

## ONLINE 2022 Marin by the Bay AP Summer Institute

Agenda for AP Spanish Literature and Culture (subject to modification to meet participant needs)

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Platforms to be used: Google Classroom\*, Zoom, Jamboard (please review how Jamboard works:

<https://www.youtube.com/watch?v=S9m4HCiOkcA&t=45s>)

**NOTE 1:** This APSI begins at **8:00a Pacific Time and ends at 4:00p Pacific Time**, is 4 days in length, with 7 hours per day total, PLUS “after hours” assignments, to meet the College Board’s 30-hour requirement. Also, each day there will be an hour for lunch, and two 15-minute breaks (morning and afternoon)

**NOTE 2:** 10 of the 30 hours are the following mandatory College Board topics for this AP Summer Institute:

Topic 1-Course and Examen Description, and Course Planning (2 hours)

Topic 2-Diversity and Inclusion, Equity and Access (1 hour)

Topic 3-Strategies and Pedagogical Tools (3 hours)

Topic 4-AP Classroom and AP Daily (2 hours)

(Angélica will switch order of Topics 3 and 4)

Topic 5-Assess and Reflect (2 hours)

**NOTE 3:** Order of topics and duration may be adjusted to meet participant needs

**NOTE 4:** Must have a personal Gmail account to access this Google Classroom\*

**Note 5:** One hour each day of the APSI will be dedicated to individual appointments, overlapping with asynchronous time (see “Office Hours”)

**Note 6:** Attendance (with participants “on” Zoom camera [unless asked to turn “off” by Angélica]) will be monitored, with hours recorded on spreadsheet daily. Minutes will be subtracted if participant enters Zoom “late” or turns off camera. (Be respectful of everyone’s time; send Angélica an email [and “cc” APSI director] if you are anticipating being late or having issues with technology. Angélica’s “Office Hour” is a good time to discuss any said issue if participant wishes)

**NOTE 7:** A total of at least two hours of assignments will be given for Monday, Tuesday and Wednesday to comply with the College Board’s 30-hour requirement. See end of each day’s activities, “After Hours”, marked in YELLOW.

Day 1	Tentative Times and Topics	Delivery Method	Approx. Time Allotted	Materials
1A	<b>8:00a (Pacific DT)</b> Welcome, explanation of platforms to be used, and personal materials you should have for this week	Zoom (synchronous) and Google Classroom	20 minutes	Google Classroom* (LMS), “APSI Opening” tab *must use personal Gmail
1B	<b>8:20a</b> Ice Breaker Activity (will share parts each morning during the week)	Zoom, then individual Breakout Rooms	20 minutes +/-	Jamboard (Google Extension) ...When activity is complete, return to Main Room
1C	<b>8:40a</b> Required Topic 1-Course and Exam Description (making connections to the Curricular Requirements)	Zoom for brief explanation before going to Zoom Break-Out Rooms (in pairs or trios)	1 hour	-Paper and pen -CED Binder (start with Table of Contents) -Syllabus Development Guide (see Topic 1 tab in Google Classroom)
1D	<b>9:40a-9:55a</b> 15-minute break	Turn camera and audio OFF, stay on Zoom	15 minutes	N/A
1E	<b>9:55a</b> Required Topic 1-Course Planning (making connections to the Curricular Requirements)	Zoom for brief explanation then asynchronous (connected to Zoom)	1 hour+	-CED Binder, “Course at a Glance”, p. 25-27 -digital or paper school calendar to plan (map out) all 8 units for 2022-23
1F	<b>10:55a/11:05</b> Debrief from Required Topic 1	Zoom (synchronous)	10 minutes+	Notes from asynchronous time (see 1C and 1E)
1G	<b>11:05a</b> Begin 1J as time allows before lunch...	Asynchronous; view video links	40 minutes	↓ (see 1J)
1H (will skip the letter “I” on this column)	<b>LUNCH BREAK@11:45p-12:45 (Central DT)</b>	Turn camera and audio OFF, may leave Zoom; return by 12:45p (PDT)	1 hour	N/A
1J	<b>12:45p</b> Deeper Dive into the Course, including the required reading list, the Learning Objectives, Achievement Level Descriptions, Course Themes and Literary Terminology	Zoom for about 5 minutes, then asynchronous; view video links, as time allows	1 hour, 15 minutes+/-	-Take NOTES, especially with your questions!! -CED p. 17-27 -Short unofficial video on Course Themes: <a href="https://www.youtube.com/watch?v=lvygjR9e28o">https://www.youtube.com/watch?v=lvygjR9e28o</a> -Video on “Recursos Literarios”: <a href="https://www.youtube.com/watch?v=a426XgKqYOk">https://www.youtube.com/watch?v=a426XgKqYOk</a> -See Google Classroom for “Topic 1” materials as

