

Advanced Placement United States Government and Politics

CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>2 terms</i>
GRADE LEVEL	DATE LAST REVIEWED
12	2016 2021
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
N/A	<i>July 13, 2021</i>

PRIMARY RESOURCE if applicable

The use of primary and secondary sources are built in each unit to support the course skills. The course skills require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions.

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AP Classroom- the online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of resources and tools including Unit Guides, Personal Progress Checks, Progress Dashboard, and AP Question Bank.

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American Democracy Now AP, 5th Edition (Harrison)

SECONDARY RESOURCES may include but are not limited to...

National Constitution Center's website: constitutioncenter.org/interactive-constitution.

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

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.

This course may fulfill the graduation requirement in lieu of Principles of American Democracy, and must be taken in its entirety.

BIG IDEAS <i>serve as the foundation of the course and students develop understanding as they spiral throughout the course.</i>	ESSENTIAL QUESTIONS <i>are thought-provoking questions that motivate students and inspire inquiry</i>
BIG IDEA 1: CONSTITUTIONALISM (CON) <i>The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.</i>	Why are there debates about the balance of power between the federal and state governments? Which branch of government is the most powerful? Why? Are there really checks and balances when one political party controls all three branches of government? Why or Why not? In what ways does the Constitution attempt to limit abuse of government powers?
BIG IDEA 2: LIBERTY AND ORDER (LOR) <i>Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.</i>	Is the Bill of Rights necessary? Why or why not?
BIG IDEA 3: CIVIC PARTICIPATION IN A REPRESENTATIVE DEMOCRACY (PRD) <i>Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.</i>	How can individuals and groups help protect civil liberties and civil rights? Why do some people choose to participate in government while others do not? How does your social network affect your political beliefs?
BIG IDEA 4: COMPETING POLICY-MAKING INTERESTS (PMI) <i>Multiple actors and institutions interact to produce and implement possible policies.</i>	How does the Constitution affect you and the choices you make? In what ways has the evolution of government powers affected Americans and their daily lives? Why have Supreme Court decisions about civil liberties and civil rights changed over time? How do our core beliefs about the role of government affect our behavior? How does our view of what freedom is shape our opinions? Why might you join a political party? Why might you choose not to?
BIG IDEA 5: METHODS OF POLITICAL ANALYSIS (MPA) <i>Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are</i>	Why are some opinion polls better than others? How can policy-makers use information from political science to make decisions?

shaped by a number of factors over time.

How does who you are affect whether you participate or not?

COURSE SKILLS: DISCIPLINARY PRACTICES AND REASONING PROCESSES

The disciplinary practices and reasoning processes for this course are central to the study and practice of government and politics. Students develop and apply these on a regular basis over the span of the course.

PRACTICE 1: CONCEPT APPLICATION

Apply political concepts and processes to scenarios in context.

1.A I can describe political principles, institutions, processes, policies, and behaviors.

1.B I can explain political principles, institutions, processes, policies, and behaviors.

1.C I can compare political principles, institutions, processes, policies, and behaviors.

1.D I can describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.

1.E I can explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

PRACTICE 2: SCOTUS APPLICATION

Apply Supreme Court decisions.

2.A I can describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.

2.B I can explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.

2.C I can compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.

2.D I can explain how required Supreme Court cases apply to scenarios in context

PRACTICE 3: DATA ANALYSIS

Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.

3.A I can describe the data presented.

3.B I can describe patterns and trends in data.

3.C I can explain patterns and trends in data to draw conclusions.

3.D I can explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.

3.E I can explain possible limitations of the data provided.

	3.F I can explain possible limitations of the visual representation of the data provided.
PRACTICE 4: SOURCE ANALYSIS <i>Read, analyze, and interpret foundational documents and other text-based and visual sources.</i>	4.A I can describe the author’s claim(s), perspective, evidence, and reasoning.
	4.B I can explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.
	4.C I can explain how the implications of the author’s argument or perspective may affect political principles, institutions, processes, policies, and behaviors.
	4.D I can explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.
PRACTICE 5: ARGUMENTATION <i>Develop an argument in essay format.</i>	5.A I can articulate a defensible claim/thesis.
	5.B I can support the argument using relevant evidence.
	5.C I can use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.
	5.D I can use refutation, concession, and rebuttal in responding to opposing or alternate perspectives.
REASONING PROCESS 1: DEFINITION/CLASSIFICATION	<ul style="list-style-type: none"> -Describe characteristics, attributes, traits, and elements in defining terms and concepts -Classify concepts -Describe structures and functions -Describe patterns and/or trends -Describe the perspective of a source or author -Describe assumptions and/or reasoning of a source or author
REASONING PROCESS 2: PROCESS	<ul style="list-style-type: none"> -Identify steps and/or stages in a process -Explain how the steps or stages in a process relate to each other -Explain challenges with processes and/or interactions -Explain the relevance or significance of processes and/or interactions

REASONING PROCESS 3: CAUSATION	<ul style="list-style-type: none">-Identify causes and/or effects-Explain the reasons for causes/effects-Explain the significance of causes and/or effects-Explain the implications of change over time
REASONING PROCESS 4: COMPARISON	<ul style="list-style-type: none">-Identify relevant categories of comparison-Identify similarities and/or differences-Explain the reasons for similarities and/or differences-Explain the relevance, implications, and/or significance of similarities and differences

