

A photograph of a classroom scene, overlaid with a semi-transparent blue filter. In the center, a male student sits at a desk, focused on his laptop. To his left, another student is also working on a laptop. To the right, a female student is visible, also at a desk. In the background, a female teacher stands, observing the students. The classroom has large windows and a bulletin board with various papers pinned to it.

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Welcome to the 2019-20 AP<sup>®</sup> School Year

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- Slides 3 – 14; 34 – 35: Designed to be used with educators, parents, and students
- Slides 15 – 24: Information for teachers
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- Slides 27 –33: Information for coordinators

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## **What Our School Community Needs to Know**

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## Three Changes are Coming to AP in 2019-20

1. AP teachers will have access to year-round, new instructional resources that measure student progress. These resources will help students master the content and skills needed for success in the course and on the exam.
2. New streamlined registration and ordering system gives time back to AP Coordinators.
3. Exam ordering is moving from spring to fall.

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## **Why Shift Exam Ordering from the Spring to Fall**

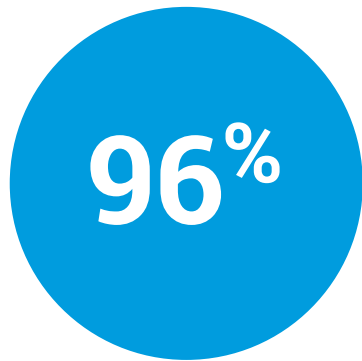
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AP<sup>®</sup> students do college-level work in high school. If they score a 3 or higher on the exam, they can earn college credit. However, not all AP students pursue the credit they deserve.

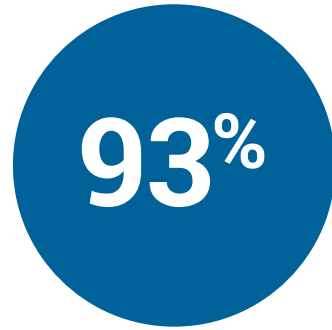
**So what stands in their way?**

# Nearly all students start the year with high expectations for themselves...

Fall: Percentage intending to take the AP Exam

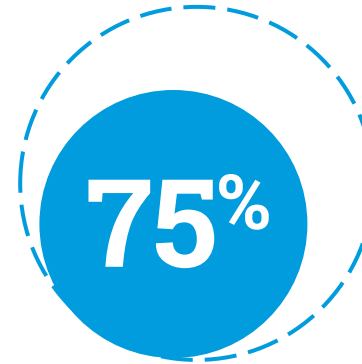


White Male

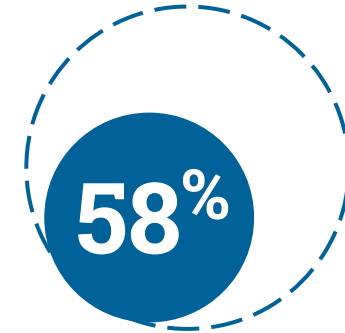


African American  
Female

Spring: Percentage who actually took the AP Exam



White Male



African American  
Female

## ...but confidence erodes over the course of the year.

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## **A commitment to success.**

Fall exam registration is a best practice at more than half of AP schools. In the 2017-18 school year, the College Board piloted earlier registration with 40,000 students.

