Welcome to the 2019-20 AP® School Year

January 2019

AP® CollegeBoard

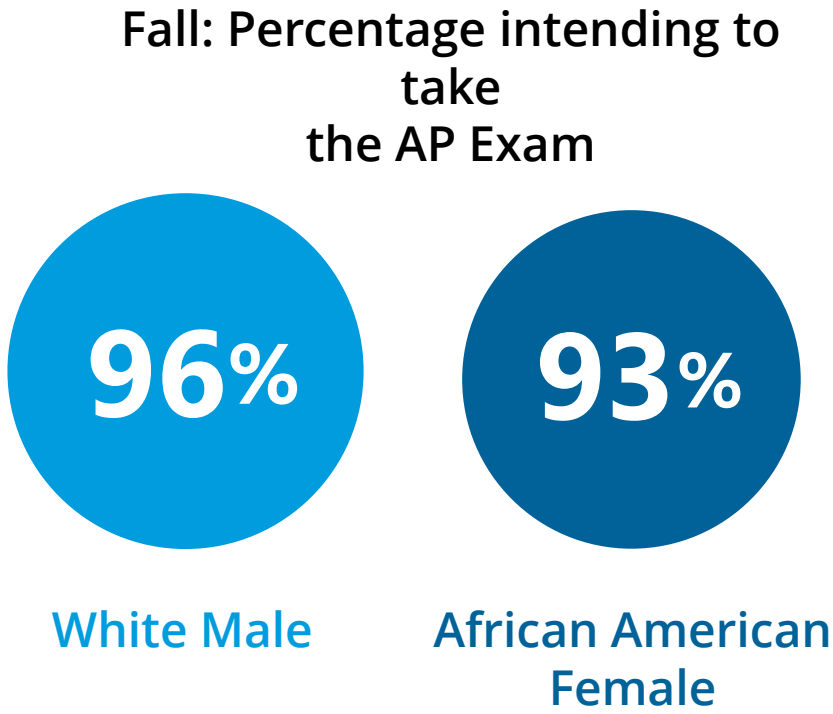
Discussion Topics

- Changes to registration
- Data on student outcomes
- Fees
- Actions for the school community
- Tools for AP teachers
- Tools for AP coordinators
- Next steps

Every AP® student deserves the chance to earn college credit, but not all pursue it.

So what stands in their way?

Nearly all students start the year with high expectations for themselves…



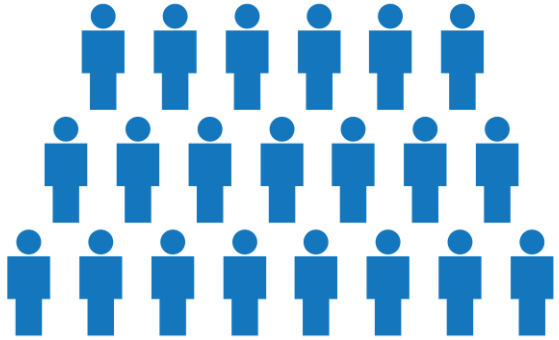
…**but confidence erodes** over the course of the year.

Fall Registration

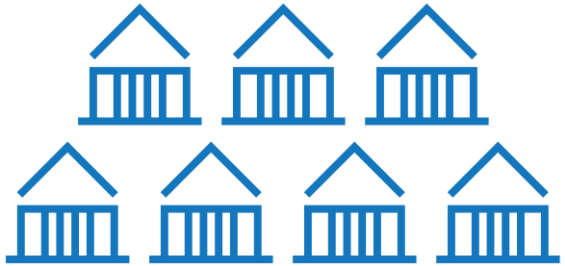
More than half of AP schools already have fall registration.

Putting fall registration into practice

In the 2017-18 school year, we instituted fall exam registration in schools that displayed historically higher-than-average rates of AP students opting out of the exam.



40,000+
students

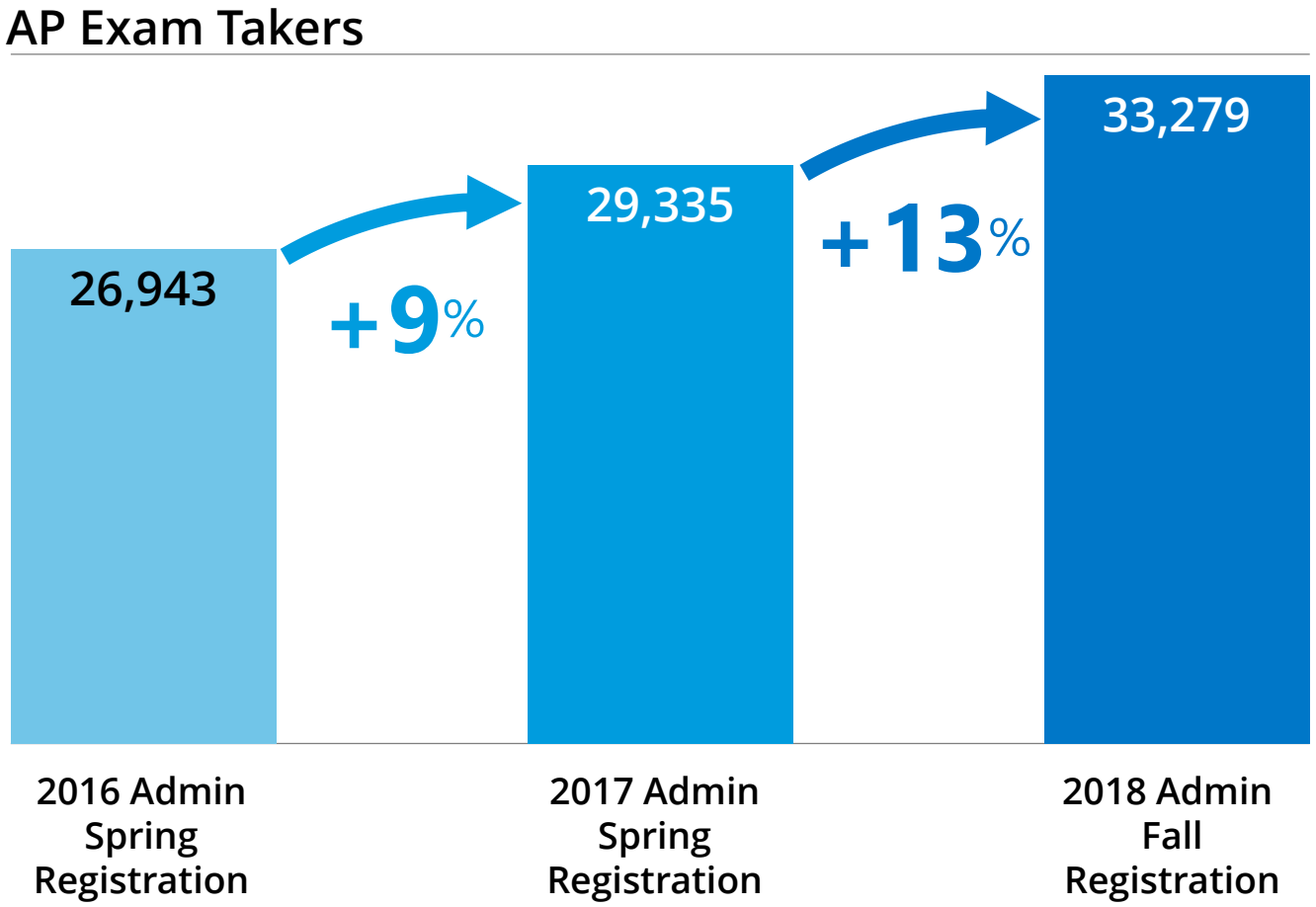


100+
schools

What happened next?

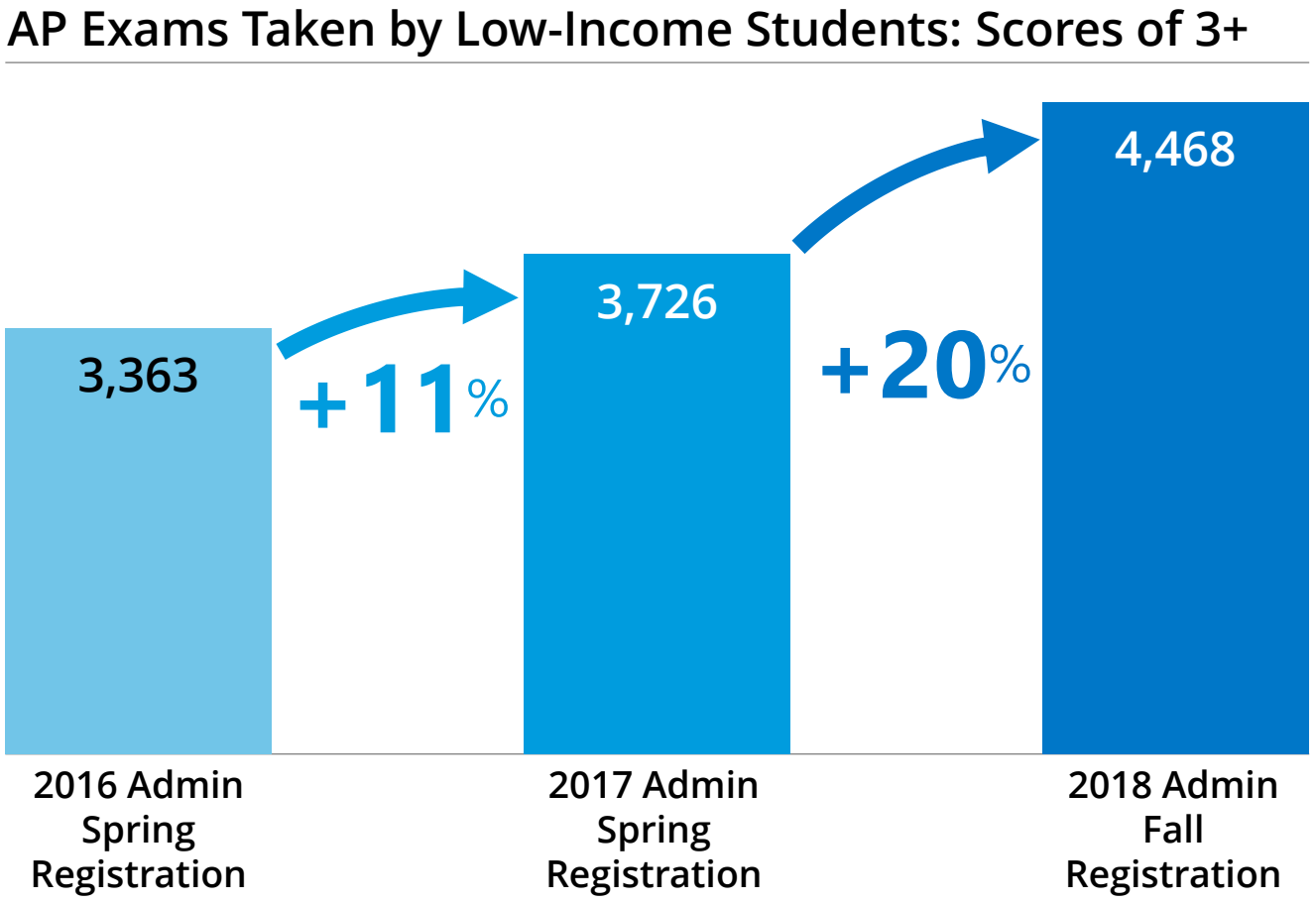
Fall Registration

Student participation increased.



