AP Gov Exam Unit: Civic Engagement Project

As a component of ONGOING ENGAGEMENT and AP United States Government and Politics, you will choose from the "menus" below to complete the Civic Engagement project. This is a requirement for the AP course, too! The project is aimed at providing you with an opportunity to research more fully any AP Gov topic of your choosing--taking part in the political process, engaging in a community-based, democratic process or project, grassroots activism, voter empowerment, pop culture, etc. thereby learning even more about how we all interact with gov on a daily level. You are encouraged to be your creative, unique, expressive individuals who care deeply and empathetically while gaining a better perspective on life in our communities, our city, and the workings of government on different levels!

Your Civic Engagement Project will be your final summative grade. This is a multi-pronged project. Choose a combo of "appetizer" and "main course" options from the project "menu" below. The final part will be a gallery walk and series of presentations of everyone's projects shared during our final two days of classes together.

2026 Civic Engagement Options

Appetizers: Choose TWO!

1. Nearly five years after the murder of George Floyd, how can someone get involved in advocacy and change for policing and policy? Share three different ways with specific pathways to connect and work with others in concrete ways.

2. Get at least six different people outside of school to register to vote and file for absentee ballots (regardless of party affiliation). Show evidence of these registrations.

3. "no slacktivism": create social-media posts about an issue with a clearly developed explanation about its political relevance and why it is important to you; link it to a petition (thepetitionsite.com, moveon.org, change.org) that others can sign or steps someone can take. Post at least four different informational-based posts with original, relevant images for each one.

4. Write a letter to a newspaper or elected official on a current issue--make sure to share with me for feedback and editing BEFORE sending.

5. Create eight different, original memes that respond to a current moment related to course material, cases, docs, content, or issues.

6. Write at least six different letters for the elderly and send them to Letters of Love.

7. Write at least six letters to underrepresented voters through Vote Forward.

8. Take a virtual tour or actually visit a local National Parks Service (NPS) site in CA! The virtual choice means you can visit NPS sites elsewhere in the U.S.! Create a presentation with your three favorite/most fascinating parts of this site explained and described in your presentation in a full paragraph for each one.

9. Choose a comedian's take on an issue in a particular monologue. Think about the connections his ideas have to AP Gov foundational documents and concepts. How do you connect with this particular take? Then write a min. 150-word response with your reflection and current thoughts.

10. Be a poll worker! You get paid! High School and Youth Initiatives :: California Secretary of State

Anything else you come up with and want to pitch! (Check with me FIRST to work through your idea!)

Main Course: Choose ONE!

1. Watch a film/doc/show and then write a close analysis. Here is a list with 70+ suggestions and choices!

2. Write a min. 2-page (approx. 500-600 word) reflection of this course. Include which aspects of the course you got the most out of and/or liked the most, why you believe other students should take AP Gov, and how you will use any of the class' content/lessons moving forward in your own life as an individual and student.

I used to think . . . but now I think . . .
In this class, I was challenged by . . .
One thing I learned about myself this year was . . .
One thing I learned about the world this year was . . .
One question I am carrying with me is . . .

Finally, include some advice and tips for next year's AP Gov students!

3. Draw/design a voter registration poster with specific steps for a new voter to take and at least three AP Gov-content specific reasons why voting and resisting voter suppression are important.

4. Interview a government official *outside* of school (park ranger, PEP officer, prosecutor, etc.) about his/her/their professional pathway and life in civic engagement. Record and transcribe your Q & A session.

5. Write, film, and edit a Public Service Announcement (PSA) commercial about a specific cause directed towards a target demographic.

6. Write a song parody (a la "Weird Al" Yankovic) based on one of the themes, topics, or any ideas from this year in AP GoPo. You must perform it live or record it!

7. Select a current event or issue about which you are passionate that relates to AP Gov and our lives, conducting research based on reputable journalists and sources to present in class. Write a minimum four paragraph analysis of the issue (approx. 500 words). Some ideas: the gun control debates and constant gridlock to create and enforce significant federal and state legislation; the three years since the murder of George Floyd and protest responses around the country; women's reproductive rights, state laws, & the current SCOTUS; qualified immunity & 50A; the George Floyd Justice in Policing Act in bipartisan Senate negotiations; the John Lewis Voting Rights Act; the death penalty & the Eighth Amendment; school curricula, such as the 1619 Project and state legislation; fair school funding, de facto segregation, & educational equity; gun control, state laws, and the fight for federal legislation.

8. Present about an issue, event, or any cause that you believe has been overlooked, denied, or not given enough attention and that you believe people must learn more. Some ideas: gun control and the gun industry and special

interest groups; the Greenwood Tulsa Massacre of 1921; redlining, real estate zoning, and real estate law; systemic bias in standardized testing; state laws about trans youth's rights & the denial thereof. Write a minimum four paragraph analysis of the issue (approx. 500 words) and explain why schools should include the complexity of this topic in our curricula.

9. Create a revamped AP Gov Foundational Documents packet with at least six new & different primary sources! For each one, include a full paragraph explaining your choice and its critical placement in a curriculum of U.S. government and politics.

10. Anything else you come up with and want to pitch! (Check with me FIRST to work through your idea!)

Your work will be evaluated on these standards:

Gathering and Using Evidence: Students will gather and use evidence by viewing, reading, and listening w/focused attention to what matters.			
Excellent	Good	Almost	Next Steps
I incorporate and cite many relevant and accurate pieces of evidence and supporting details into my writing that reflects a complexity of thought.	I incorporate and cite many relevant and accurate pieces of evidence and supporting details into my writing.	I can incorporate and cite few relevant and accurate pieces of evidence and supporting details into my writing.	I can incorporate and cite little to no relevant and accurate pieces of evidence and supporting details in my writing.

Analysis: Students will be able to infer meanings, analyze information and develop valid ideas based on evidence and analysis.			
Excellent	Good	Almost	Next Steps
I can *expertly* and *clearly* create strong connections, and/or determine the significance of the topic.	I can *adequately* create strong connections, and/or determine the significance of the topic.	I *attempt* to create strong connections, and/or determine the significance of the topic.	I *do not attempt* to create strong connections, and/or determine the significance of the topic.

Be Precise: Students will accurately represent solutions, ideas, and language through the consistent use of the rules of grammar, spelling, and punctuation.			
Excellent	Good	Almost	Next Steps
I can *expertly* and *clearly* maintain grammatical consistency.	I can *adequately* maintain grammatical consistency.	I *attempt* to apply the rules of and maintain grammatical consistency.	I *do not attempt* to apply the rules of and maintain grammatical consistency.