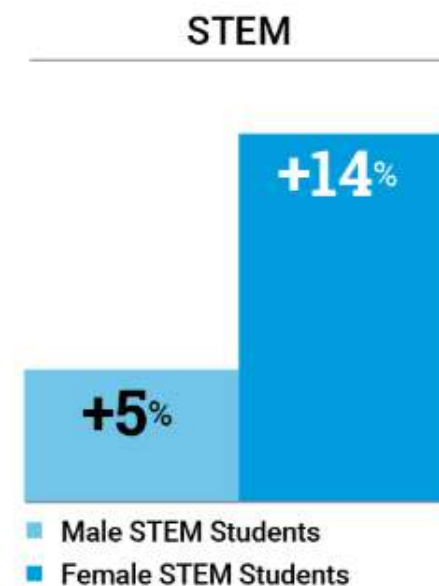
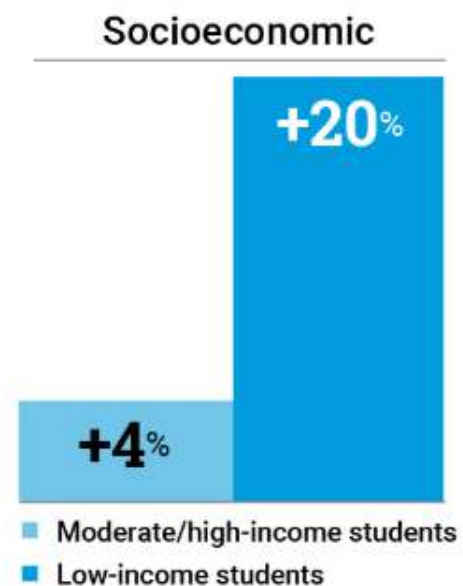
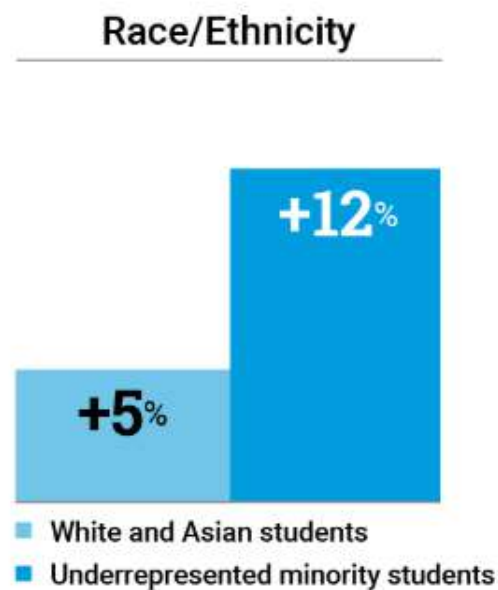
They saw an increase in scores of 3 or higher across multiple groups. Moving the time of registration made a difference across the board, but it had the strongest effect for students who are traditionally underrepresented in AP.



## Fall Registration



## Scores of 3+ increased across student groups



## Fall Registration



**“Fall registration has been a great way to build a culture in AP where everyone was on board** and we used the year to prepare for the exam at the end of the year, it was more of an all hands on deck type of mentality. There was an expectation, a common goal of passing the AP test that we were all working together to accomplish throughout the school year. I think this allowed for my students to grow in their confidence, confidence which they may not have otherwise had.”

— Meg Shadid, AP World History and AP Economics teacher

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## Supporting student success

Students are more likely to stay engaged in class and tackle challenging topics head-on when they register in the fall. **Fees for late registration and exam cancellation ensure that students don't wait until the last minute to make a decision. This has helped teachers create a classroom culture where students are “all in.”**

During the College Board's pilot, few students registered late or canceled their exams.

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**To support year-long engagement,** the College Board is providing new resources for students, teachers, and coordinators.

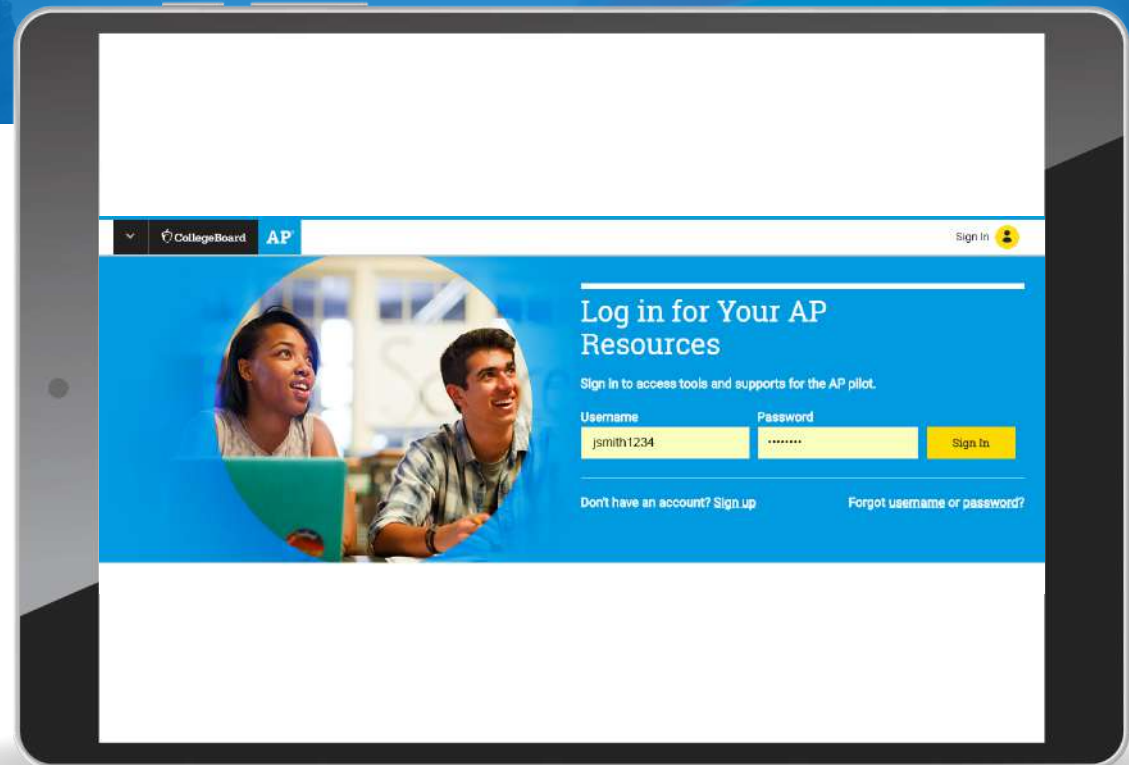
These resources were designed and tested by AP teachers and coordinators to provide focused content, greater efficiency, and more flexibility.