Unit 1: Foundations of American Democracy	
BIG IDEAS	ESSENTIAL QUESTIONS
"BIG IDEA 1: CONSTITUTIONALISM (CON) The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights."	Why are there debates about the balance of power between the federal and state governments?
"BIG IDEA 2: LIBERTY AND ORDER (LOR) Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time."	Is the Bill of Rights necessary? Why or why not?
"BIG IDEA 4: COMPETING POLICY-MAKING INTERESTS (PMI) Multiple actors and institutions interact to produce and implement possible policies."	How does the Constitution affect you and the choices you make?
COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
	<i>Strategies integrate skills and content and may include but are not limited to....</i>
1.D I can describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	<p>Formative Strategies: Read, annotate and analyze required documents (Declaration of Independence, Constitution, Articles of Confederation, etc.) and required Supreme Court cases. Quickwrite, Socratic Seminar, Think-Pair Share, Close Reading, Large and Small Group Discussions (large and small group), Data Analysis, Graphic Organizers, Jigsaws. Interpreting contemporary and historical charts and graphs. Free response practice (writing a thesis with a clear line of reasoning), providing evidence and examples, rubric debrief, student scoring examples and practice with scoring individually and in groups. Compare and contrast historical and contemporary processes, policies and behaviors. Current</p> <p>Summative Strategies: AP Classroom-Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based multiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project based learning.</p>
4.A I can describe the author's claim(s), perspective, evidence, and reasoning.	
1.A I can describe political principles, institutions, processes, policies, and behaviors.	
4.B I can explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	
1.E I can explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	
5.A I can articulate a defensible claim/thesis.	
2.A I can describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.	
5.B I can support the argument using relevant evidence.	
5.B I can support the argument using relevant evidence.	
ENDURING UNDERSTANDING & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
LOR-1: A balance between governmental power and individual rights has been a hallmark of American political development. -I can explain how democratic ideas are reflected in the Declaration of Independence and the U.S. Constitution.	LOR-1.A.1: The US Government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract. LOR-1.A.2: The Declaration of Independence, drafted by Jefferson with help from Adams and Franklin, provides a foundation for popular sovereignty, while the U.S. Constitution drafted at the Philadelphia Convention and led by George Washington, with important contributions from Madison, Hamilton, and members of the "Grand Committee", provides the blueprint for a unique form of political democracy in the U.S. Required Foundational Document: Declaration of Independence

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<p>LOR-1: A balance between governmental power and individual rights has been a hallmark of American political development. -I can explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.</p>	<p>LOR-1.B.1: Representative democracies can take several forms along this scale: *Participatory democracy, which emphasizes broad participation in politics and civil society *Pluralist democracy, which recognizes group-based activism by nongovernmental interests striving for impact on political decision making *Elite democracy, which emphasizes limited participation in politics and civil society LOR-1.B.2: Different aspects of the U.S. Constitution as well as the debate between Federalist No. 10 and Brutus No. 1 reflect the tension between broad participatory model and the more filtered participation of the pluralist and elite models. LOR-1.B.3: The three models of representative democracy continue to be reflected in contemporary institutions and political behavior. Required Foundational Documents: Federalist No. 10 and Brutus No. 1</p>
<p>CON-1: The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government. -I can explain the Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.</p>	<p>CON-1.A.1: Madison's argument in Federalist No. 10 focused on the superiority of a large republic in controlling the "mischiefs of faction," delegating authority to elected representatives and dispersing power between the states and national government. CON-1.A.2: Anti-Federalist writings, including Brutus No. 1, adhered to popular democratic theory that emphasized the benefits of a small, decentralized republic while warning of the dangers to personal liberty from a large, centralized government. Required Foundational Documents: Federalist No. 10 and Brutus No. 1</p>
<p>CON-1: The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government. -I can explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.</p>	<p>CON-1.B.1: Specific incidents and legal challenges that highlighted key weaknesses of the Articles of Confederation are represented by the: *Lack of centralized military power to address Shays' Rebellion *Lack of tax enforcement of power Required Foundational Document: Articles of Confederation</p>

<p>CON-1: The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government. -I can explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.</p>	<p>CON-1.C.1: Compromises deemed necessary for adoption and ratification by the Constitution are represented by *Great (Conneticut) Compromise *Electoral College *Three-Fifths Compromise *Compromise on the importation of slaves CON-1.C.2: Debates about self-government during the drafting of the Constitution necessitated the drafting of an amendment process in Article V that entailed either a two-thirds vote in both houses or a proposal from two-thirds of the state legislatures, with final ratification determined by three-fourth of the states CON-1.C.3: The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today. CON-1.C.4: The debate over the role of the central government, the powers of state governments, and the rights of individuals remains at the heart of present-day constitutional issues about democracy and governmental powers, represented by *Debates about government surveillance resulting from the federal government's response to the 9/11 attacks *The debate about the role of the federal government in public school education Required Foundational Document: The Constitution of the United Stages.</p>
<p>PMI-1: The Constitution created a competitive policy-making process to ensure the people's will is represented and that freedom is preserved. -I can explain the constitutional principles of separation of powers and "checks and balances". -I can explain the implications of separation of powers and "checks and balances" for the U.S. political system.</p>	<p>PMI-1.A.1: The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances control abuses by majorities. PMI-1.A.1: Federalist No. 51 explains how constitional provisions of separation of powers and checks and balances control abuses by majorities. PMI-1.B.1: Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances. PMI-1.B.2: Impeachment, removal, and other legal actions taken against public officials deemed to have abused their pwoer reflect the purpose of checks and balances. Required Foundational Documents: Federalist No. 51 and The Constitution of the United States.</p>
<p>CON-2: Federalism reflects the dynamic distribution of power between national and state governments -I can explain how societal needs affect the constitutional allocation of power between the national and state governments.</p>	<p>CON-2.A.1: The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels. CON-2.A.2: The distribution of power between federal and state governments to meet the needs of society changes, as reflected by grants, incentives, and aid programs, including federal revenue sharing, mandates, categorical grants, and block grants. Required Foundational Document: The Constitution of the United States</p>

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<p>CON-2: Federalism reflects the dynamic distribution of power between national and state governments. -I can explain how the appropriate balance of power between national and state governments has been interpreted differently over time.</p>	<p>CON-2.B.1: The interpretation of the Tenth and Fourteenth Amendments, the commerce clause, the necessary and proper clause, and other enumerated and implied powers is at the heart of the debate over the balance of power between the national and state governments. CON-2.B.2: The balance of power between the national and state governments has changed over time based on U. S. Supreme Court interpretation of such cases as: *McCulloch v. Maryland (1819), which declared that Congress has implied powers necessary to implement its enumerated powers and established supremacy of the Constitution and federal laws over state laws *United States v. Lopez (1995), which ruled that Congress may not use the commerce clause to make possession of a gun in school zone a federal crime, introducing a new phase of federalism that recognized the importance of state sovereignty and local control. Required Foundational Document: The Constitution of the United States Required Supreme Court Cases: McCulloch v. Maryland (1819) and United States v. Lopez (1995)</p>
<p>CON-2: Federalism reflects the dynamic, distribution of power between national and state governments. -I can explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.</p>	<p>CON-2.C.1: Multiple access points for stakeholders and institutions to influence public policy flows from the allocation of powers between national and state governments. CON-2.C.2: National policy making is constrained by the sharing of power between and among the three branches and state governments.</p>

