

The Idaho AP Spanish Language & Culture Summer Institute

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Dates	Times
July 6 - July 8	8:00 am - 4:00 pm
July 9	8:00 am - 1:00 pm

Course Description: In this course we will study all parts of the AP Spanish Language & Culture exam, how it is graded during the AP Reading process, and how to prepare students to succeed. We will examine ACTFL standards and the correlation with the skills and tasks students have to be able to do in AP Spanish. Additionally, we explore all the resources available to teachers and students in AP Central and AP Classroom. We will also collaborate on other authentic resources that we can implement in our curriculum to facilitate the learning and acquisition of the necessary interpretive, interpersonal, and presentational skills.

Course Objectives: The main objective of this course is to facilitate learning and acquisition of the necessary tools to develop a course for AP Spanish Language and Culture and its exam. During this summer institute, participants will acquire and develop resources and classroom strategies to build a curriculum using authentic materials and following the thematic units recommended by the College Board.

Course Expectations: Daily attendance and participation in a variety of individual and collaborative learning activities.

Prior to our Workshop: You will receive the Course and Exam Description Handbook, which includes the course framework, instructional section, and sample exam questions. In this handbook you will find detailed information about the units of study for all the required themes, achievement level descriptors, instructional approaches, and exam information. It would be beneficial for teachers who are new to the AP program to review the course framework.

An Overview of Our Daily Agenda

(This agenda is subject to change to meet the need of the participants)

Day 1			
<p>AP Summer Institute- The beginning</p> <p>Objectives Introductions Norms Detailed Agenda</p>	<p>1. Course and Exam Description (CED)</p> <p>Framework Course Themes vs. Unit Guides Recommended Contexts Essential Questions Modes of Communication Course Task Models Can-Do Statements</p>	<p>2. National Standards/Levels of proficiency</p> <p>Groups, read, talk, prepare and share back to the whole group Watch the 5-minute video Read your standard(s) and outline ways/strategies to achieve these standards Share with the whole group</p>	<p>3. Developing the three P's; Products, Practices and Perspectives</p> <p>What? How? Why? >Las hallacas Activity in groups> PPP> Jamboard La Tomatina El Tango El día de los muertos El flamenco San Fermín</p>
<p>4. Important Tools AP Central AP Community AP Course Audit Strategies Resources Share-out National and local organizations</p>	<p>5. Exam format Section I: Interpretive Communication- Multiple Choice Section 2: Free-Response Tasks- Interpersonal and Presentational Communication Challenges Strategies Instructional planning reports Results from prior year How interpret exam data; using the chief Reader report Test Day</p>	<p>6. Building our Shared Resources Google Drive Contact Information Resources/Links Share-out Share one take-away from today and how will it impact your teaching Questions and answers</p>	<p>7. Other Resources I. Download CED II. Set up Audit account III. Join AP Community IV. Read Can-Do Statements & World Readiness Standards V. Review a Course Planning and Pacing Guide VI. Read Course Overview VII. Find and watch one online module VIII. Quick Feedback Form</p>

Day 2		
<p>1. Equity and access The College Board's Equity and Access Policy Statement</p> <p>2. Building our AP Program -Steps and strategies to advocate and build an AP program that starts at level I</p> <p>3. Thematic Unit Design -Selecting resources for the course -Textbooks and test prep books -AP Classroom resources -Authentic resources</p>	<p>4.Strategies for interpersonal speaking> Simulated Conversation Task The task: instructions Identify challenges students will face Challenges and advantages Heritage speakers could face Criteria for success> Scoring guidelines Let's do the task! How did you do? Score? Why? What was challenging? Reflect on the simulated conversation task and jot down a strategy to scaffold for novices/intermediates; prepare to share out Let's review the interpersonal speaking task and the instructions Group Share out: Strategies for interpersonal speaking</p>	<p>5. Building our Shared Resources Google Drive Document strategies shared Scoring guidelines</p> <p>6. Score Students samples Score a student sample and Share score in small groups Vote on the score Continue scoring student samples Benchmarks</p>
<p>Other Resources 1. Quick Feedback & Reflection Form 2. Revisit CED: Course Skills 5; Skills & Learning Objectives 3. Add to our Shared Resources Folder 4. Interpersonal Writing> Email-Reply Task: a. Read the instructions for this task, b. Identify at least two challenges students will face, c. Identify at least one challenge and one advantage heritage students will face 5. Read the scoring guidelines for the interpersonal writing a. Separate the 'task' bullets from the 'language' bullets b. Identify the hallmarks for 5, 3, and 1</p>		