# A few clicks unlock the new tools and resources.

AP educators and students sign in and activate the new AP Classroom system at the start of the school year.

## Digital activation will:

- Give students and teachers access to the new resources throughout the school year
- Allow teachers to organize their AP students by the sections they teach
- Allow students to register for exams



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

# AP Teachers

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Powerful resources,  
empowering you



**Unit Guides**



**Personal  
Progress Checks**



**AP Question  
Bank**



**Progress  
Dashboard**



## Unit Guides



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

## Elements include:

- Units
- Topics
- Suggested pacing
- Suggested skills to be taught
- Big Ideas

Course at a Glance				
UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
Foundations of American Democracy	Interactions Among Branches of Government	Civil Liberties and Civil Rights	American Political Ideologies and Beliefs	Political Participation
15–22% of Course	25–36% of Course	18–18% of Course	10–15% of Course	20–27% of Course
<b>1.1</b> Ideals of Democracy* Required Foundational Document: Declaration of Independence <b>1.2</b> Types of Democracy* Required Foundational Document: Preamble No. 10, Brutus No. 1 <b>1.3</b> Governmental Power and Individual Rights* Required Foundational Document: Federalist No. 10, Brutus No. 1 <b>1.4</b> Challenges of the Articles of Confederation* Required Foundational Document: Articles of Confederation <b>1.5</b> Ratification of the U.S. Constitution* Required Foundational Document: The Constitution of the United States <b>1.6</b> Principles of American Government* Required Foundational Document: Federalist U.S. The Constitution of the United States <b>1.7</b> Relationship between the States and Federal Government* Required Foundational Document: The Constitution of the United States <b>1.8</b> 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) <b>1.9</b> Federalism in Action	<b>2.1</b> Congress: The Senate and the House of Representatives* Required Foundational Document: The Constitution of the United States <b>2.2</b> Structure, Powers, and Functions of Congress* Required Foundational Document: The Constitution of the United States <b>2.3</b> Congressional Behavior* Required Supreme Court Cases: Baker v. Carr (1961), Shaw v. Reno (1993) <b>2.4</b> Roles and Powers of the President* Required Foundational Document: The Constitution of the United States <b>2.5</b> Checks on the Presidency <b>2.6</b> Expansion of Presidential Power* Required Foundational Document: The Constitution of the United States; Required Supreme Court Cases: Marbury v. Madison (1803) <b>2.7</b> Presidential Communication <b>2.8</b> The Judicial Branch* Required Foundational Document: The Constitution of the United States; Required Supreme Court Cases: Marbury v. Madison (1803) <b>2.9</b> Legitimacy of the Judicial Branch <b>2.10</b> The Court in Action <b>2.11</b> Checks on the Judicial Branch	<b>3.1</b> The Bill of Rights* Required Foundational Document: The Constitution of the United States <b>3.2</b> 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) <b>3.3</b> First Amendment: Freedom of Speech* Required Foundational