

# AP U.S. GOVERNMENT AND POLITICS

## SUMMER APSI AGENDA

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Day One:	Day Two:	Day Three:	Day Four:
<b>Understanding the Course</b>	<b>Planning Your Course</b>	<b>Teaching the Course: Part One</b>	<b>Teaching the Course: Part Two</b>
Introductions <b>Lesson 1: The Growth Mindset</b> <b>Lesson 2: The Practice of Political Science: Disciplinary Practices and Reasoning Processes</b> Break <b>Lesson 3: Understanding the Course Framework</b> Lunch <b>Lesson 4: The Disciplinary Practices in the Free Response Questions</b> Break <b>Lesson 5: Integrating the Required Documents</b> Reflections on Day One	<b>Lesson 6: Planning Your Course</b> Break <b>Lesson 7: Tour of the Instructional Approaches</b> <b>Lesson 8: The National Constitution Center: Interactive Constitution</b> Lunch <b>Lesson 9: Reading and Analyzing the Required Documents</b> Break <b>Lesson 10: Analyzing and Interpreting Visuals</b> Reflections on Day Two	<b>Lesson 11: Analyzing and Comparing Supreme Court Cases</b> Break <b>Lesson 12: Analyzing Quantitative Data: Part One</b> Lunch <b>Lesson 12: Analyzing Quantitative Data: Part Two</b> Break <b>Lesson 13: Connect and Apply Concepts</b> Reflections on Day Three	<b>Lesson 14: Writing an Argument Essay Like a Political Scientist: Part One</b> Break <b>Lesson 14: Writing an Argument Essay Like a Political Scientist: Part Two</b> <b>Lesson 16: Integrating the Project</b> Lunch <b>Lesson 15: Valuable Classroom Simulations and Activities</b> <b>Lesson 17: Curricular Requirements and Syllabus Development</b> Break <b>Lesson 18: Wrap Up and Next Steps</b>

Leader Notes:

Day	Time	Learning Goals:	Key Takeaways:	Activity:	Materials
Lesson #		After completing this activity, participants should be able to:		Instructions for Activities are in Leader's Handbook	
<b>DAY 1</b>					
Intro	30 min	Identify other participants.	Overview of workshop—focus on needs of participants	Introductions	Workshop Handbook
Lesson 1	30 min	<p>Explain how Growth Mindset will help students embrace the challenges of AP.</p> <p>Use the Growth Mindset to learn how to teach the disciplinary practices and reasoning processes</p>	<p>Growth Mindset is the belief that skills, intellect, and talents can be developed through practice and perseverance.</p> <p>Having a growth mindset helps learners of any age embrace challenges.</p>	<p>Take online quiz</p> <p>Share thoughts</p> <p>Reflection</p>	Refer to appendix copy for students
Lesson 2	2 hour	<p>Explain how students will apply content knowledge through the disciplinary practices.</p> <p>Analyze quantitative and qualitative information through a political science lens.</p> <p>Differentiate between the work of political</p>	<p>US GOPO is a political science course designed to teach political behavior of individuals and groups using quantitative and qualitative data.</p> <p>Students will need to be able to demonstrate proficiency in the practices and reasoning processes—not just the content of the course.</p>	<p>Brainstorming</p> <p>Model</p> <p>Small Groups</p> <p>Check for Understanding</p>	<p>Handbook</p> <p>Highlighters</p> <p>Chart paper</p>

		scientists and historians.	Students need opportunities to develop practices and skills over time in a scaffolded and sequenced way.		
Lesson 3	2 hours	<p>Explain how the various parts of the course framework interact and complement each other.</p> <p>Describe the role of big ideas in relation to the content outline.</p> <p>Explain how the essential knowledge statements define what students need to know and build toward the learning objectives that define what students need to be able to do in order to develop enduring understandings</p>	<p>The Understanding by Design model supports planning that helps students build deep conceptual understandings.</p> <p>Understanding is earned and requires knowledge of the content in the context of learning objectives.</p>	<p>Focus</p> <p>Model with small sets of activity cards</p> <p>Share Results</p> <p>Debrief</p>	<p>Course Framework</p> <p>Participant Handouts</p> <p>Activity Cards</p>
Lesson 4	1 hour	Explain how student understandings will be assessed on the FRQ section of the AP Exam	Students need to be able to take what they know and apply it to given scenarios, data, and cases. They will be assessed on their ability to demonstrate their understanding of these concepts and processes.	<p>Focus</p> <p>Highlight tasks and connect with practices</p> <p>Debrief</p>	<p>Handbook</p> <p>Highlighters</p>