Day 3

<p>1. More Strategies for interpersonal speaking I. Review task II. Review criteria for success> Scoring guidelines III. Building proficiency in interpersonal speaking a. ¡Vamos a hablar! b. Expresiones idiomáticas, muletillas y más c. Entrevistas d. Imágenes e. Videos mudos f. 20 segundos de improvisación</p>	<p>2. Interpersonal Writing: Email Reply Task a. The task & the Scoring guidelines b. Share on Mentimeter -challenges -hallmarks of 5, 3, 1 -task & language in Scoring guidelines (Asynchronous activity) -Do the task> write the email reply -Score your own performance -Jot down at least one strategy to scaffold for novices/intermediates; prepare to share out Share out</p>	<p>3. More Strategies for Interpersonal Writing Building proficiency in interpersonal writing a. Graphic organizers b. Correo en grupos c. Protocolo para escribirme correos electrónicos d. Asumir el papel de director, coordinador, presidente, de algún instituto. e. Enviar un correo electrónico a alguien que pertenezca a una comunidad de habla hispana. f. Practicar en clase como si fuera el día del examen</p>
<p>4. Scoring student samples Review the scoring guidelines Score a student sample Review sample scored Continue scoring samples (benchmarks)</p> <p>5. Authentic resources and where to find them -Add to our resources -Strategies -Activities -Learning Objectives -Formative assessments -Scope</p>	<p>Other Resources 1. Quick Feedback & Reflection Form 2. Revisit CED: Course Skills 6; Skills & Learning Objectives 3. Add to our Shared Resources Folder 4. Read the instructions for the presentational writing task: Argumentative Essay 5. Read the scoring guidelines for the essay 6. Follow the instructions as if you were going to write the essay: a. one minute to read the directions for this task b. six minutes to read the two written sources c. listen to source # 3 (audio) twice Write your own 'hook sentence' and thesis statement based on the essay prompt and the sources. -What are the challenges for this task? -What challenges could heritage speakers face? 7. In our Shared Resources Folder post at least one strategy to help students develop the skills to be successful in this part of the exam.</p>	

Day 4

<p>Ongoing PD/Support beyond APSI 1. Presentational Writing> The Argumentative Essay a. The task -What -How b. Criteria for success> Scoring guidelines c. Scoring student samples Strategies a. Question of the day b. Breaking down the sources c. Question with sources d. Graphic organizers e. Vocabulary and Grammar f. Effective ways to provide feedback.</p>	<p>2. Presentational Speaking> The Cultural Comparison a. The task -What -How b. Revisit the concept of cultural products, practices, and perspectives Share-out Activity Create a strategy in your group, add it to our Resources Folder, and be ready to share with the group More Strategies a. Research, prepare, present> Google Slides b. Organizational Framework c. PPP with images d. Videos mudos e. Read! Be! Share! and Compare</p>	<p>3. Scoring Presentational Speaking Read the scoring guidelines Score assigned student samples and be ready to share Talk & Share scored student samples</p> <p>4. Multiple-Choice Tasks- Strategies Walk-Through AP Classroom Item bank Progress checks AP Daily videos Revisit CED Unit Design Instructions Criteria for success</p>
<p>5. AP Required Themes My unit> my theme Groups units> themes</p>	<p>Unit Development work time Break-out rooms to plan/prep to share Asynchronous Work</p>	<p>6. Farewell Celebrations Q & A</p> <p>Share work What's next? Evaluations</p>