Document: The Constitution of the United States; Required Supreme Court Cases: Pickens v. The United States (1971) <b>3.4</b> First Amendment: Freedom of the Press* Required Foundational Document: The Constitution of the United States; Required Supreme Court Cases: New York Times Co. v. United States (1971) <b>3.5</b> Second Amendment: Right to Bear Arms* Required Foundational Document: The Constitution of the United States <b>3.6</b> Amendments: Balancing Individual Freedom with Public Order Safety* Required Foundational Document: The Constitution of the United States <b>3.7</b> Selective Incorporation* Required Foundational Document: The Constitution of the United States; Required Supreme Court Cases: McDonald v. Chicago (2010) <b>3.8</b> Amendments: Due Process and the Rights of the Accused* Required Foundational Document: The Constitution of the United States; Required Supreme Court Cases: Gideon v. Wainwright (1963)	<b>4.1</b> American Attitudes about Government and Politics <b>4.2</b> Political Socialization <b>4.3</b> Changes in Ideology <b>4.4</b> Influence of Political Events on Ideology <b>4.5</b> Measuring Public Opinion <b>4.6</b> Evaluating Public Opinion Data <b>4.7</b> Ideologies of Political Parties <b>4.8</b> Ideology and Policy-Making <b>4.9</b> Ideology and Economic Policy <b>4.10</b> Ideology and Social Policy	<b>5.1</b> Voting Rights and Models of Voting Behavior* Required Foundational Document: The Constitution of the United States <b>5.2</b> Voter Turnout <b>5.3</b> Political Parties <b>5.4</b> How and Why Political Parties Change and Adapt <b>5.5</b> Third-Party Politics <b>5.6</b> Interest Groups Influencing Policy-Making <b>5.7</b> Groups Influencing Policy Outcomes <b>5.8</b> Electing a President <b>5.9</b> Congressional Elections <b>5.10</b> Modern Campaigns <b>5.11</b> Campaign Finance* Required Supreme Court Cases: Citizens United v. Federal Election Commission (2010) <b>5.12</b> The Media <b>5.13</b> Changing Media
<b>Personal Progress Check Unit 1</b> Multiple-Choice: ~40 questions Free-Response: 2 questions • Scenario Concept Application • Argument Essay (Partial)	<b>Personal Progress Check Unit 2</b> Multiple-Choice: ~40 questions Free-Response: 2 questions • Scenario Concept Application • Quantitative Analysis	<b>Personal Progress Check Unit 3</b> Multiple-Choice: ~40 questions Free-Response: 2 questions • SCOTUS Case Comparison • Argument Essay (Partial)	<b>Personal Progress Check Unit 4</b> Multiple-Choice: ~40 questions Free-Response: 2 questions • Scenario Concept Application • Quantitative Analysis	<b>Personal Progress Check Unit 5</b> Multiple-Choice: ~40 questions Free-Response: 2 questions • Quantitative Analysis • Argument Essay (Complete)

Example: United States Government and Politics



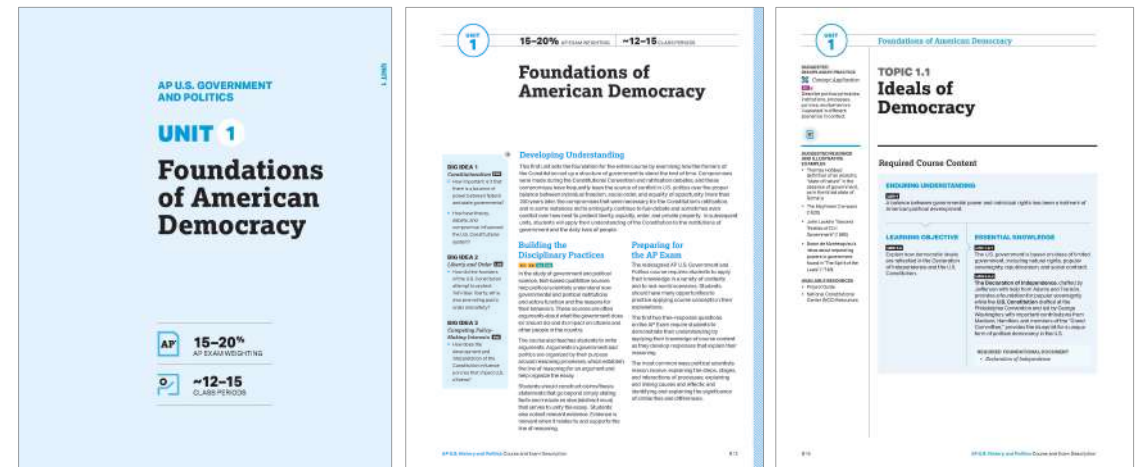
## Unit Guides



# Unit guides eliminate guesswork by outlining course skills and content.

Planning guides that outline content and skills for commonly taught units within a course. Each guide:

- Suggests sequence and pacing of content
- Scaffolds skill instruction across units
- Organizes content into topics
- Provides tips on taking the exam



Example: United States Government and Politics

Unit Guides



Instructional approaches offer recommendations on integrating skills and content.