Unit 2: Interactions Among Branches of Government	
BIG IDEAS	ESSENTIAL QUESTIONS
BIG IDEA 1: CONSTITUTIONALISM (CON) The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.	Which branch of government is the most powerful? Why?
BIG IDEA 4: COMPETING POLICY-MAKING INTERESTS (PMI) Multiple actors and institutions interact to produce and implement possible policies.	Are there really checks and balances when one political party controls all three branches of government? Why or why not?
BIG IDEA 4: COMPETING POLICY-MAKING INTERESTS (PMI) Multiple actors and institutions interact to produce and implement possible policies.	In what ways has the evolution of government powers affected Americans and their daily lives?
COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
<i>Strategies integrate skills and content and may include but are not limited to....</i>	
1.C I can compare political principles, institutions, processes, policies, and behaviors.	<p>Formative Strategies: Read, annotate and analyze required documents (Declaration of Independence, Constitution, Articles of Confederation, etc.) and required Supreme Court cases. Quickwrite, Socratic Seminar, Think-Pair Share, Close Reading, Large and Small Group Discussions (large and small group), Data Analysis, Graphic Organizers, Jigsaws. Interpreting contemporary and historical charts and graphs. Free response practice (writing a thesis with a clear line of reasoning), providing evidence and examples, rubric debrief, student scoring examples and practice with scoring individually and in groups. Compare and contrast historical and contemporary processes, policies and behaviors. Current Events.</p> <p>Summative Strategies: AP Classroom-Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based multiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project based learning.</p>
3.A I can describe the data presented.	
2.A I can describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.	
3.B I can describe patterns and trends in data.	
1.E I can explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	
4.A I can describe the author's claim(s), perspective, evidence, and reasoning.	
1.E I can explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	
2.B I can explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.	
1.D I can describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	
2.C I can compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.	

<p>1.D I can describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.</p>	
<p>4.B I can explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.</p>	
<p>1.D I can describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.</p>	
<p>3.C I can explain patterns and trends in data to draw conclusions.</p>	
<p>3.D I can explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.</p>	
<p>ENDURING UNDERSTANDING & LEARNING OBJECTIVE</p>	<p>ESSENTIAL KNOWLEDGE</p>
<p>CON-3 The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch. - I can describe the different structures, powers, and functions of each house of Congress</p>	<p>CON-3.A.1: The Senate is designed to represent states equally, while the House is designed to represent the population. CON-3.A.2: Different chamber sizes and constituencies influence formality of debate. CON-3.A.3: Coalitions in Congress are affected by term-length differences. CON-3.A.4: The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes:</p> <ul style="list-style-type: none"> • Passing a federal budget, raising revenue, and coining money • Declaring war and maintaining the armed forces • Enacting legislation that addresses a wide range of economic, environmental, and social issues based on the necessary and proper clause <p>Required Foundational Document: The Constitution of the United States</p>

<p>CON-3 The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch. - I can explain how the structure, powers, and functions of both houses of Congress affect the policy-making process.</p>	<p>CON-3.B.1: By design, the different structures, powers, and functions of the Senate and the House of Representatives affect the policy-making process. CON-3.B.2: Though both chambers rely on committees to conduct hearings and debate bills under consideration, different constitutional responsibilities of the House and Senate affect the policy-making process. CON-3.B.3: Chamber-specific procedures, rules, and roles that impact the policy-making process include:</p> <ul style="list-style-type: none"> • Number of chamber and debate rules that set the bar high for building majority support • Roles of Speaker of the House, President of the Senate, party leadership, and committee leadership in both chambers • Filibuster and cloture • Holds and unanimous consent in the Senate • Role of Rules Committee, Committee of the Whole, and discharge petitions in the House • Treaty ratification and confirmation role of the U.S. Senate <p>CON-3.B.4: Congress must generate a budget that addresses both discretionary and mandatory spending, and as entitlement costs grow, discretionary spending opportunities will decrease unless tax revenues increase or the budget deficit increases. CON-3.B.5: Pork-barrel legislation and logrolling affect lawmaking in both chambers.</p>
<p>CON-3 The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch. - I can explain how congressional behavior is influenced by election processes, partisanship, and divided government.</p>	<p>CON-3.C.1: Congressional behavior and governing effectiveness are influenced by:</p> <ul style="list-style-type: none"> • Ideological divisions within Congress that can lead to gridlock or create the need for negotiation and compromise • Gerrymandering, redistricting, and unequal representation of constituencies have been partially addressed by the Supreme Court decision in <i>Baker v. Carr</i> (1962), which opened the door to equal protection challenges to redistricting and started the “one person, one vote” doctrine, and the no-racial-gerrymandering decision in <i>Shaw v. Reno</i> (1993) • Elections that have led to a divided government, including partisan votes against presidential initiatives and congressional refusal to confirm appointments of “lame-duck” presidents of the opposite party • Different role conceptions of “trustee,” “delegate,” and “politico” as related to constituent accountability in each chamber <p>REQUIRED SUPREME COURT CASES: <i>Baker v. Carr</i> (1962) and <i>Shaw v. Reno</i> (1993)</p>

