



Checks for Student Understanding

SUPPORTING AP® TEACHERS:
A GUIDE FOR SCHOOL LEADERS

AP U.S. Government and Politics

COURSE AND EXAM DESCRIPTION

Effective Fall 2019

Endorsed by the National Constitution Center

AP English Language and Composition

COURSE AND EXAM DESCRIPTION

Effective Fall 2019

AP Calculus AB and BC

COURSE AND EXAM DESCRIPTION

Effective Fall 2019

AP Biology

COURSE AND EXAM DESCRIPTION

Effective Fall 2019

AP Spanish Language and Culture

COURSE AND EXAM DESCRIPTION

Effective Fall 2019

AP U.S. History

COURSE AND EXAM DESCRIPTION

Effective Fall 2019

Quick Print Reference

Print the listed pages for AP course-specific resources.

21–26	Art History	217–226	Japanese Language and Culture
131–136	Biology	227–232	Latin
105–110	Calculus AB	67–72	Macroeconomics
111–116	Calculus BC	73–78	Microeconomics
137–142	Chemistry	27–32	Music Theory
177–186	Chinese Language and Culture	149–154	Physics 1: Algebra-Based
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117–122	Computer Science A	161–166	Physics C: Electricity and Magnetism
35–40	English Language and Composition	167–172	Physics C: Mechanics
41–46	English Literature and Composition	79–84	Psychology
143–148	Environmental Science	233–242	Spanish Language and Culture
55–60	European History	243–250	Spanish Literature and Culture
187–196	French Language and Culture	123–128	Statistics
197–206	German Language and Culture	85–90	U.S. Government and Politics
61–66	Human Geography	91–96	U.S. History
207–216	Italian Language and Culture	97–102	World History: Modern

Note—Six AP courses don't follow the new unit structure and aren't included in this guide: AP 2-D Art and Design, AP 3-D Art and Design, AP Drawing, AP Computer Science Principles, AP Research, and AP Seminar.

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AP[®]

 CollegeBoard

Checks for Student Understanding

**SUPPORTING AP[®] TEACHERS:
A GUIDE FOR SCHOOL LEADERS**

About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit collegeboard.org.

AP Equity and Access Policy

College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Focus on Content and Skills

Checks for Student Understanding is a school leader's companion guide to the new AP® course and exam descriptions. Designed to help focus instructional conversations on the content and skills students need for success in an AP course and on an AP Exam, this guide purposefully emphasizes what students should *know* and *be able to do* as the "look-fors" during classroom observations.

This guide is neither a manual on how to be a great teacher nor a checklist to be used for teacher evaluation. Local communities decide what their students need from their teachers.

Instead, this guide offers resources for school leaders to help AP teachers keep focus on the content and skills students will need to succeed in an AP course and on an AP Exam.

Special Reminder: AP teachers now have additional resources designed to check student understanding throughout the year, including Personal Progress Checks. Because Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing authorization to offer AP courses.

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About AP

College Board's Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond.

Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students.

Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers.

Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores; more than 3,300 institutions worldwide annually receive AP scores.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP test development committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting,

and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP test development committee members is available on apcentral.collegeboard.org.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

How AP Courses Are Developed

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses and selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with formative assessments—Personal Progress Checks—that teachers can assign throughout the year to measure students' progress as they acquire content knowledge and develop skills.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as chief faculty consultant and, with the help of AP readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are not norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- The number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent, higher-level college course.
- Achievement-level descriptions formulated by college faculty who review each AP Exam question.

How to Use AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, a search engine is available at apstudent.org/creditpolicies.

AP Resources and Supports

By completing a simple activation process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

AP Classroom

AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.



UNIT GUIDES

Appearing in the course and exam descriptions and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each unit guide suggests a sequence and pacing of content, scaffolds skill instruction across units, and organizes content into topics.



PERSONAL PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.*



PROGRESS DASHBOARD

This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.



AP QUESTION BANK

This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course topics and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

* To report misuses, please call: 877-274-6474 (International: +1-212-632-1781).

Digital Activation

In order to teach an AP class and make sure students are registered to take the AP Exam, teachers must first complete the digital activation process. Digital activation gives students and teachers access to resources and gathers students' exam registration information online, eliminating most of the answer sheet bubbling that has added to testing time and fatigue.

AP teachers and students begin by signing in to My AP and completing a simple activation process at the start of the school year, which provides access to all AP resources, including AP Classroom.

TO COMPLETE DIGITAL ACTIVATION:

- Teachers and students sign in to, or create, their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP Coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP coordinator.
- Students will be asked for additional registration information upon joining their first class section, which eliminates the need for extensive answer sheet bubbling on exam day.

While the digital activation process takes a short time for teachers, students, and AP coordinators to complete, overall it helps save time and provides the following additional benefits:

- **Access to AP resources and supports:** Teachers have access to resources specifically designed to support instruction and provide feedback to students throughout the school year as soon as activation is complete.
- **Streamlined exam ordering:** AP Coordinators can create exam orders from the same online class rosters that enable students to access resources. The coordinator reviews, updates, and submits this information as the school's exam order in the fall.
- **Student registration labels:** For each student included in an exam order, schools will receive a set of personalized AP ID registration labels, which replaces the AP student pack. The AP ID connects a student's exam materials with the registration information they provided during digital activation, eliminating the need for pre-administration sessions and reducing time spent bubbling on exam day.
- **Targeted Instructional Planning Reports:** AP teachers will get Instructional Planning Reports (IPRs) that include data on each of their class sections automatically rather than relying on special codes optionally bubbled in on exam day.

Instructional Model

Integrating AP resources throughout the course can help students develop content knowledge and course skills. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.



Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Review the overview, if applicable, at the start of each **unit guide** to identify essential questions, conceptual understanding, and skills for each unit.
- Use the **Unit at a Glance** table to identify related topics that build toward a common understanding, and then plan appropriate pacing for students.
- Identify useful strategies in the **Instructional Approaches** section to help teach the content and skills.



Teach

When teaching, resources can be used to build students' knowledge of content and mastery of skills.

- Use the **unit guides** to identify the required content.
- Integrate the content with a skill, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.
- Use the available resources listed in the **unit guides** to bring a variety of assets into the classroom.



Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- At the end of each unit, use **AP Classroom** to assign students the online **Personal Progress Checks**, as homework or as an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level feedback using the progress dashboard.
- Create additional practice opportunities using the **AP Question Bank** and assign them through **AP Classroom**.

Course and Exam Descriptions

Updated course and exam descriptions make required course content and skills clearer for teachers and students and better align with college-level expectations.

Visit course home pages on AP[®] Central to download free copies.
apcentral.collegeboard.org

PART I

Checks for Student Understanding

Assessments for Learning

AP teachers now have additional resources designed to check student understanding throughout the year. Formative questions help teachers measure content and skills as students learn, unlike the summative questions on an AP Exam, which assess student mastery at the end of the course. This spectrum of assessments can be used by teachers and students from day one to exam day.

Assessment Spectrum

FORMATIVE

INFORMAL

Assessment Spectrum

SUMMATIVE

FORMAL



TOPIC QUESTIONS

Use when you teach each topic and skill.

- Teachers assign as homework or in class on custom quizzes they create in AP Classroom.
- Question results reveal misunderstandings and help:
 - Teachers target content and skills to emphasize in lessons.
 - Students to understand why an answer is correct or incorrect.



PERSONAL PROGRESS CHECKS

Use when students complete each unit.

- Teachers unlock or schedule start/end dates and times for student access in class or as homework.
- Students get a personal progress report with feedback on every topic, skill, and question.
- Teachers get a progress report for every class and student.
- Students and teachers get rationales explaining every question's answer.



PRACTICE QUESTIONS AND PRACTICE EXAMS

Use when students prepare for an AP Exam and as scaffolded instruction.

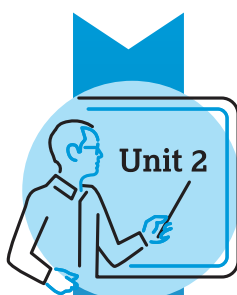
- More than 15K AP Exam questions are available in the AP Question Bank
- Best used to help students understand AP Exam expectations and as prep towards the end of the year.
- If administered online, or scores are entered online, teachers and students view results by question.



AP EXAM

Assesses knowledge and skills students learn throughout the entire AP course.

A System of Instructional Support



Plan your course

UNIT GUIDES

As you plan your lessons



Check for understanding

TOPIC QUESTIONS

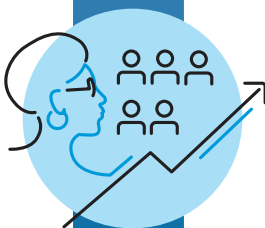
As you teach each topic and skill



Feedback on strengths and gaps

PERSONAL PROGRESS CHECKS

As students complete each unit



Highlight progress

PROGRESS DASHBOARD

As you check progress across units



Prepare for the AP Exam

AP QUESTION BANK

As students prepare for the exam

AP Formative Assessments

Using topic questions and Personal Progress Checks on formative assignments will give teachers and students real-time data to help them address common misunderstandings.

When teaching a specific topic:

CHECK STUDENT UNDERSTANDING WITH TOPIC QUESTIONS

Teachers assign the topic questions as part of homework or have students answer them in class using AP Classroom. Students can access these questions on mobile devices or computers.

USE STUDENT AND CLASS RESULTS TO FOCUS INSTRUCTION

Teachers review class results on topic questions to reveal misunderstandings and target content and skills to emphasize during the lesson on that topic.

When you complete a unit:

UNLOCK AND ASSIGN THE PERSONAL PROGRESS CHECK

Personal Progress Checks consist of multiple-choice and free-response sections that will help students see the progress they're making toward mastering course content and skills for each unit.

USE STUDENT AND CLASS REPORTS TO PRIORITIZE ADDITIONAL PRACTICE

Teachers share reports with students so they can understand their personal strengths and areas for improvement. Teachers will be able to use student and class reports to identify common strengths, weaknesses, and related questions (for additional practice).



