



Purpose ~ Innovation ~ Community

ASPIRE AP U.S. Government and Politics

(Effective Fall 2020)

[Link to College Board CED. Accessed 5 June 2022](#)

[Link to CED PDF](#)

Estimated Time Frame: 1 Semester

Course Overview

About AP U.S. Government and Politics

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. (College Board, 2020)

College Course Equivalent: AP U.S. Government and Politics is equivalent to a one-semester introductory college course in U.S. government (College Board, 2020)

Prerequisites: There are no prerequisite courses for AP U.S. Government and Politics. Students should be able to read a college-level textbook and write grammatically correct, complete sentences. (College Board, 2020)

Project Requirement: The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to what they are learning in the course. (College Board, 2020)

Units of instruction: This college course is presented in five units to provide a suggested course structure for new AP teachers. In recognition of the experience AP teachers bring, the college board does not mandate the sequence of this course. Note: The ASPIRE variant of this course differs from the sequencing prescribed in the College Board CED, but the content is identical. Each AP teacher's syllabus goes through a formal review process through the College Board [course audit process](#).

(College Board, 2020)

Advanced Academic Curriculum Evaluation System (AACES): Created by the 77th Texas State Legislature, the work of the AACES task force determined that -while AP classes provide a high level of rigor- they do not always innately meet the needs of gifted students. Through an evaluation process outlined by the AACES task force, the ASPIRE Academy has highlighted the extent to which each AP course exam description meets the standards for gifted education set by the Texas State Plan and NAGC. ASPIRE intentionally strengthens weaker areas of AP courses by adding research-based best practices for gifted education into instruction and curriculum. Using the findings of these evaluations, the ASPIRE Academy is able to differentiate AP classes to meet the needs of highly gifted students.

Course Introduction

The AP U.S. Government and Politics course detailed in this framework reflects what political science teachers, professors, and researchers agree that a college-level government and politics course should teach students to do: analyze and interpret the Constitution, important political documents, and data to better understand the American national government and the political actors who interact with it. (College Board, 2020)

Course Framework

Course Framework Components	Disciplinary Practices and Reasoning Processes	Course Content	Course at a Glance
Disciplinary practices and reasoning processes and course content Disciplinary practices and reasoning processes The disciplinary practices and reasoning processes for this course are central to the study and practice of government and politics. Students should develop and apply the described practices on a regular basis over the span of the course Course Content The course content is organized	See Course Framework V.1 Pages 15-17 of CED	See Course Framework V.1 Pages 19-21 of CED	See CED V.1 Pages 22 and 23 of CED

Sections Colors Key: **Red**=Standards; **Orange**=Assessment; **Blue**=Instruction

into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in big ideas, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course. (College Board, 2020)			
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Course Framework (Continued)

Unit Guide Introduction	Unit Guide Resources	Unit Guides
<p>Designed with extensive input from the community of AP U.S. Government and Politics educators, the unit guides offer all teachers helpful guidance in building students' skills and knowledge. The suggested sequence was identified through a thorough analysis of the syllabi of highly effective AP teachers and the organization of typical college textbooks.</p> <p>This unit structure respects new AP teachers' time by providing one possible sequence they can adopt or modify rather than having to build from scratch. An additional benefit is that these</p>	<p><u>Unit Guide Explanation</u></p> <p>See Course Framework V.1 Pages 27-29 of CED</p> <p><u>Required Foundational Documents</u></p> <p>See Course Framework V.1 Pages 30 and 31 of CED</p> <p><u>Required Supreme Court Cases</u></p> <p>See Course Framework V.1 Pages 32 and 33 of CED</p>	<p><u>Unit 1 Guide</u></p> <p>See Course Framework V.1 Pages 35-50 of CED</p> <p><u>Unit 2 Guide</u></p> <p>See Course Framework V.1 Pages 51- 72 of CED</p> <p><u>Unit 3 Guide</u></p> <p>See Course Framework V.1 Pages 73-92 of CED</p> <p><u>Unit 4 Guide</u></p> <p>See Course Framework V.1 Pages 93-107 of CED</p> <p><u>Unit 5 Guide</u></p> <p>See Course Framework V.1 Pages 109-127 of CED</p>

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units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP Exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course. (College Board, 2020)		
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Project Guide

Making the Civic Connection

See Project Guide V.1 | Pages 131 to 137 of [CED](#)

Instructional Approaches

College Board Guide to Selecting and Using Course Materials	Instructional Strategies	Developing the Disciplinary Practices	Developing the Reasoning Processes
See Instructional Approaches V.1 Pages 141 to 143 of CED	See Instructional Approaches V.1 Page 144-147 of CED	See Instructional Approaches V.1 Pages 148-160 of CED	See Instructional Approaches V.1 Pages 161 and 162 of CED

Exam Information

College Board Exam Overview	College Board Sample Exam Questions	College Board Scoring Guidelines
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Assessments

How can we predict AP Exam performance?

AP Classroom Progress Checks

What are AP progress checks?

Real-time feedback on the topics and skills in each unit.

Where can I access progress checks?

Progress can be assigned through AP Classroom

What type of assessment is a progress check?

Are formative assessments. Per College Board policy any AP Classroom assessments cannot be used as a grade in Skyward.