<p>CON-4 The presidency has been enhanced beyond its expressed constitutional powers. - I can explain how the president can implement a policy agenda.</p>	<p>CON-4.A.1: Presidents use powers and perform functions of the office to accomplish a policy agenda. CON-4.A.2: Formal and informal powers of the president include:</p> <ul style="list-style-type: none"> • Vetoes and pocket vetoes—formal powers that enable the president to check Congress • Foreign policy—both formal (commander-in-chief and treaties) and informal (executive agreements) powers that influence relations with foreign nations • Bargaining and persuasion—informal power that enables the president to secure congressional action • Executive orders—implied from the president’s vested “executive power,” or from power delegated by Congress, executive orders allow the president to manage the federal government • Signing statements—informal power that informs Congress and the public of the president’s interpretation of laws passed by Congress and signed by the president <p>REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States</p>
<p>CON-4 The presidency has been enhanced beyond its expressed constitutional powers. - I can explain how the president’s agenda can create tension and frequent confrontations with Congress.</p>	<p>CON-4.B.1: The potential for conflict with the Senate depends upon the type of executive branch appointments, including:</p> <ul style="list-style-type: none"> • Cabinet members • Ambassadors • White House staff <p>CON-4.B.2: Senate confirmation is an important check on appointment powers, but the president’s longest lasting influence lies in life-tenured judicial appointments. CON-4.B.3: Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda.</p>
<p>CON-4 The presidency has been enhanced beyond its expressed constitutional powers. - I can explain how presidents have interpreted and justified their use of formal and informal powers.</p>	<p>CON-4.C.1: Justifications for a single executive are set forth in Federalist No. 70. CON-4.C.2: Term-of-office and constitutional-power restrictions, including the passage of the Twenty-Second Amendment, demonstrate changing presidential roles. CON-4.C.3: Different perspectives on the presidential role, ranging from a limited to a more expansive interpretation and use of power, continue to be debated in the context of contemporary events. REQUIRED FOUNDATIONAL DOCUMENTS: The Constitution of the United States and Federalist No. 70</p>
<p>CON-4 The presidency has been enhanced beyond its expressed constitutional powers. - I can explain how communication technology has changed the president’s relationship with the national constituency and the other branches.</p>	<p>CON-4.D.1: The communication impact of the presidency can be demonstrated through such factors as:</p> <ul style="list-style-type: none"> • Modern technology, social media, and rapid response to political issues • Nationally broadcast State of the Union messages and the president’s bully pulpit used as tools for agenda setting

<p>CON-5 The design of the judicial branch protects the Supreme Court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.</p> <p>- I can explain the principle of judicial review and how it checks the power of other institutions and state governments.</p>	<p>CON-5.A.1: The foundation for powers of the judicial branch and how its independence checks the power of other institutions and state governments are set forth in:</p> <ul style="list-style-type: none"> • Article III of the Constitution • Federalist No. 78 • Marbury v. Madison (1803) <p>REQUIRED FOUNDATIONAL DOCUMENTS: The Constitution of the United States and Federalist No. 78</p> <p>REQUIRED SUPREME COURT CASE: Marbury v. Madison (1803)</p>
<p>CON-5 The design of the judicial branch protects the Supreme Court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.</p> <p>- I can explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power.</p>	<p>CON-5.B.1: Precedents and stare decisis play an important role in judicial decision making.</p> <p>CON-5.B.2: Ideological changes in the composition of the Supreme Court due to presidential appointments have led to the Court’s establishing new or rejecting existing precedents.</p>
<p>CON-5 The design of the judicial branch protects the Supreme Court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.</p> <p>- I can explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power.</p>	<p>CON-5.B.3: Controversial or unpopular court decisions can lead to challenges to the court’s legitimacy and power that Congress and the president can address only through future appointments, legislation changing the Court’s jurisdiction, or refusing to implement decisions.</p>
<p>CON-5 The design of the judicial branch protects the Supreme Court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.</p>	
<p>- I can explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power.</p>	<p>CON-5.B.4: Political discussion about the Supreme Court’s power is illustrated by the ongoing debate over judicial activism versus judicial restraint.</p>
<p>- I can explain how other branches in the government can limit the Supreme Court’s power.</p>	<p>CON-5.C.1: Restrictions on the Supreme Court are represented by: § Congressional legislation to modify the impact of prior Supreme Court decisions § Constitutional amendments § Judicial appointments and confirmations § The president and states evading or ignoring Supreme Court decisions § Legislation impacting court jurisdiction</p>
<p>PMI-2 The federal bureaucracy implements federal policies.</p> <p>- I can explain how the bureaucracy carries out the responsibilities of the federal government.</p>	<p>PMI-2.A.1: Tasks performed by departments, agencies, commissions, and government corporations are represented by:</p> <ul style="list-style-type: none"> • Writing and enforcing regulations • Issuing fines • Testifying before Congress • Issue networks and “iron triangles” <p>PMI-2.A.2: Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality.</p>

<p>PMI-2 The federal bureaucracy implements federal policies. - I can explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.</p>	<p>PMI-2.B.1 Discretionary and rule-making authority to implement policy are given to bureaucratic agencies, including:</p> <ul style="list-style-type: none"> • Department of Homeland Security • Department of Transportation • Department of Veterans Affairs • Department of Education • Environmental Protection Agency (EPA) • Federal Elections Commission (FEC) • Securities and Exchange Commission (SEC)
<p>PMI-2 The federal bureaucracy implements federal policies. - I can explain how Congress uses its oversight power in its relationship with the executive branch.</p>	<p>PMI-2.C.1: Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by:</p> <ul style="list-style-type: none"> • Committee hearings • Power of the purse <p>PMI-2.C.2: As a means to curtail the use of presidential power, congressional oversight serves as a check of executive authorization and appropriation.</p>
<p>- I can explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.</p>	<p>PMI-2.D.1: Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration. PMI-2.D.2 Compliance monitoring can pose a challenge to policy implementation.</p>
<p>PMI-2 The federal bureaucracy implements federal policies. - I can explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.</p>	<p>PMI-2.E.1 Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability.</p>