Fall Registration

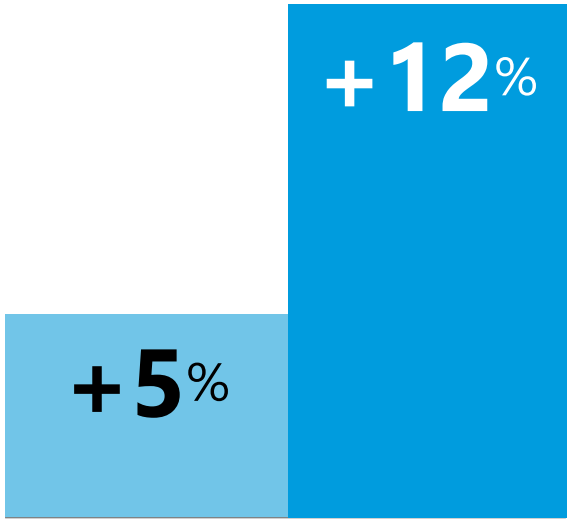
More students earned scores of 3+.



Fall Registration

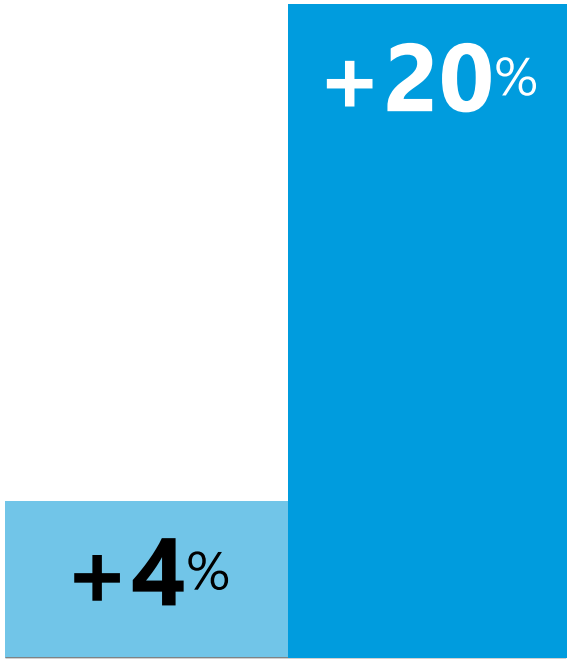
Scores of 3+ increased across student groups.

Race/Ethnicity



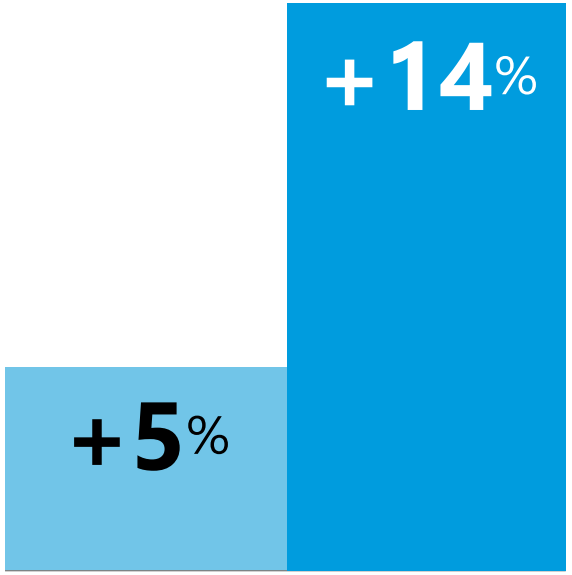
- White and Asian students
- Underrepresented minority students

Socioeconomic



- Moderate/high-income students
- Low-income students

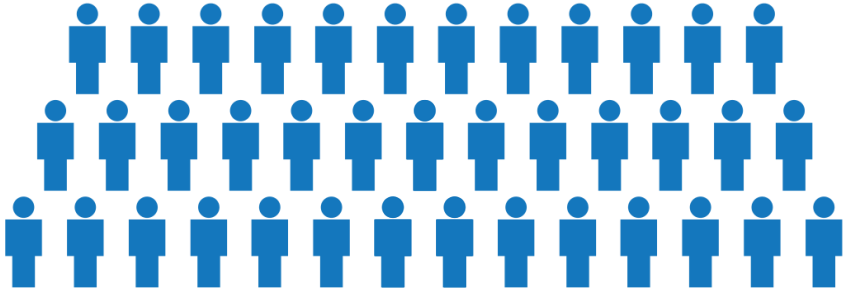
STEM



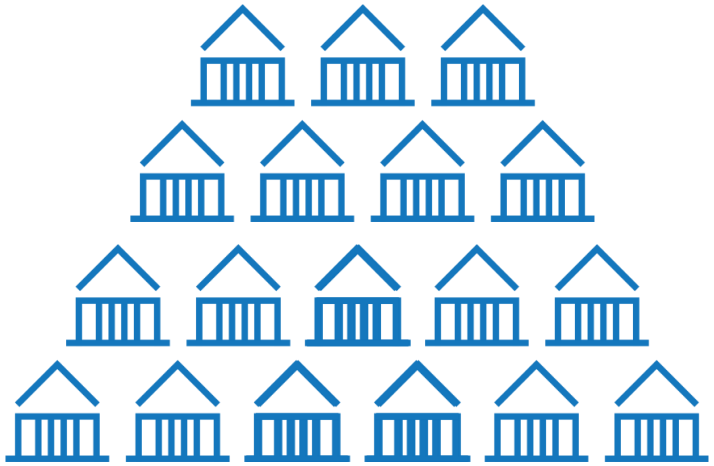
- Male STEM students
- Female STEM students

Expanding fall registration

In the 2018-19 school year, we expanded the number of schools that implemented fall registration.



180,000+
students

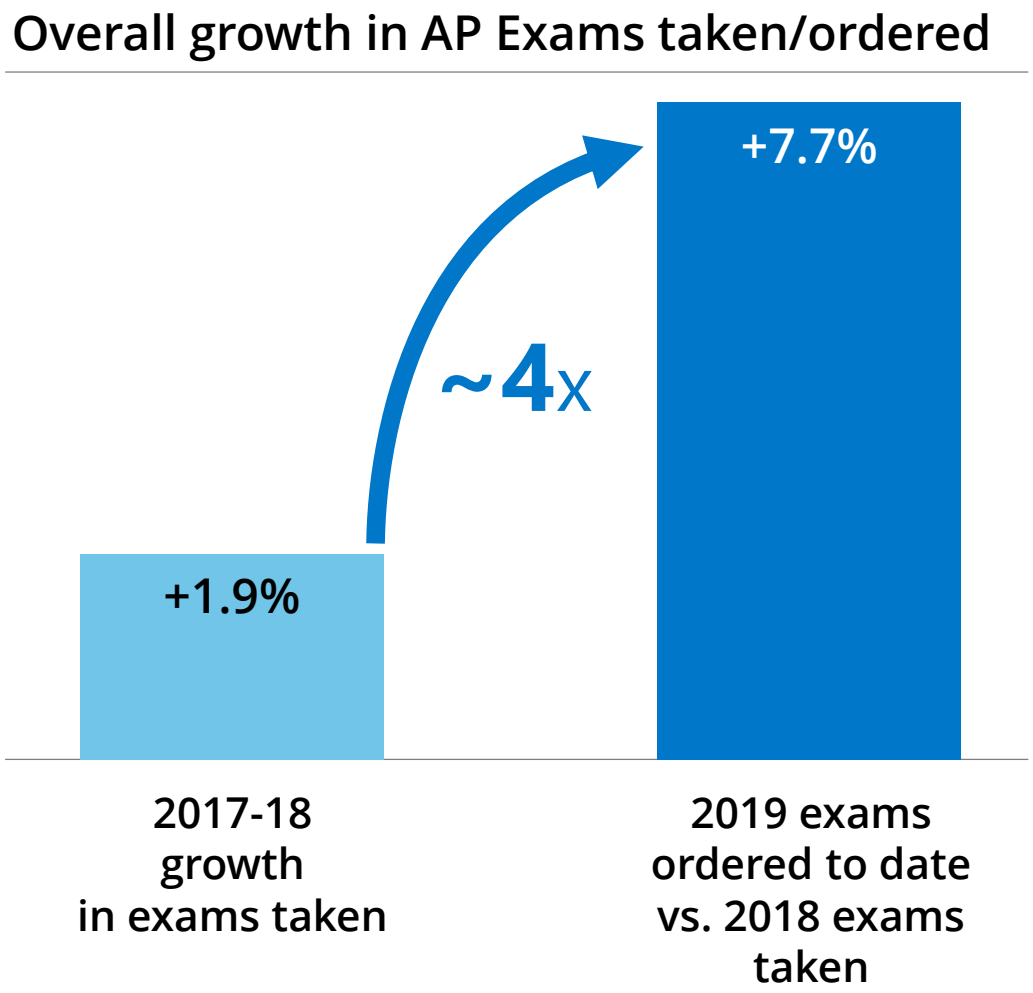


800+
schools

What's happening now?

Fall Registration

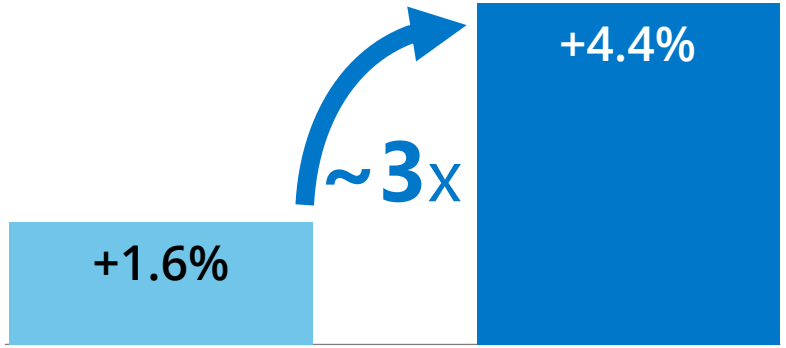
Student participation accelerated.



