

ADLAI E. STEVENSON HIGH SCHOOL
COURSE DESCRIPTION 2022-2023
Soc 6Q1-6Q2 Online AP US Government

COURSE DESCRIPTION

Online 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 Course Equivalent AP U.S. Government and Politics is equivalent to a one-semester introductory college course in U.S. Government.

Prerequisites Students in Online AP U.S. Government and Politics are expected to have taken U.S. history coursework and/or have a substantial knowledge of U.S. history. Students should be able to read a college-level writing and write grammatically correct, complete sentences.

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 will be expected to complete an assessment that relates their experiences or findings to what they are learning in the course.

PROFICIENCY SCALE

4	3	2	1	M	N
Exceeds Mastery	Demonstrates Mastery	Approaching Mastery	Developing Foundational skills	Missing Evidence (Hasn't done yet)	Missing Evidence (refused to do)

STANDARDS & SCALED LEARNING TARGETS

The learning in this course is organized around 3 academic course standards that each align with a learning target. Feedback on how well students are meeting mastery in each course standard is provided using the Scaled Learning Target.

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STANDARDS & SCALED LEARNING TARGETS

The learning in this course is organized around 3 academic course standards that each align with a learning target. Feedback on how well students are meeting mastery in each course standard is provided using the Scaled Learning Target.

Standard 1: Scholar
<i>Target: I can accurately demonstrate political science knowledge of course content.</i>
Standard 2: Artisan
<i>Target: I consistently explain political science terminology and can apply course concepts to a political principle, institution, process, policy, behavior, or different scenario accurately and as directed.</i>

Standard 3: Citizen

Target3a: I consistently make effective claims and arguments connected to course concepts and/or civic engagement that are supported by evidence and demonstrate disciplinary practices.

Target3b: I consistently advocate for my improved Scholarship, Artisanship, and time management by initiating communication with my teacher about strategies for improvement as needed and advocate for claims by incorporating argumentation skills into group conversations.

PERFORMANCE ASSESSMENTS

Performance assessments in Online AP U.S. Government and Politics align with the learning objectives and standards of the course. These include: Multiple Choice assessments, Analysis Free Response Questions, Argumentation Free Response Questions and other assessments that assess both reading comprehension, content recall, written analysis and written argumentation. In class, students are assessed using these formats, in addition to adapted formats such as discussions, simulations, debates, and graphic organizers.

COURSE RESOURCES

Academic Progress	Interactive Report Card (irc.d125.org)
Textbook / E-Book	www.citizenu.org (Dan Larsen, 2018. Adapted by A. Conneen, 2020)
Teacher Resources	Access via student Canvas account

GRADE DETERMINATION

The four point scale will be used to communicate student progress. This scale is also used to determine the final letter grade at the end of the semester based on the academic standard scores. Each standard score will be determined by using the double majority (mode) for the learning targets. The [Interactive Report Card \(IRC\)](http://irc.d125.org) (irc.d125.org) will be used to communicate student progress in each learning target. It will also be used to communicate missing assignments, teacher comments, and *predicted* grades. Grades will be determined based on the following:

- A:** Score of “3” or “4” in the three academic standards (Scholarship of course content in MCQs; Artisanship of analyzing course concepts in FRQs; and Citizenship of developing arguments and student advocacy)
- B:** Score of a “2” in any one of the academic standards (Scholarship of course content in MCQs; Artisanship of analyzing course concepts in FRQs; and Citizenship of developing arguments and student advocacy)
- C:** Score of a “2” in two of the academic standards (Scholarship of course content in MCQs; Artisanship of analyzing course concepts in FRQs; and Citizenship of developing arguments and student advocacy)
- D:** Score of a “1” in any one of the academic standards (Scholarship of course content in MCQs; Artisanship of analyzing course concepts in FRQs; and Citizenship of developing arguments and student advocacy)
- F:** Score of a “1” in any two of the academic standards (Scholarship of course content in MCQs; Artisanship of analyzing course concepts in FRQs; and Citizenship of developing arguments and student advocacy)

All MCQ and FRQ assessments not completed by the designated due date may be given an M (incomplete due to absence) or N (student refusal). **If any assessment is not taken, students will run the risk of failing the course. In these cases, there may not be enough evidence to determine target mastery nor a course grade.**

Digital Learning Platform

Canvas will be used as the digital learning platform for Online AP U.S. Government and Politics. Successful students will regularly check Canvas Announcements, eLearning Calendar, Unit Modules and pages, quizzes, Assignments, Discussion Posts, and SHS email before and after school each day to aid their preparations and successful performance in this class. Canvas notifications should be set to alert students of Canvas updates. While the class is designed to be conducted entirely in a digital format, students are always welcome to print materials and resources from the Canvas page.

