

AP U.S. GOVERNMENT AND POLITICS

AP Pacing Guide for Flipped Classrooms: Jan.–April 2021

Overview

Due to the challenges associated with hybrid and remote learning in 2020–21, a significant amount of the content and skills colleges are requiring for credit will likely need to be assigned to students as homework or independent learning. This guide allows students who are currently behind to complete all course topics from the course and exam description by May. This guide assumes students will complete approximately 30 minutes of AP Daily videos (~10 minutes each) and topic questions each day (in addition to other assignments teachers give them).

How to Implement

Here is guidance for implementing this pacing guide:

- Teachers should **assign the AP Daily videos and topic questions** listed below as student assignments each week.
- Using the reports generated by the topic questions, teachers should focus their limited, direct class time on the Learning Objectives where students need more help.
- If students are ahead of the pace indicated below, teachers will be able to incorporate additional days or weeks to spend more time on challenging topics, practicing course skills, or reviewing for the exam.

Week 1: Jan. 4–8

Topic	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
1.1 Ideals of Democracy	AP Daily Video 1 AP Daily Video 2 AP Daily Video 3	LOR-1.A: Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.	🔍 Topic Questions
1.2 Types of Democracy	AP Daily Video 1 AP Daily Video 2 AP Daily Video 3	LOR-1.B: Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.	🔍 Topic Questions
1.3 Government Power and Individual Rights	AP Daily Video 1	CON-1.A: Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.	🔍 Topic Questions

*Prioritize the most challenging Learning Objectives for your students for direct, synchronous instruction.

Government Course Pacing Guide

CL Gary



Government Course Pacing Guide:

The Boundless Classroom Nathan Lang-Raad, James Vince Witty, 2022 A global pandemic hit our world and education has forever changed But have your instructional practices changed Teachers must now leverage technology to provide students with high quality teaching and learning experiences that transcend a traditional classroom's walls This is a historic opportunity to abandon antiquated teaching practices and reimagine instruction in ways that boost learning outcomes and prepare students for living and working in the digital age This book offers guidance for creating and sustaining rigorous and engaging blended learning solutions Opening with lessons learned from the pandemic the book addresses impacts on lesson design and delivery student engagement assessment and teacher training and PD The following chapters build on and address these experiences with each chapter featuring practical examples on how to implement effective blended instructions as well as examples from the field to illustrate effective approaches to blended and online instruction Susan Udelhofen, 2014-04-25 Discover your road map for creating a curriculum based on the Common Core State Standards Explore various stages of curriculum development from the preliminary work of building academic support to creating Common Core curriculum maps and tracking school improvement goals Learn to effectively share information during the curriculum building process and engage in significant collaborative conversations around the curriculum *The Practical Guide to High-Leverage Practices in Special Education* Ruby L. Owiny, Kyena Cornelius, 2024-06-01 Designed for teacher preparation programs as well as teacher professional development The Practical Guide to High Leverage Practices in Special Education The Purposeful How to Enhance Classroom Rigor is the first book of its kind to introduce multiple HLPs working in tandem to implement evidence based practices EBPs The Practical Guide to High Leverage Practices in Special Education is a powerful tool for those dedicated to improving student outcomes Planned with the practitioner in mind the text's main objective is for teachers to recognize EBPs as what they teach and HLPs as how they teach The book is written with a focus on inclusive education making it a valuable resource for both general and special educators What's included in The Practical Guide to High Leverage Practices in Special Education A focus on one HLP per chapter and descriptions of connected HLPs and how to use them for implementing featured EBPs Classroom scenarios for both elementary and secondary classrooms Tables of the crosswalks of connected HLPs and EBPs with resources for further learning The Practical Guide to High Leverage Practices in Special Education The Purposeful How to Enhance Classroom Rigor provides educators with the understanding of how HLPs and EBPs connect to effectively implement them for student success and is also an effective teaching and learning tool for teacher education preparation programs *Curriculum Development in Elementary Education* Archie Moss, 2019-03-21 The curriculum of elementary schools is a very important factor in the education of children Students need to understand and express themselves in a language which can be the Mother Tongue only at the elementary level Curriculum development is an important part of the education process ensuring that classes at all levels from early childhood