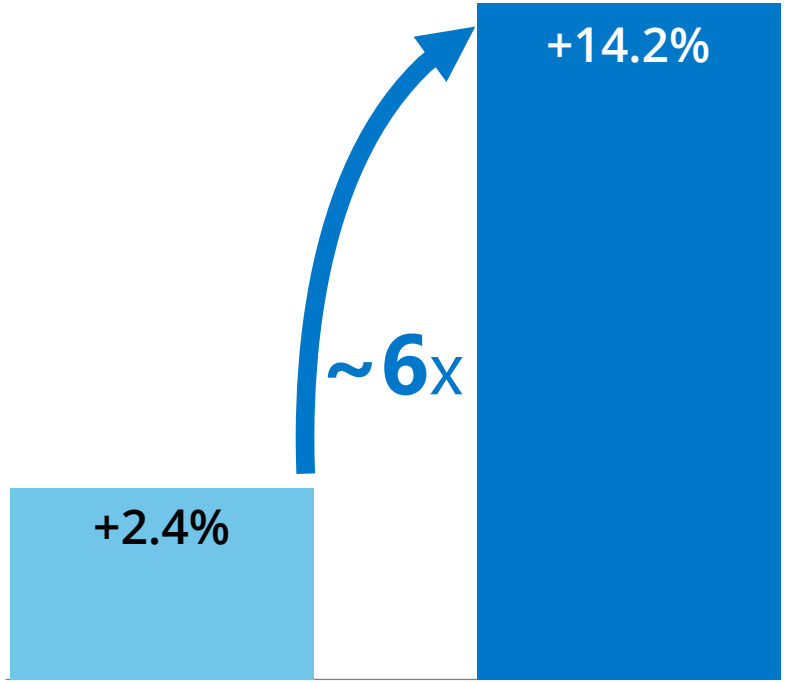
Fall Registration

More students participated.

Growth in AP Exams taken/ordered: White and Asian students



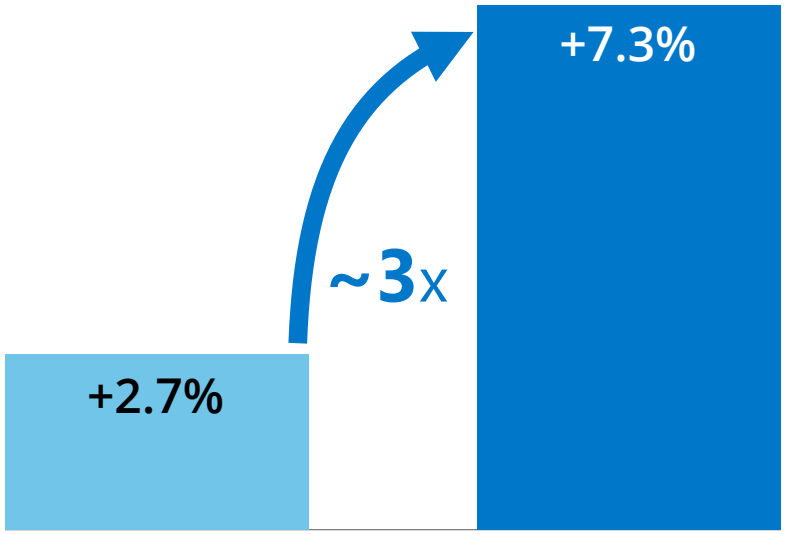
Growth in AP Exams taken/ordered: Underrepresented minority students



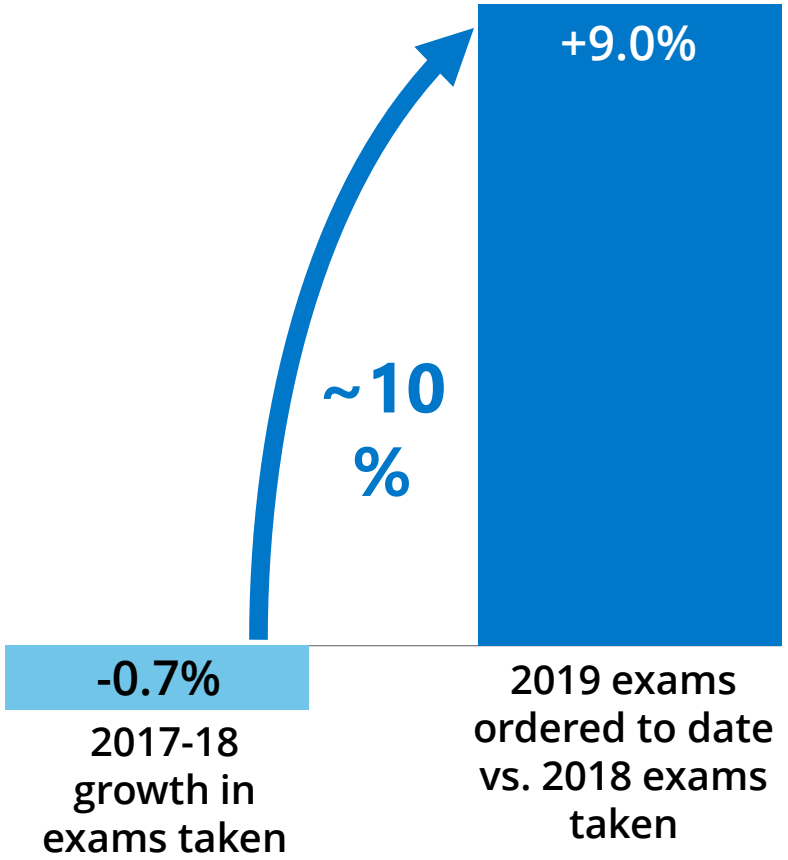
Fall Registration

Students were more engaged.

Growth in AP Exams taken/ordered: Moderate/high-income students



Growth in AP Exams taken/ordered: Low-income students



Fall registration dramatically accelerates equity and access. In just one year of fall registration, schools sped up the work of AP equity – the share of AP exam registrations for students of color – by seven years.

Fall Registration

“Although I had my doubts . . .

[the] result was that the students stayed engaged in the subject through the spring semester. In the past, students who were not signed up for the exam tended to lose focus towards the end of the school year.”

— AP Teacher, 2017-18 Pilot

Fall Registration

"**It's definitely been a constant reminder that I'm taking an AP class.** I'm here to do work and I'm here to make sure that work is shown."

— AP Student, 2017-18 Pilot

The results are clear.

Leaving exam registration in the spring ignores the clear benefits of committing early. **That's why we're moving it to the fall.**

AP Exam Fees: The base exam fee **is not changing.**

Fall Registration	Late Registration	Unused/Canceled
No additional fee	+$40	$40

What's new?

There will be a $40 fee for late exam registrations and unused or canceled exams.

Exam fees for 2019-20

	Description	Cost/exam
Fall registration	Exam ordered by Nov. 15	$94
Late registration	Ordered Nov. 16 – March 13	$94 + $40 fee
Unused/ canceled exam	Exam that is canceled or not taken by the student	$40 fee

Actions for the school community

1

Coordinators activate the online system.

Before School Year

2

Coordinators or Teachers create online sections and generate join codes.

Before School Year

3

Students use a College Board account and join code to enroll in a section.

Start of School Year

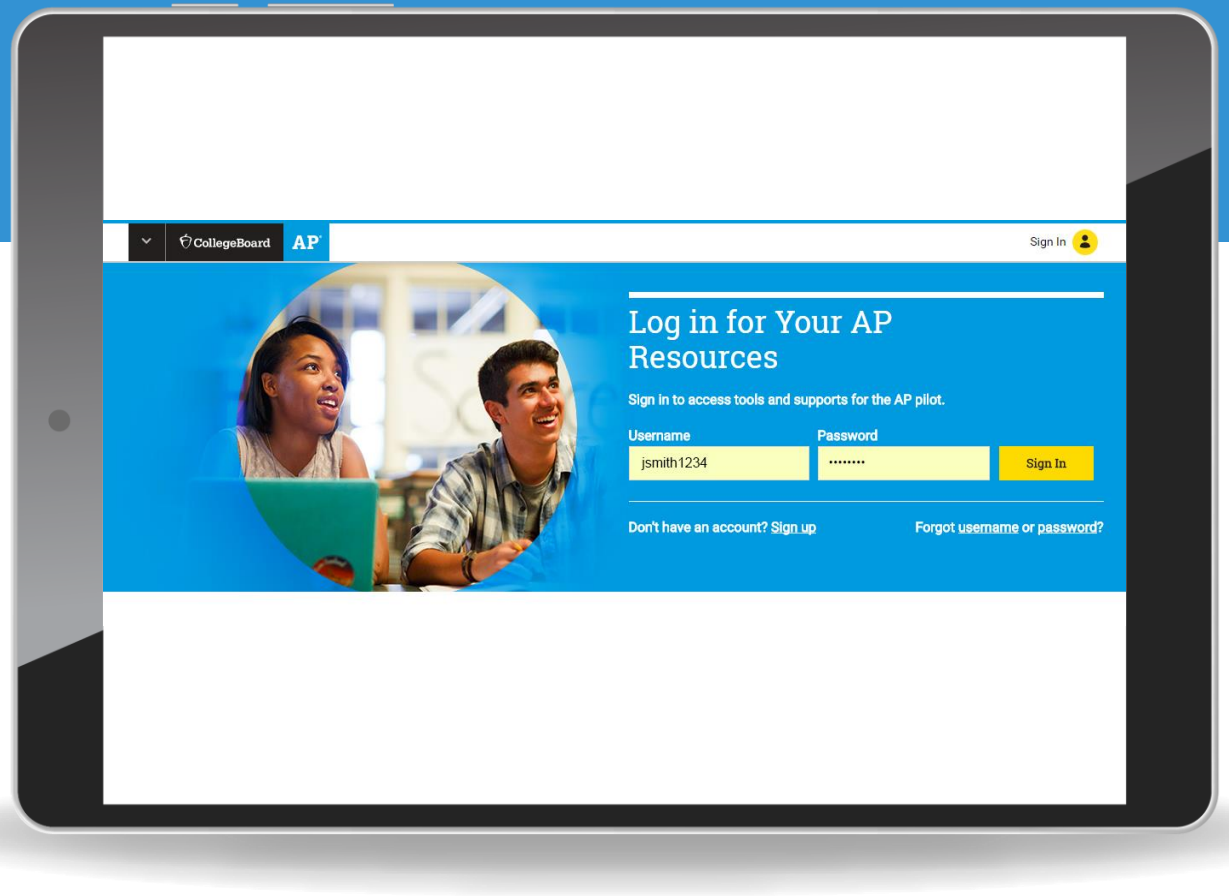
4

Coordinators submit an order.