				well as those in the Google Classroom tab “Helpful AP Links, Articles and Definitions” related to these items
1K	<b>12:45p-simultaneous with 1J JIMENEZ’S OFFICE HOUR</b>	One-on-One Zoom (Angélica will monitor “turns”)	1 hour	Individual participant questions/comments (send via chat if anyone is in the “office” with Angélica
1L	<b>2:15p-2:30</b> 15-minute break	Turn camera and audio OFF, stay on Zoom	15 minutes	N/A
1M	<b>2:30p</b> Debrief from <b>Required Topic 1, Deeper Dive into the Course</b>	Zoom (synchronous)	25 minutes+	Notes from asynchronous time (see 1J)
1N	<b>2:55p</b> <b>Required Topic 2-Diversity and Inclusion; Equity and Access</b>	Zoom for instructions, then asynchronous	1 hour+/-	Video under <b>Topic 2</b> in Google Classroom: “The Danger of a Single Story”; review presentation in same tab, on “Diversidad e Inclusion, Equidad y Acceso” by Dra. Maritza Sloan
1O	<b>3:55p</b> Debrief of <b>Topic 2</b>	Zoom	10+ minutes	Notes from video “The Danger of a Single Story”, 2F on agenda
1P	Complete “Boleto de Salida” (Exit Ticket) for Day 1@3:55p(PDT)	Stay on Zoom, when BOLETO is complete, send message via chat then “Adiós” 😊	5-7 minutes	See <b>Boletos de Salida</b> tab in Google Classroom for today’s “Exit Ticket” (2 “Class Dojo” points if completed by 4:15p each day)
1Q	<b>“After Hours” Assignment for today:</b> Read p. 174: “ <b>Success in AP Spanish Literature and Culture</b> ”. Based on these ideas, think about and prepare an instructional activity that will be presented on <b>FRIDAY</b> . You may also choose one from the “Instructional Strategies” section in the CED, starting on p. 157. <b>The strategy should be shared in digital format, please. If you present it, you will earn 5 ClassDojo points!</b>	On your own	+/-60 minutes on your own	CED Binder, p. 174, then see Table of Contents to find more details about the “5” key elements from p. 174😊

Day 2	Topic	Delivery Method	Time Allotted	Materials
2A	<b>8:00a</b> (Pacific DT) Morning Q/A	Zoom	20 minutes +/-	-Sharing of Jamboard Slide #1 -From Boleto de Salida, Día 1
2B	<b>8:20a</b> <b>AP Exam Overview-MULTIPLE CHOICE</b>	Zoom Break Out Rooms, then return for instructions before next activity- “El examen MC”	30 min +/-	CED, p. 177-80; p. 181
2C	<b>8:40a</b> “Take” Section 1 (Multiple Choice) of the practice exam; place notes in CED on any questions you wish to clarify...	Asynchronous	1 hour+/-	CED Binder, p. 184-90; <b>Use p. 193 to self-correct your answers! Write your MC answers on paper by skipping lines (room for comments later)</b> If you finish early, you may work on your “Course Planning” from yesterday...return to Zoom Main Room at 10:05a (Pacific Time)
2D	<b>9:50a-10:05</b> 15-minute break	Turn camera and audio OFF, stay on Zoom	15 minutes	N/A
2E	<b>10:05a</b> Debrief of the Multiple-Choice questions	Zoom, then Zoom Break Out Rooms	30 minutes +/-	Participants’ own list of 15 MC answers
2F	<b>10:35p</b> <b>Required Topic 4-AP Classroom and AP Daily</b>	- <b>Zoom</b> for first 30 minutes -Possible participant co-host to share AP Classroom -Asynchronous, view video links	2 hours between two days	-Participants’ access to their own AP Classroom (log-on with participants’ own CB account): <a href="https://myap.collegeboard.org/login">https://myap.collegeboard.org/login</a> -CED, p. 4-5 -See <b>Topic 4</b> tab for latest videos: 😊 <a href="https://apclassroom.clickhelp.co/articles/#lap-classroom-user-guide-for-teachers-publication/ap-classroom">https://apclassroom.clickhelp.co/articles/#lap-classroom-user-guide-for-teachers-publication/ap-classroom</a> ...also see video <b>links #1-5</b>

