**2024 Advanced Placement® Psychology**

**About the AP® Psychology Summer Institute**

**AP Psychology Redesign**

The redesign for AP Psychology is here and takes effect for the 2024-2025 school year. The College Board revisions for the 2024-25 school year align with the 2022 American Psychological Association (APA) recommendations for teaching undergraduate psychology. At this APSI, we will thoroughly cover the course and exam revisions that reflect the evolving landscape of introductory psychology.

At the APSI, you will receive resources for your course and information on effectively utilizing the materials on AP Classroom, which will be live this summer. You will be ahead of the curve!

* Understanding the course
* Planning the course
* Teaching the course with an emphasis on new content areas, including activities and formative assessments
* Assessing student progress and understanding
* A deep dive into research and statistics foundation (unit 0).
* New FRQs: Specific resources and strategies for the **Article Analysis Question (AAQ) and Evidenced Based Question (EBQ)**
* Multiple choice strategies for all Science Practices 1-3
* Special emphasis on new content, including activities and formative assessments.
* Effectively using AP Classroom.

Join us in embracing these exciting changes and enhancing the AP Psychology experience for you and your students!

**Workshop Details**

This four-day workshop is designed for both new and experienced AP Psychology instructors. It will include course content, planning, and a wide variety of teacher resources that can be used in various educational settings (e.g., traditional, block, online, blended, and flipped). The workshop will highlight the broad themes linking the distinct units to a strong understanding of the discipline. Particular attention will be devoted to effective teaching strategies for supporting the content and building success on the AP exam, including the multiple-choice and the written (free response) portions. Participants will develop a strong understanding of how the free-response questions are graded and learn specific practical techniques to effectively prepare students for this portion of the exam. For each course unit, new materials will be provided, including demonstrations, hands-on activities, labs, review materials, critical thinking exercises, formative assessments, summative assessments, and strategies for difficult topics. Projects and activities that build content and the development of scientific attitudes and skills, including critical thinking, problem-solving, and literacy, will also be examined. This interactive conference will allow teachers to share ideas, activities, questions, and best practices. The virtual APSI will include both synchronous and asynchronous learning each day.

Course Objectives

* The fundamental goal is to provide an overview of a college-level introductory course in psychology, emphasizing demonstrations, labs, activities, instructional methods, and assessments (formative and summative) that enhance student learning and engagement.

1. Participants will understand the College Board's mission statement and how it affects the development of an AP Psychology Course, including an emphasis on equity.
2. Participants will understand and develop best practices related to the online College Board resources, including AP Classroom, Exam results evaluation, and AP Community.
3. Participants will devise or improve a curriculum that includes the nine units outlined in the AP Psychology Course and Exam Description that covers the scope and sequence in the most effective for their course and school calendar.
4. Participants will develop an integrated understanding of the broad themes that link the nine distinct units to help students build a strong knowledge of the discipline.
5. Participants will leave prepared with new demonstrations, activities, assessments, active learning strategies, tips, resources, and effective instructional techniques.
6. Participants will have effective strategies for the separate components of the AP Psychology exam, including both the multiple-choice and essay (free response) portions. Participants will develop a strong understanding of how the free-response questions are graded and learn specific practical techniques to effectively prepare students for this portion of the exam.
7. Participants will be provided additional resources (e.g., review materials, websites, blogs, and discussion groups) to keep up to date with changes in the field.

The institute participants will leave excited about the prospect of teaching AP Psychology, knowledgeable about the discipline and its subfields, and armed with specific ideas and practical information for lectures, demonstrations, discussions, and other activities.

Tentative Agenda

Below is a brief overview of the agenda.  Please note that this is not a detailed agenda; only a few specific activities, assignments, assessments, projects, and demonstrations are listed. The schedule does not contain all the specific areas within each content unit. The institute will include effective teaching strategies for content and skills related to the course. Each day will also focus on a set of "tools" for the effective teaching of AP Psychology.