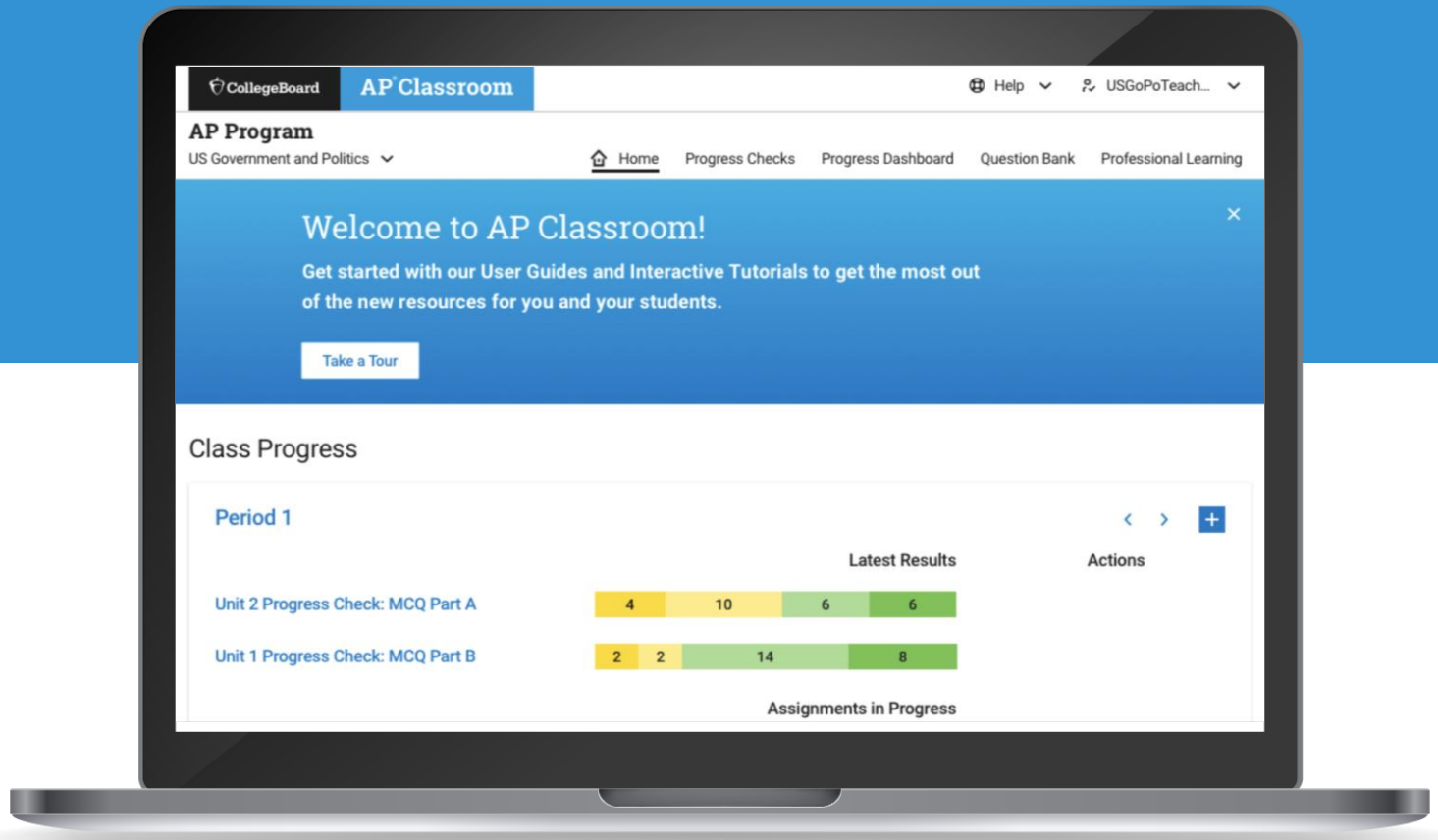
October/November

To support year-long engagement, we're providing new resources for students, teachers, and coordinators.

Digital Activation: Unlock new tools and resources in a few clicks

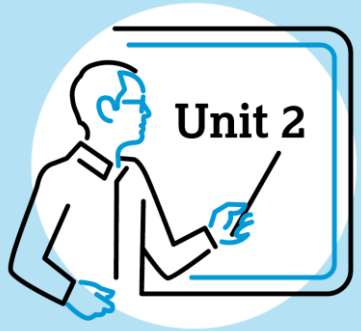


AP Classroom: A powerful resource for teachers and students



AP Teachers

Powerful resources, empowering you



Unit Guides

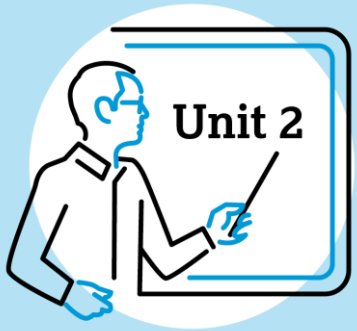
Personal Progress Checks

AP Question Bank

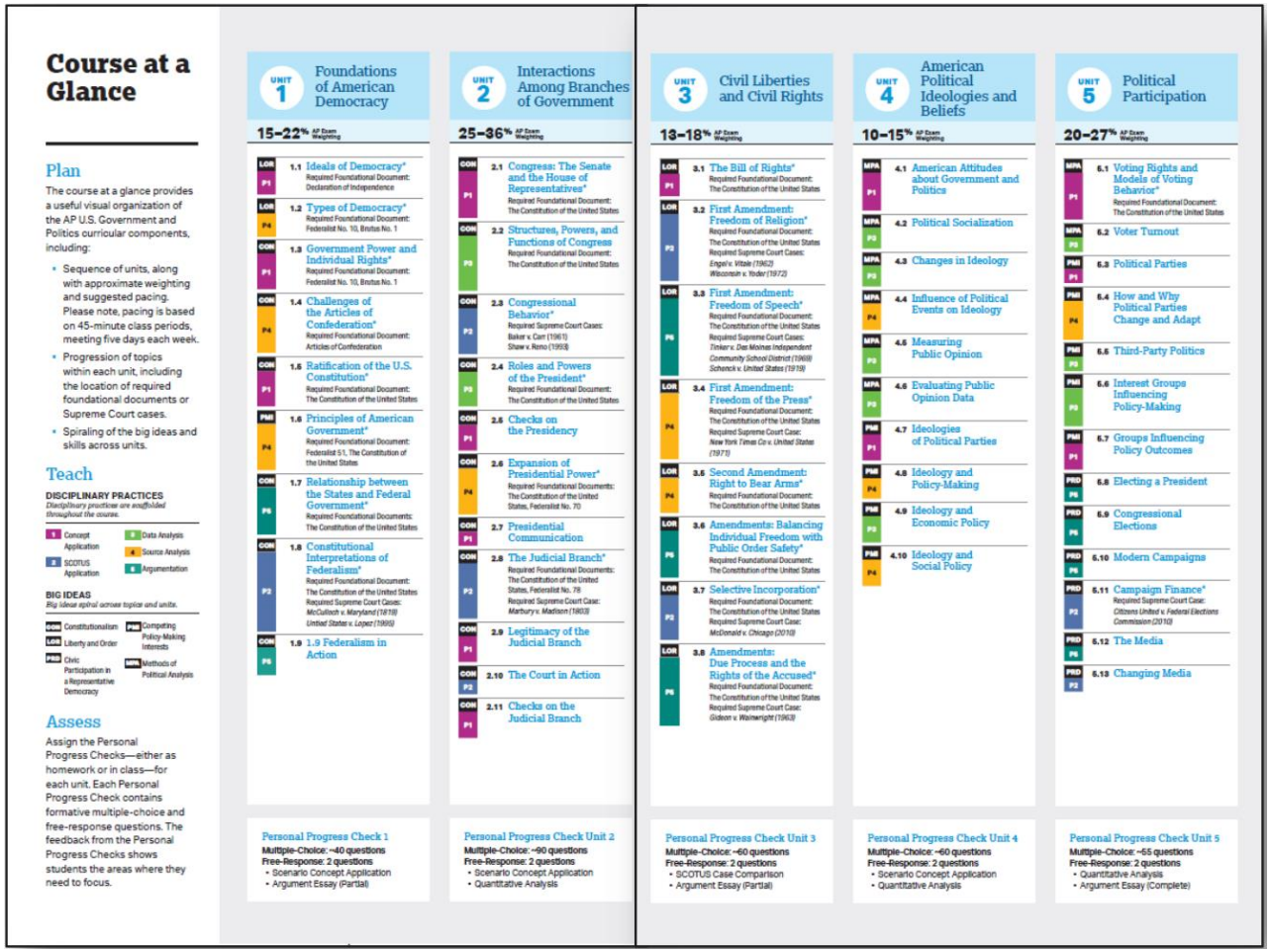
Progress Dashboard

Built to provide transparency and help students succeed. Our new instructional resources provide teachers with real-time feedback on student progress in the development of knowledge and skills essential for college.

Unit Guides



Course at a Glance provides a comprehensive overview of course content.



Course at a Glance

Plan

The course at a glance provides a useful visual organization of the AP U.S. Government and Politics curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week.
- Progression of topics within each unit, including the location of required foundational documents or Supreme Court cases.
- Spiraling of the big ideas and skills across units.

Teach

DISCIPLINARY PRACTICES

Disciplinary practices are scaffolded throughout the course.

- Concept Application
- SCOTUS Application
- Data Analysis
- Source Analysis
- Argumentation

BIG IDEAS

Big ideas spiral across topics and units.

- CON Constitutionalism
- LIB Liberty and Order
- PMI Civic Participation in a Representative Democracy
- PMI Competing Policy-Making Interests
- MPA Methods of Political Analysis

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

Unit 1: Foundations of American Democracy

15–22% AP Exam Weighting

- LIB P1 — 1.1 Ideals of Democracy* — Required Foundational Document: Declaration of Independence
- LIB P4 — 1.2 Types of Democracy* — Required Foundational Document: Federalist No. 10, Brutus No. 1
- CON P1 — 1.3 Government Power and Individual Rights* — Required Foundational Document: Federalist No. 10, Brutus No. 1
- CON P4 — 1.4 Challenges of the Articles of Confederation* — Required Foundational Document: Articles of Confederation
- CON P1 — 1.5 Ratification of the U.S. Constitution* — Required Foundational Document: The Constitution of the United States
- PMI P4 — 1.6 Principles of American Government* — Required Foundational Document: Federalist 51, The Constitution of the United States
- CON P5 — 1.7 Relationship between the States and Federal Government* — Required Foundational Documents: The Constitution of the United States
- CON P2 — 1.8 Constitutional Interpretations of Federalism* — Required Foundational Document: The Constitution of the United States; Required Supreme Court Cases: *McCulloch v. Maryland (1819)*, *United States v. Lopez (1995)*
- CON P5 — 1.9 1.9 Federalism in Action

Personal Progress Check 1
Multiple-Choice: ~40 questions
Free-Response: 2 questions
- Scenario Concept Application
- Argument Essay (Partial)