How AP Formative Assessments Improve the Process for Checking Student Understanding

	Previous Process	Improved Process
	Step 1 Teach content using an AP course outline or an older version of the AP course and exam description	Step 1 Teach content and skills using the suggested sequence and pacing in the new AP course and exam description
	Step 2 Find released or official practice AP Exams	
	Step 3 Comb through AP Exams to find questions relevant to the topic you're teaching	
FORMATIVE	Step 4 Assemble and assign questions	Step 2 Assign topic questions
	Step 5 Use student scores on questions to assign grades and inform instruction	Step 3 Review questions and answer explanations in AP Classroom to inform instruction and encourage students to identify misunderstandings to build a study plan
	Step 6 Find more questions that you haven't assigned	Step 4 Assign a Personal Progress Check at the end of each unit
	Step 7 Use student scores on questions to assign grades and inform instruction	Step 5 Get feedback on every topic and skill in the unit, highlighting where students are strongest and where they need more support; review questions and answer explanations where students struggle Encourage students to identify misunderstandings and build a study plan
SUMMATIVE	Step 8 Assign a unit test	Step 6 Assign and grade classroom exams periodically
	Step 9 Use student scores on the unit test to assign grades and inform instruction	Step 7 Use student scores on classroom exams to assign grades and inform instruction



AP Exam questions are **summative questions**.

Step 2–Step 7 rely on questions from the AP Exam. As summative questions given at the end of the course, they assume students have learned all the content and skills of the course.

Using summative questions for formative assessments—without first modifying the content, skills, and level of rigor—can produce student scores that don't appropriately reflect what a student knows and is able to do.



Topic questions and Personal Progress Checks are **formative assessments**.

They've been custom designed to assess what students know and are able to do for each topic in every unit.

How AP Formative Assessments Are Designed to Check Student Understanding

MOST COURSES

Teach	Formative Assessments
Teach Topic A with <i>Skill X</i>	Topic Questions: Topic A + <i>Skill X</i>
Teach Topic B with <i>Skill Y</i>	Topic Questions: Topic B + <i>Skill Y</i>
Teach Topic C with <i>Skill Z</i>	Topic Questions: Topic C + <i>Skill Z</i>
	Personal Progress Check: Topics/ <i>Skills</i> : A/X, B/Y, C/Z

ENGLISH LANGUAGE AND COMPOSITION

Teach	Formative Assessments
Teach Skills A, B, C with <i>Text(s)</i>	Topic Questions: Skills A, B, C + <i>Stimuli</i>
	Personal Progress Check: Skills A, B, C + <i>Stimuli</i>

ASIAN LANGUAGES AND CULTURES

Teach	Formative Assessments
Teach Skills A, B, C with <i>Modes</i>	Topic Questions: <i>Stimuli/Task Models</i> + Skills A, B, C
	Personal Progress Check: <i>Stimuli/Task Models</i> + Skills A, B, C

ENGLISH LITERATURE AND COMPOSITION

Teach	Formative Assessments
Teach Skills X, Y, Z within <i>Genre-Based Unit</i>	Topic Questions: Skills X, Y, Z + <i>Stimuli of Unit Genre</i>
	Personal Progress Check: Skills X, Y, Z + <i>Stimuli Genre</i>

EUROPEAN LANGUAGES AND CULTURES

Teach	Formative Assessments
Teach Skills A, B, C with <i>Stimuli/Task Models</i>	Topic Questions: <i>Stimuli/Task Models</i> + Skills A, B, C
	Personal Progress Check: Skills A, B, C + <i>Stimuli/Task Models</i>

LATIN, SPANISH LITERATURE AND CULTURE

Teach	Formative Assessments
Teach Reading A with <i>Skills</i>	Topic Questions: Reading A + <i>Skills</i>
Teach Reading B with <i>Skills</i>	Topic Questions: Reading B + <i>Skills</i>
Teach Other Reading with <i>Skills</i>	Topic Questions: Other Reading + <i>Skills</i>
	Personal Progress Check: Readings A, B, Other + <i>Skills</i>

PART II

Supporting AP Teachers

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Supporting AP Teachers

AP teachers are expected to provide students with opportunities to engage with all required course content and skills. **School leaders** can support AP teachers by helping them see the extent to which their learning activities focus on what students should know and be able to do to succeed in the AP course and on the AP Exam.

The following AP course-specific pages give school leaders a framework for observing student learning and for providing feedback to AP teachers.

How This Observation Model Works

Follow this observation model with teachers who adopt the unit structure presented in the new AP course and exam descriptions.

1. Review course structure

Use the following AP course-specific pages, along with any referenced pages from the AP course and exam descriptions, to review what students should know and be able to do for success in the AP course and on the AP Exam.

2. Participate in a pre-observation discussion

Meet with the AP teacher to discuss the planned lesson and what evidence should be collected on student learning during the observation.

3. Observe student learning

Use the **Observing Student Learning** document, along with relevant pages from the course and exam description, to catalog evidence of how students engage with course content and skills.

4. Participate in a post-observation discussion

Meet with the AP teacher to discuss the evidence collected on student learning during the observation.

AP Courses and Exams

The AP Program consists of 38 college-level courses that high schools can choose to offer, and corresponding exams that are administered once a year.

Six AP courses don't follow the new unit structure and aren't included in this guide: AP 2-D Art and Design, AP 3-D Art and Design, AP Drawing, AP Computer Science Principles, AP Research, and AP Seminar.

Art and Music Courses

AP Art History
AP Music Theory

English Courses

AP English Language and Composition
AP English Literature and Composition

History and Social Science Courses

AP Comparative Government and Politics
AP European History
AP Human Geography
AP Macroeconomics
AP Microeconomics
AP Psychology
AP U.S. Government and Politics
AP U.S. History
AP World History: Modern

Mathematics and Computer Science Courses

AP Calculus AB
AP Calculus BC
AP Computer Science A
AP Statistics

Science Courses

AP Biology
AP Chemistry
AP Environmental Science
AP Physics 1: Algebra-Based
AP Physics 2: Algebra-Based
AP Physics C: Electricity and Magnetism
AP Physics C: Mechanics

World Language and Culture Courses

AP Chinese Language and Culture
AP French Language and Culture
AP German Language and Culture
AP Italian Language and Culture
AP Japanese Language and Culture
AP Latin
AP Spanish Language and Culture
AP Spanish Literature and Culture

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Art and Music Courses

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AP Art History

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history.

The AP Art History Course and Exam Description details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-art-history-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Global Prehistory
2. Ancient Mediterranean
3. Early Europe and Colonial Americas
4. Later Europe and Americas
5. Indigenous Americas
6. Africa
7. West and Central Asia
8. South, East, and Southeast Asia
9. The Pacific
10. Global Contemporary

Skill Categories

ART HISTORICAL THINKING SKILLS

1. Visual Analysis
2. Contextual Analysis
3. Comparison of Works of Art
4. Artistic Traditions
5. Visual Analysis of Unknown Works
6. Attribution of Unknown Works
7. Art Historical Interpretations
8. Argumentation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to demonstrate a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students demonstrate the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP ART HISTORY

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Art History Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student demonstrates all parts of the learning objectives.
- Which parts did you observe students demonstrating?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors

Evidence

- 5** **Big Ideas:**
Each student knows
the big idea.
-

- 6** **Skills:**
Each student practices all
parts of the skills relevant
to the topic.
- Which parts did you
observe students
practicing?
 - Which parts did you
not observe?
-

- 7** **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.
-

AP Music Theory

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

The AP Music Theory Course and Exam Description details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-music-theory-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Music Fundamentals I: Pitch, Major Scales and Key Signatures, Rhythm, Meter, and Expressive Elements
2. Music Fundamentals II: Minor Scales and Key Signatures, Melody, Timbre, and Texture
3. Music Fundamentals III: Triads and Seventh Chords
4. Harmony and Voice Leading I: Chord Function, Cadence, and Phrase
5. Harmony and Voice Leading II: Chord Progressions and Predominant Function
6. Harmony and Voice Leading III: Embellishments, Motives, and Melodic Devices
7. Harmony and Voice Leading IV: Secondary Function
8. Modes and Form

Skill Categories

SKILL CATEGORIES

1. Analyze Performed Music
2. Analyze Notated Music
3. Convert between Performed and Notated Music
4. Complete Based on Cues

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP MUSIC THEORY

Teacher Name: _____ Class Period: _____

Unit: _____

Topic _____

Directions: Use the corresponding **topic page** from the AP Music Theory Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student achieves all parts of the learning objectives.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors

Evidence

- 5 **Big Ideas:**
Each student knows
the big idea.
-

- 6 **Skills:**
Each student practices all
parts of the skills relevant
to the topic.
- Which parts did you
observe students
practicing?
 - Which parts did you
not observe?
-

- 7 **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.
-

English Courses

The AP English courses do not specify the content or themes students will study. Teachers select themes or topics and then choose texts.

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AP English Language and Composition

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

The *AP English Language Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-course-and-exam-description.pdf>.

BIG IDEAS

1. Rhetorical Situation
2. Claims and Evidence
3. Reasoning and Organization
4. Style

SKILL CATEGORIES

1. Rhetorical Situation—Reading
2. Rhetorical Situation—Writing
3. Claims and Evidence—Reading
4. Claims and Evidence—Writing
5. Reasoning and Organization—Reading
6. Reasoning and Organization—Writing
7. Style—Reading
8. Style—Writing

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit title?	Unit titles are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing. Unit titles are written in by the teacher based on how they choose to organize the course.
What are the skills?	Skills are listed on the unit overview . They define what a student should learn, practice, and develop in order to qualify for college credit. These skills are the targets of assessment for the AP Exam. All units include more than one skill. All skills are required for the course.
What essential knowledge must students learn?	Essential knowledge statements are listed on the unit overview . They describe the knowledge required to perform the skills. Some skills have more than one essential knowledge statement. All essential knowledge statements are required for the unit.
What are the enduring understandings?	Enduring understandings are listed on the unit overview . They are important concepts that a student must retain long after the completion of the course.
What are the big ideas?	Big ideas are noted on the unit overview as the three-letter part of the label for the enduring understanding. They are threads that run throughout the course that enable students to create meaningful connections among course concepts. All units include more than one big idea. All big ideas are required for the unit.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative.

How does the learning activity provide an opportunity for students to practice the skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts.

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

ASSESSING

Discussion Question

Tip

How will you know if students developed the skills?

Teachers can assign **topic questions** to formatively assess student learning.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **unit overview**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course skills.

Post-Observation Discussion

There are no right answers to the questions below. They are meant to help teachers focus on the skills students need for success in the course and on the exam.

