

AP Mentoring Year-Long Session Outline

AP U.S. Government and Politics

Session	Topics	Possible Objectives (to be selected and tailored based on mentee need)
1	Planning for the Year	<ul style="list-style-type: none"> Establish shared goals for mentoring experience Become familiar with mentor and mentee peers Begin assessing your own course and teaching
2	Course Implementation	<ul style="list-style-type: none"> Design an effective U.S. Government and Politics course that follows the Course and Exam Description. (A.1) Use the Unit Guides in the CED to sequence and scaffold the skills and concepts in an appropriate way for their students. (A.2) Develop instruction, activities and projects that are just beyond the current ability level and understanding of students and that integrate student choice to make them more engaging. (A.3) Provide an opportunity for students to conduct a political science research or applied civics project. (A.4) Prepare students for the variety of question types that will be used in the end-of-course assessment. (C.1) Provide accurate feedback to students on administered practice free response questions based on the scoring guidelines. (C.2) Understand the scope of the content and skills students will need to demonstrate understanding of on the end-of-year assessment. (D.3) Engage in the AP US Government and Politics Online Teacher Community for support, ideas, and resources. (D.4)
3	Connecting Content and Skills	<ul style="list-style-type: none"> Connect course content to current events for students. (B.1) Monitor student progress and modify instructional approaches, strategies, and activities for students with varying levels of experience and understanding. (B.2) Use formative assessment to provide feedback and plan future instruction. (B.3) Guide students in registering for the appropriate section in AP Classroom and assign assessments. (D.5) Provide scaffolded opportunities for students to understand how to describe data that is presented, describe patterns and trends in that data, and explain those patterns and trends. (G.1) Provide scaffolded opportunities for students to explain what data implies about course

		concepts. (G.2)
4	Formative and Summative Assessment	<ul style="list-style-type: none"> ▪ Use the Unit Guides in the CED to sequence and scaffold the skills and concepts in an appropriate way for their students. (A.2) ▪ Use formative assessment to provide feedback and plan future instruction. (B.3) ▪ Prepare students for the variety of question types that will be used in the end-of-course assessment. (C.1) ▪ Provide accurate feedback to students on administered practice free response questions based on the scoring guidelines. (C.2) ▪ Guide students in registering for the appropriate section in AP Classroom and assign assessments. (D.5) ▪ Use data from both formative topic questions and summative questions to inform instruction. (D.6)
5	A Focus on the Required Project	<ul style="list-style-type: none"> ▪ Design an effective U.S. Government and Politics course that follows the Course and Exam Description. (A.1) ▪ Develop instruction, activities and projects that are just beyond the current ability level and understanding of students and that integrate student choice to make them more engaging. (A.3) ▪ Provide an opportunity for students to conduct a political science research or applied civics project. (A.4) ▪ Connect course content to current events for students. (B.1)
6	Teaching Application of Knowledge	<ul style="list-style-type: none"> ▪ Use the Unit Guides in the CED to sequence and scaffold the skills and concepts in an appropriate way for their students. (A.2) ▪ Connect course content to current events for students. (B.1) ▪ Monitor student progress and modify instructional approaches, strategies, and activities for students with varying levels of experience and understanding. (B.2) ▪ Use formative assessment to provide feedback and plan future instruction. (B.3) ▪ Guide students in registering for the appropriate section in AP Classroom and assign assessments. (D.5) ▪ Provide scaffolded opportunities for students to understand the difference between describing and explaining course concepts. (E.1) ▪ Provide scaffolded opportunities for students to describe and explain course concepts in different scenarios in context. (E.2) ▪ Provide scaffolded opportunities for students to describe the facts, reasoning, decision, and majority opinion of the 15 required Supreme Court cases. (F.1) ▪ Provide scaffolded opportunities for students to compare a required Supreme Court case to another case or course concepts. (F.2)
7	Tackling Tough	<ul style="list-style-type: none"> ▪ Use the Unit Guides in the CED to sequence and scaffold the skills and concepts in an

	Content	<p>appropriate way for their students. (A.2)</p> <ul style="list-style-type: none"> ▪ Use formative assessment to provide feedback and plan future instruction. (B.3) ▪ Guide students in registering for the appropriate section in AP Classroom and assign assessments. (D.5) ▪ Provide scaffolded opportunities for students to understand the difference between describing and explaining course concepts. (E.1) ▪ Provide scaffolded opportunities for students to describe and explain course concepts in different scenarios in context. (E.2) ▪ Provide scaffolded opportunities for students to describe the facts, reasoning, decision, and majority opinion of the 15 required Supreme Court cases. (F.1) ▪ Provide scaffolded opportunities for students to compare a required Supreme Court case to another case or course concepts. (F.2)
8	Teaching Analysis and Argumentation	<ul style="list-style-type: none"> ▪ Use the Unit Guides in the CED to sequence and scaffold the skills and concepts in an appropriate way for their students. (A.2) ▪ Use formative assessment to provide feedback and plan future instruction. (B.3) ▪ Guide students in registering for the appropriate section in AP Classroom and assign assessments. (D.5) ▪ Provide scaffolded opportunities for students to understand how to describe data that is presented, describe patterns and trends in that data, and explain those patterns and trends. (G.1) ▪ Provide scaffolded opportunities for students to explain what data implies about course concepts. (G.2) ▪ Provide scaffolded opportunities for students to read, analyze, and interpret text-based and visual sources of information including political cartoons. (H.1) ▪ Provide scaffolded opportunities for students to write a thesis that establishes a line of reasoning. (I.1) ▪ Provide scaffolded opportunities for students to support a thesis with evidence when writing an argument essay. (I.2)
9	Preparing for the Exam	<ul style="list-style-type: none"> ▪ Use formative assessment to provide feedback and plan future instruction. (B.3) ▪ Prepare students for the variety of question types that will be used in the end-of-course assessment. (C.1) ▪ Provide accurate feedback to students on administered practice free response questions based on the scoring guidelines. (C.2) ▪ Understand the scope of the content and skills students will need to demonstrate understanding of on the end-of-year assessment. (D.3) ▪ Use data from both formative topic questions and summative questions to inform instruction. (D.6)

10	Professional and Course Development	<ul style="list-style-type: none">▪ Reflect upon and review progress and growth▪ Plan for professional growth
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