Unit 2: Interactions Among Branches of Government

25–36% AP Exam Weighting

- CON P1 — 2.1 Congress: The Senate and the House of Representatives* — Required Foundational Document: The Constitution of the United States
- CON P5 — 2.2 Structures, Powers, and Functions of Congress — Required Foundational Document: The Constitution of the United States
- CON P2 — 2.3 Congressional Behavior* — Required Supreme Court Cases: *Baker v. Carr (1961)*, *Shaw v. Reno (1993)*
- CON P5 — 2.4 Roles and Powers of the President* — Required Foundational Document: The Constitution of the United States
- CON P1 — 2.5 Checks on the Presidency
- CON P4 — 2.6 Expansion of Presidential Power* — Required Foundational Documents: The Constitution of the United States, Federalist No. 70
- CON P1 — 2.7 Presidential Communication
- CON P2 — 2.8 The Judicial Branch* — Required Foundational Documents: The Constitution of the United States, Federalist No. 78; Required Supreme Court Case: *Marbury v. Madison (1803)*
- CON P1 — 2.9 Legitimacy of the Judicial Branch
- CON P2 — 2.10 The Court in Action
- CON P1 — 2.11 Checks on the Judicial Branch

Personal Progress Check Unit 2
Multiple-Choice: ~90 questions
Free-Response: 2 questions
- Scenario Concept Application
- Quantitative Analysis

Unit 3: Civil Liberties and Civil Rights

13–18% AP Exam Weighting

- LIB P1 — 3.1 The Bill of Rights* — Required Foundational Document: The Constitution of the United States
- LIB P2 — 3.2 First Amendment: Freedom of Religion* — Required Foundational Document: The Constitution of the United States; Required Supreme Court Cases: *Engel v. Vitale (1962)*, *Wisconsin v. Yoder (1972)*
- LIB P5 — 3.3 First Amendment: Freedom of Speech* — Required Foundational Document: The Constitution of the United States; Required Supreme Court Cases: *Tinker v. Des Moines Independent Community School District (1969)*, *Schenck v. United States (1919)*
- LIB P4 — 3.4 First Amendment: Freedom of the Press* — Required Foundational Document: The Constitution of the United States; Required Supreme Court Case: *New York Times Co v. United States (1971)*
- LIB P4 — 3.5 Second Amendment: Right to Bear Arms* — Required Foundational Document: The Constitution of the United States
- LIB P5 — 3.6 Amendments: Balancing Individual Freedom with Public Order Safety* — Required Foundational Document: The Constitution of the United States
- LIB P2 — 3.7 Selective Incorporation* — Required Foundational Document: The Constitution of the United States; Required Supreme Court Case: *McDonald v. Chicago (2010)*
- LIB P5 — 3.8 Amendments: Due Process and the Rights of the Accused* — Required Foundational Document: The Constitution of the United States; Required Supreme Court Case: *Gideon v. Wainwright (1963)*

Personal Progress Check Unit 3
Multiple-Choice: ~60 questions
Free-Response: 2 questions
- SCOTUS Case Comparison
- Argument Essay (Partial)

Unit 4: American Political Ideologies and Beliefs

10–15% AP Exam Weighting

- MPA P1 — 4.1 American Attitudes about Government and Politics
- MPA P2 — 4.2 Political Socialization
- MPA P3 — 4.3 Changes in Ideology
- MPA P4 — 4.4 Influence of Political Events on Ideology
- MPA P3 — 4.5 Measuring Public Opinion
- MPA P3 — 4.6 Evaluating Public Opinion Data
- PMI P1 — 4.7 Ideologies of Political Parties
- PMI P4 — 4.8 Ideology and Policy-Making
- PMI P3 — 4.9 Ideology and Economic Policy
- PMI P4 — 4.10 Ideology and Social Policy

Personal Progress Check Unit 4
Multiple-Choice: ~60 questions
Free-Response: 2 questions
- Scenario Concept Application
- Quantitative Analysis

Unit 5: Political Participation

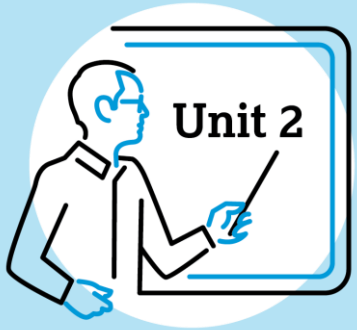
20–27% AP Exam Weighting

- MPA P1 — 5.1 Voting Rights and Models of Voting Behavior* — Required Foundational Document: The Constitution of the United States
- MPA P3 — 5.2 Voter Turnout
- PMI P1 — 5.3 Political Parties
- PMI P4 — 5.4 How and Why Political Parties Change and Adapt
- PMI P3 — 5.5 Third-Party Politics
- PMI P3 — 5.6 Interest Groups Influencing Policy-Making
- PMI P1 — 5.7 Groups Influencing Policy Outcomes
- PRO P4 — 5.8 Electing a President
- PRO P4 — 5.9 Congressional Elections
- PRO P4 — 5.10 Modern Campaigns
- PRO P2 — 5.11 Campaign Finance* — Required Supreme Court Case: *Citizens United v. Federal Elections Commission (2010)*
- PRO P4 — 5.12 The Media
- PRO P2 — 5.13 Changing Media

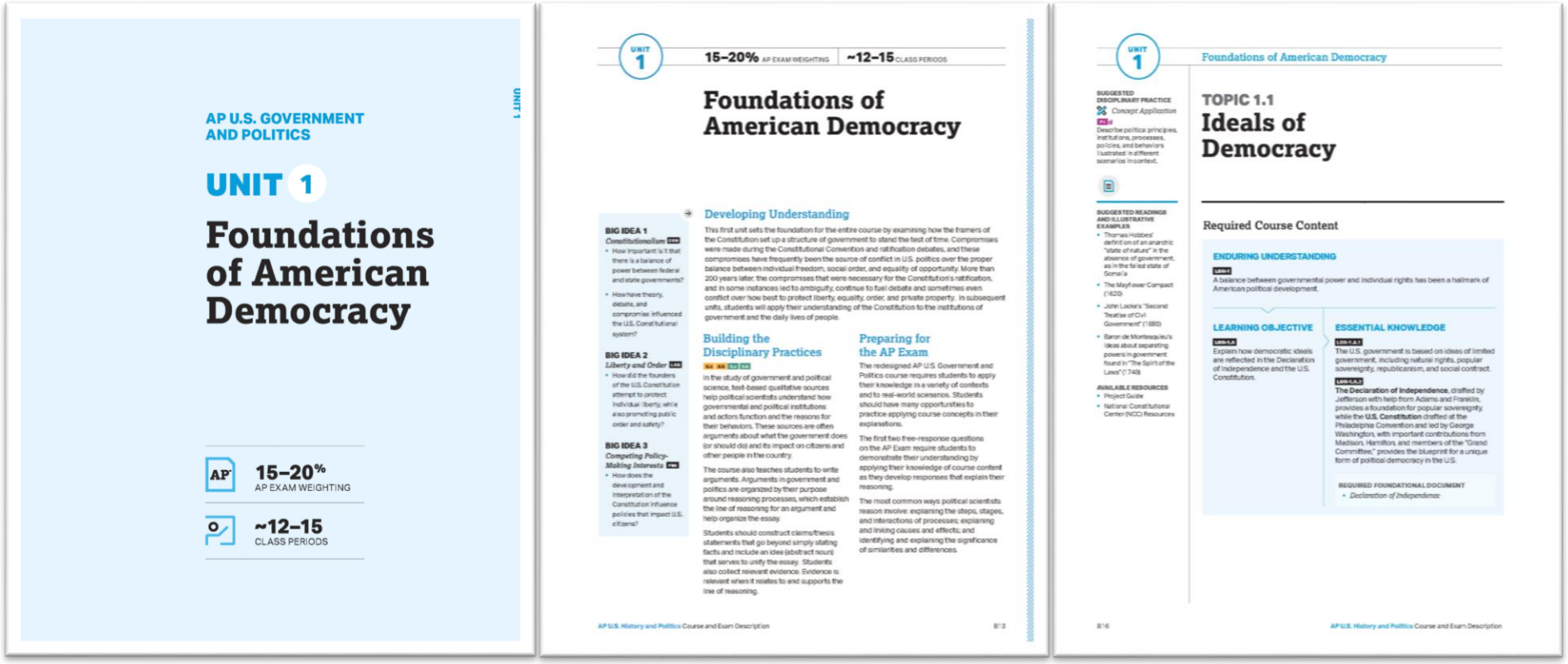
Personal Progress Check Unit 5
Multiple-Choice: ~55 questions
Free-Response: 2 questions
- Quantitative Analysis
- Argument Essay (Complete)

Example: United States Government and Politics

Unit Guides



Unit guides eliminate guesswork by outlining course skills and content.



AP U.S. GOVERNMENT AND POLITICS

UNIT 1

Foundations of American Democracy

15–20% AP EXAM WEIGHTING

~12–15 CLASS PERIODS

UNIT 1 | 15–20% AP EXAM WEIGHTING | ~12–15 CLASS PERIODS

Foundations of American Democracy

BIG IDEA 1
Constitutionalism
- How important is it that there is a balance of power between federal and state governments?
- How have theory, debate, and compromise influenced the U.S. Constitutional system?

BIG IDEA 2
Liberty and Order
- How did the founders of the U.S. Constitution attempt to protect individual liberty while also promoting public order and safety?

BIG IDEA 3
Competing Policy-Making Interests
- How does the development and interpretation of the Constitution influence policies that impact U.S. citizens?

Developing Understanding

This first unit sets the foundation for the entire course by examining how the framers of the Constitution set up a structure of government to stand the test of time. Compromises were made during the Constitutional Convention and ratification debates, and these compromises have frequently been the source of conflict in U.S. politics over the proper balance between individual freedom, social order, and equality of opportunity. More than 200 years later, the compromises that were necessary for the Constitution's ratification, and in some instances led to ambiguity, continue to fuel debate and sometimes even conflict over how best to protect liberty, equality, order, and private property. In subsequent units, students will apply their understanding of the Constitution to the institutions of government and the daily lives of people.

Building the Disciplinary Practices

In the study of government and political science, text-based qualitative sources help political scientists understand how governmental and political institutions and actors function and the reasons for their behaviors. These sources are often arguments about what the government does (or should do) and its impact on citizens and other people in the country.

The course also teaches students to write arguments. Arguments in government and politics are organized by their purpose around reasoning processes, which establish the line of reasoning for an argument and help organize the essay.

Students should construct claims/thesis statements that go beyond simply stating facts and include an idea (abstract noun) that serves to unify the essay. Students also collect relevant evidence. Evidence is relevant when it relates to and supports the line of reasoning.

Preparing for the AP Exam

The redesigned AP U.S. Government and Politics course requires students to apply their knowledge in a variety of contexts and to real-world scenarios. Students should have many opportunities to practice applying course concepts in their explanations.

The first two free-response questions on the AP Exam require students to demonstrate their understanding by applying their knowledge of course content as they develop responses that explain their reasoning.