Skills

- **How deeply did students engage with all aspects of the essential knowledge?**
- **Did they have an opportunity to apply their knowledge within the context of the skill?**
- **How thoroughly did students practice the skills?**
- **Did they have an opportunity to practice the skills within the context of the text(s)?**
- **Did anything stand in their way?**
- **What could have facilitated even greater student success in developing the skills?**

Observing Student Learning

AP ENGLISH LANGUAGE AND COMPOSITION

Teacher Name: _____ Class Period: _____

Unit: _____

Text(s): _____

Directions: Use the corresponding **unit overview** from the AP English Language and Composition Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Text(s):**
Each student engages with the text(s).

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
 - Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Skills:**
Each student practices all parts of the skills.
 - Which parts did you observe students practicing?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors**Evidence**

5 **Big Ideas:**
Each student knows
the big idea.

6 **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.

AP English Literature and Composition

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works

The *AP English Literature Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-english-literature-and-composition-course-and-exam-description.pdf>.

GENRES

1. Short Fiction (Units 1, 4, 7)
2. Poetry (Units 2, 5, 8)
3. Longer Fiction or Drama (Units 3, 6, 9)

SKILL CATEGORIES

1. Explain the function of character
2. Explain the function of setting
3. Explain the function of plot and structure
4. Explain the function of the narrator or speaker
5. Explain the function of word choice, imagery, and symbols
6. Explain the function of comparison
7. Develop textually substantiated arguments about interpretations of part or all of a text

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What are the skills?	Skills are listed on the unit overview . They define what a student should be able to do with the essential knowledge in order to progress toward the enduring understandings. All units include more than one skill. All skills are required for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the unit overview . They describe the knowledge required to perform the skills. Some skills have more than one essential knowledge statement. All essential knowledge statements are required for the unit.
What are the enduring understandings?	Enduring understandings are listed on the unit overview . They are important concepts that a student must retain long after the completion of the course.
What are the big ideas?	Big ideas are noted on the unit overview as the three-letter part of the label for the enduring understanding. They are categories that provide students with a repertoire of skills and approaches to analyzing literature and composing arguments about interpretations of literature. All units include more than one big idea. All big ideas are required for the unit.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative.

How does the learning activity provide an opportunity for students to practice the skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts.

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

ASSESSING

Discussion Question

Tip

How will you know if students developed the skills?

Teachers can use **topic questions** to formatively assess student learning.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **unit overview**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course skills.

Post-Observation Discussion

There are no right answers to the questions below. They are meant to help teachers focus on the skills students need for success in the course and on the exam.

Skills

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the skill?
- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the text(s)?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP ENGLISH LITERATURE AND COMPOSITION

Teacher Name: _____ Class Period: _____

Unit/Genre: _____

Text(s): _____

Directions: Use the corresponding **unit overview** from the AP English Literature and Composition Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Genre:
Each student knows the genre.

2 Text(s):
Each student engages with the text(s).

3 Essential Knowledge:
Each student learns all parts of the essential knowledge statements.

- Which parts did you observe students learning?
- Which parts did you not observe?

4 Skills:
Each student practices all parts of the skills.

- Which parts did you observe students practicing?
- Which parts did you not observe?

Look-Fors**Evidence**

- 5 **Enduring Understandings:**
Each student demonstrates enduring understandings.
-

- 6 **Big Ideas:**
Each student knows the big idea.
-

- 7 **Topic Questions:**
Each student addresses misunderstandings from the topic questions.
-

History and Social Science Courses

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AP Comparative Government and Politics

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

The *AP Comparative Government and Politics Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-comparative-government-and-politics-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Political Systems, Regimes, and Governments
2. Political Institutions
3. Political Culture and Participation
4. Party and Electoral Systems and Citizen Organizations
5. Political and Economic Changes and Developments

Skill Categories

DISCIPLINARY PRACTICES

1. Concept Application
2. Country Comparison
3. Data Analysis
4. Source Analysis
5. Argumentation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to perform a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are themes that run throughout the course. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students perform the learning objective?

Teachers can assign **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP COMPARATIVE GOVERNMENT AND POLITICS

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Comparative Government and Politics Course and Exam Description, along with this document, when observing student learning

Look-Fors

Evidence

1 Topic:
Each student knows the topic.

2 Essential Knowledge:
Each student learns all parts of the essential knowledge statements.

- Which parts did you observe students learning?
- Which parts did you not observe?

3 Learning Objectives:
Each student performs all parts of the learning objectives.

- Which parts did you observe students performing?
- Which parts did you not observe?

4 Enduring Understandings:
Each student demonstrates enduring understandings.

Look-Fors

Evidence

- 5** **Big Ideas:**
Each student knows
the big idea.
-

- 6** **Skills:**
Each student practices all
parts of the skills relevant
to the topic.
- Which parts did you
observe students
practicing?
 - Which parts did you
not observe?
-

- 7** **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.
-

AP European History

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

The AP European History Course and Exam Description details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-european-history-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Renaissance and Exploration
2. Age of Reformation
3. Absolutism and Constitutionalism
4. Scientific, Philosophical, and Political Developments
5. Conflict, Crisis, and Reaction in the Late 18th Century
6. Industrialization and Its Effects
7. 19th-Century Perspectives and Political Developments
8. 20th-Century Global Conflicts
9. Cold War and Contemporary Europe

Skill Categories

HISTORICAL THINKING SKILLS

1. Developments and Processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections
6. Argumentation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What historical developments must students learn?	Historical development statements are listed on the topic page . They comprise the knowledge required to demonstrate mastery of the learning objective. Some learning objectives have more than one historical development statement. All historical development statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the historical development statements to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What's the thematic focus?	Thematic focus is listed on the topic page . It's the long-term takeaway that leaves a lasting impression on students. Some topics have more than one thematic focus. All thematic focuses are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the historical development statements?

Each historical development statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students demonstrate the learning objective?

Teachers can assign **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the historical developments?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the historical developments?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP EUROPEAN HISTORY

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP European History Course and Exam Description, along with this document, when observing student learning

Look-Fors

Evidence

-
- 1 Topic:**
Each student knows the topic.

-
- 2 Historical Developments:**
Each student learns all parts of the historical development statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

-
- 3 Learning Objectives:**
Each student demonstrates all parts of the learning objectives.
- Which parts did you observe students demonstrating?
 - Which parts did you not observe?

-
- 4 Thematic Focus:**
Each student knows how the historical developments contribute to the thematic focus.
-

Look-Fors

Evidence

5 Skills:
Each student practices all parts of the skills relevant to the topic.

- Which parts did you observe students practicing?
- Which parts did you not observe?

6 Topic Questions:
Each student addresses misunderstandings from the topic questions.

AP Human Geography

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

The *AP Human Geography Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-human-geography-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Thinking Geographically
2. Population and Migration Patterns and Processes
3. Cultural Patterns and Processes
4. Political Patterns and Processes
5. Agriculture and Rural Land-Use Patterns and Processes
6. Cities and Urban Land-Use Patterns and Processes
7. Industrial and Economic Development Patterns and Processes

Skill Categories

SKILL CATEGORIES

1. Concepts and Processes
2. Spatial Relationships
3. Data Analysis
4. Source Analysis
5. Scale Analysis

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP HUMAN GEOGRAPHY

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Human Geography Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Topic:
Each student knows the topic.

2 Essential Knowledge:
Each student learns all parts of the essential knowledge statements.

- Which parts did you observe students learning?
- Which parts did you not observe?

3 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

4 Enduring Understandings:
Each student demonstrates enduring understandings.

Look-Fors

Evidence

5 **Big Ideas:**
Each student knows
the big idea.

6 **Skills:**
Each student practices all
parts of the skills relevant
to the topic.

- Which parts did you
observe students
practicing?
- Which parts did you
not observe?

7 **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.

AP Macroeconomics

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

The *AP Macroeconomics Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-macroeconomics-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. **Basic Economic Concepts**
2. **Economic Indicators and the Business Cycle**
3. **National Income and Price Determination**
4. **Financial Sector**
5. **Long-Run Consequences of Stabilization Policies**
6. **Open Economy—International Trade and Finance**

Skill Categories

SKILL CATEGORIES

1. **Principles and Models**
2. **Interpretation**
3. **Manipulation**
4. **Graphing and Visuals**

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page** along with other appropriate topic–skill pairings. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can use data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

There are no right answers to the questions below. They are meant to help teachers focus on the content and skills students need for success in the course and on the exam.

Content

- How deeply did students engage with all aspects of the essential knowledge statements?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skill?



Observing Student Learning

AP MACROECONOMICS

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Macroeconomics Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Topic:
Each student knows the topic.

2 Essential Knowledge:
Each student learns all parts of the essential knowledge statements.

- Which parts did you observe students learning?
- Which parts did you not observe?

3 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students practicing?
- Which parts did you not observe?

4 Enduring Understandings:
Each student demonstrates enduring understandings.

Look-Fors

Evidence

5 **Big Ideas:**
Each student knows
the big idea.

6 **Skills:**
Each student practices all
parts of the skills relevant
to the topic.

- Which parts did you
observe students
achieving?
- Which parts did you
not observe?

7 **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.

AP Microeconomics

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

The *AP Microeconomics Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-microeconomics-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Basic Economic Concepts
2. Supply and Demand
3. Production, Cost, and the Perfect Competition Model
4. Imperfect Competition
5. Factor Markets
6. Market Failure and the Role of Government

Skill Categories

SKILL CATEGORIES

1. Principles and Models
2. Interpretation
3. Manipulation
4. Graphing and Visuals

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page** along with other appropriate topic–skill pairings. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP MICROECONOMICS

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Microeconomics Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student achieves all parts of the learning objectives.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors

Evidence

5 **Big Ideas:**
Each student knows
the big idea.

6 **Skills:**
Each student practices all
parts of the skills relevant
to the topic.

- Which parts did you observe students practicing?
- Which parts did you not observe?

7 **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.