### Synchronous and Asynchronous Daily Sessions

**Day One Synchronous**

* *Tools for teaching AP Psychology*
  + Strategies and Pedagogical Tools: Identify and explain various instructional strategies and tools, in addition to AP Classroom, that teachers can incorporate in their lesson plans to teach the content and skills in the CED
  + Textbook Selection
  + Pacing guide
  + Supplemental Resources and Technology
* *Tools for teaching vocabulary*
* Introduction and Overview of AP Psychology
  + AP Psychology Course and Exam Description (CED): Discuss each section of the CED and make connections to the Curricular Requirements
  + Course Scope, Sequence, and Calendar Creation: Outline the instructional plan by Unit and Topic in an academic calendar
  + AP Audit and Course Syllabus, including an equity and access discussion
  + Opening Activities

Unit 1 Overview: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations

* Unit 1 - Deep Dive

**Day One Asynchronous Options**

Please select from the following options and additional options provided at the end of the session. Select the options that are the most helpful for YOUR classroom.

Option 1: Complete the Audit Syllabus (New Teachers only)

Option 2: Create a Personalized Pacing Calendar for the Year (Blank Calendar and Sample Unit Plans are provided in the Google Drive)

Option 3: Explore the CED Choice Board — see the document in the Google Drive

Option 4: Explore the Fenton Google Drive Unit Materials — see Google Drive

**Day One "Homework" – This can be completed during the asynchronous time.**

* Review of practice exam questions.

**Day Two Synchronous**

* *Tools for assessment (formative and summative)*
  + Instructional Strategies
  + AP Classroom Resources: Discuss examples of how AP Classroom can be utilized to develop each skill/practice using example student data provided by the College Board and develop lesson plans that reinforce topic and skill connections
* *Tools for teaching AP Psychology*
  + Strategies and Pedagogical Tools: Identify and explain various instructional strategies and tools, in addition to AP Classroom, that teachers can incorporate in their lesson plans to teach the content and skills in the CED
* Units 2 and 3 Overview: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations

**Day Two Asynchronous Options**

Please select from the following options and additional options provided at the end of the session. Select the option(s) that are the most helpful for YOUR classroom.

Option 1: Complete the Audit Syllabus (New Teachers only)

Option 2: Create a Personalized Pacing Calendar for the Year (Blank Calendar and Sample Unit Plans are provided in the Google Drive)

Option 3: Explore the CED Choice Board — see the document in the Google Drive

Option 4: Explore the Fenton Google Drive Unit Materials — see Google Drive

Option 5: AP Classroom/Assessment Choice Board – document in Google Drive

Option 6: Explore the Blended Learning Ideas Choice Board — document in Google Drive

**Day Two "Homework" — This can be completed during the asynchronous time.**

* Review of practice exam questions.

**Day Three Synchronous**

* *Tools for teaching AP Psychology*
  + Strategies and Pedagogical Tools: Identify and explain various instructional strategies and tools, in addition to AP Classroom, that teachers can incorporate in their lesson plans to teach the content and skills in the CED
* *Tools for assessment (formative and summative)*
  + Instructional Strategies
  + AP Classroom Resources: Discuss examples of how AP Classroom can be utilized to develop each skill/practice using example student data provided by the College Board and develop lesson plans that reinforce topic and skill connections
* Units 3, 4, and 5 Overview: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations

**Day Three Asynchronous Options**

Please select from the following options and additional options provided at the end of the session. Select the options that are the most helpful for YOUR classroom.

Option 1: Complete the Audit Syllabus (New Teachers only)

Option 2: Create a Personalized Pacing Calendar for the Year (Blank Calendar and Sample Unit Plans are provided in the Google Drive)

Option 3: Explore the CED Choice Board — see the document in the Google Drive

Option 4: Explore the Fenton Google Drive Unit Materials — see Google Drive

Option 5: AP Classroom/Assessment Choice Board – document in Google Drive

Option 6: Explore the Blended Learning Ideas Choice Board — document in Google Drive

**Day Three "Homework" — This can be completed during the asynchronous time.**

* Review of practice exam questions.

