

ADVANCED PLACEMENT UNITED STATES GOVERNMENT & POLITICS CURRICULUM

This curriculum was developed using the [A.P. U.S. Government & Politics Course Framework](#) from College Board



Grade Level(s): 12th

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Course Description: 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.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner Attribute and Indicator
Unit 1: Foundations of American Democracy	How are democratic ideals, reflected in the Declaration of Independence and the U.S. Constitution, and the models of representative democracy visible in major institutions, policies, events, or debates?	A balance between government power and individual rights has been a hallmark of American political development.	TCC2(9-12), CCE4(9-12), TI1(9-12), DE1(9-12), AA3(9-12)
Unit 2: Interactions Among Branches of Government	How do the structures, powers, and functions of Congress, the executive branch, the judicial system, and the bureaucracy affect the policy-making process?	The republican ideal in the U.S. is manifested in the structure and operation of both national and state governments.	TCC2(9-12), CCE4(9-12), TI1(9-12), DE1(9-12), AA3(9-12)
Unit 3: Civil Liberties & Civil Rights	How has the Supreme Court attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety?	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.	TCC2(9-12), CCE4(9-12), TI1(9-12), DE1(9-12), AA3(9-12)
Unit 4: American Political Ideologies and Beliefs	How has U.S. political culture (e.g., values, attitudes, and beliefs) influenced the formation, goals, and implementation of public policy over time?	Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change, and is measured by public opinion polling to shape policy debates and choices in American politics.	TCC2(9-12), CCE4(9-12), TI1(9-12), AA3(9-12)
Unit 5: Political Participation	How do various political actors influence public outcomes?	Political parties, interest groups, the media, social movements, and elections provide opportunities for participation and influence how people relate to government and policy-makers as well as influence the nature and degree of political participation.	TCC2(9-12), CCE4(9-12), TI1(9-12), AA3(9-12)



Unit 1 - Foundations of American Democracy

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **CG.Inq.1.c.** Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.
- **CG.Inq.2.a.** Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.
- **CG.Inq.4.b.** Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
- **CG.His.5.a.** Analyze how interpretations of the social contract theory of government influenced the founding of the United States government.
- **CG.Civ.4.a.** Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic.
- **CG.Civ.4.d.** Explain how federalism led to conflict between states and the federal government.
- **CG.Civ.2.a.** Analyze how the structures of the United States state and local governments represent different models of democracy.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.
- **DE1(9-12):** I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- **AA3(9-12):** I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- A balance between government power and individual rights has been a hallmark of American political development.
- The Constitution emerged from the debate about the weaknesses in the Article of Confederation as a blueprint for limited government.
- The Constitution created a competitive policy-making process to

Essential Questions:

- How are democratic ideals reflected in the Declaration of Independence, the U.S. Constitution and in major institutions, policies, events, or debates?
- How are Federalist and Anti-Federalist views on central government and democracy reflected in U.S. foundational documents?



<p>ensure the people's will is represented and that freedom is preserved.</p> <ul style="list-style-type: none"> • Federalism reflects the dynamic distribution of power between national and state governments. 	<ul style="list-style-type: none"> • How does the U.S. Constitution express the principles of separation of powers and “checks and balances” and what are the implications of separation of powers and “checks and balances” for the U.S. political system? • How do societal needs affect the constitutional allocation of power between the national and state governments?
<p>Students will know...</p> <ul style="list-style-type: none"> • The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract. • Representative democracies can take several forms, which continue to be reflected in contemporary institutions and behaviors, including: participatory democracy, pluralist democracy, and elite democracy. • The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today. • The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the Constitution. • Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances as well as from the allocation of power between the national and state governments. • Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances. • The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels. • 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 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context. • Describe the author's claim(s), perspective, evidence, and reasoning. • Explain how the author's argument or perspective relates to political principles, institutions, processes, and behaviors. • Articulate a defensible claim/thesis with a line of reasoning. • Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases. • Support the argument using relevant evidence.