Unit 3: Civil Liberties and Civil Rights	
BIG IDEAS	ESSENTIAL QUESTIONS
BIG IDEA 1: CONSTITUTIONALISM (CON) The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.	In what ways does the Constitution attempt to limit abuse of government powers?
BIG IDEA 3: CIVIC PARTICIPATION IN A REPRESENTATIVE DEMOCRACY (PRD) Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.	How can individuals and groups help protect civil liberties and civil rights?
BIG IDEA 4: COMPETING POLICY-MAKING INTERESTS (PMI) Multiple actors and institutions interact to produce and implement possible policies.	Why have Supreme Court decisions about civil liberties and civil rights changed over time?
COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
	<i>Strategies integrate skills and content and may include but are not limited to....</i>
1.D I can describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	Formative Strategies: Read, annotate and analyze required documents (Declaration of Independence, Constitution, Articles of Confederation, etc.) and required Supreme Court cases. Quickwrite, Socratic Seminar, Think-Pair Share, Close Reading, Large and Small Group Discussions (large and small group), Data Analysis, Graphic Organizers, Jigsaws. Interpreting contemporary and historical charts and graphs. Free response practice (writing a thesis with a clear line of reasoning), providing evidence and examples, rubric debrief, student scoring examples and practice with scoring individually and in groups. Compare and contrast historical and contemporary processes, policies and behaviors. Current Summative Strategies: AP Classroom-Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based multiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project based learning.
2.A I can describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.	
5.A I can articulate a defensible claim/thesis.	
4.D I can explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.	
4.A I can describe the author's claim(s), perspective, evidence, and reasoning.	
5.B I can support the argument using relevant evidence.	
2.B I can explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.	
5.C I can use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.	
2.A I can describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.	
4.C I can explain how the implications of the author's argument or perspective may affect political principles, institutions, processes, policies, and behaviors.	
2.B I can explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.	
2.C I can compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.	
1.E I can explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	

ENDURING UNDERSTANDING & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
<p>LOR-2 Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.</p>	
<p>- I can explain how the U.S. Constitution protects individual liberties and rights.</p>	<p>LOR-2.A.1: The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights. LOR-2.A.2 Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference. LOR-2.A.3 The application of the Bill of Rights is continuously interpreted by the courts. REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States</p>
<p>- I can describe the rights protected by the Bill of Rights.</p>	<p>LOR-2.B.1: The Bill of Rights consists of the first ten Amendments to the Constitution, which enumerate the liberties and rights of individuals. REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States</p>
<p>LOR-2 Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals. - I can explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.</p>	<p>LOR-2.C.1: The interpretation and application of the First Amendment’s establishment and free exercise clauses reflect an ongoing debate over balancing majoritarian religious practice and free exercise, as represented by such cases as: • Engel v. Vitale (1962), which declared school sponsorship of religious activities violates the establishment clause • Wisconsin v. Yoder (1972), which held that compelling Amish students to attend school past the eighth grade violates the free exercise clause REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States REQUIRED SUPREME COURT CASES: Engel v. Vitale (1962) and Wisconsin v. Yoder (1972)</p>
<p>LOR-2 Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals. - I can explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.</p>	<p>LOR-2.C.2: The Supreme Court has held that symbolic speech is protected by the First Amendment, demonstrated by Tinker v. Des Moines Independent Community School District (1969), in which the court ruled that public school students could wear black armbands in school to protest the Vietnam War. LOR-2.C.3: Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment that limit speech, including: • Time, place, and manner regulations § Defamatory, offensive, and obscene statements and gestures • That which creates a “clear and present danger” based on the ruling in Schenck v. United States (1919) REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States REQUIRED SUPREME COURT CASES: Tinker v. Des Moines Independent Community School District (1969) and Schenck v. United States (1919)</p>
<p>LOR-2 Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals. - I can explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.</p>	<p>LOR-2.C.4: In New York Times Co. v. United States (1971), the Supreme Court bolstered the freedom of the press, establishing a “heavy presumption against prior restraint” even in cases involving national security. REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States REQUIRED SUPREME COURT CASE: New York Times Co. v. United States (1971)</p>

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<p>LOR-2 Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals. - I can explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.</p>	<p>LOR-2.C.5: The Supreme Court’s decisions on the Second Amendment rest upon its constitutional interpretation of individual liberty. REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States</p>
<p>LOR-2 Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals. - I can explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.</p>	<p>LOR-2.D.1: Court decisions defining cruel and unusual punishment involve interpretation of the Eighth Amendment and its application to state death penalty statutes. LOR-2.D.2: The debate about the Second and Fourth Amendments involves concerns about public safety and whether or not the government regulation of firearms or collection of digital metadata promotes or interferes with public safety and individual rights. REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States</p>
<p>LOR-3 Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment’s due process clause to prevent state infringement of basic liberties. - I can explain the implications of the doctrine of selective incorporation.</p>	<p>LOR-3.A.1: The doctrine of selective incorporation has imposed limitations on state regulation of civil rights and liberties as represented by McDonald v. Chicago (2010), which ruled the Second Amendment’s right to keep and bear arms for self-defense in one’s home is applicable to the states through the Fourteenth Amendment. REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States REQUIRED SUPREME COURT CASE: McDonald v. Chicago (2010)</p>
<p>LOR-3 Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment’s due process clause to prevent state infringement of basic liberties. - I can explain the extent to which states are limited by the due process clause from infringing upon individual rights.</p>	<p>LOR-3.B.1: The Court has on occasion ruled in favor of states’ power to restrict individual liberty, as, for example, when speech can be shown to increase the danger to public safety. LOR-3.B.2: The Miranda rule involves the interpretation and application of accused persons’ due process rights as protected by the Fifth and Sixth Amendments, yet the Court has sanctioned a “public safety” exception that allows unwarned interrogation to stand as direct evidence in court. LOR-3.B.3 Pretrial rights of the accused and the prohibition of unreasonable searches and seizures are intended to ensure that citizen liberties are not eclipsed by the need for social order and security, including: <ul style="list-style-type: none"> • The right to legal counsel, speedy and public trial, and an impartial jury • Protection against warrantless searches of cell phone data under the Fourth Amendment • Limitations placed on bulk collection of telecommunication metadata (Patriot and USA Freedom Acts) REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States LOR-3.B.4: The due process clause has been applied to guarantee the right to an attorney and protection from unreasonable searches and seizures, as represented by: <ul style="list-style-type: none"> • Gideon v. Wainwright (1963), which guaranteed the right to an attorney for the poor or indigent • The exclusionary rule, which stipulates evidence illegally seized by law enforcement officers in violation of the suspect’s Fourth Amendment right to be free from unreasonable searches and seizures cannot be used against that suspect in criminal prosecution. REQUIRED SUPREME COURT CASE: Gideon v. Wainwright (1963)</p>

