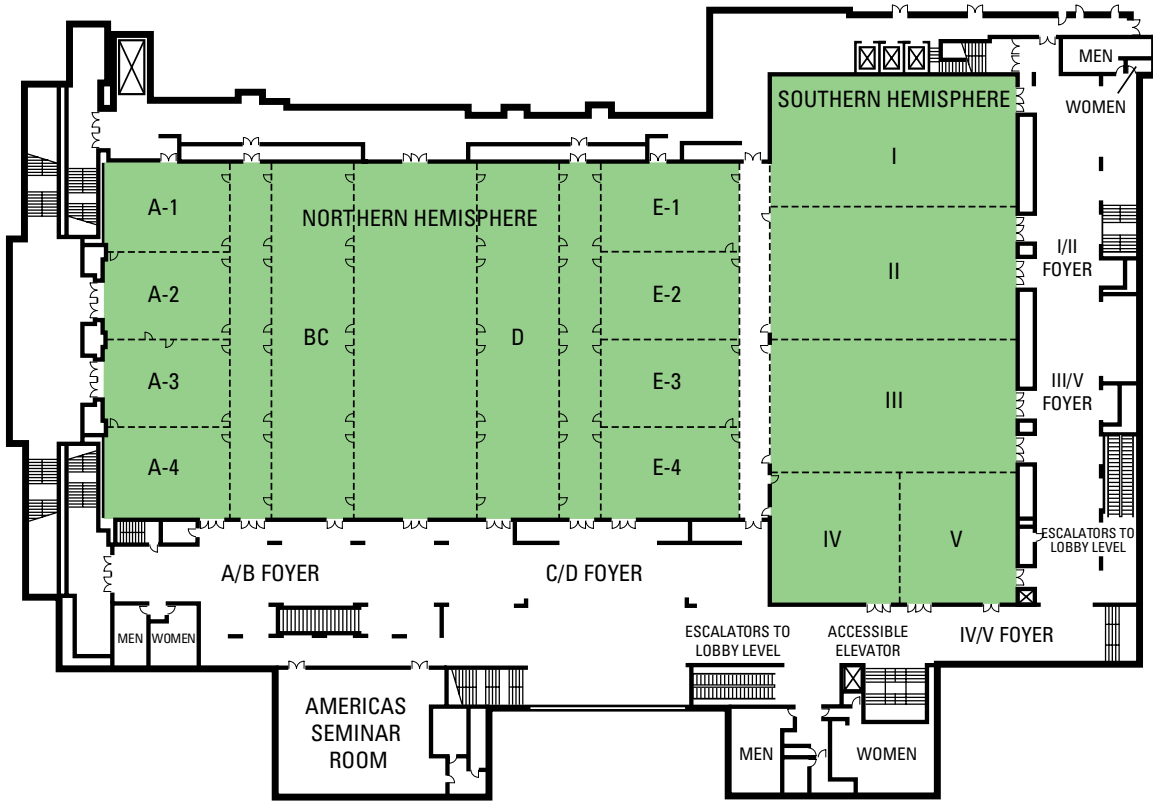
Workshops

Subject	Location	Instructor
Physics B: Experienced	Dolphin-Lobby Level-Oceanic 5	Jesus Hernandez
Pre-AP: Setting the Cornerstones™ for the AP Vertical Teams®	Dolphin-Lobby Level-Europe 1	Theresa Marlow
Pre-AP Strategies in English: Composition	Swan-Lobby Level-Swan 7	Anelle Tumminello
Pre-AP Strategies in English: Differentiated Instruction in Middle School Language Arts	Swan-Lobby Level-Swan 8	Deana Rainey
Pre-AP Strategies in English: Rhetoric	Swan-Lobby Level-Swan 9	David Jolliffe
Pre-AP Strategies in English: Beyond Acronyms: Inquiry-Based Close Reading	Swan-Lobby Level-Swan 10	Barbara Pollard
Pre-AP Strategies in Mathematics: Analyzing and Describing Data	Dolphin-Lobby Level-Oceanic 4	Linda Agreen
