



# AP U.S. Government Curriculum Adoption

Text Previews Discussion

February 16, 2023

# Adoption Team

Thank  
you 

Member	Location
Brian Murphy	Interlake High School
Lane Miller	Newport High School
Will Linser	Bellevue High School
Joey Modelski	Sammamish High School
Nellie Pogosian	MLL Representative
Sally Sue McDonald	Special Education Representative
Jenna Beardsley-Smith	Parent

# Texts under consideration

Text	Publisher
American Government: Stories of Nation	Bedford, Freeman Worth
American Democracy, Now AP Edition	McGraw-Hill
Government in America: People, Politics, and Policy AP	Savvas
American Government: Roots and Reform, AP	Savvas

# Goal

Select one curriculum resource to pilot

This resource should be as culturally responsive and inclusive in order to meet the needs of all of our AP U.S. Government students.

This resource should meet the content and skills expectations set forth by the College Board

POTENTIAL IMPACTS AND RISKS	STAKEHOLDER INVOLVEMENT
How does this program / initiative / policy <b>benefit</b> and <b>harm</b> each group?	<p>How will you <b>engage</b> each stakeholder group in planning, designing, implementing, and supporting the initiative?</p> <p>What engagement, understanding, involvement, communication, and training / professional development are needed for this program to be successful and fully accessible?</p>
Consider student well-being and equitable learning opportunities and experiences.	
Consider the history and current realities of those students farthest from educational justice. Consider students of color, multilingual learners, students with disabilities, students in advanced learning, students receiving free/reduced lunch, students identifying as LGBTQ+, etc..	
Consider how this supports, elevates, and centers the needs of students farthest from educational justice and avoids unintended consequences.	
Consider how this promotes opportunities and access for those who have been historically excluded. How does this benefit all students equitably?	<p><b>RISK MITIGATION</b></p> <p>How will you mitigate potential impacts/risks?</p>
Consider both intentional and unintentional impacts.	

		Met		
<b>Multiple Perspectives &amp; Contributions</b>				
Biographical, <u>contemporary</u> or historical materials infuse perspectives and contributions from members of diverse groups substantially, accurately and respectfully. (Genders, races, ethnicities, cultures, persons with disabilities)				
<b>Multicultural Representation</b>				
The instructional materials include literature, examples, or situations that accurately reflect the culture, languages, traditions beliefs, <u>values</u> and customs of people from diverse backgrounds.				
<b>Teacher Guidance</b>				
The instructional materials provide strategies for teachers to elicit and instructionally respond to their students' prior knowledge, interests and identities.				
<b>Imagery &amp; Language</b>				
Diverse cultural backgrounds are not represented stereotypically or presented as foreign or exotic.				
<b>Content</b>				
Coverage of historical events is sufficient and appropriately balanced. Examine maps, images, etc.				
<b>Supplementary Materials</b>				
Both print and digital resources are accessible and helpful to student learning.				

# Considerations

- We aren't required to pilot two texts since we already use the *Government in America* text – team's choice
- Pilot texts the weeks between mid-winter break and spring break (not necessarily the entire time) February 27 – April 7
- Meet again after spring break to share experiences—team chooses the best date
- Student survey will be given via MS Forms – Team determines what they wish to know from student experience

# Feedback from Brian Murphy

- He likes the Bedford Freeman Worth text and is a Waples fan.
- He wouldn't mind sticking with the current Edwards text if necessary, but the Pearson/Savvas online platform is "clunky".



## Team Feedback – *American Government: Stories of Nation* Bedford, Freeman & Worth

### Positives

Could help them pass the AP exam

Like AP tips

More streamlined than Edwards – designed to the test

Contextualized

Plenty of visuals

Real world perspectives (Snowden)

Good diversity for LGBTQ

Good thought starters

8 times out of 10, concepts are clearer and more to the point

### Negatives

Not good for learning about government in general

Shifting public opinion on race – lacked person of color perspective.  
Didn't acknowledge past history

Overly text heavy

Multiple perspectives weren't contributions

Heavy-handed with balance

A lot of political cartoons

# Team Feedback – *American Democracy Now*, McGraw-Hill

## Positives

Teacher guidance helpful

Warm-up to start each day

Current day

Framing of the content for young adults (why does it matter?)

Good investigations

Online text easy to use

Multiple modern perspectives

More engaging

Students understand their role

Liked organization of content – historical through line

Addressed the AP well

## Negatives

Foreign policy outdated

# Team Feedback – *Government in America* – Pearson/Savvas

## Positives

## Negatives

Didn't cover all the concepts needed

Didn't address the re-design well

It hasn't changed a lot

Wonky tech

Brevity is important – doesn't exist here

# Team Feedback – *American Government: Roots & Reform,* *Pearson/Savvas*

## Positives

Good interactive tools

Hot spots helped clarify historical images/myths

Videos were good

## Negatives

Grammar errors

Engagement and relevance to students?

Didn't see as much of a connections to AP course

# Selected Pilot text(s)

## Unit

Stories of a Nation

- Supreme Court
- Political participation (units 4/5)

McGraw-Hill

- Civil liberties & Civil Rights
- Political Ideologies

## Resources & tools to use/test

Read-aloud

Highlighters

Access text online

Quizzes/assessments