<ul style="list-style-type: none"> grants. The interpretations 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. National policy making is constrained by the sharing of power between and among the three branches and state governments. 	
<p>Key Vocabulary: politics, government, democracy, political institutions, limited government, popular sovereignty, natural rights, republicanism, social contract, participatory democracy, pluralist democracy, elitist democracy, constitutionalism, liberty, American Political Culture, Federalist, Anti-Federalist, Shay's Rebellion, writ of habeas corpus, ex post facto laws, bills of attainder, separation of powers, checks and balances, unicameral, bicameral, New Jersey Plan, Virginia Plan, Great (Connecticut) Compromise, Electoral College, Three-Fifths Compromise, amendment, Tenth amendment, Thirteenth amendment, Fourteenth amendment, selective incorporation, Fifteenth amendment, the commerce clause, necessary and proper clause, full faith and credit clause, privileges and immunities clause, extradition, confederal systems, unitary systems, enumerated and implied powers, exclusive powers, reserved powers, concurrent powers, supremacy clause, federalism, dual federalism, cooperative federalism, fiscal federalism, grants-in-aid, revenue sharing, categorical grants, block grants, mandates, unfunded mandates, devolution</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Unit 1 Test of Multiple Choice Questions released from previous College Board exams. Students will have the opportunity to make corrections to any prompt they get incorrect. AA3 (9-12) Socratic Seminar on the foundational documents of this unit TCC2 (9-12), DE1 (9-12) 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Classroom Discussion of Required Readings CCE4 (9-12) Vocabulary Assessments TI1 (9-12) Concept Analysis Question TCC2(9-12) SCOTUS Question TCC 2 (9-12) Argumentative Essay CCE4 (9-12) Speech on the US Constitution DE1 (9-12)
<p style="text-align: center;">Learning Plan</p>	
<ul style="list-style-type: none"> Model textbook reading strategies and notetaking skills TI1 (9-12) Model note taking from a lecture or class discussion TI1 (9-12) 	



- Reinforce key vocabulary **TI1 (9-12)**
- Introduce test taking strategies for multiple choice prompts, breaking down free response prompts, & crafting a claim with line of reasoning **AA3 (9-12)**
- Chart of Required Court Cases **TCC 2 (9-12)**
- Comparing contrasting foundational documents **TCC 2 (9-12)**
- Argumentative Essay format **CCE4 (9-12)**
- Self Reflection on assessments **TI1 (9-12), AA3 (9-12),**

Teacher Resources: Abernathy, American Government: Stories of a Nation, Chapters 1 - 3; The Declaration of Independence; The Articles of Confederation; The U.S. Constitution; Brutus No. 1; Federalist Paper No. 10; Federalist Paper No. 51; *McCulloch v. Maryland (1819)* [required by the College Board]; *United States v. Lopez (1995)* [required by the College Board]



Unit 2 - Interactions Among Branches of Government

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **CG.Civ.4.b.** Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government.
- **CG.Civ.4.c.** Explain how the United States Constitution has been adapted and interpreted in response to societal changes in both historical and contemporary contexts.
- **CG.Civ.2.b.** Analyze the role and effectiveness of the legislative branch in addressing constituent and societal needs.
- **CG.Civ.3.a.** Analyze how elections and the electoral process are executed and maintained by constitutions and laws in the United States.
- **CG.Civ.3.b.** Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States.
- **CG.Civ.5.a.** Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society .
- **CG.Eco.9.a.** Describe the roles of the executive branch in developing and implementing economic policies in the United States.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **DE1(9-12):** I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.
- **AA3(9-12):** I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.
- The presidency has been enhanced beyond its expressed constitutional powers.
- The design of the judicial branch protects the Supreme Court's independence as a branch of government, and the emergence

Essential Questions:

- What are the different structures, powers, and functions of each house of Congress and how do they affect the policy-making process?
- How have presidents interpreted and justified their use of formal and informal powers to implement a policy agenda?
- What is the principle of judicial review, and how does it check