<p>LOR-3 Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment’s due process clause to prevent state infringement of basic liberties.</p> <ul style="list-style-type: none"> - I can explain the extent to which states are limited by the due process clause from infringing upon individual rights. 	<p>LOR-3.B.5: While a right to privacy is not explicitly named in the Constitution, the court has interpreted the due process clause to protect the right of privacy from state infringement. This interpretation of the due process clause has been the subject of controversy, such as has resulted from:</p> <ul style="list-style-type: none"> • Roe v. Wade (1973), which extended the right of privacy to a woman’s decision to have an abortion while recognizing compelling state interests in potential life and maternal health <p>REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States REQUIRED SUPREME COURT CASE: Roe v. Wade (1973)</p>
<p>PRD-1 The Fourteenth Amendment’s equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality.</p> <ul style="list-style-type: none"> - I can explain how constitutional provisions have supported and motivated social movements. 	<p>PRD-1.A.1: Civil rights protect individuals from discrimination based on characteristics such as race, national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress.</p> <p>PRD-1.A.2 The leadership and events associated with civil, women’s, and LGBT rights are evidence of how the equal protection clause can support and motivate social movements, as represented by:</p> <ul style="list-style-type: none"> • Dr. Martin Luther King’s “Letter from a Birmingham Jail” and the civil rights movement of the 1960s • The National Organization for Women and the women’s rights movement • The pro-life (anti-abortion) movement <p>REQUIRED FOUNDATIONAL DOCUMENTS: The Constitution of the United States and “Letter from a Birmingham Jail”</p>
<p>PMI-3 Public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time.</p> <ul style="list-style-type: none"> - I can explain how the government has responded to social movements 	<p>PMI-3.A.1: The government can respond to social movements through court rulings and/ or policies.</p> <ul style="list-style-type: none"> • Brown v. Board of Education (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause • The Civil Rights Act of 1964 • Title IX of the Education Amendments Act of 1972 • The Voting Rights Act of 1965 <p>REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States REQUIRED SUPREME COURT CASE: Brown v. Board of Education (1954)</p>
<p>CON-6 The Court’s interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights and, at others, protected them.</p> <ul style="list-style-type: none"> - I can explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights. 	<p>CON-6.A.1: Decisions demonstrating that minority rights have been restricted at times and protected at other times include:</p> <ul style="list-style-type: none"> • State laws and Supreme Court holdings restricting African-American access to the same restaurants, hotels, schools, etc., as the majority white population based on the “separate but equal” doctrine. • Brown v. Board of Education (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause • The Supreme Court upholding the rights of the majority in cases that limit and prohibit majority-minority districting. <p>REQUIRED SUPREME COURT CASE: Brown v. Board of Education (1954)</p>

CON-6 The Court's interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights and, at others, protected them.

- I can explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.

CON-6.A.2: The debate on affirmative action includes justices who insist that the Constitution is colorblind and those who maintain that it forbids only racial classifications designed to harm minorities, not help them.

Unit 4: American Political Ideologies and Beliefs	
BIG IDEAS	ESSENTIAL QUESTIONS
BIG IDEA 4: COMPETING POLICY-MAKING INTERESTS (PMI) Multiple actors and institutions interact to produce and implement possible policies.	How do our core beliefs about the role of government affect our behavior? How does our view of what freedom is shape our opinions?
BIG IDEA 5: METHODS OF POLITICAL ANALYSIS (MPA) Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.	Why are some opinion polls better than others? How can policy-makers use information from political science to make decisions?
COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
<i>Strategies integrate skills and content and may include but are not limited to....</i>	
1.D I can describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	Formative Strategies: Read, annotate and analyze required documents (Declaration of Independence, Constitution, Articles of Confederation, etc.) and required Supreme Court cases. Quickwrite, Socratic Seminar, Think-Pair Share, Close Reading, Large and Small Group Discussions (large and small group), Data Analysis, Graphic Organizers, Jigsaws. Interpreting contemporary and historical charts and graphs. Free response practice (writing a thesis with a clear line of reasoning), providing evidence and examples, rubric debrief, student scoring examples and practice with scoring individually and in groups. Compare Summative Strategies: AP Classroom-Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based multiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project based learning.
3.A I can describe the data presented.	
3.B I can describe patterns and trends in data.	
4.B I can explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	
3.C I can explain patterns and trends in data to draw conclusions.	
3.D I can explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.	
1.E I can explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	
4.D I can explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.	
3.E I can explain possible limitations of the data provided.	
4.C I can explain how the implications of the author’s argument or perspective may affect political principles, institutions, processes, policies, and behaviors.	
ENDURING UNDERSTANDING & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
MPA-1 Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change. - I can explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.	MPA-1.A.1: Different interpretations of core values, including individualism, equality of opportunity, free enterprise, rule of law, and limited government, affect the relationship between citizens and the federal government and that citizens have with each other.
MPA-1 Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change. - I can explain how cultural factors influence political attitudes and socialization	MPA-1.B.1: Family, schools, peers, media, and social environments (including civic and religious organizations) contribute to the development of an individual’s political attitudes and values through the process of political socialization. MPA-1.B.2: As a result of globalization, U.S. political culture has both influenced and been influenced by the values of other countries.

