

# APES APSI Outline 2024- Virtual

Activity	Time needed	Materials	Start Time- End Times
<b>Monday- Day 1</b>			
Welcome, agenda, virtual <a href="#">supplies</a> and in person <a href="#">supplies</a> , introductions & equity and access (Synchronous) <a href="#">PowerPoint for the week</a> <a href="#">Poster</a>  <a href="#">AP Potential Information</a>  <a href="#">Zoom for the week</a>	45 minutes		8-8:45 am  (Slides 1-7)
Walk through resources and understanding the <a href="#">CED</a> & treasure map (Synchronous)	1 hour	CED treasure map- Breakout group after slide 23	8:45-9:45 am  (Slides 8-23)
<b>Break- 15 minutes</b>			
FRQ understanding/skills (Synchronous)	30 minutes	Pg 233 CED (page 241); break out rooms after slide 28	10-10:30 am  (Slides 24-27)
Identify the skills and concepts in different m/c examples (Synchronous)		MC (page 236) examples where they identify the concept and skill; break out room after slide 29	
<b>Units 1, 2 &amp; 3</b>			
<a href="#">Wild About Wetlands</a> (Many topics in Unit 1) (Synchronous)	1 hour	-Look in the CED and discuss what you need to know to teach -How can you support that learning for kids through a lab? -What did I used to teach that I no longer will use? What do I add? -How does this cover ecological concepts? -How do you ensure this lab is more than a worksheet? Breakout rooms for this activity	10:30-11:30  (Slide 28)

<a href="#">Island Biogeography</a> (Topic 2.3) (Asynchronous)	30 minutes	Random stuff to throw	11:30-12 PM  (Slide 29)
<b>LUNCH- 1 hour</b>			
Set up beans for <a href="#">LD 50</a> (Topic 8.12) and <a href="#">Soil Salinization</a> (Topic 5.5) labs (Synchronous/Asynchronous) <a href="#">Serial Dilution</a> directions	1 hour 15 mins	Explain and on your own	1:00-2:15  (Slide 30)
<a href="#">Mark and Recapture Lab</a> (2.1 and PreTopic for Unit 3) (Synchronous) <a href="#">Mark and Recapture Lab w/ pillbugs</a>	30 mins	breakout groups	2:15-2:45  (Slide 31)
<b>Break 15 mins</b>			
Planning time/Office Hours (Asynchronous) <a href="#">Calendar</a>  ONLY IF TIME: <a href="#">Documents by Unit</a> <a href="#">All my files</a> (use w/ caution)	1 hour 15 mins	Calendar and PP slides 37-40	3:00-4:15  (Slides 32-39)
<b>Tuesday- Day 2</b>			
Check on <a href="#">Soil Salinization Lab</a> & Exam info (Synchronous)	1 hour	Slides 40-73 and breakout rooms to discuss if time	8:00-9:00  (Slides 41-73)
<b>Units 4, 5, 6 &amp; 7</b>			
Soil Labs (Topics 4.2 and 4.3) (Synchronous/Asynchronous) <a href="#">Soil Nutrient Lab</a> <a href="#">Soil Permeability Lab</a>	1 hour 45 mins		9:00-10:45  (Slide 74)

<a href="#">Soil Texture Labs</a>			
<b>Break-15 mins</b>			
(Topics 5.9, 5.1 and 5.8) (Synchronous/Asynchronous) <a href="#">Mining lab</a> <a href="#">Tragedy of Commons</a> <a href="#">Yard Video</a>	45 mins	Look at/complete these activities and decide if: <ul style="list-style-type: none"> <li>• Are these AP level?</li> <li>• Should these be done in an APES class?</li> </ul>	11:00-11:45  (Slide 75)
<b>Lunch- 1 hour</b>			
Sign up for <a href="#">Facebook Group</a> (Synchronous)	15 mins		12:45- 1:00  (slide 76)
<a href="#">Particulate Inquiry Lab (Topic 7.4)</a> (Synchronous/Asynchronous) <a href="#">Nuclear Power Lab (Topic 6.6)</a>	30 mins		1:00-1:30  (Slide 77)
Explain <a href="#">Soil Texture Lab</a> & AP Classroom Videos (Synchronous/Asynchronous)	1 hour	Watch 3 videos on topics you are unsure about and then discuss in breakout rooms.	1:30-2:30 (Slide 78)
<b>Break- 15 mins</b>			
Planning time/Office Hours (Asynchronous) <a href="#">Calendar</a> <a href="#">Documents by Unit</a> <a href="#">All my files</a> (use w/ caution)	1 hour 30 mins		2:45-4:15 (Slide 79)
<b>Wednesday- Day 3</b>			
Check on <a href="#">Soil Salinization Lab</a> , <a href="#">Soil Texture Lab</a> & Audit (Synchronous)	30 mins	Slides 76-79	8:00-8:30  (Slides 80-84)