2G	LUNCH BREAK@11:45p-12:45 (Pacific Time)	Turn camera and audio OFF, may leave Zoom; return by 12:45p (PDT)	1 hour	N/A
2H	<b>12:45p</b> <b>Required Topic 4-AP Classroom and AP Daily</b>	See 2F	50+ minutes	See 2F
2J	<b>1:35p</b> <b>Planning for 2022-23</b> , then continue with AP Central websites (see 1E again)	-Zoom for brief explanation -Asynchronous, view links -Individual questions/comments through Zoom "chat"	1 hour	-CED, " <b>Course at a Glance</b> ", p. 25-7 -your school calendar from Monday -APSI resources -See "Helpful AP Links, Articles and Definitions" tab for online AP resources
2K	<b>(2:00p-2:15p)</b> take 15-minute break, if asynchronous, monitor your time 😊	Turn camera and audio OFF, stay on Zoom	15 minutes	N/A
2L	<b>1:35p-simultaneous with 2J</b> <b>JIMENEZ'S OFFICE HOUR</b>	One-on-One Zoom (Angélica will monitor "turns")	1 hour during asynchronous time	Individual participant questions/comments (send via chat if anyone is in the "office" with Angélica)
2M	<b>2:35p</b> Q and A on "Course Planning"	-Zoom	10-15 minutes	Participant materials/notes
2N	<b>2:45p</b> Choice of: Overview of AP Central websites, including information on "AP Spanish Literature and Culture", the "Course Audit", "College Board Online Score Reporting" and the "AP Teacher Community" ...OR start "la Tarea" (see yellow section below)	-Zoom for first 10 minutes -Asynchronous; view links -Individual questions/comments through Zoom "chat"	1 hour+/-	-Continuation from <b>1P</b> ...  -See all links in Google Classroom in tab " <b>Helpful AP Links Articles and Definitions</b> " (see topics on left)  -Feel free to explore other online resources as you explore...
2O	<b>3:55p</b> Complete "Boleto de Salida" for Day 2	Stay on Zoom, when BOLETO is complete, send message via chat then "Adiós" 😊	5-7+ minutes	Respond via "Google Forms": <b>BOLETO DE SALIDA, DÍA 2</b> (2 "Class Dojo" points if completed by 4:15p each day)
2P	<u>"After Hours" Assignments for today:</u> -Read p. 155-65 "Instructional Approaches"—MAKE A LIST of instructional approaches you already use—MAKE A 2 <sup>ND</sup> LIST of the approaches you would like to learn more about. -Read p. 194-204: " <b>Scoring Rubrics for FRQs</b> "(all 4 types of FRQs); read/review " <b>Historia del hombre que se convirtió en perro</b> " and " <b>Salmo XVII</b> ", your copy or copy provided in Google Classroom	On your own	+/-60 minutes on your own	-CED Binder: p. 155-65 "Instructional Approaches" p. 194-204 "Scoring Rubrics for FRQs"  If you have not already read these two AP works, please read-- " <b>Historia del hombre que se convirtió en perro</b> ", and " <b>Salmo XVII</b> " (see Google Classroom under <b>Topic 3</b> for copies if you do not already have them)

Day 3	Topic	Delivery Method	Time Allotted	Materials
3A	<b>8:00a</b> (Pacific Time) Morning Q/A	Zoom	20 minutes +/-	-Sharing of Jamboard Slide #2 -From Boleto de Salida, Día 2
3B	<b>8:20a</b> Understanding SCORING GUIDELINES for FRQs (only 2 FRQs, not all 4) ... <i>part of last evening's assignment</i> ©	Zoom	20+/-	-CED Binder, p. 194-204; (review and clarification of what was read on your own yesterday)
3C	<b>8:40a</b> <b>AP Exam Overview-FREE-RESPONSE</b>	Zoom Break Out Rooms	30 min +/-	CED, p. 177, 182 and 183