AP Psychology

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

The *AP Psychology Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-psychology-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Scientific Foundations of Psychology
2. Biological Bases of Behavior
3. Sensation and Perception
4. Learning
5. Cognitive Psychology
6. Developmental Psychology
7. Motivation, Emotion, and Personality
8. Clinical Psychology
9. Social Psychology

Skill Categories

SKILL CATEGORIES

1. Concept Understanding
2. Data Analysis
3. Scientific Investigation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What examples must students learn?	Examples are listed on the topic page . They include the required content related to each learning target. Some learning targets have more than one example. All examples are required course content for the topic.
What are the learning targets?	Learning targets are listed on the topic page . They define what a student needs to be able to do with the examples to progress toward understanding. Most topics have more than one learning target. All learning targets are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . They describe what a student should be able to do while exploring course concepts. Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question	Tip
What's the learning activity you've planned?	There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see Sample Instructional Activities in each unit guide.
Content: How does the learning activity provide an opportunity for students to engage with all aspects of the examples?	Each example may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.
Skills: How does the learning activity provide an opportunity for students to practice the suggested skills?	Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question	Tip
How will you know if students achieve the learning target?	Teachers can use topic questions to formatively assess student learning for each topic.
How will you use the topic questions so that students can address their misunderstandings?	Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from AP Classroom to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the examples?
- Did they have an opportunity to apply their knowledge within the context of the learning target?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the examples?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP PSYCHOLOGY

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Psychology Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Examples:**
Each student learns all parts of each example.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Targets:**
Each student achieves all parts of the learning targets.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

Look-Fors

Evidence

4 Skills:
Each student practices all parts of the skills relevant to the topic.

- Which parts did you observe students practicing?
- Which parts did you not observe?

5 Topic Questions:
Each student addresses misunderstandings from the topic questions.

AP U.S. Government and Politics

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

The AP U.S. Government and Politics Course and Exam Description details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-us-government-and-politics-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Foundations of American Democracy
2. Interactions Among Branches of Government
3. Civil Liberties and Civil Rights
4. American Political Ideologies and Beliefs
5. Political Participation

Skill Categories

DISCIPLINARY PRACTICES

1. Concept Application
2. SCOTUS Application
3. Data Analysis
4. Source Analysis
5. Argumentation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP U.S. GOVERNMENT AND POLITICS

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP U.S. Government and Politics Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student achieves all parts of the learning objectives.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors

Evidence

5 **Big Ideas:**
Each student knows
the big idea.

6 **Skills:**
Each student practices all
parts of the skills relevant
to the topic.

- Which parts did you observe students practicing?
- Which parts did you not observe?

7 **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.

AP U.S. History

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

The AP U.S. History Course and Exam Description details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-us-history-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. **Period 1: 1491–1607**
2. **Period 2: 1607–1754**
3. **Period 3: 1754–1800**
4. **Period 4: 1800–1848**
5. **Period 5: 1844–1877**
6. **Period 6: 1865–1989**
7. **Period 7: 1890–1945**
8. **Period 8: 1945–1980**
9. **Period 9: 1980–Present**

Skill Categories

HISTORICAL THINKING SKILLS

1. **Developments and Processes**
2. **Sourcing and Situation**
3. **Claims and Evidence in Sources**
4. **Contextualization**
5. **Making Connections**
6. **Argumentation**

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What historical developments must students learn?	Historical development statements are listed on the topic page . They comprise the knowledge required to demonstrate mastery of the learning objective. Some learning objectives have more than one historical development statement. All historical development statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the historical development statements to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What's the thematic focus?	Thematic focus is listed on the topic page . It's the long-term takeaway that leaves a lasting impression on students. Some topics have more than one thematic focus. All thematic focuses are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the historical development statements?

Each historical development statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students demonstrates the learning objective?

Teachers can assign **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the historical developments?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the historical developments?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP U.S. HISTORY

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP U.S. History Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Historical Developments:**
Each student learns all parts of the historical development statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student demonstrates all parts of the learning objectives.
- Which parts did you observe students demonstrating?
 - Which parts did you not observe?

- 4 Thematic Focus:**
Each student knows how the historical developments contribute to the thematic focus.

Look-Fors

Evidence

5 Skills:
Each student practices all parts of the skills relevant to the topic.

- Which parts did you observe students practicing?
- Which parts did you not observe?

6 Topic Questions:
Each student addresses misunderstandings from the topic questions.

AP World History: Modern

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

The AP World History: Modern Course and Exam Description details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-world-history-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. The Global Tapestry
2. Networks of Exchange
3. Land-Based Empires
4. Transoceanic Interconnections
5. Revolutions
6. Consequences of Industrialization
7. Global Conflict
8. Cold War and Decolonization
9. Globalization

Skill Categories

HISTORICAL THINKING SKILLS

1. Developments and Processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections
6. Argumentation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What historical developments must students learn?	Historical development statements are listed on the topic page . They comprise the knowledge required to demonstrate mastery of the learning objective. Some learning objectives have more than one historical development statement. All historical development statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the historical development statements to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What's the thematic focus?	Thematic focus is listed on the topic page . It's the long-term takeaway that leaves a lasting impression on students. Some topics have more than one thematic focus. All thematic focuses are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the historical development statements?

Each historical development statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students demonstrate the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the historical developments?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the historical developments?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP WORLD HISTORY: MODERN

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the *AP World History: Modern Course and Exam Description*, along with this document, when observing student learning.

Look-Fors

Evidence

-
- 1 Topic:**
Each student knows the topic.

-
- 2 Historical Developments:**
Each student learns all parts of the historical development statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

-
- 3 Learning Objectives:**
Each student demonstrates all parts of the learning objectives.
- Which parts did you observe students demonstrating?
 - Which parts did you not observe?

-
- 4 Thematic Focus:**
Each student knows how the historical developments contribute to the thematic focus.
-

Look-Fors

Evidence

5 Skills:
Each student practices all parts of the skills relevant to the topic.

- Which parts did you observe students practicing?
- Which parts did you not observe?

6 Topic Questions:
Each student addresses misunderstandings from the topic questions.

Mathematics and Computer Science Courses

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AP Calculus AB

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

The *AP Calculus AB and BC Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-calculus-ab-bc-course-and-exam-description.pdf>.

AP Calculus AB

Content Units

UNITS OF COURSE CONTENT

1. Limits and Continuity
2. Differentiation: Definition and Fundamental Properties
3. Differentiation: Composite, Implicit, and Inverse Functions
4. Contextual Applications of Differentiation
5. Analytical Applications of Differentiation
6. Integration and Accumulation of Change
7. Differential Equations
8. Applications of Integration

Skill Categories

MATHEMATICAL PRACTICES

1. Implementing Mathematical Processes
2. Connecting Representations
3. Justification
4. Communication and Notation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP CALCULUS AB

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Calculus AB and BC Course and Exam Description, along with this document, when observing student learning

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student achieves all parts of the learning objectives.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors

Evidence

- 5 **Big Ideas:**
Each student knows
the big idea.
-

- 6 **Skills:**
Each student practices all
parts of the skills relevant
to the topic.
- Which parts did you
observe students
practicing?
 - Which parts did you
not observe?
-

- 7 **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.
-

AP Calculus BC

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

The *AP Calculus AB and BC Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-calculus-ab-bc-course-and-exam-description.pdf>.

AP Calculus BC

Content Units

UNITS OF COURSE CONTENT

1. Limits and Continuity
2. Differentiation: Definition and Fundamental Properties
3. Differentiation: Composite, Implicit, and Inverse Functions
4. Contextual Applications of Differentiation
5. Analytical Applications of Differentiation
6. Integration and Accumulation of Change
7. Differential Equations
8. Applications of Integration
9. Parametric Equations, Polar Coordinates, and Vector-Valued Functions
10. Infinite Sequences and Series

Skill Categories

MATHEMATICAL PRACTICES

1. Implementing Mathematical Processes
2. Connecting Representations
3. Justification
4. Communication and Notation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP CALCULUS BC

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Calculus AB and BC Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Topic:
Each student knows the topic.

2 Essential Knowledge:
Each student learns all parts of the essential knowledge statements.

- Which parts did you observe students learning?
- Which parts did you not observe?

3 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

4 Enduring Understandings:
Each student demonstrates enduring understandings.

Look-Fors

Evidence

- 5** **Big Ideas:**
Each student knows
the big idea.
-

- 6** **Skills:**
Each student practices all
parts of the skills relevant
to the topic.
- Which parts did you observe students practicing?
 - Which parts did you not observe?
-

- 7** **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.
-

AP Computer Science A

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

The *AP Computer Science A Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-computer-science-a-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Primitive Types
2. Using Objects
3. Boolean Expressions and if Statements
4. Iteration
5. Writing Classes
6. Array
7. ArrayList
8. 2D Array
9. Inheritance
10. Recursion

Skill Categories

COMPUTATIONAL THINKING PRACTICES

1. Program Design and Algorithm Development
2. Code Logic
3. Code Implementation
4. Code Testing
5. Documentation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?

Observing Student Learning

AP COMPUTER SCIENCE A

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Computer Science A Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Topic:
Each student knows the topic.

2 Essential Knowledge:
Each student learns all parts of the essential knowledge statements.

- Which parts did you observe students learning?
- Which parts did you not observe?

3 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

4 Enduring Understandings:
Each student demonstrates enduring understandings.

Look-Fors

Evidence

5 **Big Ideas:**
Each student knows
the big idea.

6 **Skills:**
Each student practices all
parts of the skills relevant
to the topic.

- Which parts did you observe students practicing?
- Which parts did you not observe?

7 **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.

AP Statistics

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

The *AP Statistics Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-statistics-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Exploring One-Variable Data
2. Exploring Two-Variable Data
3. Collecting Data
4. Probability, Random Variables, and Probability Distributions
5. Sampling Distributions
6. Inference for Categorical Data: Proportions
7. Inference for Quantitative Data: Means
8. Inference for Categorical Data: Chi-Square
9. Inference for Quantitative Data: Slopes

Skill Categories

SKILL CATEGORIES

1. Selecting Statistical Methods
2. Data Analysis
3. Using Probability and Simulation
4. Statistical Argumentation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the skills to pair with the topic?	Skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings on the **topic page**. They should be used *during* and at the *end* of each unit, respectively.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the skills?

Each skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP STATISTICS

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Statistics Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Topic:
Each student knows the topic.

2 Essential Knowledge:
Each student learns all parts of the essential knowledge statements.

- Which parts did you observe students learning?
- Which parts did you not observe?

3 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

4 Enduring Understandings:
Each student demonstrates enduring understandings.

Look-Fors

Evidence

5 **Big Ideas:**
Each student knows
the big idea.

6 **Skills:**
Each student practices all
parts of the skills relevant
to the topic.

- Which parts did you observe students practicing?
- Which parts did you not observe?

7 **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.