**Day Four Synchronous**

* *Tools for teaching AP Psychology*
  + Strategies and Pedagogical Tools: Identify and explain various instructional strategies and tools, in addition to AP Classroom, that teachers can incorporate in their lesson plans to teach the content and skills in the CED
* *Tools for assessment (formative and summative)*
  + Instructional Strategies
  + AP Classroom Resources: Discuss examples of how AP Classroom can be utilized to develop each skill/practice using example student data provided by the College Board and develop lesson plans that reinforce topic and skill connections
  + Assess and Reflect: Practice interpreting data within the Instructional Planning Report to identify student strengths and weaknesses and reflect on implications for instruction
* Units 6 and 7 Overview: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations

**Day Four Asynchronous Options**

Please select from the following options and additional options provided at the end of the session. Select the options that are the most helpful for YOUR classroom.

Option 1: Complete the Audit Syllabus (New Teachers only)

Option 2: Create a Personalized Pacing Calendar for the Year (Blank Calendar and Sample Unit Plans are provided in the Google Drive)

Option 3: Explore the CED Choice Board — see the document in the Google Drive

Option 4: Explore the Fenton Google Drive Unit Materials — see Google Drive

Option 5: AP Classroom/Assessment Choice Board – document in Google Drive

Option 6: Explore the Blended Learning Ideas Choice Board — document in Google Drive

**Day Four "Homework" — This can be completed during the asynchronous time.**

* Review of practice exam questions.

**Day Five Synchronous**

* *Tools for teaching AP Psychology*
  + Strategies and Pedagogical Tools: Identify and explain various instructional strategies and tools, in addition to AP Classroom, that teachers can incorporate in their lesson plans to teach the content and skills in the CED.
* *Tools for assessment (formative and summative)*
  + Instructional Strategies
  + AP Classroom Resources: Discuss examples of how AP Classroom can be utilized to develop each skill/practice using example student data from the College Board and develop lesson plans that reinforce topic and skill connections. Using topic questions, personal progress checks, and the test bank for assessment. Using AP Daily videos and other media resources to enhance instruction.
  + Assess and Reflect: Practice interpreting data within the Instructional Planning Report to identify student strengths and weaknesses and reflect on implications for instruction.
* Units 8 and 9 Overview: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations
* *AP Exam Review*
* *Post AP Exam Instruction*

**Day Five Asynchronous Options**

Please select from the following options and additional options provided at the end of the session. Select the options that are the most helpful for YOUR classroom.

Option 1: Complete the Audit Syllabus (New Teachers only)

Option 2: Create a Personalized Pacing Calendar for the Year (Blank Calendar and Sample Unit Plans are provided in the Google Drive)

Option 3: Explore the CED Choice Board — see the document in the Google Drive

Option 4: Explore the Fenton Google Drive Unit Materials — see Google Drive

Option 5: AP Classroom/Assessment Choice Board – document in Google Drive

Option 6: Explore the Blended Learning Ideas Choice Board — document in Google Drive

Unit Overviews: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations

* AP Psychology Exam
  + Review materials
  + Exam expectations
  + Multiple choice strategies for all Science Practices 1-3
  + FRQ Strategies for the **Article Analysis Question (AAQ) and Evidenced Based Question (EBQ)**
  + Techniques for giving detailed and specific feedback on both types of FRQs.
* Post-APAP Exam activities
* Psychology beyond the classroom
* Electronic Resources

**What to bring for a Virtual APSI:**

Items you will need for the week:

* A copy of your school's academic calendar
* If possible, please provide a copy of the textbook you will be using and any supplemental materials.
* If possible, please consider bringing a favorite lesson, review, assessment, or demonstration you found useful in the classroom, even if the idea was created for a different subject you are willing to share. The exchange of ideas is key to continued growth in the field.