Lesson 5	1 hour	Explain how they will integrate the required founding documents into their AP U.S. GOPO course	<p>The redesigned exam requires to apply their knowledge in a variety of contexts and real-world scenarios. Students should have many opportunities to practice applying course concepts.</p> <p>Required documents and cases should be incorporated in a logical sequence.</p> <p>Students need multiple opportunities to practice and receive feedback in order to develop understanding</p>	<p>Focus</p> <p>Brainstorm cases</p> <p>Small groups</p> <p>Debrief</p>	<p>Copies of CED</p> <p>Poster Paper and markers</p> <p>Whiteboard and markers</p>
Debrief	30 min	Reflect on Day One	Questions and Concerns		
<b>Day Two</b>					
Lesson 6	2 hours	Begin to develop a semester or year-long plan for teaching AP US GOPO that focuses on understanding the relevance and application of what is being learned, and engaging students in meaningful and real-world problems, to	<p>Teachers should expand their repertoire of focused activities/strategies to included project-based learning (PBL), simulations, and role play that create more student-centered learning focused on understandings and learning goals.</p> <p>These activities can deepen and enhance student understanding.</p>	<p>Focus</p> <p>Model</p> <p>Practice</p> <p>Debrief</p>	<p>Printed copies of the Unit/Topic version of curriculum framework.</p> <p>Course and exam description</p>

		increase motivation and engagement.	The applied civics project or political research project can be incorporated into a variety of ways, but should be done in a way that appropriately applies the skills and content spiraled through the course.		
Lesson 7	1 hour	Use the Instructional Approaches to develop teaching strategies for the disciplinary practices and reasoning processes.	<p>The best way to help students master the practices and reasoning processes is to use different teaching strategies and allow students to practice the skills multiple times.</p> <p>By using formative assessment, teachers can determine students' progress toward understanding before a summative assessment occurs.</p> <p>Scaffolding instruction and assessment allows students to practice skills and build understanding over time.</p>	<p>Focus</p> <p>Model</p> <p>Small groups</p> <p>Debrief</p>	<p>Instructional approaches</p> <p>highlighters</p>
Lesson 8	1 hour	<p>Navigate the Interactive Constitution to access scholarly analysis of each clause of the Constitution</p> <p>Identify various strategies to incorporate the various tools and resources of</p>	<p>Teachers will understand the origins, development, and modern scholarly debates around each clause of the U.S. Constitution.</p> <p>Teachers will understand numerous ways these resources can be used in their classrooms to enrich students' constitutional literacy and constitutional thinking skills.</p>	<p>Focus</p> <p>Model</p> <p>Pairs</p> <p>Debrief</p>	<p>Computer/internet access</p> <p>Projector/screen</p> <p>Computer per group</p>

		the Interactive Constitution in classroom instruction.			
Lesson 9	1.5 hours	<p>Analyze a founding document with the goal of guiding students through analysis/application process</p> <p>Read the founding documents, identifying difficulties their students might face while reading, and creating strategies to overcome those difficulties</p>	<p>Students need to be explicitly taught how to read, write, and think in government and politics. They should have multiple opportunities to practice these skills and receive feedback about progress in building these skills.</p> <p>Although the language in the founding documents can be challenging, the ability to read, understand, and apply the concepts is essential for success in the course.</p>	<p>Focus</p> <p>Think-Write-Share</p> <p>Model</p> <p>Practice</p> <p>Debrief</p>	<p>Federalist 10 handout</p> <p>Highlighters</p> <p>Chart paper</p> <p>Post-it notes</p>
Lesson 10	1.5 hours	<p>Understand the importance of giving students the tools they need to successfully analyze and interpret political cartoons</p> <p>Utilize visual analysis strategies to help students break down and analyze qualitative images such as maps or infographics</p>	<p>Political cartoons have a purpose, in addition to an interpretation, and are contextual and require knowledge about the context in order to provide that interpretation.</p> <p>Analyzing literary and rhetorical devices can provide clues to an author's intent and the general message of the cartoon even if they don't completely understand the context because of their age or cultural background.</p>	<p>Focus</p> <p>Model</p> <p>Practice</p> <p>Debrief</p>	<p>Framework</p> <p>Internet, laptop, projector</p> <p>Timely cartoon</p>