Science Courses

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AP Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

The *AP Biology Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-biology-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Chemistry of Life
2. Cell Structure and Function
3. Cellular Energetics
4. Cell Communication and Cell Cycle
5. Heredity
6. Gene Expression and Regulation
7. Natural Selection
8. Ecology

Skill Categories

SCIENCE PRACTICES

1. Concept Explanation
2. Visual Representation
3. Questions and Methods
4. Representing and Describing Data
5. Statistical Tests and Data Analysis
6. Argumentation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP BIOLOGY

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Biology Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student achieves all parts of the learning objectives.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors

Evidence

- 5** **Big Ideas:**
Each student knows
the big idea.
-

- 6** **Skills:**
Each student practices all
parts of the skills relevant to
the topic.
- Which parts did you observe students practicing?
 - Which parts did you not observe?
-

- 7** **Topic Questions:**
Each student addresses
misunderstandings from the
topic questions.
-

AP Chemistry

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

The AP Chemistry Course and Exam Description details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-chemistry-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Atomic Structure and Properties
2. Molecular and Ionic Compound Structure and Properties
3. Intermolecular Forces and Properties
4. Chemical Reactions
5. Kinetics
6. Thermodynamics
7. Equilibrium
8. Acids and Bases
9. Applications of Thermodynamics

Skill Categories

SCIENCE PRACTICES

1. Models and Representations
2. Question and Method
3. Representing Data and Phenomena
4. Model Analysis
5. Mathematical Routines
6. Argumentation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP CHEMISTRY

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Chemistry Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student achieves all parts of the learning objectives.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors

Evidence

- 5 Big Ideas:**
Each student knows the big idea.
-

- 6 Skills:**
Each student practices all parts of the skills relevant to the topic.
- Which parts did you observe students practicing?
 - Which parts did you not observe?
-

- 7 Topic Questions:**
Each student addresses misunderstandings from the topic questions.
-

AP Environmental Science

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

The *AP Environmental Science Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-environmental-science-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. The Living World: Ecosystems
2. The Living World: Biodiversity
3. Populations
4. Earth Systems and Resources
5. Land and Water Use
6. Energy Resources and Consumption
7. Atmospheric Pollution
8. Aquatic and Terrestrial Pollution
9. Global Change

Skill Categories

SCIENCE PRACTICES

1. Concept Explanation
2. Visual Representation
3. Text Analysis
4. Scientific Experiments
5. Data Analysis
6. Mathematical Routines
7. Environmental Solutions

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP ENVIRONMENTAL SCIENCE

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Environmental Science Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student achieves all parts of the learning objectives.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors

Evidence

- 5** **Big Ideas:**
Each student knows
the big idea.
-

- 6** **Skills:**
Each student practices all
parts of the skills relevant to
the topic.
- Which parts did you observe students practicing?
 - Which parts did you not observe?
-

- 7** **Topic Questions:**
Each student addresses
misunderstandings from the
topic questions.
-

AP Physics 1: Algebra-Based

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

The *AP Physics 1 Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-physics-1-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Kinematics
2. Dynamics
3. Circular Motion and Gravitation
4. Energy
5. Momentum
6. Simple Harmonic Motion
7. Torque and Rotational Motion
8. Electric Charge and Electric Force
9. DC Circuits
10. Mechanical Waves and Sound

Skill Categories

SCIENCE PRACTICES

1. Modeling
2. Mathematical Routines
3. Scientific Questioning
4. Experimental Methods
5. Data Analysis
6. Argumentation
7. Making Connections

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the numerical part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the skills to pair with the topic?	Skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings on the **topic page**. They should be used *during* and at the *end* of each unit, respectively.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the skills?

Each skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP PHYSICS 1

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Physics 1 Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student achieves all parts of the learning objectives.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors

Evidence

5 **Big Ideas:**
Each student knows
the big idea.

6 **Skills:**
Each student practices all
parts of the skills relevant to
the topic.

- Which parts did you observe students practicing?
- Which parts did you not observe?

7 **Topic Questions:**
Each student addresses
misunderstandings from the
topic questions.

AP Physics 2: Algebra-Based

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

The *AP Physics 2 Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-physics-2-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Fluids
2. Thermodynamics
3. Electric Force, Field, and Potential
4. Electric Circuits
5. Magnetism and Electromagnetic Induction
6. Geometric and Physical Optics
7. Quantum, Atomic, and Nuclear Physics

Skill Categories

SCIENCE PRACTICES

1. Modeling
2. Mathematical Routines
3. Scientific Questioning
4. Experimental Methods
5. Data Analysis
6. Argumentation
7. Making Connections

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the numerical part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the skills to pair with the topic?	Skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings on the **topic page**. They should be used *during* and at the *end* of each unit, respectively.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the skills?

Each skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP PHYSICS 2

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Physics 2 Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student achieves all parts of the learning objectives.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors

Evidence

- 5** **Big Ideas:**
Each student knows
the big idea.
-

- 6** **Skills:**
Each student practices all
parts of the skills relevant to
the topic.
- Which parts did you observe students practicing?
 - Which parts did you not observe?
-

- 7** **Topic Questions:**
Each student addresses
misunderstandings from the
topic questions.
-

AP Physics C: Electricity and Magnetism

AP Physics C: Electricity and Magnetism is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

The *AP Physics C: Electricity and Magnetism Course and Exam* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-physics-c-electricity-and-magnetism-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Electrostatics
2. Conductors, Capacitors, Dielectrics
3. Electric Circuits
4. Magnetic Fields
5. Electromagnetism

Skill Categories

SCIENCE PRACTICES

1. Visual Representation
2. Question and Method
3. Representing Data and Phenomena
4. Data Analysis
5. Theoretical Relationships
6. Mathematical Routines
7. Argumentation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP PHYSICS C: ELECTRICITY AND MAGNETISM

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Physics C: Electricity and Magnetism Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student achieves all parts of the learning objectives.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors

Evidence

5 **Big Ideas:**
Each student knows
the big idea.

6 **Skills:**
Each student practices all
parts of the skills relevant
to the topic.

- Which parts did you
observe students
practicing?
- Which parts did you
not observe?

7 **Topic Questions:**
Each student addresses
misunderstandings from the
topic questions.

AP Physics C: Mechanics

AP Physics C: Mechanics is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation.

The *AP Physics C: Mechanics Course and Exam Description* details what students should know and be able to do to qualify for college credit or placement. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-physics-c-mechanics-course-and-exam-description.pdf>.

Content Units

UNITS OF COURSE CONTENT

1. Kinematics
2. Newton's Laws of Motion
3. Work, Energy, and Power
4. Systems of Particles and Linear Motion
5. Rotation
6. Oscillations
7. Gravitation

Skill Categories

SCIENCE PRACTICES

1. Visual Representation
2. Question and Method
3. Representing Data and Phenomena
4. Data Analysis
5. Theoretical Relationships
6. Mathematical Routines
7. Argumentation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance , which presents a visual organization of the course, including sequence and pacing.
What's the topic?	Topics are listed on the Unit at a Glance , which indicates the topic–skill pairings for the unit.
What essential knowledge must students learn?	Essential knowledge statements are listed on the topic page . They describe the knowledge required to achieve a learning objective. Some learning objectives have more than one essential knowledge statement. All essential knowledge statements are required course content for the topic.
What are the learning objectives?	Learning objectives are listed on the topic page . They define what students should be able to do with the essential knowledge to progress toward an enduring understanding. Most enduring understandings have more than one learning objective. All learning objectives are required course content for the topic.
What are the enduring understandings?	Enduring understandings are listed on the topic page . They are the long-term takeaways related to the big ideas that leave a lasting impression on students. Some topics have more than one enduring understanding. All enduring understandings are required course content for the topic.
What are the big ideas?	Big ideas are noted on the topic page as the three-letter part of the label for the enduring understanding. They are recurring concepts or themes that spiral across topics. Some topics include more than one big idea. All big ideas are required course content for the topic.
What are the suggested skills to pair with the topic?	Suggested skills are listed on the topic page . Some topics are paired with more than one skill. Topic questions and Personal Progress Checks formatively assess this topic–skill pairing.*

*The **topic questions** and **Personal Progress Checks** formatively assess the topic–skill pairings suggested on the **topic page**. They should be used *during* and at the *end* of each unit, respectively. As a summative assessment, questions on the **AP Exam** may pair any topic with any skill taught throughout the course.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative. For ideas, see **Sample Instructional Activities** in each unit guide.

Content:

How does the learning activity provide an opportunity for students to engage with all aspects of the essential knowledge statements?

Each essential knowledge statement may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

Skills:

How does the learning activity provide an opportunity for students to practice the suggested skills?

Each suggested skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the topic.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each topic.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **topic page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

These questions are meant to help teachers focus on the content and skills students need for success in the course and on the exam. There's no single correct answer to any of the questions below.

Content

- How deeply did students engage with all aspects of the essential knowledge?
- Did they have an opportunity to apply their knowledge within the context of the learning objective?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning the essential knowledge?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the topic?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP PHYSICS C: MECHANICS

Teacher Name: _____ Class Period: _____

Unit: _____

Topic: _____

Directions: Use the corresponding **topic page** from the AP Physics C: Mechanics Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Topic:**
Each student knows the topic.

- 2 Essential Knowledge:**
Each student learns all parts of the essential knowledge statements.
- Which parts did you observe students learning?
 - Which parts did you not observe?

- 3 Learning Objectives:**
Each student achieves all parts of the learning objectives.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

- 4 Enduring Understandings:**
Each student demonstrates enduring understandings.

Look-Fors

Evidence

5 **Big Ideas:**
Each student knows
the big idea.

6 **Skills:**
Each student practices all
parts of the skills relevant to
the topic.

- Which parts did you observe students practicing?
- Which parts did you not observe?

7 **Topic Questions:**
Each student addresses
misunderstandings from
the topic questions.

World Language and Culture Courses

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A Flexible Design for Delivering Language Instruction

The new course and exam descriptions for the World Language and Culture courses provide greater transparency for what's assessed on the AP Exam and use modes of communication (Asian Languages and Cultures) or stimuli (European Languages and Cultures) as the organizational element within each unit. However, teachers may choose skills rather than modes of communication or stimuli as the organizational element for their instructional delivery. Either approach can lead to student success on the AP Exam.

Two observation tools are provided in this guide. Version A is based on the approach taken in the new AP course and exam descriptions that uses modes of communication or stimuli as the organizational element within each unit. Version B is based on an alternate approach that uses skills as the organizational element within each unit.