The most common ways political scientists reason involve: explaining the steps, stages, and interactions of processes; explaining and linking causes and effects; and identifying and explaining the significance of similarities and differences.

AP U.S. History and Politics Course and Exam Description

UNIT 1 | Foundations of American Democracy

SUGGESTED DISCIPLINARY PRACTICE
Concept Application

Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.

SUGGESTED READINGS AND ILLUSTRATIVE EXAMPLES
- Thomas Hobbes' definition of an anarchic "state of nature" in the absence of government, as in the failed state of Somalia
- The Mayflower Compact (1620)
- John Locke's "Second Treatise of Civil Government" (1690)
- Baron de Montesquieu's ideas about separating powers in government found in "The Spirit of the Laws" (1748)

AVAILABLE RESOURCES
- Project Guide
- National Constitutional Center (NCC) Resources

TOPIC 1.1
Ideals of Democracy

Required Course Content

ENDURING UNDERSTANDING

A balance between governmental power and individual rights has been a hallmark of American political development.

LEARNING OBJECTIVE

Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.

ESSENTIAL KNOWLEDGE

The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.

The Declaration of Independence, drafted by Jefferson with help from Adams and Franklin, provides a foundation for popular sovereignty, while the **U.S. Constitution** drafted at the Philadelphia Convention and led by George Washington, with important contributions from Madison, Hamilton, and members of the "Grand Committee," provides the blueprint for a unique form of political democracy in the U.S.

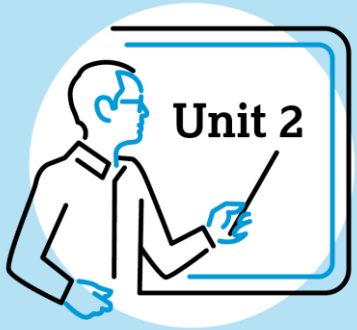
REQUIRED FOUNDATIONAL DOCUMENT
- *Declaration of Independence*

B1.6

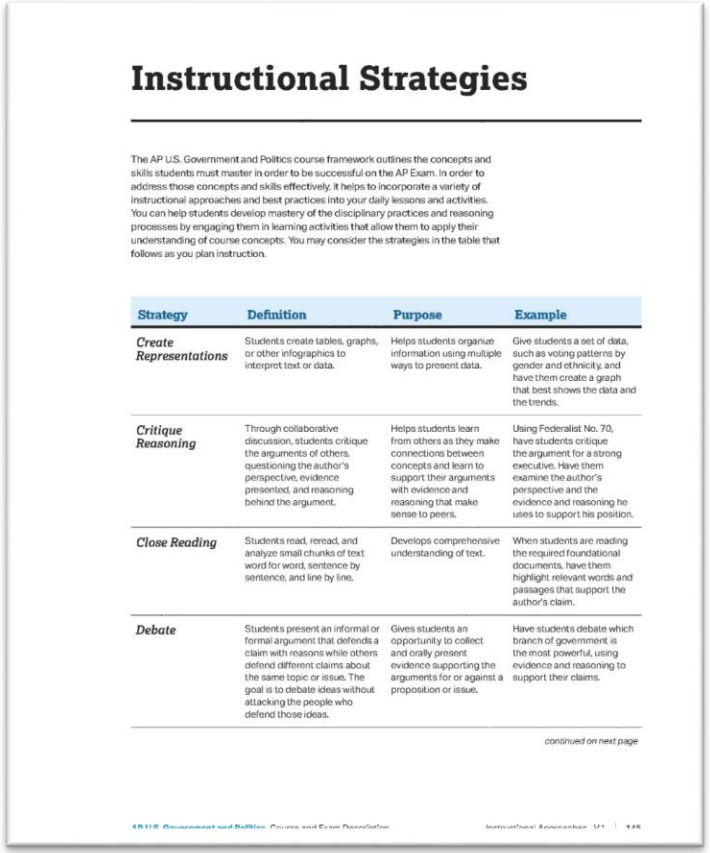
AP U.S. History and Politics Course and Exam Description

Example: United States Government and Politics

Unit Guides



Instructional approaches offer recommendations on integrating skills and content.



Instructional Strategies

The AP U.S. Government and Politics course framework outlines the concepts and skills students must master in order to be successful on the AP Exam. In order to address those concepts and skills effectively, it helps to incorporate a variety of instructional approaches and best practices into your daily lessons and activities. You can help students develop mastery of the disciplinary practices and reasoning processes by engaging them in learning activities that allow them to apply their understanding of course concepts. You may consider the strategies in the table that follows as you plan instruction.

Strategy	Definition	Purpose	Example
Create Representations	Students create tables, graphs, or other infographics to interpret text or data.	Helps students organize information using multiple ways to present data.	Give students a set of data, such as voting patterns by gender and ethnicity, and have them create a graph that best shows the data and the trends.
Critique Reasoning	Through collaborative discussion, students critique the arguments of others, questioning the author's perspective, evidence presented, and reasoning behind the argument.	Helps students learn from others as they make connections between concepts and learn to support their arguments with evidence and reasoning that make sense to peers.	Using Federalist No. 70, have students critique the argument for a strong executive. Have them examine the author's perspective and the evidence and reasoning he uses to support his position.
Close Reading	Students read, reread, and analyze small chunks of text word for word, sentence by sentence, and line by line.	Develops comprehensive understanding of text.	When students are reading the required foundational documents, have them highlight relevant words and passages that support the author's claim.
Debate	Students present an informal or formal argument that defends a claim with reasons while others defend different claims about the same topic or issue. The goal is to debate ideas without attacking the people who defend those ideas.	Gives students an opportunity to collect and orally present evidence supporting the arguments for or against a proposition or issue.	Have students debate which branch of government is the most powerful, using evidence and reasoning to support their claims.

continued on next page

Disciplinary Practice 1: Apply political concepts and processes to scenarios in context

Political scientists practice their discipline through the application of knowledge to different contexts and scenarios and the current political environment. Student in the AP U.S. Government and Politics course have this same opportunity through this disciplinary practice.

The table that follows provides examples of questions and instructional strategies for teaching students to successfully apply political concepts in the course.

Disciplinary Practice 1: *Concept Application*

Skill	Questions/Tasks	Sample Activities	Sample Instructional Strategies
1.A. *Describe political principles, institutions, processes, policies, and behaviors.*	• Describe characteristics and traits of terms and concepts. • Classify terms and concepts.	Students need to demonstrate understanding by describing and explaining before they can apply their knowledge. So, before beginning a deeper discussion on gerrymandering and congressional elections, have students describe how members of the House of Representatives are elected and the length of their terms. (Topics 2.1 and 2.3)	• Look for a Pattern
1.B. *Explain political principles, institutions, processes, policies, and behaviors.*	• Identify and describe the steps and/or stages in a process. • Explain how and why a process changes. • Explain the significance of a process.	Ask students to explain the process of congressional apportionment and the principles and processes involved in drawing congressional districts. (Topic 2.3)	• Discussion Group • Graphic Organizer • Making Connections
1.C. *Compare political principles, institutions, processes, policies, and behaviors.*	• Identify the relevant, specific categories for comparing similarities and differences. • Explain the reasons for the relevant similarities and differences. • Explain the relevance, implications, and/or significance of the similarities and differences.	Make sure students understand that they need to identify relevant and specific similarities and differences. They should compare like factors. Ask students to identify and then explain relevant, specific similarities and differences among liberal, conservative, and libertarian ideologies. Have them compare like categories, such as economic policy or social policy. (Topics 4.9–4.10)	• Look for a Pattern • Graphic Organizer • Think-Pair-Share • Making Connections

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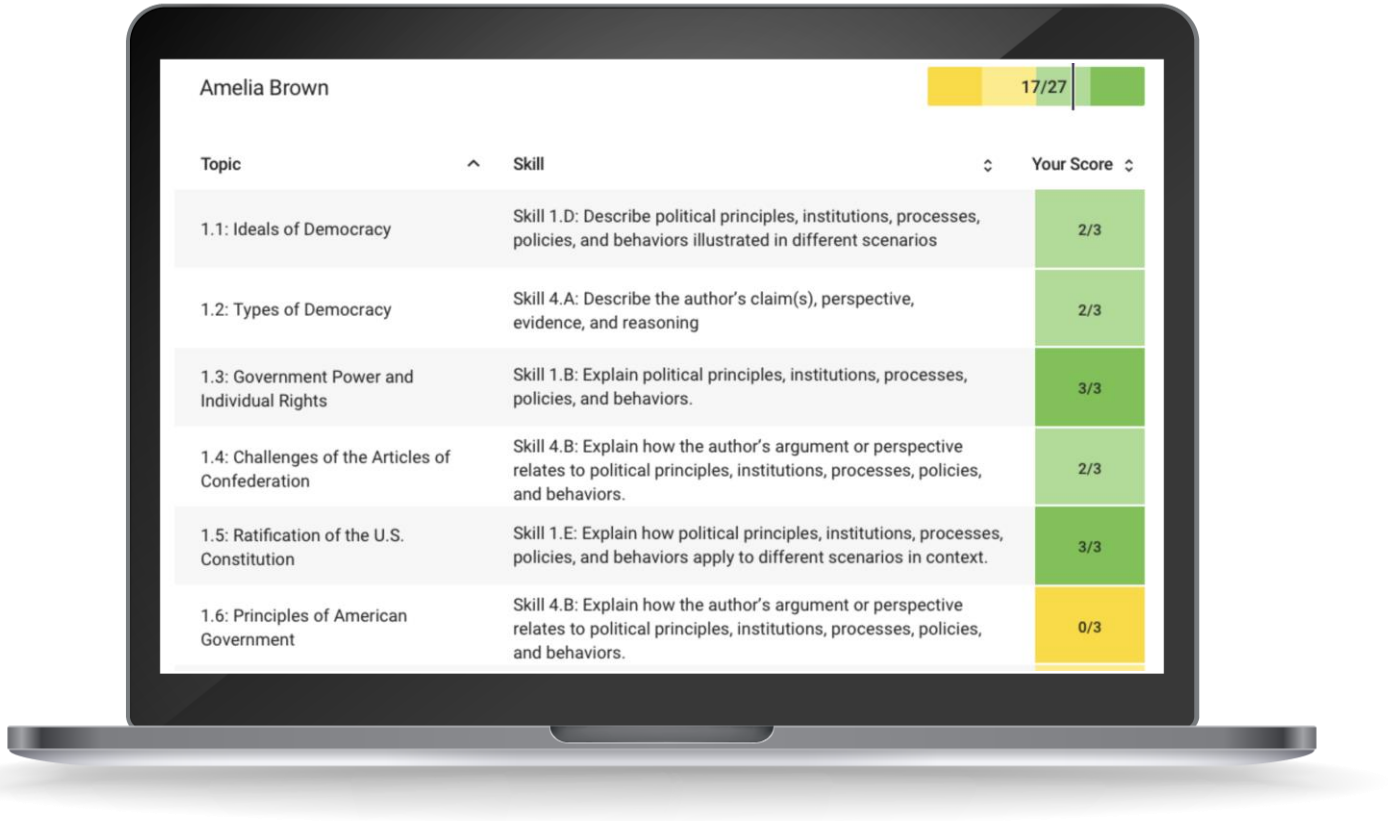
Example: United States Government and Politics