to post secondary are best designed to help students be successful in learning the material and gaining the skills needed to continue to advance Evaluation essentially is the provision of information for the sake of facilitating decision making at various stages of curriculum development This information may pertain to the program as a complete entity or only to some of its components Evaluation also implies the selection of criteria collection and analysis of data It includes obtaining information for use in judging the worth of a programme and procedure It is a comprehensive term and transcends standardized tests covering all means of ascertaining the results of construction A curriculum framework is an organized plan or set of standards or learning outcomes that defines the content to be learned in terms of clear definable standards of what the student should know and be able to do The supporters of learner centered Curriculum give importance to individual development and they wants to organize the curriculum according to the needs and interest of learners there are fundamental differences in this approach and the subject centered design The curriculum framers for elementary schools should also associate the parents and specialists while developing the curriculum for elementary education The Political Classroom Diana E. Hess,Paula McAvoy,2014-11-13 WINNER 2016 Grawemeyer Award in Education Helping students develop their ability to deliberate political questions is an essential component of democratic education but introducing political issues into the classroom is pedagogically challenging and raises ethical dilemmas for teachers Diana E Hess and Paula McAvoy argue that teachers will make better professional judgments about these issues if they aim toward creating political classrooms which engage students in deliberations about questions that ask How should we live together Based on the findings from a large mixed method study about discussions of political issues within high school classrooms The Political Classroom presents in depth and engaging cases of teacher practice Paying particular attention to how political polarization and social inequality affect classroom dynamics Hess and McAvoy promote a coherent plan for providing students with a nonpartisan political education and for improving the quality of classroom deliberations **Data Book of Social Studies Materials and Resources** ,1980 American Government: Annotated teacher's ed ,1987 Handbook for Highly Effective Teams in a PLC at Work® William M. Ferriter,Bob Sonju,Anisa Baker-Busby,Kim Monkres,2025-05-09 Transform your teacher teams into the driving force of student success and collaboration with this practical action driven guide A companion to Learning by Doing this handbook delivers 15 essential actions that highly effective teams use to strengthen collaboration clarify student learning goals use assessments as powerful learning tools and ensure every student gets the time and support they need to learn at high levels This easy to read conversational book provides the tools strategies and real world insights teams need to boost student achievement Perfect for K 12 administrators teachers and instructional coaches this book will help you Build high impact teams with 15 critical actions that drive student learning Establish clear success criteria and assessment protocols to measure progress Access practical tools and resources for every foundational aspect of collaboration Structure lessons effectively to support struggling students while challenging high achievers Continuously

refine instructional practices using student results and team analysis

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Chapter 22 Essential Action Create Flexible Time During Units to Provide Extra Support

Chapter 23 Essential Action Provide Regular Extensions to Students Working Beyond Grade Level

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References and Resources

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it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world **Prentice Hall American History Block Scheduling Support** James West Davidson, Michael D. Rettig, 1996 Resources to help students link main ideas in American history to other disciplines **Best Practices of Literacy Leaders** Rita M. Bean, Allison Swan Dagen, 2011-10-27 Bringing together leading experts this book presents the principles of effective literacy leadership and describes proven methods for improving instruction assessment and schoolwide professional development The book shows how all school staff including reading specialists and coaches administrators teachers and special educators can play an active role in nurturing a culture of collaboration and promoting student achievement Best practices are identified for creating strong elementary and secondary literacy programs differentiating instruction supporting English language learners utilizing technology building home school partnerships and much more User friendly features include case examples guiding questions and engagement activities in each chapter