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<p>MPA-1 Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change. - I can explain how cultural factors influence political attitudes and socialization</p>	<p>MPA-1.B.3: Generational and life cycle effects also contribute to the political socialization that influences an individual's political attitudes.</p>
<p>MPA-1 Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change. - I can explain how cultural factors influence political attitudes and socialization</p>	<p>MPA-1.B.4: The relative importance of major political events to the development of individual political attitudes is an example of political socialization.</p>
<p>MPA-2 Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions. - I can describe the elements of a scientific poll.</p>	<p>MPA-2.A.1: Public opinion data that can impact elections and policy debates is affected by such scientific polling types and methods as:</p> <ul style="list-style-type: none"> • Type of poll (opinion polls, benchmark or tracking polls, entrance and exit polls) • Sampling techniques, identification of respondents, mass survey or focus group, sampling error • Type and format of questions
<p>MPA-2 Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions. - I can explain the quality and credibility of claims based on public opinion data.</p>	<p>MPA-2.B.1 The relationship between scientific polling and elections and policy debates is affected by the:</p> <ul style="list-style-type: none"> • Importance of public opinion as a source of political influence in a given election or policy debate • Reliability and veracity of public opinion data
<p>PMI-4 Widely held political ideologies shape policy debates and choices in American policies. - I can explain how ideologies of the two major parties shape policy debates.</p>	<p>PMI-4.A.1: The Democratic Party (D or DEM) platforms generally align more closely to liberal ideological positions, and the Republican Party (R or GOP) platforms generally align more closely to conservative ideological positions.</p>
<p>PMI-4 Widely held political ideologies shape policy debates and choices in American policies. - I can explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.</p>	<p>PMI-4.B.1: Because the U.S. is a democracy with a diverse society, public policies generated at any given time reflect the attitudes and beliefs of citizens who choose to participate in politics at that time. PMI-4.B.2: The balancing dynamic of individual liberty and government efforts to promote stability and order has been reflected in policy debates and their outcomes over time.</p>
<p>PMI-4 Widely held political ideologies shape policy debates and choices in American policies. - I can describe different political ideologies on the role of government in regulating the marketplace.</p>	<p>PMI-4.C.1: Liberal ideologies favor more governmental regulation of the marketplace, conservative ideologies favor fewer regulations, and libertarian ideologies favor little or no regulation of the marketplace beyond the protection of property rights and voluntary trade.</p>
<p>- I can explain how political ideologies vary on the government's role in regulating the marketplace.</p>	<p>PMI-4.D.1: Ideological differences on marketplace regulation are based on different theoretical support, including Keynesian and supply-side positions on monetary and fiscal policies promoted by the president, Congress, and the Federal Reserve.</p>
<p>PMI-4 Widely held political ideologies shape policy debates and choices in American policies.</p>	

<p>- I can explain how political ideologies vary on the role of government in addressing social issues.</p>	<p>PMI-4.E.1: Liberal ideologies tend to think that personal privacy—areas of behavior where government should not intrude—extends further than conservative ideologies do (except in arenas involving religious and educational freedom); conservative ideologies favor less government involvement to ensure social and economic equality; and libertarian ideologies disfavor any governmental intervention beyond the protection of private property and individual liberty.</p>
<p>- I can explain how different ideologies impact policy on social issues.</p>	<p>PMI-4.F.1: Policy trends concerning the level of government involvement in social issues reflect the success of conservative or liberal perspectives in political parties.</p>

Unit 5: Political Participation	
BIG IDEAS	ESSENTIAL QUESTIONS
BIG IDEA 3: CIVIC PARTICIPATION IN A REPRESENTATIVE DEMOCRACY (PRD) Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.	Why do some people choose to participate in government while others do not? How does your social network affect your political beliefs?
BIG IDEA 4: COMPETING POLICY-MAKING INTERESTS (PMI) Multiple actors and institutions interact to produce and implement possible policies.	Why might you join a political party? Why might you choose not to?
BIG IDEA 5: METHODS OF POLITICAL ANALYSIS (MPA) Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.	How does who you are affect whether you participate or not?
COURSE SKILLS	ASSESSMENT & FEEDBACK TASKS
	<i>Strategies integrate skills and content and may include but are not limited to....</i>
1.D I can describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	<p>Formative Strategies: Read, annotate and analyze required documents (Declaration of Independence, Constitution, Articles of Confederation, etc.) and required Supreme Court cases. Quickwrite, Socratic Seminar, Think-Pair Share, Close Reading, Large and Small Group Discussions (large and small group), Data Analysis, Graphic Organizers, Jigsaws. Interpreting contemporary and historical charts and graphs. Free response practice (writing a thesis with a clear line of reasoning), providing evidence and examples, rubric debrief, student scoring examples and practice with scoring individually and in groups. Compare</p> <p>Summative Strategies: AP Classroom-Personal Progress Checks, AP Classroom-AP Question Bank, Skill Based Feedback & Scoring Rubric where applicable, Stimulus based multiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project based learning.</p>
3.C I can explain patterns and trends in data to draw conclusions.	
1.B I can explain political principles, institutions, processes, policies, and behaviors.	
4.B I can explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	
3.D I can explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.	
3.F I can explain possible limitations of the visual representation of the data provided.	
1.E I can explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	
5.A I can articulate a defensible claim/thesis.	
5.B I can support the argument using relevant evidence.	
5.C I can use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.	
2.B I can explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.	
5.D I can use refutation, concession, and rebuttal in responding to opposing or alternate perspectives.	
2.D I can explain how required Supreme Court cases apply to scenarios in context	
ENDURING UNDERSTANDING & LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
MPA-3 Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.	

<p>- I can describe the voting rights protections in the Constitution and in legislation</p>	<p>MPA-3.A.1: Legal protections found in federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments relate to the expansion of opportunities for political participation.</p>
<p>- I can describe the different models of voting behavior.</p>	<p>MPA-3.B.1: Examples of political models explaining voting behavior include: Rational choice—Voting based on what is perceived to be in the citizen’s individual interest Retrospective voting—Voting to decide whether the party or candidate in power should be reelected based on the recent past Prospective voting—Voting based on predictions of how a party or candidate will perform in the future Party-line voting—Supporting a party by voting for candidates from one political party for all public offices at the same level of government</p>
<p>MPA-3 Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation. - I can explain the roles that individual choice and state laws play in voter turnout in elections.</p>	<p>MPA-3.C.1: Structural barriers, political efficacy, and demographics can predict differences in voter turnout in the U.S., and the following can influence voter turnout among democracies worldwide:</p> <ul style="list-style-type: none"> • National versus state-controlled elections • Voter registration laws and procedures • Voting incentives or penalties or fines • Election type (midterm or presidential) <p>MPA-3.C.2: Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote. MPA-3.C.3: Factors influencing voter choice include:</p> <ul style="list-style-type: none"> • Party identification and ideological orientation • Candidate characteristics • Contemporary political issues • Religious beliefs or affiliation, gender, race and ethnicity, and other demographic characteristics
<p>PMI-5 Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.</p>	
<p>- I can describe linkage institutions.</p>	<p>PMI-5.A.1: Linkage institutions are channels that allow individuals to communicate their preferences to policy-makers:</p> <ul style="list-style-type: none"> • Parties • Interest groups • Elections § Media