<p>and use of judicial review remains a powerful judicial practice.</p> <ul style="list-style-type: none"> • The federal bureaucracy implements federal policies. 	<p>the power of other institutions and state governments?</p> <ul style="list-style-type: none"> • How does the bureaucracy carry out the responsibilities of the federal government? • To what extent can governmental branches hold one another accountable given the competing interests of Congress, the president, the bureaucracy and the federal courts?
<p>Students will know...</p> <ul style="list-style-type: none"> • The Senate is designed to represent states equally, while the House is designed to represent the population. By design, the different structures, powers, and functions of the Senate and the House of Representatives affect the policy-making process. • The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes: 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. • 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. • Pork barrel legislation and logrolling affect lawmaking in both chambers. • Presidents use powers, both formal and informal, and perform functions of the office to accomplish a policy agenda. • Senate confirmation is an important check on appointment powers, but the president's longest lasting influence lies in life-tenured judicial appointments. • Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda. • Terms-of-office and constitutional power restrictions, including the passage of the Twenty-Second Amendment, demonstrate changing presidential roles. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Compare political principles, institutions, processes, policies, and behaviors. • Describe the data presented. • Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases. • Describe patterns and trends in data. • Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context. • Describe the author's claim(s), evidence, perspective, and reasoning. • Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources. • Compare the reasoning, decision, and majority opinion of a required court case to a non-required court case. • Explain how the author's perspective or argument relates to political principles, institutions, processes, policies, and behaviors. • Explain patterns and trends in data to draw conclusions. • Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.

- 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.
- 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 Article II of the U.S. Constitution, Federalist Paper No. 78 and *Marbury v. Madison* (1803).
- 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.
- 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.
- Political discussion about the Supreme Court's power is illustrated by the ongoing debate over judicial activism versus judicial restraint.
- Tasks performed by departments, agencies, commissions, and government corporations are represented by writing and enforcing regulations, issuing fines, testifying before Congress, and issue networks and "iron triangles".
- Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality.
- Discretionary and rule-making authority to implement policy are given to bureaucratic agencies.
- Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by committee hearings and the power of the purse.
- Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration.
- Compliance monitoring can pose a challenge to policy implementation.
- Formal and informal powers of Congress, the president, and the

<p>courts over the bureaucracy are used to maintain its accountability.</p>	
<p>Key Vocabulary: pork barrel legislation, earmarks, logrolling, oversight, impeachment, constituency, proportional representation, single-member districts, gerrymandering, partisan gerrymandering, apportionment, redistricting, malapportionment, majority-minority districts, incumbent, incumbency advantage, PACs, standing committees, joint committees, conference committees, committee chairs, select or special committees, discharge petition, House Rules Committee, Committee of the Whole, hold, unanimous consent agreements, filibuster, cloture, hostage-taking, veto, pocket vetoes, mandatory spending, discretionary spending, entitlement programs, budget surplus, budget deficit, national debt, executive order, initiatives, “lame duck”, Trustee role, Delegate role, Politico role, bipartisanship, gridlock, divided government, descriptive representation, substantive representation, State of the Union, Executive privilege, Executive agreement, signing statement, Executive order, bully pulpit, Sixteenth Amendment, Seventeenth Amendment, Twenty Second Amendment, War Powers Resolution Act, Executive Office of the President, original jurisdiction, appellate jurisdiction, federal district courts, federal courts of appeals, judicial review, precedent, <i>Stare decisis</i>, judicial activism, judicial restraint, bureaucracy, political patronage, merit system, issue networks, “Iron triangles”, Speaker of the House, House majority leader, Whips, House minority leader, President pro tempore, Senate minority leader, Chief Justice</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Unit 2 Test of Multiple Choice Questions and Free Response Questions released from previous College Board exams. Students will have the opportunity to make corrections to any prompt they get incorrect. TI1 (9-12), AA 3 (9-12) Mock Congress TCC2 (9-12), CCE4 (9-12), DE1 (9-12) 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Classroom Discussion of Required Readings CCE4 (9-12) Vocabulary Assessments TI1 (9-12) Concept Analysis Question TCC2(9-12) SCOTUS Question TCC 2 (9-12) Argumentative Essay CCE4 (9-12)
<p>Learning Plan</p>	
<ul style="list-style-type: none"> Reflect on level of success of student’s textbook reading strategies and notetaking skills AA3 (9-12) Reinforce key vocabulary TI1 (9-12) Reflect on level of success of test taking strategies for multiple choice prompts, breaking down free response prompts, & crafting a claim with line of reasoning TI1 (9-12), AA3 (9-12) Continue working on the chart of Required Court Cases TCC2 (9-12) Comparing contrasting foundational documents TCC2 (9-12) Refine argumentative Essay format TCC2 (9-12), CCE4 (9-12) 	