Version A: Teachers organize lessons by mode of communication or stimulus

Language	CED's organization <i>Supports the learning</i>	What's learned	How it works
Asian Languages and Cultures <ul style="list-style-type: none"> ▪ Chinese ▪ Japanese 	Modes of Communication	Skills	Use one mode of communication to teach one or more skills.
European Languages and Cultures <ul style="list-style-type: none"> ▪ French ▪ German ▪ Italian ▪ Spanish 	Stimulus/Task Model	Skills	Use one stimulus to teach one or more skills.

Version B: Teachers organize lessons by skill

Language	Alternate organization <i>What's learned</i>	Supports the learning	How it works
Asian Languages and Cultures <ul style="list-style-type: none"> ▪ Chinese ▪ Japanese 	Skill	Modes of Communication	Teach one skill using one or more modes of communication.
European Languages and Cultures <ul style="list-style-type: none"> ▪ French ▪ German ▪ Italian ▪ Spanish 	Skill	Stimuli/Task Models	Teach one skill using one or more stimuli.

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AP Chinese Language and Culture

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese.

The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

The *AP Chinese Language and Culture Course and Exam Description* details course content and skills. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-chinese-language-and-culture-course-and-exam-description.pdf>.

Content

UNITS OF COURSE CONTENT

1. Families in Different Societies
2. The Influence of Language and Culture on Identity
3. Influences of Beauty and Art
4. How Science and Technology Affect Our Lives
5. Factors that Impact the Quality of Life
6. Environmental, Political, and Societal Challenges

Skills

SKILL CATEGORIES

1. Comprehend Text
2. Make Connections
3. Interpret Text
4. Make Meanings
5. Speak to Others
6. Write to Others
7. Present Orally
8. Present in Writing

THEMES

1. Families in Communities
2. Personal and Public Identities
3. Beauty and Aesthetics
4. Science and Technology
5. Contemporary Life
6. Global Challenges

MODES OF COMMUNICATION

1. Spoken Interpersonal Communication
2. Written Interpersonal Communication
3. Audio, Visual, and Audiovisual Interpretive Communication
4. Written and Print Interpretive Communication
5. Spoken Presentational Communication
6. Written Presentational Communication

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the unit opener . Units are based on the themes of the course.
What's the suggested theme?	Themes are listed on the unit opener . They provide a foundation for connecting content through a variety of perspectives by complementing the unit's main theme. All units have more than one suggested theme.
What's the mode of communication?	Modes of communication are listed on the mode/task models page .
What's the task model?	Task models are listed on the mode/task models page .
What are the skills?	Skills are listed on the mode/task models page .
What's the learning objective?	Learning objectives are listed on the mode/task models page . Some skills have more than one learning objective.

TEACHING

Discussion Question	Tip
What's the learning activity you've planned?	There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative.
How does the learning activity provide an opportunity for students to engage with all aspects of the learning objectives?	Each learning objective may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.
How does the learning activity provide an opportunity for students to practice the skills?	Each skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts.

ASSESSING

Discussion Question	Tip
How will you know if students achieve the learning objective?	Teachers can use topic questions to formatively assess student learning for each skill.
How will you use the topic questions so that students can address their misunderstandings?	Topic Questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from AP Classroom to identify misunderstandings.

Observation

Use the corresponding **mode/task models page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

There are no right answers to the questions below. They are meant to help teachers focus on the content and skills students need for success in the course and on the exam.

Content

- How deeply did students engage with the theme?
- Did they have an opportunity to apply their knowledge of the theme within the context of the unit?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning about the theme?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the task model?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?

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Observing Student Learning

AP CHINESE LANGUAGE AND CULTURE

Version **A**

Teacher Name: _____ Class Period _____

Unit: _____

Mode: _____

Directions: Use the corresponding **mode/task models pages** from the AP Chinese Language and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Unit:
Each student knows the unit.

2 Theme:
Each student knows the theme.

3 Mode of Communication:
Each student knows the mode.

4 Task Models:
Each student engages with the task models.

5 Skills:
Each student practices all parts of the skills.

- Which parts did you observe students practicing?
- Which parts did you not observe?

Look-Fors

Evidence

6 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

7 Topic Questions:
Each student addresses misunderstandings from the topic questions.



Observing Student Learning

AP CHINESE LANGUAGE AND CULTURE

Version **B**

Teacher Name: _____ Class Period _____

Unit: _____

Skills: _____

Directions: Use the corresponding **mode/task models pages** from the AP Chinese Language and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Unit:
Each student knows the unit.

2 Theme:
Each student knows the theme.

3 Skills:
Each student practices all parts of the skills.

- Which parts did you observe students practicing?
- Which parts did you not observe?

4 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

Look-Fors**Evidence**

- 5 Task Models:**
Each student engages with the task models.
-

- 6 Modes of Communication:**
Each student knows the modes.
-

- 7 Topic Questions:**
Each student addresses misunderstandings from the topic questions.
-

AP French Language and Culture

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

The *AP French Language and Culture Course and Exam Description* details course content and skills. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-french-language-and-culture-course-and-exam-description.pdf>.

Content

UNITS OF COURSE CONTENT

1. Families in Different Societies
2. The Influence of Language and Culture on Identity
3. Influences of Beauty and Art
4. How Science and Technology Affect Our Lives
5. Factors that Impact the Quality of Life
6. Environmental, Political, and Societal Challenges

Skills

SKILL CATEGORIES

1. Comprehend Text
2. Make Connections
3. Interpret Text
4. Make Meanings
5. Speak to Others
6. Write to Others
7. Present Orally
8. Present in Writing

THEMES

1. Families in Communities
2. Personal and Public Identities
3. Beauty and Aesthetics
4. Science and Technology
5. Contemporary Life
6. Global Challenges

MODES OF COMMUNICATION

1. Audio, Visual, and Audiovisual Interpretive Communication
2. Written and Print Interpretive Communication
3. Spoken Interpersonal Communication
4. Written Interpersonal Communication
5. Spoken Presentational Communication
6. Written Presentational Communication

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the unit opener .
What's the suggested theme?	Themes are listed on the unit opener . They provide a foundation for connecting content through a variety of perspectives by complementing the unit's main theme. All units have more than one suggested theme.
What are the modes of communication?	Modes of communication are listed on the stimulus/task model page .
What's the stimulus/task model?	Stimuli/Task models are listed on the stimulus/task model page .
What are the skills?	Skills are listed on the stimulus/task model page .
What's the learning objective?	Learning objectives are listed on the stimulus/task model page . Some skills have more than one learning objective.

TEACHING

Discussion Question	Tip
What's the learning activity you've planned?	There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative.
How does the learning activity provide an opportunity for students to engage with all aspects of the learning objectives?	Each learning objective may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.
How does the learning activity provide an opportunity for students to practice the skills?	Each skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts.

ASSESSING

Discussion Question	Tip
How will you know if students achieve the learning objective?	Teachers can use topic questions to formatively assess student learning for each skill.
How will you use the topic questions so that students can address their misunderstandings?	Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from AP Classroom to identify misunderstandings.

Observation

Use the corresponding **stimulus/task model page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

There are no right answers to the questions below. They are meant to help teachers focus on the content and skills students need for success in the course and on the exam.

Content

- How deeply did students engage with the theme?
- Did they have an opportunity to apply their knowledge of the theme within the context of the unit?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning about the theme?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the stimulus/task model?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?

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Observing Student Learning

AP FRENCH LANGUAGE AND CULTURE

Version **A**

Teacher Name: _____ Class Period _____

Unit: _____

Stimulus/Task Model: _____

Directions: Use the corresponding **stimulus/task model page** from the AP French Language and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Unit:
Each student knows the unit.

2 Theme:
Each student knows the theme.

3 Stimulus/Task Model:
Each student engages with the stimulus/task model.

4 Skills:
Each student practices all parts of the skills.

- Which parts did you observe students practicing?
- Which parts did you not observe?

5 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

Look-Fors**Evidence**

6 Mode of Communication:
Each student knows the mode.

7 Topic Questions:
Each student addresses misunderstandings from the topic questions.



Observing Student Learning

AP FRENCH LANGUAGE AND CULTURE

Version **B**

Teacher Name: _____ Class Period _____

Unit: _____

Skills: _____

Directions: Use the corresponding **stimulus/task model pages** from the AP French Language and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Unit:
Each student knows the unit.

2 Theme:
Each student knows the theme.

3 Skills:
Each student practices all parts of the skills.

- Which parts did you observe students practicing?
- Which parts did you not observe?

4 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

Look-Fors

Evidence

5 Stimuli/Task Models:

Each student engages with the stimuli/task models.

6 Modes of Communication:

Each student knows the modes.

7 Topic Questions:

Each student addresses misunderstandings from the topic questions.

AP German Language and Culture

The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in German.

The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

The *AP German Language and Culture Course and Exam Description* details course content and skills. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-german-language-and-culture-course-and-exam-description.pdf>.

Content

UNITS OF COURSE CONTENT

1. Families in Different Societies
2. The Influence of Language and Culture on Identity
3. Influences of Beauty and Art
4. How Science and Technology Affect Our Lives
5. Factors that Impact the Quality of Life
6. Environmental, Political, and Societal Challenges

Skills

SKILL CATEGORIES

1. Comprehend Text
2. Make Connections
3. Interpret Text
4. Make Meanings
5. Speak to Others
6. Write to Others
7. Present Orally
8. Present in Writing

THEMES

1. Families in Communities
2. Personal and Public Identities
3. Beauty and Aesthetics
4. Science and Technology
5. Contemporary Life
6. Global Challenges

MODES OF COMMUNICATION

1. Audio, Visual, and Audiovisual Interpretive Communication
2. Written and Print Interpretive Communication
3. Spoken Interpersonal Communication
4. Written Interpersonal Communication
5. Spoken Presentational Communication
6. Written Presentational Communication

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the unit opener .
What's the suggested theme?	Themes are listed on the unit opener . They provide a foundation for connecting content through a variety of perspectives by complementing the unit's main theme. All units have more than one suggested theme.
What are the modes of communication?	Modes of communication are listed on the stimulus/task model page .
What's the stimulus/task model?	Stimuli/Task models are listed on the stimulus/task model page .
What are the skills?	Skills are listed on the stimulus/task model page .
What's the learning objective?	Learning objectives are listed on the stimulus/task model page . Some skills have more than one learning objective.