Elements included:

- Teaching for Transfer and Understanding
- Organizing the Course
- Selecting and Using Course Materials
- Instructional Strategies
- Developing Course Skills
- Formative Assessment and Feedback
- College Board Resources

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 these 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 defend 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.

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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.	<ul style="list-style-type: none"><li>Describe characteristics and traits of terms and concepts.</li><li>Classify terms and concepts.</li></ul>	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)	<ul style="list-style-type: none"><li>Look for a Pattern</li></ul>
1.B. Explain political principles, institutions, processes, policies, and behaviors.	<ul style="list-style-type: none"><li>Identify and describe the steps and/or stages in a process.</li><li>Explain how and why a process changes.</li><li>Explain the significance of a process.</li></ul>	Ask students to explain the process of congressional apportionment and the principles and processes involved in drawing congressional districts. (Topic 2.3)	<ul style="list-style-type: none"><li>Discussion Group</li><li>Graphic Organizer</li><li>Making Connections</li></ul>
1.C. Compare political principles, institutions, processes, policies, and behaviors.	<ul style="list-style-type: none"><li>Identify the relevant, specific categories for comparing similarities and differences.</li><li>Explain the reasons for the relevant similarities and differences.</li><li>Explain the relevance, implications, and/or significance of the similarities and differences.</li></ul>	Made 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 4.8–4.10)	<ul style="list-style-type: none"><li>Look for a Pattern</li><li>Graphic Organizer</li><li>Think-Pair-Share</li><li>Making Connections</li></ul>

continued on next page

Example: United States Government and Politics

## Personal Progress Checks



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

**The personal progress checks measure progress and skills through:**

- Multiple-choice questions with rationales to explain correct and incorrect answers
- Free response questions with AP scoring guidelines teachers can use to evaluate student work

A screenshot of a personal progress check interface displayed on a laptop screen. The interface shows a student's name, a progress bar, and a table of questions and scores.

Amelia Brown		17/27
Topic	Skill	Your Score
1.1: Ideals of Democracy	Skill 1.D: Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios	2/3
1.2: Types of Democracy	Skill 4.A: Describe the author's claim(s), perspective, evidence, and reasoning	2/3
1.3: Government Power and Individual Rights	Skill 1.B: Explain political principles, institutions, processes, policies, and behaviors.	3/3
1.4: Challenges of the Articles of Confederation	Skill 4.B: Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	2/3
1.5: Ratification of the U.S. Constitution	Skill 1.E: Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	3/3
1.6: Principles of American Government	Skill 4.B: Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	0/3