- Self Reflection on assessments **TI1 (9-12), AA3 (9-12)**

Teacher Resources: Abernathy, American Government: Stories of a Nation, Chapters 4 - 7; The U.S. Constitution; Federalist Paper No. 70; Federalist paper No. 78; *Baker v. Carr* (1962) [required by the College Board]; *Shaw v. Reno* (1993) [required by the College Board]; *Marbury v. Madison* (1803) [required by the College Board]



Unit 3 - Civil Liberties and Civil Rights

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **CG.Civ.14.a.** Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States.
- **CG.Civ.14.b.** Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical sources.
- **CG.Civ.13.a.** Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources.
- **CG.Civ.2.e.** Analyze the rights and responsibilities of individuals in the United States.
- **CG.Civ.5.b.** Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **DE1(9-12):** I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.
- **AA3(9-12):** I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- 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.
- 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.
- Public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time.

Essential Questions:

- How does the U.S. Constitution protect individual liberties and rights?
- To what extent does the Supreme Court's interpretation of the Constitution reflect a commitment to individual liberty?
- How has the Supreme Court attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety?
- What are the implications of the doctrine of selective



<ul style="list-style-type: none"> • 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>incorporation?</p> <ul style="list-style-type: none"> • How have constitutional provisions supported and motivated social movements? • How has the government responded to social movements? • How has the Court, at times, allowed the restriction of the civil rights of minority groups, and at other times protected those rights?
<p>Students will know...</p> <ul style="list-style-type: none"> • The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights. • Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference. • The application of the Bill of Rights is continuously interpreted by the courts in an effort to balance social order and protect individual freedom. • 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. • 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. • 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. • 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. • The leadership and events associated with civil, women's and 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context. • Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases. • Articulate a defensible thesis • Explain how visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors. • Describe the author's claim(s), perspective, evidence, and reasoning. • Support the argument using relevant evidence. • Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources. • Explain how the implications of the author's argument, or perspective may affect political principles, institutions, processes, policies, and behaviors. • Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.



<p>LGBT rights are evidence of how the equal protection clause can support and motivate social movements.</p> <ul style="list-style-type: none"> • The government can respond to social movements through court rulings and/or policies. • Decisions demonstrating that minority rights have been restricted at times and protected at other times. • 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. 	
<p>Key Vocabulary: civil liberties, civil rights, due process clause, selective incorporation, Espionage Act of 1917, The Miller Test, The Lemon Test, Clear and Present Danger Test, First Amendment, prior restraint, symbolic speech, slander, libel, fighting words, hate speech, Second Amendment, ex post facto laws, bill of attainder, writ of habeas corpus, procedural due process, warrant, bail, probable cause, exclusionary rule, grand jury, indictment, double jeopardy, De Jure segregation, De Facto segregation, affirmative action, capital punishment, equal protection clause, due process clause, Americans With Disabilities Act 1990, Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, Voting Rights Act of 1965, Strict Scrutiny Test, Intermediate Scrutiny Test, Rational-basis test</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Unit 3 Test of Multiple Choice Questions and Free Response Questions released from previous College Board exams. Students will have the opportunity to make corrections to any prompt they get incorrect. TI1 (9-12), AA3 (9-12) • Civil Rights and Liberties Project CCE4 (9-12), DE1 (9-12) 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Classroom Discussion of Required Readings CCE4 (9-12) • Vocabulary Assessments TI1 (9-12) • Concept Analysis Question TCC2(9-12) • SCOTUS Question TCC 2 (9-12) • Argumentative Essay CCE4 (9-12)
<p style="text-align: center;">Learning Plan</p>	
<ul style="list-style-type: none"> • Reflect on level of success of student’s textbook reading strategies and notetaking skills AA3 (9-12) • Reinforce key vocabulary TI1 (9-12) • Reflect on level of success of test taking strategies for multiple choice prompts, breaking down free response prompts, & crafting a claim with line of reasoning TI1 (9-12), AA3 (9-12) 	