TEACHING

Discussion Question	Tip
What's the learning activity you've planned?	There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative.
How does the learning activity provide an opportunity for students to engage with all aspects of the learning objectives?	Each learning objective may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.
How does the learning activity provide an opportunity for students to practice the skills?	Each skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts.

ASSESSING

Discussion Question	Tip
How will you know if students achieve the learning objective?	Teachers can use topic questions to formatively assess student learning for each skill.
How will you use the topic questions so that students can address their misunderstandings?	Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from AP Classroom to identify misunderstandings.

Observation

Use the corresponding **stimulus/task model page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

There are no right answers to the questions below. They are meant to help teachers focus on the content and skills students need for success in the course and on the exam.

Content

- How deeply did students engage with the theme?
- Did they have an opportunity to apply their knowledge of the theme within the context of the unit?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning about the theme?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the stimulus/task model?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?

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Observing Student Learning

AP GERMAN LANGUAGE AND CULTURE

Version **A**

Teacher Name: _____ Class Period _____

Unit: _____

Stimulus/Task Model: _____

Directions: Use the corresponding **stimulus/task model page** from the AP German Language and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Unit:
Each student knows the unit.

2 Theme:
Each student knows the theme.

3 Stimulus/Task Model:
Each student engages with the stimulus/task model.

4 Skills:
Each student practices all parts of the skills.

- Which parts did you observe students practicing?
- Which parts did you not observe?

5 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

Look-Fors**Evidence**

-
- 6 Mode of Communication:**
Each student knows the mode.

-
- 7 Topic Questions:**
Each student addresses misunderstandings from the topic questions.
-



Observing Student Learning

AP GERMAN LANGUAGE AND CULTURE

Version **B**

Teacher Name: _____ Class Period _____

Unit: _____

Skills: _____

Directions: Use the corresponding **stimulus/task model pages** from the AP German Language and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Unit:
Each student knows the unit.

2 Theme:
Each student knows the theme.

3 Skills:
Each student practices all parts of the skills.

- Which parts did you observe students practicing?
- Which parts did you not observe?

4 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

Look-Fors**Evidence**

5 Stimuli/Task Models:
Each student engages with the stimuli/task models.

6 Modes of Communication:
Each student knows the modes.

7 Topic Questions:
Each student addresses misunderstandings from the topic questions.

AP Italian Language and Culture

The AP Italian Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Italian Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Italian.

The AP Italian Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

The *AP Italian Language and Culture Course and Exam Description* details course content and skills. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-italian-language-and-culture-course-and-exam-description.pdf>.

Content

UNITS OF COURSE CONTENT

1. Families in Different Societies
2. The Influence of Language and Culture on Identity
3. Influences of Beauty and Art
4. How Science and Technology Affect Our Lives
5. Factors that Impact the Quality of Life
6. Environmental, Political, and Societal Challenges

Skills

SKILL CATEGORIES

1. Comprehend Text
2. Make Connections
3. Interpret Text
4. Make Meanings
5. Speak to Others
6. Write to Others
7. Present Orally
8. Present in Writing

THEMES

1. Families in Communities
2. Personal and Public Identities
3. Beauty and Aesthetics
4. Science and Technology
5. Contemporary Life
6. Global Challenges

MODES OF COMMUNICATION

1. Audio, Visual, and Audiovisual Interpretive Communication
2. Written and Print Interpretive Communication
3. Spoken Interpersonal Communication
4. Written Interpersonal Communication
5. Spoken Presentational Communication
6. Written Presentational Communication

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the unit opener .
What's the suggested theme?	Themes are listed on the unit opener . They provide a foundation for connecting content through a variety of perspectives by complementing the unit's main theme. All units have more than one suggested theme.
What are the modes of communication?	Modes of communication are listed on the stimulus/task model page .
What's the stimulus/task model?	Stimuli/Task models are listed on the stimulus/task model page .
What are the skills?	Skills are listed on the stimulus/task model page .
What's the learning objective?	Learning objectives are listed on the stimulus/task model page . Some skills have more than one learning objective.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative.

How does the learning activity provide an opportunity for students to engage with all aspects of the learning objectives?

Each learning objective may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

How does the learning activity provide an opportunity for students to practice the skills?

Each skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each skill.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **stimulus/task model page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

There are no right answers to the questions below. They are meant to help teachers focus on the content and skills students need for success in the course and on the exam.

Content

- How deeply did students engage with the theme?
- Did they have an opportunity to apply their knowledge of the theme within the context of the unit?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning about the theme?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the stimulus/task model?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?

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Observing Student Learning

AP ITALIAN LANGUAGE AND CULTURE

Version **A**

Teacher Name: _____ Class Period: _____

Unit: _____

Stimulus/Task Model: _____

Directions: Use the corresponding **stimulus/task model page** from the AP Italian Language and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Unit:
Each student knows the unit.

2 Theme:
Each student knows the theme.

3 Stimulus/Task Model:
Each student engages with the stimulus/task model.

4 Skills:
Each student practices all parts of the skills.

- Which parts did you observe students practicing?
- Which parts did you not observe?

5 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

Look-Fors**Evidence**

-
- 6 Mode of Communication:**
Each student knows the mode.

-
- 7 Topic Questions:**
Each student addresses misunderstandings from the topic questions.
-



Observing Student Learning

AP ITALIAN LANGUAGE AND CULTURE

Version **B**

Teacher Name: _____ Class Period: _____

Unit: _____

Skills: _____

Directions: Use the corresponding **stimulus/task model pages** from the AP Italian Language and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Unit:
Each student knows the unit.

2 Theme:
Each student knows the theme.

3 Skills:
Each student practices all parts of the skills.

- Which parts did you observe students practicing?
- Which parts did you not observe?

4 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

Look-Fors**Evidence**

5 Stimuli/Task Models:
Each student engages with the stimuli/task models.

6 Modes of Communication:
Each student knows the modes.

7 Topic Questions:
Each student addresses misunderstandings from the topic questions.

AP Japanese Language and Culture

The AP Japanese Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Japanese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Japanese.

The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of social, political, and educational issues (e.g., the role of religion in society, traditional versus modern gender roles), as well as more traditional topics (e.g., arts, customs, festivals, geography, and history). Throughout the course, students develop interpersonal skills that enable them to request and confirm the receipt of information, ask for and provide directions, and issue and respond to invitations. They also develop more cognitively challenging functional language skills, including the ability to compare phenomena, express opinions and preferences, and discuss life experiences. Additionally, students develop a command of a significant number of the most prevalent kanji characters used in Japanese writing.

The *AP Japanese Language and Culture Course and Exam Description* details course content and skills. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-japanese-language-and-culture-course-and-exam-description.pdf>.

Content

UNITS OF COURSE CONTENT

1. Families in Different Societies
2. The Influence of Language and Culture on Identity
3. Influences of Beauty and Art
4. How Science and Technology Affect Our Lives
5. Factors that Impact the Quality of Life
6. Environmental, Political, and Societal Challenges

Skills

SKILL CATEGORIES

1. Comprehend Text
2. Make Connections
3. Interpret Text
4. Make Meanings
5. Speak to Others
6. Write to Others
7. Present Orally
8. Present in Writing

THEMES

1. Families in Communities
2. Personal and Public Identities
3. Beauty and Aesthetics
4. Science and Technology
5. Contemporary Life
6. Global Challenges

MODES OF COMMUNICATION

1. Spoken Interpersonal Communication
2. Written Interpersonal Communication
3. Audio, Visual, and Audiovisual Interpretive Communication
4. Written and Print Interpretive Communication
5. Spoken Presentational Communication
6. Written Presentational Communication

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the unit opener . Units are based on the themes of the course.
What's the suggested theme?	Themes are listed on the unit opener . They provide a foundation for connecting content through a variety of perspectives by complementing the unit's main theme. All units have more than one suggested theme.
What's the mode of communication?	Modes of communication are listed on the mode/task models page .
What's the task model?	Task models are listed on the mode/task models page .
What are the skills?	Skills are listed on the mode/task models page .
What's the learning objective?	Learning objectives are listed on the mode/task models page . Some skills have more than one learning objective.

TEACHING

Discussion Question	Tip
What's the learning activity you've planned?	There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative.
How does the learning activity provide an opportunity for students to engage with all aspects of the learning objectives?	Each learning objective may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.
How does the learning activity provide an opportunity for students to practice the skills?	Each skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts.

ASSESSING

Discussion Question	Tip
How will you know if students achieve the learning objective?	Teachers can use topic questions to formatively assess student learning for each skill.
How will you use the topic questions so that students can address their misunderstandings?	Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from AP Classroom to identify misunderstandings.

Observation

Use the corresponding **mode/task models page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

There are no right answers to the questions below. They are meant to help teachers focus on the content and skills students need for success in the course and on the exam.

Content

- How deeply did students engage with the theme?
- Did they have an opportunity to apply their knowledge of the theme within the context of the unit?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning about the theme?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the task model?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?

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Observing Student Learning

AP JAPANESE LANGUAGE AND CULTURE

Version **A**

Teacher Name: _____ Class Period: _____

Unit: _____

Mode: _____

Directions: Use the corresponding **mode/task models page** from the AP Japanese Language and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Unit:**
Each student knows the unit.

- 2 Theme:**
Each student knows the theme.

- 3 Mode of Communication:**
Each student knows the mode.

- 4 Task Models:**
Each student engages with the task models.

- 5 Skills:**
Each student practices all parts of the skills relevant to the topic.
 - Which parts did you observe students practicing?
 - Which parts did you not observe?

Look-Fors

Evidence

6 **Learning Objectives:**

Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

7 **Topic Questions:**

Each student addresses misunderstandings from the topic questions.



Observing Student Learning

AP JAPANESE LANGUAGE AND CULTURE

Version **B**

Teacher Name: _____ Class Period: _____

Unit: _____

Skills: _____

Directions: Use the corresponding **mode/task models pages** from the AP Japanese Language and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

- 1 Unit:**
Each student knows the unit.

- 2 Theme:**
Each student knows the theme.

- 3 Skills:**
Each student practices all parts of the skills relevant to the task models.
- Which parts did you observe students practicing?
 - Which parts did you not observe?

- 4 Learning Objectives:**
Each student achieves all parts of the learning objectives.
- Which parts did you observe students achieving?
 - Which parts did you not observe?