Pre-AP Strategies in Mathematics: Using Technology to Understand Systems of Linear Equations	Dolphin-Lobby Level-Oceanic 3	Mayra Irizarry-Vaughan
Pre-AP Strategies in Mathematics: Developing Algebraic Thinking	Dolphin-Lobby Level-Oceanic 2	Michael Koehler
Pre-AP Strategies in Mathematics: Rate	Dolphin-Lobby Level-Oceanic 1	Candace Smalley
Pre-AP Strategies in Science: Energy Systems	Dolphin-Lobby Level-Europe 2	Pamela Shlachtman
Pre-AP Strategies in Science: Inquiry-Based Labs	Dolphin-Lobby Level-Europe 3	Donald Gribbons
Pre-AP Strategies in Social Studies: Using Visual Materials in Middle School Classrooms	Dolphin-Lobby Level-Europe 5	Nancy Schaefer
Pre-AP: Interdisciplinary Strategies Argumentation and the Writing Process	Swan-Lobby Level-Parrot 2	Mike Henry
Pre-AP Strategies in English: Writing Tactics Using SOAPStone	Swan-Lobby Level-Parrot 1	Sarah Muirheid
Pre-AP: Advanced Topics for Vertical Teams in Mathematics-Assessments	Dolphin-Lobby Level-Asia 1	Margaret Boles
Pre-AP: Advanced Topics for Vertical Teams® in Social Studies Developing Reading Habits	Dolphin-Lobby Level-Europe 6	Omer Alptekin
Pre-AP: Instructional Leadership Using Data to Improve Student Performance	Swan-Lobby Level-Pelican 1	Lenore Schneider
Pre-AP Strategies in History and the Social Sciences: Crafting Historical Arguments	Swan-Lobby Level-Macaw 1	Dallas Koehn
Pre-AP: Effective Thinking Strategies for All Students	Dolphin-Lobby Level-Europe 7	Christine Palmer