3D	<b>9:10a</b> "Take" Section 2 of the AP exam, "write" a well-written response for the assigned FRQs of the practice exam; place notes on any questions you wish to clarify...	-Asynchronous -Individual questions/comments through Zoom "chat"	50 minutes	CED Binder, p. 191-92 Write <b>Q1 (prompt on p. 205)</b> and <b>Q4 (prompt on p. 208-9)</b> , each on separate Google Docs that are provided in Google Classroom (later, must share Google Doc with those in Zoom Break Out room and Angélica (amjimenezconsulting@gmail.com))
3E	<b>10:00a-10:15</b> 15-minute break	Turn camera and audio OFF, stay on Zoom	15 minutes	N/A
3F	<b>10:15a</b> Debrief of the FRQ questions	Zoom, then Break Out Rooms to score in small groups	40 minutes +/-	-CED Binder, with <b>2020 Scoring Guidelines</b> , p. 206-7 for <b>Q1</b> and p.210-11 for <b>Q4</b> -Participants' own "Short Response" and "Essay" written on Google Docs (be sure to share GD with Breakout Room members)
3G	<b>10:55a</b> <b>Required Topic 3-Strategies and Pedagogical Tools</b>  <b>Prose:</b> Reading of "Historia del hombre que se convirtió en perro" (plus Pre-, During, and Post-Reading strategies)—begin strategies...	Zoom and Google Classroom  ↓	50 min before lunch; 1 hour 30 minutes after lunch  ↓	See <b>Topic 3</b> tab for consultant-made materials for the following strategies: <b>VTS</b> <b>Para Pensar</b> <b>Escribe/Di Algo</b> <b>Apuntes Literarios</b> ↓
3H	<b>LUNCH BREAK@11:45p-12:45</b> (Pacific Time)	Turn camera and audio OFF, may leave Zoom; return by 12:45p (PDT)	1 hour	N/A
3J	<b>12:45p</b> Continue with "Historia del hombre que se convirtió en perro"	(see 3G)	(see 3G)	(see 3G)
3K	<b>2:15p-2:30</b> 15-minute break	Turn camera and audio OFF, stay on Zoom	15 minutes	N/A
3L	<b>2:30a</b> <b>Poetry:</b> "Salmo XVII" (anchor poem); "En una tempestad" (as time allows)	Zoom and Google Classroom, then asynchronous	1 hour 15 minutes+/-	See <b>Topic 3</b> tab for consultant-made materials for poetry
3M	<b>3:45</b> Debrief of <b>Required Topic 3</b> with CED	Zoom	10 minutes	CED, p. 155-174
3N	<b>3:55p</b> Complete "Boleto de Salida" for Day 3	Stay on Zoom, when BOLETO is complete, send message via chat then "Adiós" 😊	5-7+ minutes	Respond via "Google Forms": <b>BOLETO DE SALIDA, DÍA 3</b> (2 "Class Dojo" points if completed by 4:15p each day)
3O	<b>"After Hours" Assignment for today:</b> Read and review "Achievement Level Descriptions" in CED. <b>UPLOAD YOUR INSTRUCTIONAL STRATEGY TO THE "PARTICIPANT FOLDER" IN GOOGLE CLASSROOM BY THE MORNING BREAK TOMORROW!</b>	On your own	40 minutes+/- on your own	CED Binder, section in tab titled "Achievement Level Descriptions", starting on p. 137 to end of section (no printed page number)
3P*	<b>JIMENEZ'S OFFICE HOUR</b> (possibly "after hours", if requested)	One-on-One Zoom	1 hour	Individual participant questions/comments

Day 4	Topic	Delivery Method	Time Allotted	Materials
4A	<b>8:00a</b> Morning Q/A	Zoom	20 minutes +/-	-Sharing of Jamboard Slides #3 and #4 -From Boleto de Salida, Día 3
4B	<b>8:20a</b> <b>Course Skills Activity, with Achievement Level Descriptions</b>	Zoom	1 hour+/-	-CED, p. 15-16, p.137+ -paper and pen (or other note-taking technique) *FOCUS on the VERBS!
4C ↓	<b>9:20a</b> <b>Course Audit</b> (new teachers only) *	Zoom Break Out Rooms	1 hour	-CED Binder, p. 1 -single CB Slide for Course Audit (in tab "Helpful AP Links Articles and Definitions")