21st Century Education: A Reference Handbook Thomas L Good, 2008-10-01 21st Century Education A Reference Handbook offers 100 chapters written by leading experts in the field that highlight the most important topics issues questions and debates facing educators today This comprehensive and authoritative two volume work provides undergraduate education majors with insight into the rich array of issues inherent in education issues informing debates that involve all Americans Key Features Provides undergraduate majors with an authoritative reference source ideal for their classroom research needs preparation for GREs and research into directions to take in pursuing a graduate degree or career Offers more detailed information than encyclopedia entries but not as much jargon detail or density as journal articles or research handbook chapters Explores educational policy and reform teacher education and certification educational administration curriculum and instruction Offers a reader friendly common format Theory Methods Applications Comparison Future Directions Summary References and Further Readings 21st Century Education A Reference Handbook is designed to prepare teachers professors and administrators for their future careers informing the debates and preparing them to address the questions and meet the challenges of education today Teaching World History in the Twenty-first Century: A Resource Book Heidi Roupp, 2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course or wants to teach it better It includes contributions by experienced teachers who are reshaping world history education and features new approaches to the subject as well as classroom tested practices that have markedly improved world history teaching Curriculum about Others, Curriculum of Othering Won Pyo Hong, 2008 **5 Steps to a**

5: AP Comparative Government and Politics, Third Edition Suzanne Bailey, 2022-08-01 AP Teachers 1 Choice Ready to succeed in your AP course and ace your exam Our 5 Steps to a 5 guides explain the tough stuff offer tons of practice and explanations and help you make the most efficient use of your study time 5 Steps to a 5 AP Comparative Government is more than a review guide it s a system that has helped thousands of students walk into test day feeling prepared and confident Everything you Need for a 5 3 full length practice tests that align with the latest College Board requirements Hundreds of practice exercises with answer explanations Comprehensive overview of all test topics Proven strategies from seasoned AP educators A Great In class Supplement 5 Steps is an ideal companion to your main AP text Includes an AP Comparative Government Teacher s Manual that offers excellent guidance to educators for better use of the 5 Steps resources **Prison Vocational Education and Policy in the United States** Andrew J Dick, William Rich, Tony Waters, 2016-08-05 This book explores California s prison system in the context of vocational education reform For prisons in the early twenty first century ideologies of evidence based management meant that reform efforts to change the purpose of prisons from punishment to rehabilitation through vocational education required evidence to justify policy prescriptions Yet who determines what constitutes evidence In political environments solutions are typically pre conceived which means that the nature of the evidence collected is also preconceived As a result key assumptions about outcomes are often wished away to show improvement and be accountable Through a detailed analysis interspersed with stories from the authors experiences behind the wall among California s prison population the authors challenge the nature of evidence based research as used in the prison environment In the process they describe the thorny problems facing reformers Working the Room Ron Nash, 2023-11-13 Teachers often will conclude that teacher talk and worksheets won t cut it if getting students deeply engaged in their own learning is the goal Indeed students need to move beyond pretending to listen they can and should develop essential competencies that include academic discourse with classmates fielding and asking open ended questions seeking and providing peer feedback identifying failure as a necessary accelerant to improvement and finding joy in learning Having coached and observed in hundreds of K 12 classrooms over three decades Nash has met some incredible teachers whose students truly don t want to miss anything You ll meet teachers like that in this book as you discover ways to work the room in a collaborative engaging and joyful environment **School Desegregation** George W. Noblit, 2015-03-17 This book is written for the Millennial Generation to educate them about what school desegregation was actually about the struggle over white domination in the United States The textbooks they read as high school students describe the heroic efforts of African Americans to achieve civil rights but do not describe who was denying them these rights white Americans The oral histories in this book reveal how individuals navigated efforts to achieve educational equity amidst efforts to reassert white domination These accounts counter the textbook history the Millennial Generation read which omits the massive white resistance to school desegregation the various ways whites used subterfuge to slow down and redirect school desegregation

in what would more benefit whites and the concerted white political backlash that has been ensconced in educational policy and reform beginning with A Nation at Risk and continuing in No Child Left Behind That is educational policy as we know it is all about asserting white domination and not about educating children and thus the Millennial Generation is faced with undoing what their parents and grandparents have done

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