ACADEMIC HONESTY

In order to take credit for work or ideas they must be your own original thinking. Plagiarism includes copying someone else's work (classmate, Internet, etc.) and turned in as your work. Disciplinary actions are outlined in the student handbook.

Need HELP?

It is common to need help understanding course content and mastering expectations. Students who need assistance in the course and/or with other needs should advocate for themselves by initiating communications with their teacher who will be available to provide needed support and/or contacts of those who can assist. There are Social Studies tutors available in the ILC, ELC and remotely to assist students with all skill and content needs.

SCALED LEARNING TARGETS

Scholarship of Course Content (MCQs)

Online AP US Government and Politics

Exceeds Mastery (4)	Demonstrates Mastery (3)	Approaching Mastery (2)	Developing Foundational Skills (1)
I can accurately demonstrate political science knowledge of course content in a consistently high level.	I can accurately demonstrate political science knowledge of course content.	I can accurately demonstrate some political science knowledge of course content.	I attempt to demonstrate political science knowledge.

Success Criteria	How Well Am I Doing?	Teacher Feedback
Defining and applying political science concepts in multiple-choice		<ul style="list-style-type: none">- Accurate understanding of the identification/description of the element directed from the prompt- Understanding of appropriate political science vocabulary

Artisanship of written analysis (FRQs 1-3)

Online AP US Government and Politics

Exceeds Mastery (4)	Demonstrates Mastery (3)	Approaching Mastery (2)	Developing Foundational Skills (1)
I consistently explain political science terminology and authentic applications to a political principle, institution, process, policy, behavior, or different scenario accurately and as directed using out of classroom experiences.	I consistently explain political science terminology and authentic applications to a political principle, institution, process, policy, behavior, or different scenario accurately and as directed.	I occasionally explain political science terminology and authentic applications to a political principle, institution, process, policy, behavior, or different scenario accurately and as directed.	I attempt to explain political science terminology and authentic applications to a political principle, institution, process, policy, behavior, or different scenario accurately and as directed.

Success Criteria	How Well Am I Doing?	Teacher Feedback
<i>Concept Connection</i>		<ul style="list-style-type: none"> - Accurate identification/description of the element directed from the prompt - Use of appropriate political science vocabulary - Detailed and connected back to the prompt.
<i>Quantitative Analysis / Comparison</i>		<ul style="list-style-type: none"> - Accurate description of the relevant facts/information as directed from the prompt. - Accurate explanation of how/why the relevant and accurate facts/information connect to the prompt - Appropriate use of a causal statement—because how/why.
<i>Political Connection</i>		<ul style="list-style-type: none"> - Accurate explanation of how/why the element from the prompt relates to a political principle, institution, process, policy, behavior, or different scenario as directed.
<i>Structure</i>		<ul style="list-style-type: none"> - Answered in an organized format that includes spacing between sections. - Language of the prompt is incorporated into the answers as complete sentences for clarity. - Use of specific nouns and language for clarity instead of vague uses of language (e.g., “Congress writes laws” instead of “They do things.”) - Evidence submitted appropriately reflects the instruction and resources for the particular assessment

Citizenship of student advocacy and developing arguments (including FRQ 4)