<p>- I can explain the function and impact of political parties on the electorate and government.</p>	<p>PMI-5.B.1: The functions and impact of political parties on the electorate and government are represented by:</p> <ul style="list-style-type: none"> • Mobilization and education of voters • Party platforms • Candidate recruitment • Campaign management, including fundraising and media strategy • The committee and party leadership systems in legislatures
<p>PMI-5 Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers. - I can explain why and how political parties change and adapt.</p>	<p>PMI-5.C.1: Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened. PMI-5.C.2: Parties modify their policies and messaging to appeal to various demographic coalitions. PMI-5.C.3: The structure of parties has been influenced by:</p> <ul style="list-style-type: none"> • Critical elections and regional realignments • Campaign finance law • Changes in communication and datamanagement technology <p>PMI-5.C.4: Parties use communication technology and voter data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts.</p>
<p>PMI-5 Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers. - I can explain how structural barriers impact third-party and independent candidate success.</p>	<p>PMI-5.D.1: In comparison to proportional systems, winner-take-all voting districts serve as a structural barrier to third-party and independent candidate success. PMI-5.D.2: The incorporation of third-party agendas into platforms of major political parties serves as a barrier to third-party and independent candidate success.</p>
<p>PMI-5 Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers. - I can explain the benefits and potential problems of interest-group influence on elections and policy making.</p>	<p>PMI-5.E.1: Interest groups may represent very specific or more general interests, and can educate voters and office holders, conduct lobbying, draft legislation, and mobilize membership to apply pressure on and work with legislators and government agencies. PMI-5.E.2 In addition to working within party coalitions, interest groups exert influence through long-standing relationships with bureaucratic agencies, congressional committees, and other interest groups; such relationships are described as “iron triangles” and “issue networks,” and they help interest groups exert influence across political party coalitions.</p>
<p>- I can explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.</p>	<p>PMI-5.F.1: Interest group influence may be impacted by:</p> <ul style="list-style-type: none"> • Inequality of political and economic resources • Unequal access to decision makers • “Free rider” problem

<p>PMI-5 Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers. - I can explain how various political actors influence public policy outcomes.</p>	<p>PMI-5.G.1: Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making. PMI-5.G.2: Competing actors such as interest groups, professional organizations, social movements, the military, and bureaucratic agencies influence policy making, such as the federal budget process, at key stages and to varying degrees. PMI-5.G.3: Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies.</p>
<p>PRD-2 The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</p>	
<p>- I can explain how the different processes work in a U.S. presidential election</p>	<p>PRD-2.A.1: The process and outcomes in U.S. presidential elections are impacted by:</p> <ul style="list-style-type: none"> • Incumbency advantage phenomenon • Open and closed primaries • Caucuses • Party conventions • General (presidential) elections • The Electoral College
<p>- I can explain how the Electoral College facilitates and/or impedes democracy</p>	<p>PRD-2.B.1: The winner-take-all allocation of votes per state (except Maine and Nebraska) under the setup of the Electoral College compared with the national popular vote for president raises questions about whether the Electoral College facilitates or impedes democracy.</p>
<p>PRD-2 The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum. - I can explain how the different processes work in U.S. congressional elections.</p>	<p>PRD-2.C.1 The process and outcomes in U.S. congressional elections are impacted by:</p> <ul style="list-style-type: none"> • Incumbency advantage phenomenon • Open and closed primaries • Caucuses • General (presidential and midterm) elections
<p>PRD-2 The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum. - I can explain how campaign organizations and strategies affect the election process.</p>	<p>PRD-2.D.1: The benefits and drawbacks of modern campaigns are represented by:</p> <ul style="list-style-type: none"> • Dependence on professional consultants • Rising campaign costs and intensive fundraising efforts • Duration of election cycles • Impact of and reliance on social media for campaign communication and fundraising

<p>PRD-2 The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</p> <p>- I can explain how the organization, finance, and strategies of national political campaigns affect the election process.</p>	<p>PRD-2.E.1: Federal legislation and case law pertaining to campaign finance demonstrate the ongoing debate over the role of money in political and free speech, as set forth in:</p> <ul style="list-style-type: none"> • Bipartisan Campaign Reform Act of 2002, which was an effort to ban soft money and reduce attack ads with “Stand by Your Ad” provision: “I’m [candidate’s name] and I approve this message” • Citizens United v. Federal Election Commission (2010), which ruled that political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment <p>PRD-2.E.2: Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, political action committees [PACs], and political parties).</p> <p>PRD-2.E.3: Different types of PACs influence elections and policy making through fundraising and spending.</p> <p>REQUIRED SUPREME COURT CASE: Citizens United v. Federal Elections Commission (2010)</p>
<p>PRD-3 The various forms of media provide citizens with political information and influence the ways in which they participate politically.</p> <p>- I can explain the media’s role as a linkage institution.</p>	<p>PRD-3.A.1: Traditional news media, new communication technologies, and advances in social media have profoundly influenced how citizens routinely acquire political information, including news events, investigative journalism, election coverage, and political commentary.</p> <p>PRD-3.A.2: The media’s use of polling results to convey popular levels of trust and confidence in government can impact elections by turning such events into “horse races” based more on popularity and factors other than qualifications and platforms of candidates.</p>
<p>PRD-3 The various forms of media provide citizens with political information and influence the ways in which they participate politically.</p> <p>- I can explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.</p>	<p>PRD-3.B.1: Political participation is influenced by a variety of media coverage, analysis, and commentary on political events.</p> <p>PRD-3.B.2: The rapidly increasing demand for media and political communications outlets from an ideologically diverse audience have led to debates over media bias and the impact of media ownership and partisan news sites.</p> <p>PRD-3.B.3 The nature of democratic debate and the level of political knowledge among citizens is impacted by:</p> <ul style="list-style-type: none"> • Increased media choices • Ideologically oriented programming • Consumer-driven media outlets and emerging technologies that reinforce existing beliefs • Uncertainty over the credibility of news sources and information