- Continue working on the chart of Required Court Cases **TCC2 (9-12)**
- Comparing contrasting foundational documents **TCC2 (9-12)**
- Refine argumentative Essay format **TCC2 (9-12), CCE4 (9-12)**
- Self Reflection on assessments **TI1 (9-12), AA3 (9-12)**

Teacher Resources: Abernathy, American Government: Stories of a Nation, Chapters 8 & 9; The U.S. Constitution; *Engel v. Vitale* (1962) [required by the College Board]; *Wisconsin v. Yoder* (1972) [required by the College Board]; *Tinker v. Des Moines Independent Community School District* (1969) [required by the College Board]; *Schenck v. United States* (1919) [required by the College Board]; *Brandenburg v. Ohio* (1969) *New York Times Co. v. United States* (1971) [required by the College Board]; *McDonald v. Chicago* (2010) [required by the College Board]; *Gideon v. Wainwright* (1963) [required by the College Board]; “Letter From A Birmingham Jail”; *Brown v. Board of Education* (1954) [required by the College Board]; *Roe v. Wade* (1973); *Dobbs v. Jackson* (2022)



Unit 4 - American Political Ideologies and Beliefs

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **CG.His.5.b.** Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States.
- **CG.Civ.2.c.** Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.
- **AA3(9-12):** I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.
- Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.
- Widely held political ideologies shape policy debates and choices in American policies.

Essential Questions:

- How do cultural factors influence political attitudes and socialization?
- To what extent are claims based on public opinion polling credible?
- How have ideologies of the two major parties shaped policy debate?
- How has U.S. political culture (e.g., values, attitudes, and beliefs) influenced the formation, goals, and implementation of public policy over time?

Students will know...

- 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

Students will be able to...

- Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
- Describe the data presented.