Pre-AP Strategies: AP Vertical Teams® in World Languages and Cultures	Dolphin-Lobby Level-Europe 11	George Watson-Lopez
Pre-AP Interdisciplinary Strategies for English and the Social Sciences	Swan-Lobby Level-Macaw 2	Barbra Brooks-Barker
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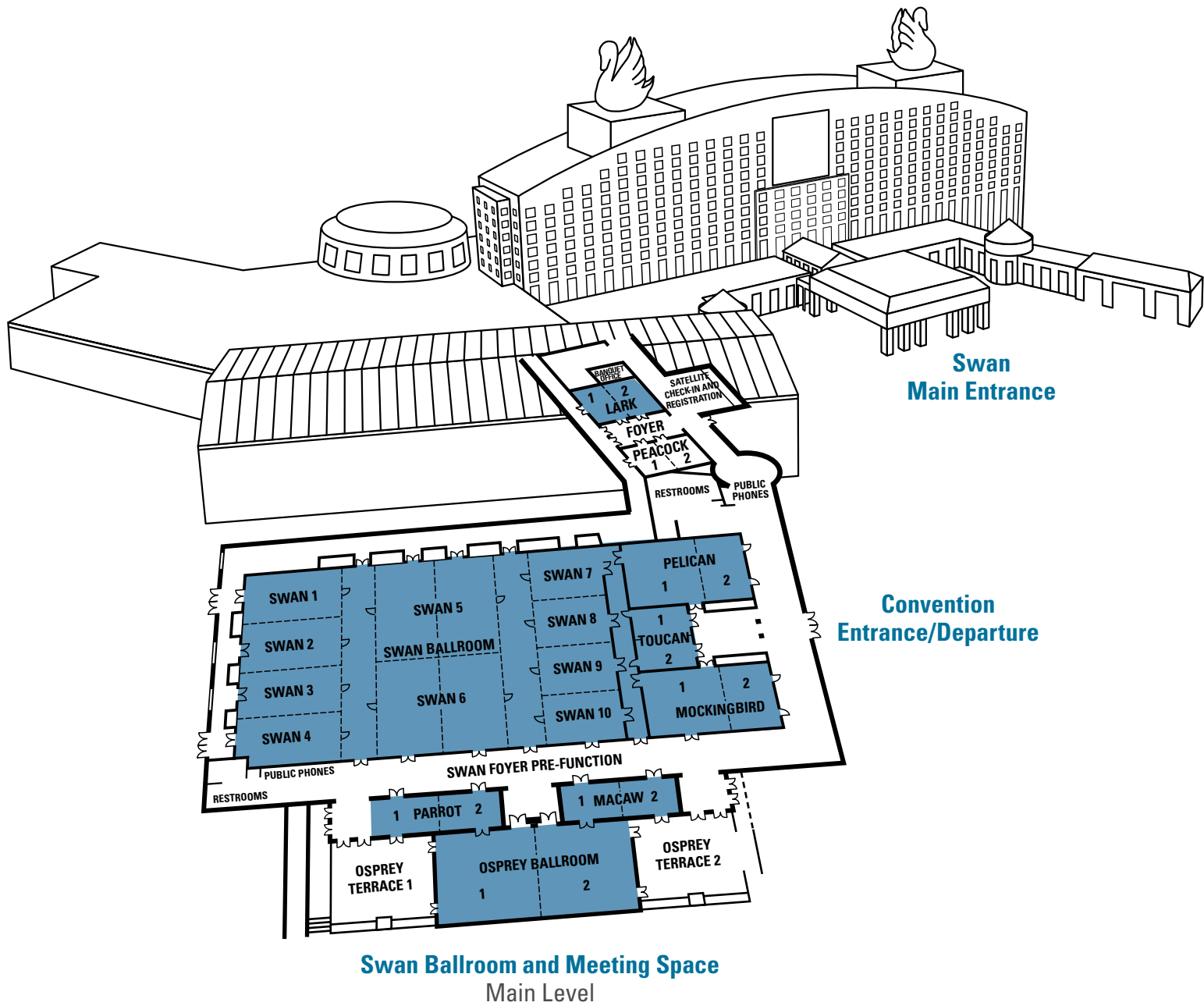


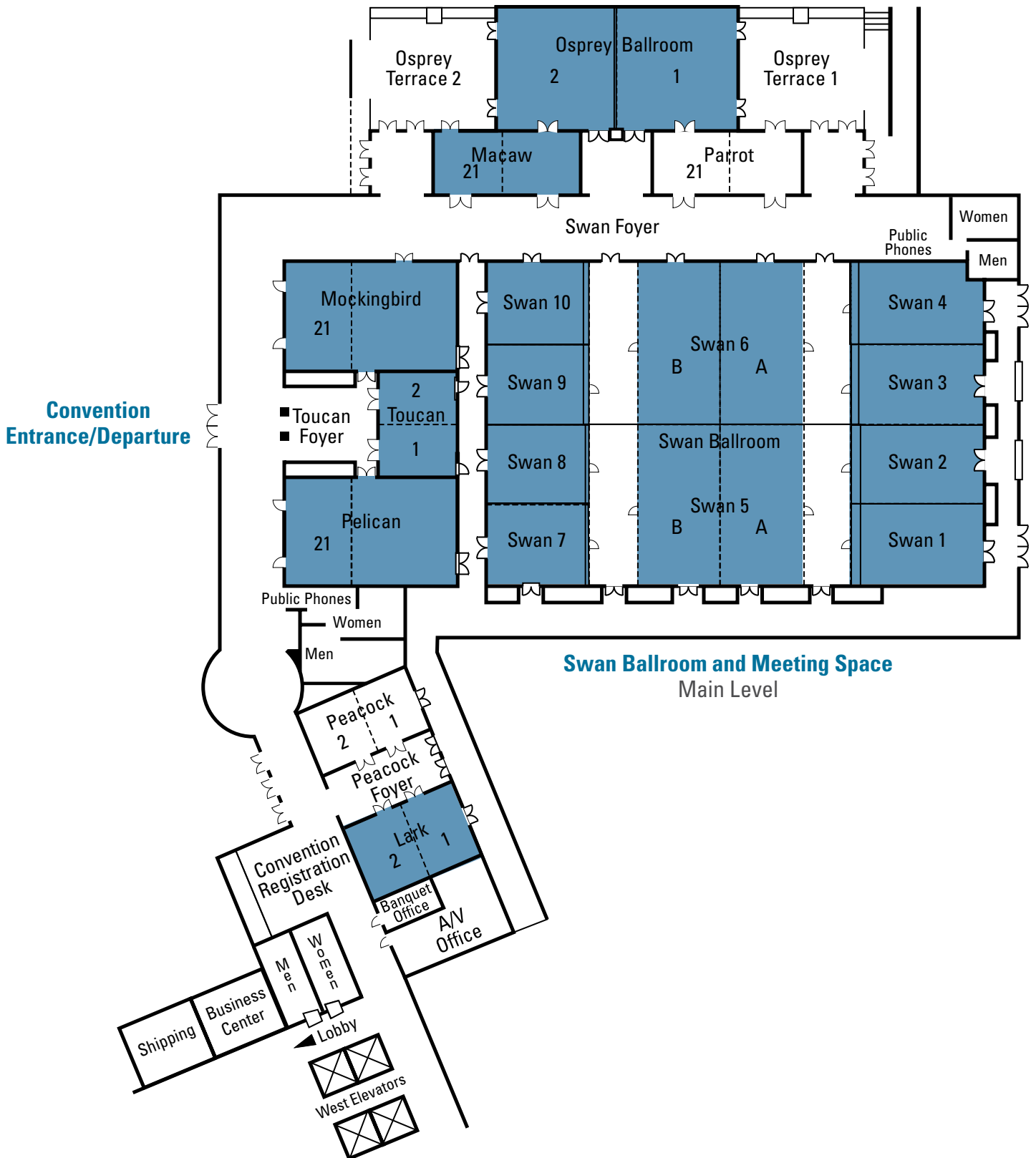
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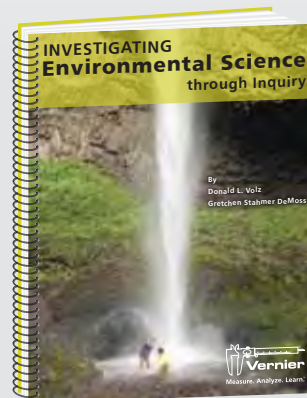
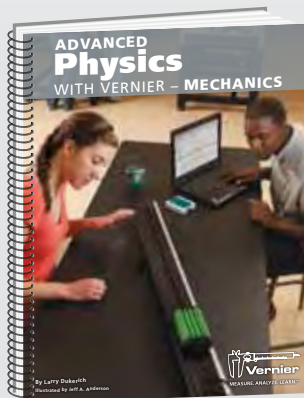
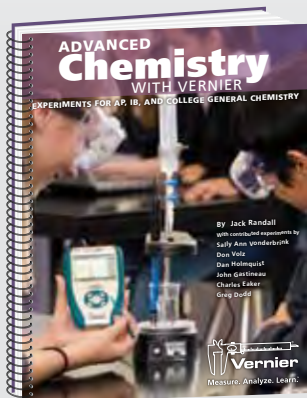
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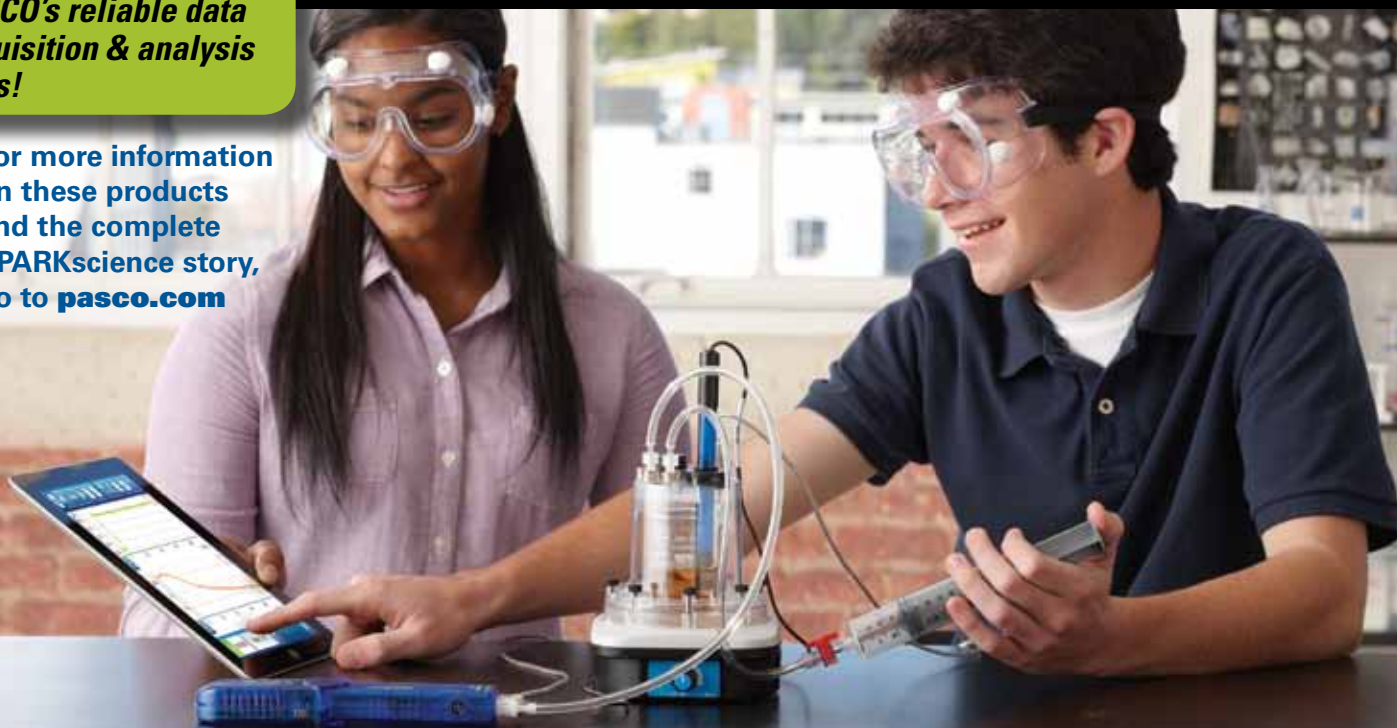
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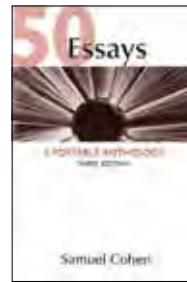