Unit 7/8			
<a href="#">Ozone strips lab (Topic 7.2)</a> (Synchronous/Asynchronous)	1 hour	Slide 80	8:30-9:30  (slide 85)
<b>Break- 15 mins</b>			
Experimental Design (Synchronous/Asynchronous) <a href="#">Article</a> <a href="#">FRQ #1</a> (about article) <a href="#">FRQ #2</a> (practice)  <a href="#">Science journal for teens</a>  <a href="#">2023 set 1</a> <a href="#">2023 set 2</a> : You may distribute the student sample files electronically but you must remind participants that they cannot be redistributed, as noted on the cover of the documents.	2 hours	Irving ISD activity	9:45-11:45  (Slides 86-105)
<b>Lunch- 1 hour</b>			
Discuss <a href="#">Biodegradable Materials lab</a> <a href="#">BOD/DO Picture</a> (Topics 8.2 and 8.5) (Synchronous/Asynchronous)	30 mins	In zoom groups look and discuss biodegradable materials lab	12:45-1:15  (Slides 106-143)
<a href="#">Chalk Drawings</a>	45 mins	Breakout rooms	1:15-2:00 pm
<b>Break- 15 mins</b>			
Check and finish <a href="#">LD 50 lab</a> (Radish) (Asynchronous)	30 mins		2:00-2:30
Planning time/Office Hours (Asynchronous) <a href="#">Calendar</a> <a href="#">Documents by Unit</a> <a href="#">All my files</a> (use w/ caution)	1 hour 45 mins		2:30- 4:15  (Slide 144)

[Kristi Schertz stuff](#)  
[Kristen Shapiro stuff](#)  
[Jordan Smedes stuff](#)

## Thursday- Day 4

Lab Analysis: [Soil Salinization lab](#),  
[Particulate lab](#), [Ozone Test Strips lab](#)  
(Synchronous/Asynchronous)

1 hour  
20 mins

Break out groups

8:00- 9:20

(Slides 145-146)

How To Write an FRQ  
(Synchronous)  
[FRQ's](#) From the FaceBook Group

55 mins

9:20-10:15

(Slides 147-177)

Break- 15 mins

### Unit 9

Global warming vs Ozone depletion  
lecture (Topics 9.1, 9.2, 9.3, 9.4, and 9.5)  
(Synchronous)  
[Handout](#)  
[M/C Question PowerPoint](#)  
[FRQ 2010 #4](#) (Global Warming)  
[FRQ 2010 Scoring Guidelines](#)  
[FRQ 2013 # 3](#) (Ozone)  
[FRQ 2013 Scoring Guidelines](#)  
[Courtney's Drawings](#)  
[Video Recording of lecture](#)

1.5  
hours

After lecture zoom rooms to discuss 2 FRQ's

10:30-12:00

(Slide 178)

Lunch- 1 hour

Finish Global Warming/Ozone discussion  
Instructional Planning Reports/AP  
Classroom (Synchronous)  
[Diagnostic for full length practice exam 1](#)  
[Diagnostic for full length practice exam 2](#)  
[Diagnostic for full length practice exam 3](#)

30 min

1:00-1:30

(Slides 179-202)

<p><a href="#">Math scavenger hunt</a> (Synchronous) <a href="#">Math Review Sheet</a> <a href="#">Math Practice</a></p> <p>What about review?</p> <p>Information from PWISTA:</p> <p>Please remind your participants to check their emails this afternoon for the certification link. Remind them to download their certificate for their records as the college board will archive their certificate in 30 days and the link will no longer function. Tell them to forward the pdf copy to their administration as they will not have access using their link.</p> <p>Please remind any participant that signed up already for Manhattanville Graduate Credit to email me that they have and that their project is Due August 28<sup>th</sup>.</p>	<p>1 hour 15 mins</p>	<p>Breakout rooms</p>	<p>1:30- 2:45  (Slide 203)</p>
<b>Break- 15 mins</b>			
<p>Planning time/Office Hours (Asynchronous) <a href="#">Calendar</a> <a href="#">Documents by Unit</a> <a href="#">All my files</a> (use w/ caution)</p>	<p>1 hour</p>	<p>Breakout rooms if needed</p>	<p>3:00-4:00  (Slide 204)</p>