AP Comparative Government and International Law

Exceeds Mastery (4)	Demonstrates Mastery (3)	Approaching Mastery (2)	Developing Foundational Skills (1)
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<p>I consistently make effective claims and arguments connected to course concepts and/or civic engagement that are supported by evidence experienced outside the classroom and demonstrate disciplinary practices.</p> <p>I consistently advocate for my improved Scholarship, Artisanhip, and time management by initiating communication with my teacher about strategies for improvement as related to my engagement with civics outside the classroom.</p>	<p>I consistently make effective claims and arguments connected to course concepts and/or civic engagement that are supported by evidence and demonstrate disciplinary practices.</p> <p>I consistently advocate for my improved Scholarship, Artisanhip, and time management by initiating communication with my teacher about strategies for improvement as needed.</p>	<p>I occasionally make effective claims and arguments connected to course concepts and/or civic engagement that are supported by evidence and demonstrate disciplinary practices.</p> <p>I sometimes advocate for my improved Scholarship, Artisanhip, and time management by initiating communication with my teacher about strategies for improvement as needed.</p>	<p>I attempt to make claims and arguments connected to course concepts and/or civic engagement that are supported by evidence and demonstrate disciplinary practices.</p> <p>I attempt to advocate for my improved Scholarship, Artisanhip, and time management by initiating communication with my teacher about strategies for improvement as needed.</p>
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Success Criteria	How Well Am I Doing?	Teacher Feedback
<i>Thesis/Claim + Reasoning</i>		<ul style="list-style-type: none"> - Makes a defensible claim/thesis that responds to the prompt. - Establishes a line of reasoning with a causal statement—because why.
<i>Evidence + Reasoning</i>		<ul style="list-style-type: none"> - Provides one piece of evidence that is relevant to the topic of the prompt (as directed) - Supports the claim/thesis with a causal explanation of reasoning—because why. - Provides a second piece of evidence that is relevant to the topic of the prompt (as directed) - Supports the claim/thesis with a causal explanation of reasoning — because why.
<i>Rebuttal</i>		<ul style="list-style-type: none"> - Describes an alternative perspective to the claim/thesis. - Responds to this alternative perspective with a causal explanation of reasoning —because why— my claim/thesis is better.

Structure		<ul style="list-style-type: none"> • When written: <ul style="list-style-type: none"> - Answered in an organized format that includes spacing between sections. - Language of the prompt is incorporated into the answers as complete sentences for clarity. - Use of specific nouns and language for clarity instead of vague uses of language (e.g., "Congress writes laws" instead of "They do things.") - Evidence submitted appropriately reflects the instruction and resources for the particular assessment
Advocacy of Content and Skills Mastery		<p>Monitors Scholarship and Artisanhip to define and apply political concepts for understanding my strengths and areas of needed improvement.</p> <p>Initiates communication with teacher about strategies for improvement where needed.</p>
Advocacy of Time Management		<p>Monitors time management to complete assessments by established deadlines.</p> <p>Initiates communication with teacher about strategies for improvement where needed.</p>
Advocacy of Civic Collaboration		<p>Monitors discussion of current and controversial issues in class groups that simulate the democratic process.</p> <p>Initiates advocacy for claims by incorporating argumentation skills including the use of supportive evidence and listening to and understanding alternative perspectives.</p>

Student Support for Action Steps

Standard 1: Scholarship of Course Content	Standard 2: Artisanhip of written analysis	Standard 3: Citizenship of developing arguments
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<p><i>Target:</i></p> <p>I can accurately demonstrate political science knowledge of course content.</p>	<p><i>Target:</i></p> <p>I consistently explain political science terminology and authentic applications to a political principle, institution, process, policy, behavior, or different scenario accurately and as directed.</p>	<p><i>Target:</i></p> <p>I consistently make effective claims and arguments connected to course concepts and/or civic engagement that are supported by evidence and demonstrate disciplinary practices.</p> <p>I consistently advocate for my improved Scholarship, Artisanship, and time management by initiating communication with my teacher about strategies for improvement as needed.</p>
<p><i>Action Steps for Growth:</i></p> <ul style="list-style-type: none"> • Reviewing the relevant texts and learning objectives before starting work • Seeking feedback from a teacher or Learning Center tutor on pre-knowledge before beginning assessment • Time-Management: Practicing MCQs to understand how to complete questions in a timely manner • Reviewing practice questions provided in class 	<p><i>Action Steps for Growth:</i></p> <ul style="list-style-type: none"> • Reviewing the Analysis FRQ rubric before starting work • Seeking feedback from a teacher or Learning Center tutor on an FRQ outline before beginning to write the essay • Seeking feedback from teacher or Learning Center tutor before submitting a final FRQ • Proofreading works out loud for grammatical clarity. • Time-Management: Practicing FRQs to understand how to complete questions in a timely manner • Reviewing practice questions provided in class 	<p><i>Action Steps for Growth:</i></p> <ul style="list-style-type: none"> • Reviewing the Argumentation FRQ rubric before starting work • Seeking feedback from a teacher or Learning Center tutor on an FRQ outline before beginning to write the essay • Seeking feedback from teacher or Learning Center tutor before submitting a final FRQ • Proofreading works out loud for grammatical clarity. • Time-Management: Practicing FRQs to understand how to complete questions in a timely manner • Reviewing practice questions provided in class • Initiates communication with teacher about strategies for improvement where needed.