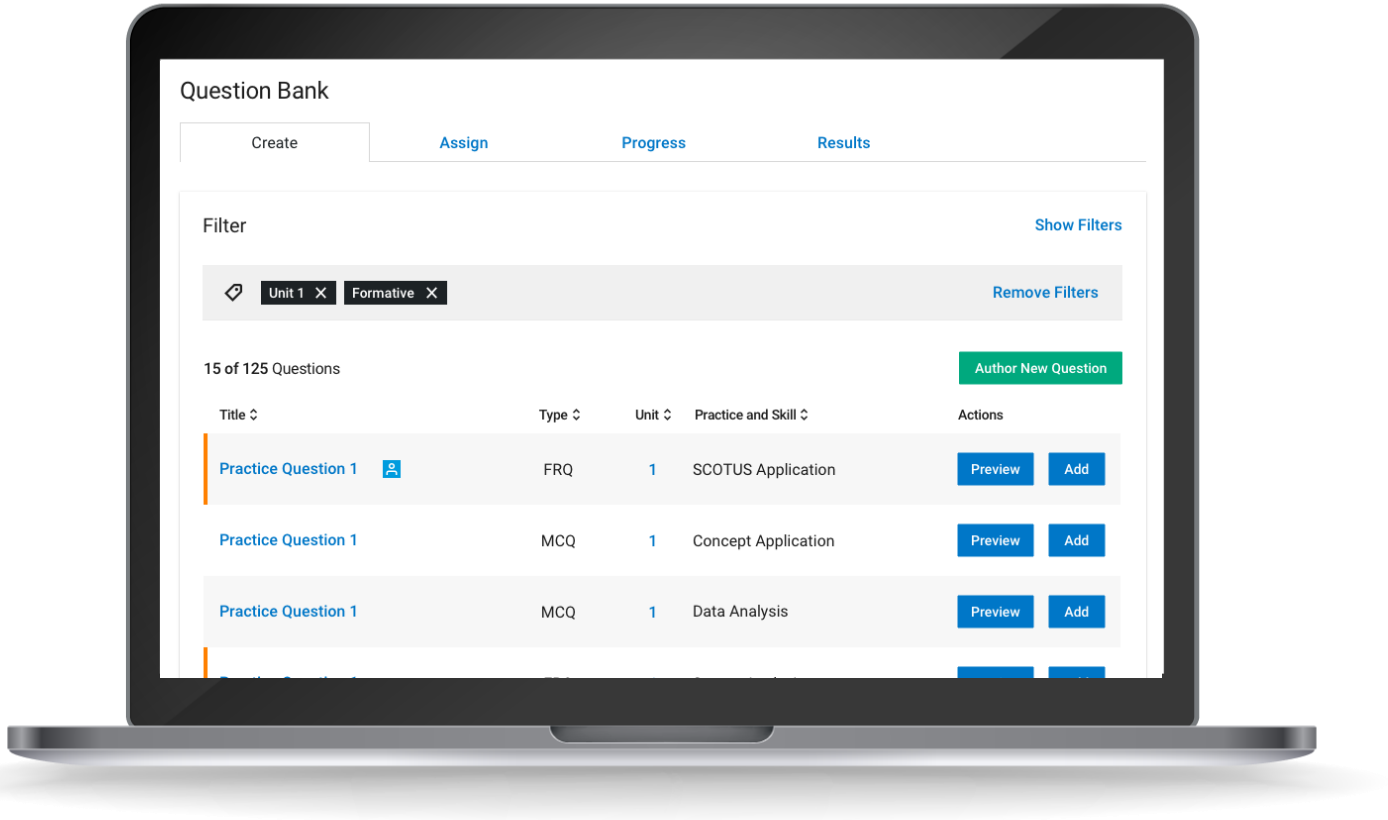
Personal Progress Checks

Personal progress checks provide students with actionable feedback throughout the year.



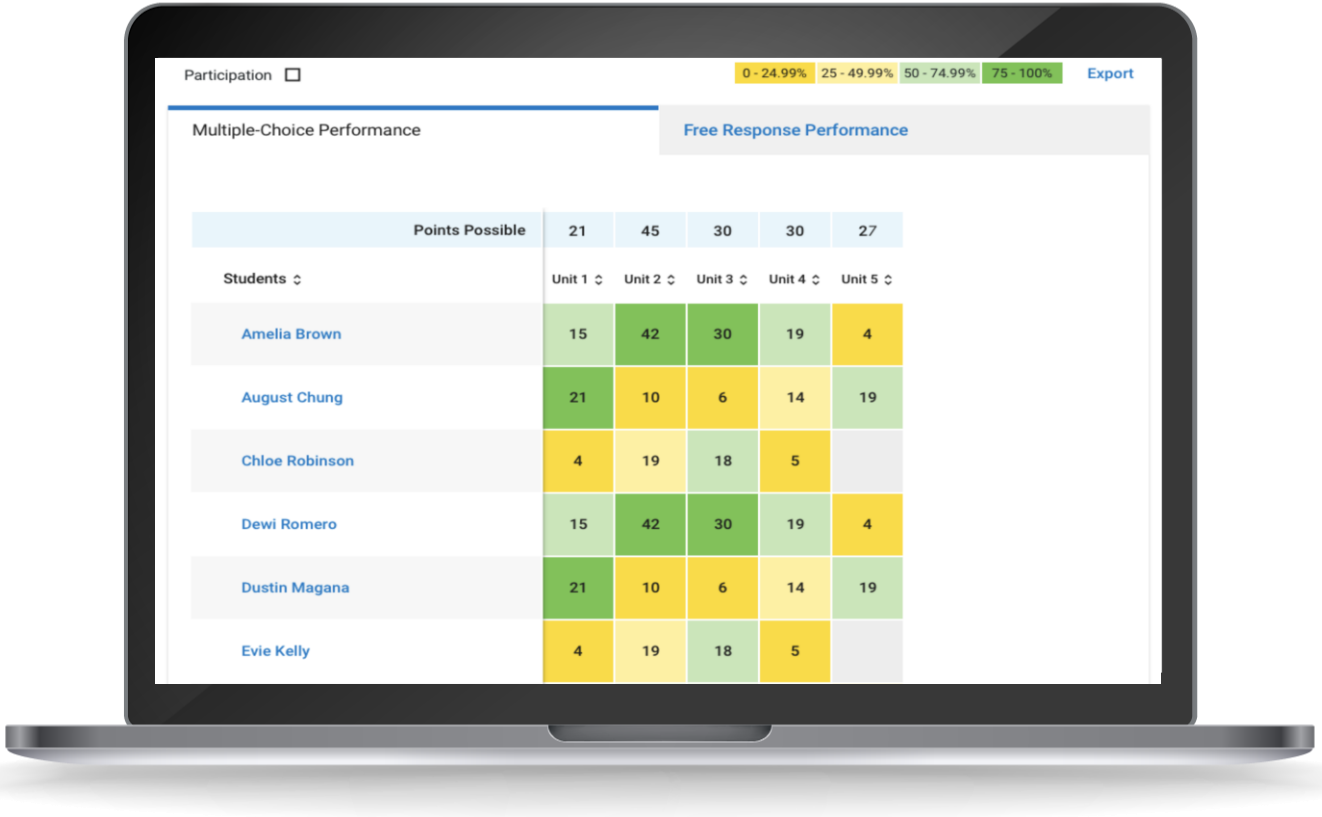
AP Question Bank

Question bank boosts exam practice with 15,000+ on-demand AP Exam questions.



Progress Dashboard

A progress dashboard highlights progress and areas of focus throughout the year.



Progress Dashboard

"This snapshot will show what supports are needed for students to **reach their goals**."

— Principal and AP Coordinator

AP Coordinators

New processes to save you valuable time

Streamlined Exam Ordering

Student Registration Labels

Exam Day Improvements

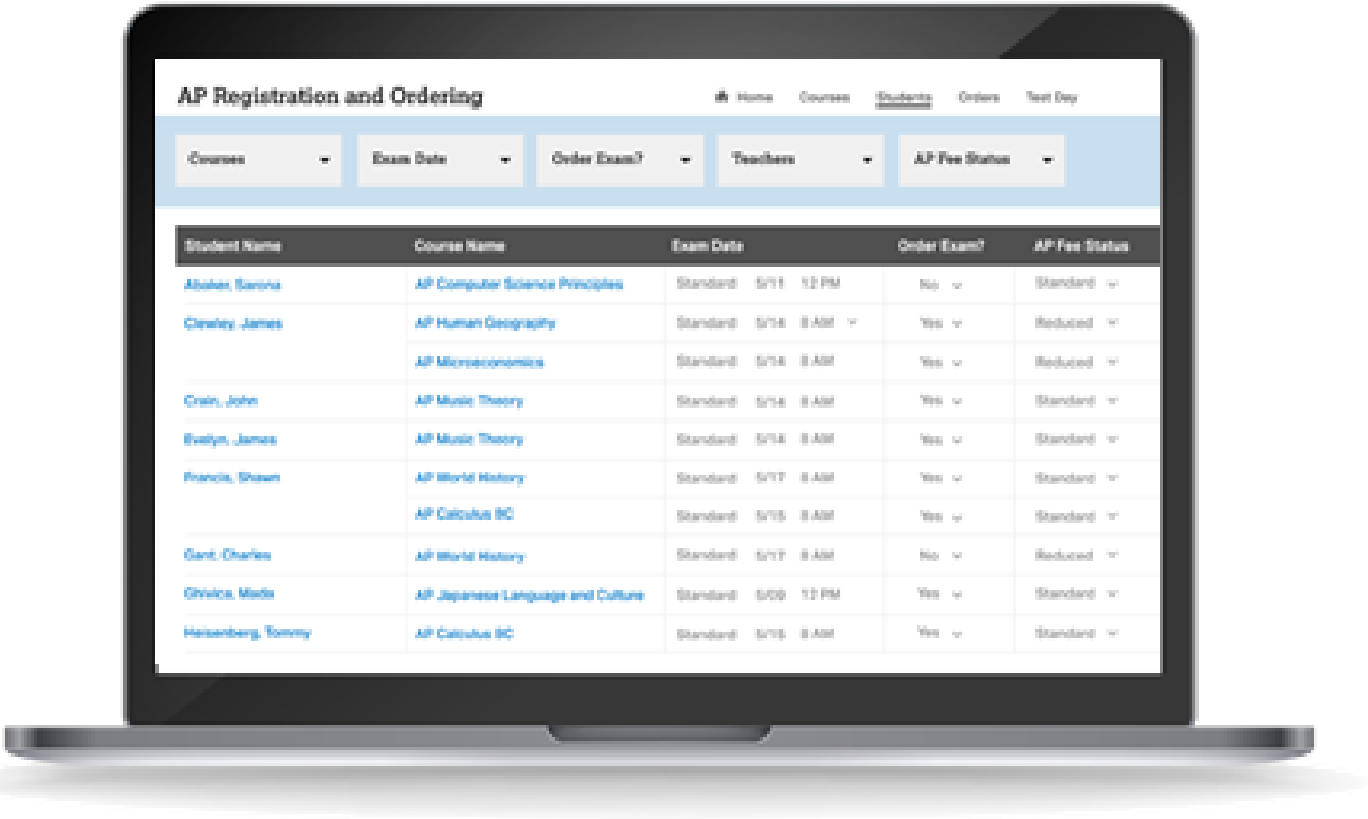
Digital Activation

"I know AP coordinators are highly organized and this system not only maintains that level of organization, but it also does a lot of organizing for you. I also love that it involved teachers and students in the process, so they actually had a stake in making sure everything was accurate."