<p>federal government and that citizens have with each other.</p> <ul style="list-style-type: none"> • 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. • As a result of globalization, U.S. political culture has both influenced and been influenced by the values of other countries. • Generational and life cycle effects also contribute to the political socialization that influences an individual's political attitudes. • Public opinion data can impact elections and policy debates is affected by scientific polling types and methods • There is a relationship between scientific polling and elections and policy debates. • 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. • 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. • 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. • Liberal ideologies tend to think that personal privacy - areas of behavior where the 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. • Policy trends concerning the level of government involvement in social issues reflect the success of conservative or liberal 	<ul style="list-style-type: none"> • Describe patterns and trends in data. • Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors. • Explain patterns and trends in data to draw conclusions. • Describe the elements of a scientific poll. • Explain patterns and trends in data to draw conclusions. • Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. • Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context. • Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors. • Explain possible limitations of the data provided. • Explain how the implications of the author's argument or perspective may affect political principles, institutions, processes, policies, and behaviors.
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perspectives in political parties.	
Key Vocabulary: Political culture, Political ideology, Political socialization, Individualism, Equality of opportunity, Free enterprise, Rule of law, Limited government, Globalization, IGOs, NGOs, MNCs, Generational effect, Life-cycle effect, Opinion polls, Liberal ideologies, Conservative Ideologies, Libertarian Ideologies, Pew Research Center, Focus group, Scientific Poll, Sample, Random selection, Representative sample, Weighting, Sampling error, Mass survey, Straw polls, Entrance survey, Exit polls, Benchmark polls, Tracking polls, Internet polls, Push poll, Gender gap, laissez-faire economy, Command-and-control economy, Mixed economy, GDP, Unemployment rate, inflation, Consumer price index, Supply-side economics, Monetary theory, Keynesianism, Fiscal policy, Federal Reserve System, Monetary policy, Medicare,	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Unit 4 Test of Multiple Choice Questions and Free Response Questions released from previous College Board exams. Students will have the opportunity to make corrections to any prompt they get incorrect. TI1 (9-12), AA 3 (9-12) Current Events Project TCC2 (9-12), CCE4 (9-12) 	Other Evidence: <ul style="list-style-type: none"> Classroom Discussion of Required Readings CCE4 (9-12) Vocabulary Assessments TI1 (9-12) Concept Analysis Question TCC2(9-12) SCOTUS Question TCC 2 (9-12) Argumentative Essay CCE4 (9-12)
Learning Plan	
<ul style="list-style-type: none"> Reflect on level of success of student's textbook reading strategies and notetaking skills AA3 (9-12) Reinforce key vocabulary TI1 (9-12) Reflect on level of success of test taking strategies for multiple choice prompts, breaking down free response prompts, & crafting a claim with line of reasoning TI1 (9-12), AA3 (9-12) Continue working on the chart of Required Court Cases TCC2 (9-12) Comparing contrasting foundational documents TCC2 (9-12) Refine argumentative Essay format TCC2 (9-12), CCE4 (9-12) Self Reflection on assessments TI1 (9-12), AA3 (9-12) 	
Teacher Resources: Abernathy, American Government: Stories of a Nation, Chapters 10-12; The U.S. Constitution	

Unit 5 - Political Participation

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **CG.Inq.4.f.** Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of school civic contexts.
- **CG.Civ.8.a.** Identify how the structure of state and local governments promote democratic principles and public participation.
- **CG.Civ.8.b.** Evaluate how different levels of government work to promote civic virtue and enact democratic principles
- **CG.Civ.10.a.** Determine the extent to which elected officials represent constituent interests and perspectives.
- **CG.Civ.2.d.** Analyze trends in access to voting, voter turnout, and voter representation over time.
- **CG.Civ.5.c.** Evaluate the role of the media in addressing social and political problems or influencing elections.
- **CG.His.5.c.** Analyze how social contexts shape personal political beliefs and voting behavior.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- **TCC2(9-12):** I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- **CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **TI1(9-12):** I can implement a realistic plan and adapt when necessary to achieve my goals.
- **AA3(9-12):** I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.
- Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.
- The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political

Essential Questions:

- How do the U.S. Constitution and legislation protect voting rights?
- What roles do individual choice and state laws play in voter turnout in elections?
- What is the function and impact of linkage institutions on the electorate and government?
- How do structural barriers impact the electoral processes?
- How does variation in types and resources of interest groups



<p>spectrum.</p> <ul style="list-style-type: none"> • The various forms of media provide citizens with political information and influence the ways in which they participate politically. 	<p>affect their ability to influence elections and policy making?</p> <ul style="list-style-type: none"> • How does the Electoral College facilitate and/or impede democracy? • How do the organization, financing and strategies of national political campaigns affect the election process? • How does the increasingly diverse choices of media and communications outlets influence political institutions and behavior?
<p>Students will know...</p> <ul style="list-style-type: none"> • Structural barriers, political efficacy, and demographics can predict differences in voter turnout in the U.S., and worldwide • Voter choice is influenced by party identification and ideological orientation, candidate characteristics, contemporary political issues, religious beliefs or affiliation, gender, race and ethnicity, and other demographic characteristics • Linkage institutions are channels that allow individuals to communicate their preferences to policy-makers • The functions and impact of political parties on the electorate and government are represented by: <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 • Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened. • Parties modify their policies and messaging to appeal to various demographic coalitions. • The structure of parties has been influenced by: <ul style="list-style-type: none"> ◦ Critical elections and regional realignments ◦ Campaign finance law ◦ Changes in communication and data-management 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context. • Explain patterns and trends in data to draw conclusions. • Explain political principles, institutions, processes, policies, and behaviors. • Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors. • Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. • Explain the possible limitations of the visual representation of the data provided. • Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context. • Articulate a defensible claim or thesis. • Support the argument using relevant evidence. • Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis. • Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources. • Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives. • Explain how required Supreme Court cases apply to scenarios in context.