Look-Fors**Evidence**

- 5 Task Models:**
Each student engages with the task models.
-

- 6 Modes of Communication:**
Each student knows the modes.
-

- 7 Topic Questions:**
Each student addresses misunderstandings from the topic questions.
-

AP Latin

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil’s Aeneid and Caesar’s Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

The AP Latin Course and Exam Description details course content and skills. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-latin-course-and-exam-description.pdf>.

Required Reading

UNITS

1. Vergil, *Aeneid*, Book 1
2. Caesar, *Gallic War*, Books 1 and 6
3. Vergil, *Aeneid*, Book 2
4. Caesar, *Gallic War*, Book 4
5. Vergil, *Aeneid*, Book 4
6. Caesar, *Gallic War*, Book 5 Part I
7. Caesar, *Gallic War*, Book 5 Part II, Book 6, and Book 7
8. Vergil, *Aeneid*, Books, 6, 8, and 12

Skill Categories

SKILL CATEGORIES

1. Reading and Comprehension
2. Translation
3. Contextualization
4. Textual Analysis
5. Argumentation

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance .
What's the theme?	Themes are listed on the unit opener .
What's the required reading?	Required readings are listed on the reading page .
What are the skills?	Skills are listed on the reading page .
What are the learning objectives?	Learning objectives are listed on the reading page . Some skills have more than one learning objective.

TEACHING

Discussion Question

Tip

What's the learning activity you've planned?

There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative.

How does the learning activity provide an opportunity for students to engage with all aspects of the learning objectives?

Each learning objective may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.

How does the learning activity provide an opportunity for students to practice the skills?

Each skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts relevant to the required reading.

ASSESSING

Discussion Question

Tip

How will you know if students achieve the learning objective?

Teachers can use **topic questions** to formatively assess student learning for each skill.

How will you use the topic questions so that students can address their misunderstandings?

Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from **AP Classroom** to identify misunderstandings.

Observation

Use the corresponding **reading page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course skills.

Post-Observation Discussion

There are no right answers to the questions below. They are meant to help teachers focus on the skills students need for success in the course and on the exam.

Required Reading

- How deeply did students engage with the required reading?
- Did they have an opportunity to apply their knowledge of the theme within the context of the required reading?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning about the theme?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the required reading?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?



Observing Student Learning

AP LATIN

Teacher Name: _____ Class Period: _____

Unit: _____

Reading: _____

Directions: Use the corresponding **reading page** from the AP Latin Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Unit:
Each student knows the unit.

2 Theme:
Each student know the theme.

3 Required Reading:
Each student engages with the required reading.

4 Skills:
Each student practices all parts of the skills relevant to the required reading.

- Which parts did you observe students practicing?
- Which parts did you not observe?

Look-Fors**Evidence****5 Learning Objectives:**

Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

6 Topic Questions:

Each student addresses misunderstandings from the topic questions.

AP Spanish Language and Culture

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

The *AP Spanish Language and Culture Course and Exam Description* details course content and skills. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-spanish-language-and-culture-course-and-exam-description.pdf>.

Content

UNITS OF COURSE CONTENT

1. Families in Different Societies
2. The Influence of Language and Culture on Identity
3. Influences of Beauty and Art
4. How Science and Technology Affect Our Lives
5. Factors that Impact the Quality of Life
6. Environmental, Political, and Societal Challenges

Skills

SKILL CATEGORIES

1. Comprehend Text
2. Make Connections
3. Interpret Text
4. Make Meanings
5. Speak to Others
6. Write to Others
7. Present Orally
8. Present in Writing

THEMES

1. Families and Communities
2. Personal and Public Identities
3. Beauty and Aesthetics
4. Science and Technology
5. Contemporary Life
6. Global Challenges

MODES OF COMMUNICATION

1. Audio, Visual, and Audiovisual Interpretive Communication
2. Written and Print Interpretive Communication
3. Spoken Interpersonal Communication
4. Written Interpersonal Communication
5. Spoken Presentational Communication
6. Written Presentational Communication

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the unit opener .
What's the suggested theme?	Themes are listed on the unit opener . They provide a foundation for connecting content through a variety of perspectives by complementing the unit's main theme. All units have more than one suggested theme.
What are the modes of communication?	Modes of communication are listed on the stimulus/task model page .
What's the stimulus/task model?	Stimuli/Task models are listed on the stimulus/task model page .
What are the skills?	Skills are listed on the stimulus/task model page .
What's the learning objective?	Learning objectives are listed on the stimulus/task model page . Some skills have more than one learning objective.

TEACHING

Discussion Question	Tip
What's the learning activity you've planned?	There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative.
How does the learning activity provide an opportunity for students to engage with all aspects of the learning objectives?	Each learning objective may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.
How does the learning activity provide an opportunity for students to practice the skills?	Each skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts.

ASSESSING

Discussion Question	Tip
How will you know if students achieve the learning objective?	Teachers can use topic questions to formatively assess student learning for each skill.
How will you use the topic questions so that students can address their misunderstandings?	Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from AP Classroom to identify misunderstandings.

Observation

Use the corresponding **stimulus/task model** page, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

There are no right answers to the questions below. They are meant to help teachers focus on the content and skills students need for success in the course and on the exam.

Content

- How deeply did students engage with the theme?
- Did they have an opportunity to apply their knowledge of the theme within the context of the unit?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning about the theme?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the stimulus/task model?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?

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Observing Student Learning

AP SPANISH LANGUAGE AND CULTURE

Version **A**

Teacher Name: _____ Class Period: _____

Unit: _____

Stimulus/Task Model: _____

Directions: Use the corresponding **stimulus/task model page** from the AP Spanish Language and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Unit:
Each student knows the unit.

2 Theme:
Each student knows the theme.

3 Stimulus/Task Model:
Each student engages with the stimulus/task model.

4 Skills:
Each student practices all parts of the skills relevant to the required reading.

- Which parts did you observe students practicing?
- Which parts did you not observe?

5 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

Look-Fors**Evidence**

-
- 6 Mode of Communication:**
Each student knows the mode.

-
- 7 Topic Questions:**
Each student addresses misunderstandings from the topic questions.
-



Observing Student Learning

AP SPANISH LANGUAGE AND CULTURE

Version **B**

Teacher Name: _____ Class Period: _____

Unit: _____

Skills: _____

Directions: Use the corresponding **stimulus/task model pages** from the AP Spanish Language and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Unit:
Each student knows the unit.

2 Theme:
Each student knows the theme.

3 Skills:
Each student practices all parts of the skills.

- Which parts did you observe students practicing?
- Which parts did you not observe?

4 Learning Objectives:
Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

Look-Fors

Evidence

5 Stimuli/Task Models:

Each student engages with the stimuli/task models.

6 Modes of Communication:

Each student knows the modes.

7 Topic Questions:

Each student addresses misunderstandings from the topic questions.

AP Spanish Literature and Culture

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

The AP Spanish Literature and Culture Course and Exam Description details course content and skills. A PDF of the CED is available on AP Central here: <https://apcentral.collegeboard.org/pdf/ap-spanish-literature-and-culture-course-and-exam-description.pdf>.

Content

UNITS

1. La época medieval
2. El siglo XVI
3. El siglo XVII
4. La literatura romántica, realista y naturalista
5. La Generación del 98 y el Modernismo
6. Teatro y poesía del siglo XX
7. El Boom latinoamericano
8. Escritores contemporáneos de Estados Unidos y España

Skills

SKILL CATEGORIES

1. Analysis
2. Cultural Context and Connections
3. Comparing Literary Texts
4. Comparing Texts and Art
5. Argumentation
6. Language and Conventions
7. Literary Discussions and Presentations

THEMES

1. Las sociedades en contacto
2. La construcción del género
3. El tiempo y el espacio
4. La creación literaria
5. Las relaciones interpersonales
6. La dualidad del ser

Pre-Observation Discussion

LESSON BASICS

Discussion Question	Tip
What's the unit?	Units are listed on the Course at a Glance .
What's the theme?	Themes are listed on the unit opener .
What's the reading?	Required readings and comparative readings are listed on the reading page .
What are the skills?	Skills are listed on the reading page .
What are the learning objectives?	Learning objectives are listed on the reading page . Some skills have more than one learning objective.

TEACHING

Discussion Question	Tip
What's the learning activity you've planned?	There's no single correct learning activity or set of learning activities, and some learning activities may span more than one class period. Teachers are encouraged to be creative.
How does the learning activity provide an opportunity for students to engage with all aspects of the learning objectives?	Each learning objective may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all of these parts.
How does the learning activity provide an opportunity for students to practice the skills?	Each skill may have multiple parts. These parts may be taught across more than one class period. The learning activity or set of learning activities should cover all parts.

ASSESSING

Discussion Question	Tip
How will you know if students achieve the learning objective?	Teachers can use topic questions to formatively assess student learning for each skill.
How will you use the topic questions so that students can address their misunderstandings?	Topic questions can be paired with the prior night's homework, used at the start or end of class, or paired with the current night's homework. Teachers and students can access data from AP Classroom to identify misunderstandings.

Observation

Use the corresponding **reading page**, along with the **Observing Student Learning** document, to catalog evidence of how students engage with course content and skills.

Post-Observation Discussion

There are no right answers to the questions below. They are meant to help teachers focus on the content and skills students need for success in the course and on the exam.

Content

- How deeply did students engage with the reading?
- Did they have an opportunity to apply their knowledge of the theme within the context of the reading?
- Did anything stand in their way?
- What could have facilitated even greater student success in learning about the theme?

Skills

- How thoroughly did students practice the skills?
- Did they have an opportunity to practice the skills within the context of the reading?
- Did anything stand in their way?
- What could have facilitated even greater student success in developing the skills?

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Observing Student Learning

AP SPANISH LITERATURE AND CULTURE

Teacher Name: _____ Class Period: _____

Unit: _____

Reading: _____

Directions: Use the corresponding **reading page** from the AP Spanish Literature and Culture Course and Exam Description, along with this document, when observing student learning.

Look-Fors

Evidence

1 Unit:
Each student knows the unit.

2 Theme:
Each student knows the theme.

3 Reading:
Each student engages with the reading.

4 Skills:
Each student practice all parts of the skills.

- Which parts did you observe students practicing?
- Which parts did you not observe?

Look-Fors

Evidence

5 **Learning Objectives:**

Each student achieves all parts of the learning objectives.

- Which parts did you observe students achieving?
- Which parts did you not observe?

6 **Topic Questions:**

Each student addresses misunderstandings from the topic questions.