— AP Coordinator, 2017-18 Pilot

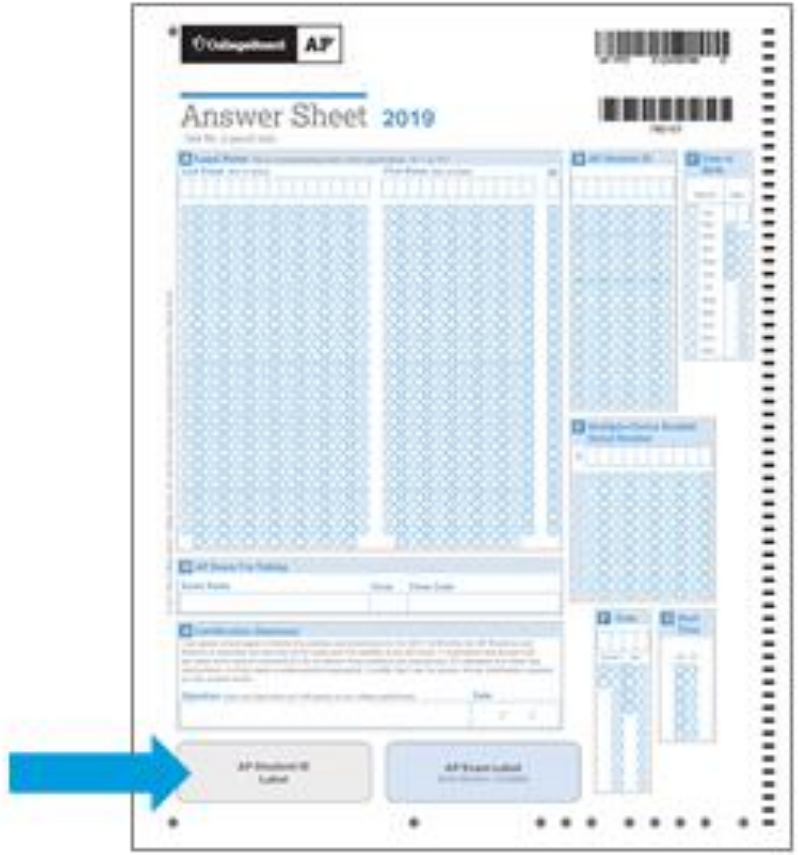
Streamlined Exam Ordering

Online student rosters speed up exam ordering.



Student Registration Labels

New labels eliminate more than two million hours of pre-exam bubbling.



Exam day tools help coordinators organize their exam administration.

Exam room assignments

Proctors

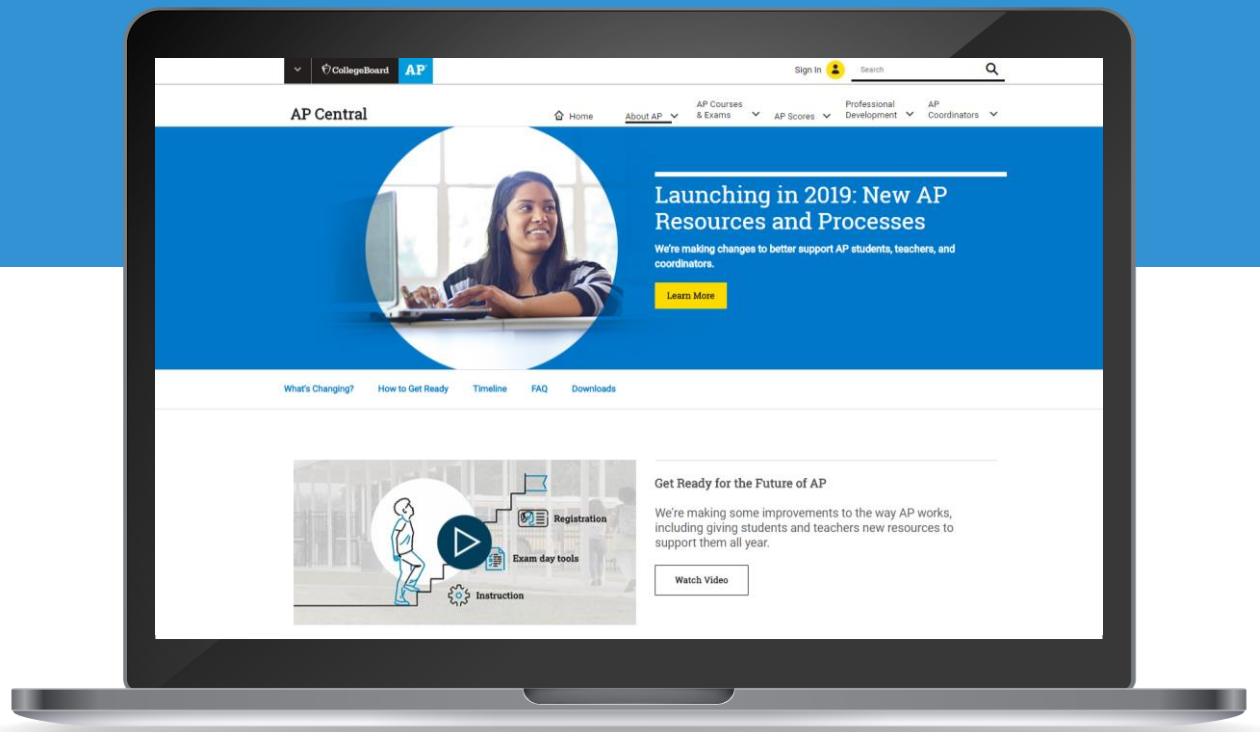
List of examinees

Professional Development

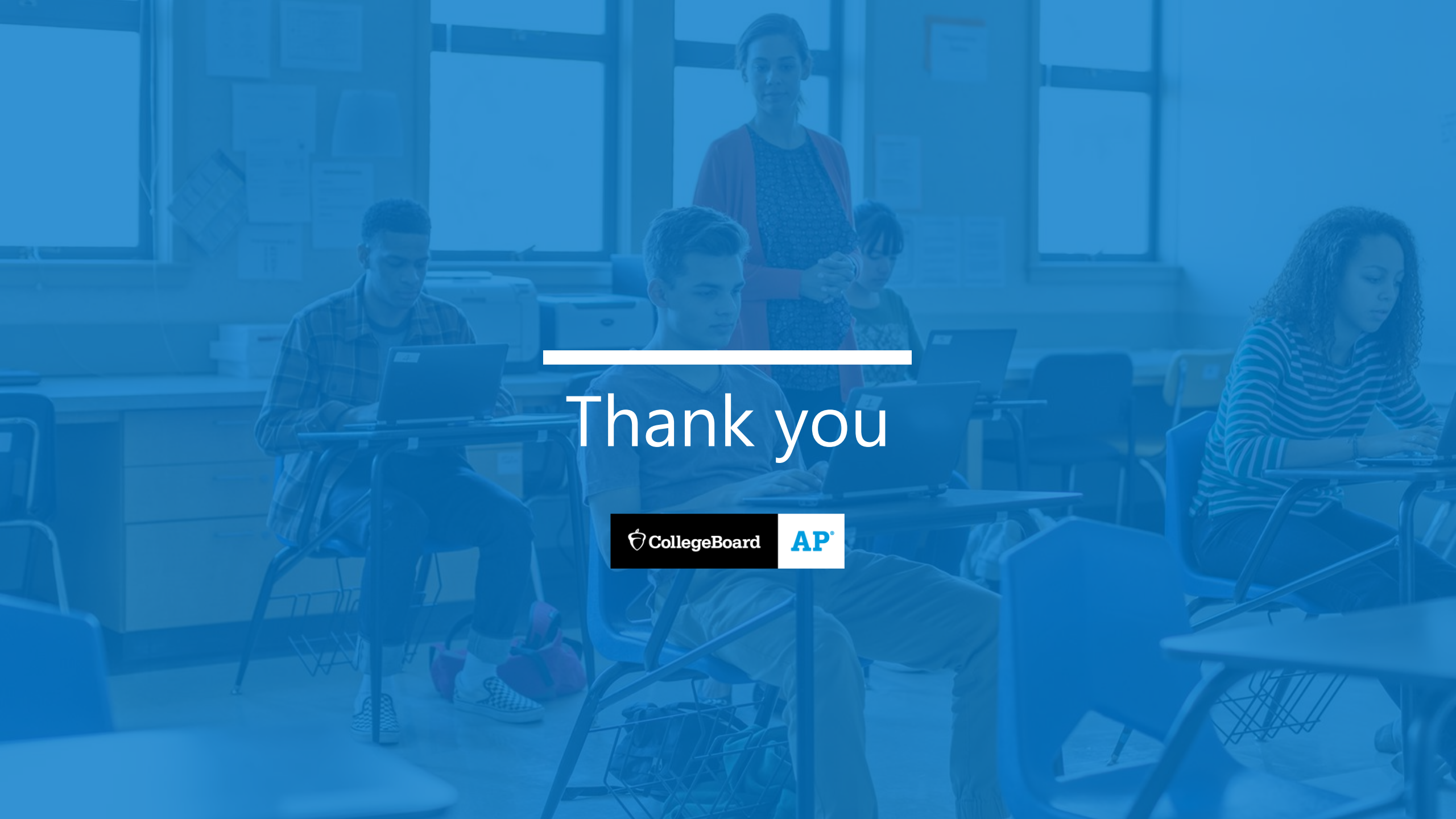
Year-round professional development opportunities will be available for teachers, coordinators, and administrators to help prepare you for the upcoming changes to AP.

Visit AP Central® for more information.

We'll be sending follow-up messages and updating the website with additional communications tools and resources throughout the year.



For more on the resources and process changes, please visit collegeboard.org/ap2019



Thank you

CollegeBoard AP