technology

- Parties use communication technology and voter data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts.
- In comparison to proportional systems, winner-take-all voting districts serve as a structural barrier to third-party and independent candidate success.
- The incorporation of third party agendas into platforms of major political parties serves as a barrier to third party and independent candidate success.
- 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.
- 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.
- Interest group influence may be impacted by inequality of political and economic resources, unequal access to decision makers, & the “free rider” problem.
- Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making.
- 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.
- The factors that impact the procedures and outcomes of presidential and congressional elections
- 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

<p>commentary.</p> <ul style="list-style-type: none"> • 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. • Political participation is influenced by a variety of media coverage, analysis, and commentary on political events. 	
<p>Key Vocabulary: franchise, demographic characteristic, voter turnout, socioeconomic status, political efficacy, felon disenfranchisement, “Obama effect”, National Voter Registration Act of 1993, absentee ballots, political participation, linkage institutions, registration requirements, rational choice voting, retrospective voting, prospective voting, partyline voting, primaries (open and closed), caucuses, Electoral College, Winner-Take-All System, battleground states, swing states, Political Action Committees, Super PACs, straight ticket voting, split ticket voting, party coalition, political parties, political mobilization, candidate-centered campaigns, party identification, party platform, realignment, critical elections, party eras, era of divided government, two-party system, third parties, delegate, superdelegate, National Convention, proportional representation system, single-member plurality system, interest groups, social movements, participatory theory, pluralist theory, elitist theory, economic interest groups, public interest groups, government interest groups, lobbying, issue network, iron triangle, revolving door, amicus curiae brief, news media, social media, mass media, investigative journalism, broadcast media, Radio Act (1927), Communications Act of 1934, media consolidation, Telecommunications Act 1996, policy agenda, agenda setting, partisan bias, selective benefits, freeriders, horse-race journalism</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Unit 5 Test of Multiple Choice Questions and Free Response Questions released from previous College Board exams. Students will have the opportunity to make corrections to any prompt they get incorrect. TI1 (9-12), AA 3 (9-12) 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Classroom Discussion of Required Readings CCE4 (9-12) • Vocabulary Assessments TI1 (9-12) • Concept Analysis Question TCC2(9-12) • SCOTUS Question TCC 2 (9-12) • Argumentative Essay CCE4 (9-12)
<p style="text-align: center;">Learning Plan</p>	
<ul style="list-style-type: none"> • Reflect on level of success of student’s textbook reading strategies and notetaking skills AA3 (9-12) 	

- Reinforce key vocabulary **TI1 (9-12)**
- Reflect on level of success of test taking strategies for multiple choice prompts, breaking down free response prompts, & crafting a claim with line of reasoning **TI1 (9-12), AA3 (9-12)**
- Continue working on the chart of Required Court Cases **TCC2 (9-12)**
- Comparing contrasting foundational documents **TCC2 (9-12)**
- Refine argumentative Essay format **TCC2 (9-12), CCE4 (9-12)**
- Self Reflection on assessments **TI1 (9-12), AA3 (9-12)**
- Practice Exam before taking the College Board Exam in May **AA3 (9-12)**

Teacher Resources: Abernathy, American Government: Stories of a Nation, Chapters 13-16; The U.S. Constitution; *Citizens United v. Federal Elections Commission* (2010) [required by the College Board]