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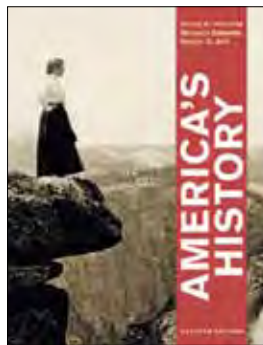


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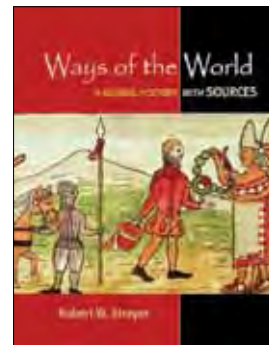


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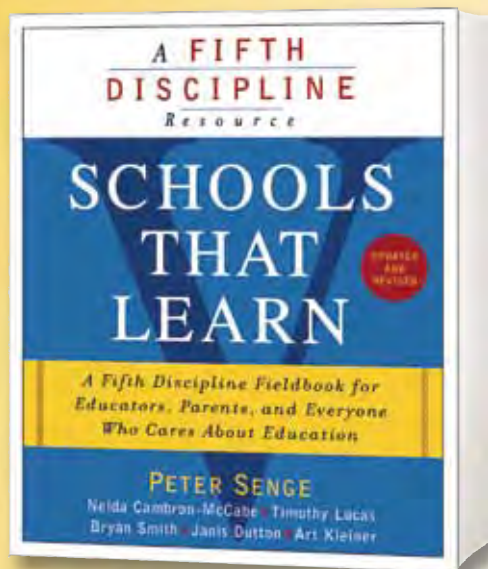
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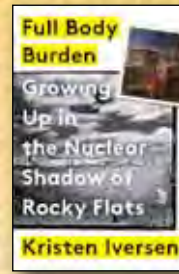
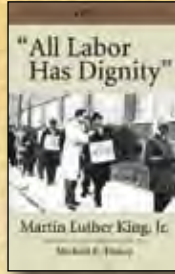
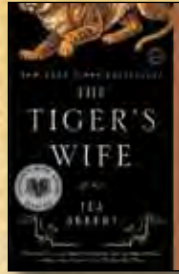
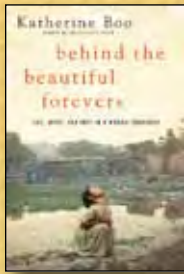


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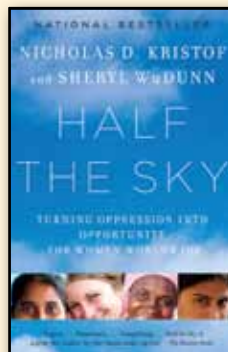
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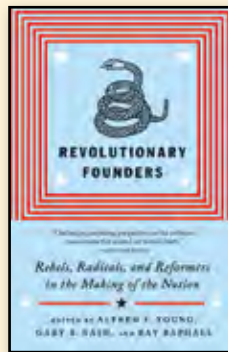
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