			Qualitative visual sources contain an argument or position and a perspective. These components can be related to a political concept, just like the argument from a text-based source.		
Debrief	30 min	Reflect on Day Two	Questions and Concerns		Assign case homework for Lesson 11
<b>Day Three</b>					
Lesson 11	2 hours	<p>Understand the importance of applying the information from one of the required Supreme Court cases to other contexts.</p> <p>Find a Supreme Court case with a similar Constitutional principle for each of the required Supreme Court cases for student practice in comparing cases.</p>	<p>The point of comparison is to draw a conclusion, which occurs through the explanation of significant similarities or differences.</p> <p>Students must know the constitutional question decision(holding) of the court, the reasoning used in the majority and dissenting opinions, and the implications of the decisions for the required cases.</p> <p>The exam requires students to be able to transfer their knowledge to new cases and apply it in other contexts. Students will not be expected to read and interpret judicial opinions from primary sources on the exam.</p>	<p>Focus</p> <p>Model</p> <p>Small groups</p> <p>Debrief</p>	<p>AP US GOPO Description</p> <p>Case handouts</p> <p>Internet/projector</p>

Lesson 12	3 hours	Identify ways to teach students to recognize data, trends, and limitations and to draw conclusions than imply or illustrate political principles, institutions, processes, or behaviors (in the context of a sample question.)	Students should know how to identify correctly graphs, how to apply information from the legend or map key, how to identify patterns and trends, and how to apply data to course concepts.  They should understand the limitations of data.  They should be able to explain the relationship between a question and the data.	Focus  Model  Small group  Debrief	Handbook  Chart paper and markers  Laptop/projector/screen  Internet/book samples
Lesson 13	2 hours	Plan and develop activities that provide opportunities for students to practice concept application.	To think like political scientists, students need to both understand and apply political concepts. They need to understand how concepts relate and are affected by one another.  Comparison and analysis of concepts allow political scientists to draw conclusions and apply previous knowledge to real-world scenarios.		AP US GOPO Course and Exam Description  Handout with numbered concepts for “mystery study bucket” activity  Highlighters
Debrief	30 min	Reflect on Day Three	Questions and Concerns		
Day Four					
Lesson 14	3 hours	Develop confidence in the ability to teach students how to write an argumentative essay, from the	Writing an argument in a political science course involves making a claim, using a line of reasoning and evidence to support the claim, and explaining how the argument	Focus  Samples	Claim and evidence cards  Skills Progression At-a glance unit overview

		<p>perspective of a political scientist</p> <p>Develop strategies for each of the essay's teachable tasks/components</p>	<p>relates to political principles and concepts.</p> <p>Students need to be taught how to write an argument in political science. By scaffolding the skills involved in developing an argument and providing students with practice and feedback, teachers can help students write arguments in political science.</p>	<p>Scoring</p> <p>Practice</p> <p>Debrief</p>	<p>Course planning from Lesson 6</p> <p>Curriculum Map</p> <p>Instructional Approaches</p>
Lesson 15	1.5 hours	Plan useful, relevant simulations for the classroom, complete with a valuable debrief.	<p>Simulations with a debrief might be good ways to introduce a topic and get students thinking about a concept. They may also help students to apply their knowledge in new contexts.</p> <p>Debriefs need to focus on understanding and concepts, and not just the process; simulations need to be aligned to learning objectives in the context of the enduring understandings.</p>	<p>Focus</p> <p>Model</p> <p>Bureaucracy Bingo</p> <p>Practice</p> <p>Debrief</p>	One Bureaucracy Bingo card for every 3-4 participants
Lesson 16	1 hour	Explain various ways in which teachers can integrate the applied civics or political research project into their course.	<p>Project-based learning, simulations, and other student-centered activities can deepen and enhance student understanding.</p> <p>The applied civics or political research project can be incorporated into the AP US GOPO course plan and instruction in a variety of ways, but should be done</p>	<p>Focus</p> <p>Model</p> <p>Review samples</p> <p>Practice</p> <p>Debrief</p>	<p>Project Guide Overview in CED</p> <p>Project Analysis Tool</p>

			in a way that appropriately applies the skills and content spiraled throughout the course.		
Lesson 17	1 hour	<p>Implement the curricular requirements in their syllabi.</p> <p>Describe the equity and access policy and how they can implement it in their classrooms.</p> <p>Identify the supports available to teachers of the AP US GOPO course.</p>	The curricular requirements ensure that all AP US GOPO instructors teach a college-level course.	<p>Focus</p> <p>Model</p> <p>Practice</p> <p>Debrief</p>	Laptop/projector/internet access
Lesson 18	1 hour	Reflect on the APSI.	Participants have an action plan on completing Course Audit, accessing resources, contacting consultant for additional help.	Debrief	Evaluation Form