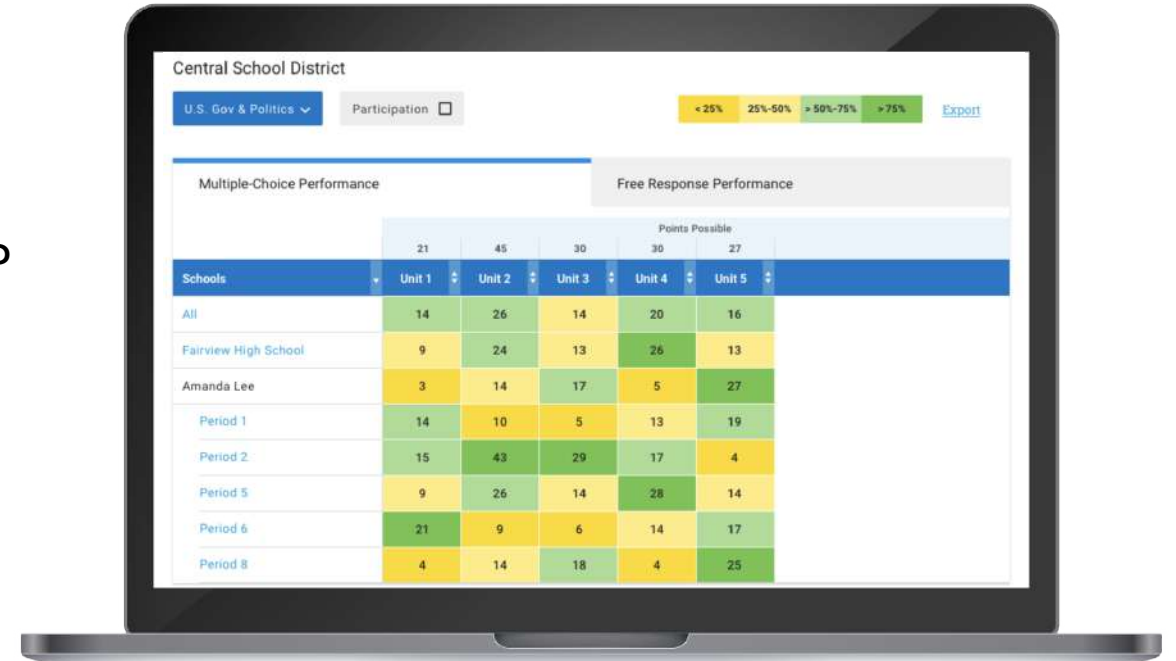
## Progress Dashboard



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

### Interactive reports:

- Educators can use the progress dashboard to pinpoint students' strengths and weaknesses on AP content and skills to improve performance
- Students can also use the tool to monitor their own progress



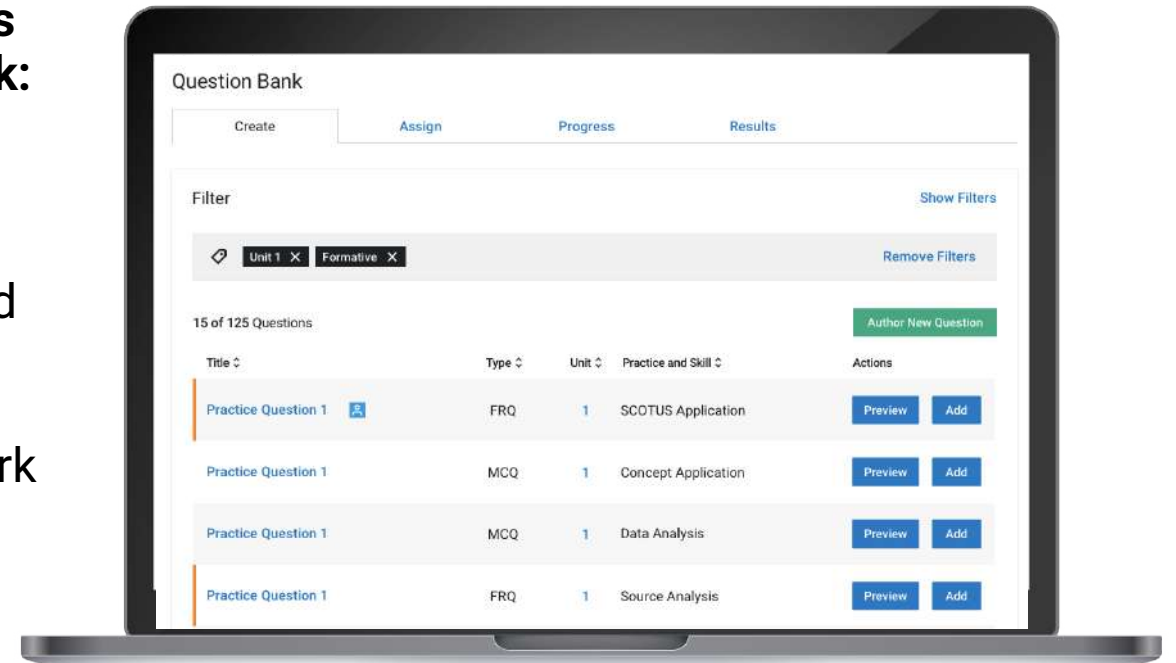
## AP Question Bank



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

**A library of real AP Exam questions that teachers can access. The bank:**

- Can be filtered by course topics and skills
- Can be used to create customized practice and tests that can be assigned online or on paper as in-class assignments or homework
- Enables teachers to create their own questions or edit existing questions



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## Next steps for Teachers

1

Explore information about new resources, key dates, and course and exam changes; preorder new course and exam description binder.