	*Experienced teachers may use this hour to continue exploration of CED or APSI resources (see 4G)			CED and/or APSI resources; planning for <b>2022-23</b> school year...
4D	<b>10:20a-10:35a</b> 15-minute break	Turn camera and audio OFF, stay on Zoom	15 minutes	N/A
4E	<b>10:35a</b> <b>Required Topic 5-Assess and Reflect</b>	Zoom, then Break Out Rooms	1 hour + 15 minutes	-CED Binder, p. 179-83 -College Board Slides on this topic (see <b>Topic 5</b> tab for CB slides) -Instructional Planning Report (click below for PDF at bottom of the webpage) <a href="https://apcentral.collegeboard.org/scores/available-reports/instructional-planning">https://apcentral.collegeboard.org/scores/available-reports/instructional-planning</a> -may also want to refer to personal scores from yesterday's MC and today's FRQs Google Docs for Q1 and Q4
4F	<b>10:35 simultaneous with 4E</b> <b>JIMENEZ'S OFFICE HOUR</b>	One-on-One Zoom	1 hour (simultaneous with hour above)	Individual participant questions/comments
4G	<b>11:35a</b> Complete "Boleto de Salida" for Day 4 (BEFORE OFFICE HOUR and LUNCH TODAY☺)	Stay on Zoom, when BOLETO is complete, send message via chat then "Provecho" 😊	5-7+ minutes	Respond via "Google Forms": <b>BOLETO DE SALIDA, DÍA 4</b> (2 "Class Dojo" points if completed by 12:00p TODAY-last day of APSI)
4H	<b>LUNCH BREAK@11:45p-12:45</b> (Pacific Time)	Turn camera and audio OFF, may leave Zoom; return by 12:45p (PDT)	1 hour	N/A
4J	<b>12:45p</b> Participant Sharing of Instructional Strategy (from Monday's assignment) that may be used in this course or lower levels (5 minutes maximum per participant)	Zoom	1 hour+/- (may vary with the number of participants)	Participants' digital pedagogical strategies and tools to be shared through Google Classroom in the "Participant Folder: Strategies and Pedagogical Tools"
4K	<b>1:45p</b> Participant Discussion of Online/Digital Resources (this may be a separate discussion if participants feel more time can be devoted to this topic. If not, go to 4M)	Zoom (or Zoom Break-Out Rooms)	1 hour +/- (may vary participant needs)	Participant links to be shared though Google Classroom in the "Participant Folder: Strategies and Pedagogical Tools"
4L	<b>2:15p-2:30</b> 15-minute break	Turn camera and audio OFF, stay on Zoom	15 minutes	N/A
4M	<b>2:30p</b> <b>"Participants' Choice"....OR</b>  Continue and refine <b>Required Topic 1-Course Planning</b> (making connections to the Curricular Requirements)...OR  Overview of AP Central websites, including information on "AP Spanish Literature and Culture", the "Course Audit", "College Board Online Score Reporting" and the "AP Teacher Community"	Zoom for discussion of "choice" then possibly asynchronous (connected to Zoom)  -Asynchronous; view links -Individual questions/comments through Zoom "chat"	1 hour +	-choose your own materials OR... -See work started on first day —1C -CED Binder, "Course at a Glance", p. 25-27 -digital or paper school calendar to plan and refine (map out) all 8 units for <b>2022-23</b> , OR...  See all links in Google Classroom under topic "Helpful AP Links Articles and Definitions" (see topics on left)
4N	<b>3:30p</b> Closure of APSI with APSI director(s); plan to continue networking through Gmail, Google Classroom, other social media☺	Zoom	20 minutes	-Class Dojo PRIZE for participant with the highest earned points!!!! -A happy smile 😊

*Planned agenda for 2022 Online APSIs (updated on 10.31.21), Angélica M. Jiménez, College Board Consultant for AP Spanish Literature and Culture, Redwood High School Teacher Emeritus, amjimenezconsulting@gmail.com (let me know if you see any errors, please)*