Spring 2019

2

Teachers offering an AP course for the first time submit the AP Course Audit form to the school's AP Course Audit administrator.

May

## AP Students



# Charting a Path to College Credit

- **Personalized feedback:** Students will get personalized feedback through new digital tools that provide daily support for every AP classroom.
- **Insights on strengths and areas for growth:** With the personal progress checks, teachers can identify content and skill areas where students are struggling and use the Question Bank to provide them with targeted practice opportunities.
- **Exam day improvements:** For the first time, schools will receive personalized registration labels for each student taking an AP Exam. Students won't need to bubble in their personal information – reducing time and stress on exam day.



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# Next steps for students

## Before the 2019-20 School Year

- Spring 2019: Students sign up for AP classes at school
- Students visit [apstudent.collegeboard.org](https://apstudent.collegeboard.org) to learn more about AP courses and exams.
- Students without a College Board account should create one and set their password. Students will need their username and password in the fall.

## During the 2019-20 School Year

- First week of class: Teachers will give students a join code for each of their AP classes. Students use their College Board username and password and join code to enroll in their class section.
- October/November: Students complete registration for exams.
- March: Schools submit any changes to exam registration and students complete exam registration for spring courses.

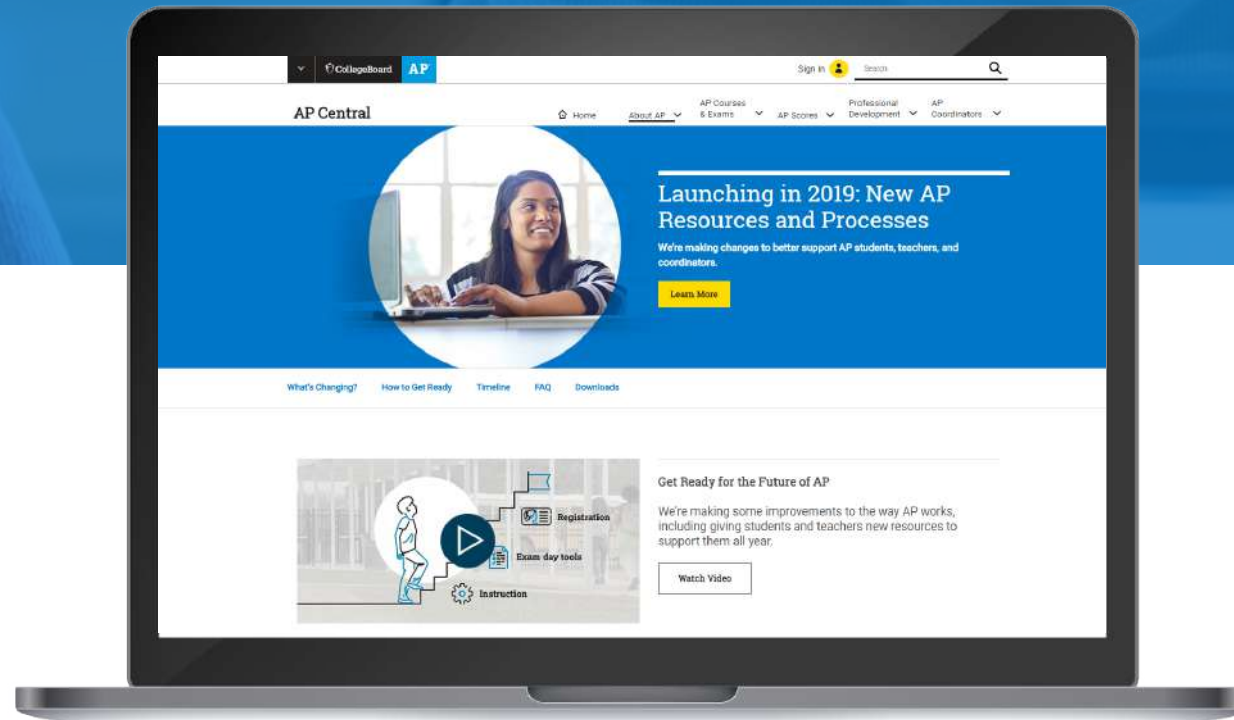


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## Stay Informed

# 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](https://collegeboard.org/ap2019)



Thank you

 CollegeBoard

AP<sup>®</sup>