

Advanced Placement United States Government

Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Civic Involvement</i>	
Topic <i>Civic Involvement</i> Students can engage in societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.	Pacing Standards 1-4 Introduction and ongoing political service learning project throughout year.
Content Statement 1. <i>Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.</i> Learning Targets: <ul style="list-style-type: none"> I can devise and implement a plan to address a societal problem by engaging in either political or community service. I can reflect on the impact of my political service learning experiences in terms of connections between my work, my research, course content, and the nature of government in today's society. I can advocate for an issue and communicate appropriately and professionally with an elected official based on what I learn through my civic engagement project. 	Content Elaborations Political processes are related to the acquisition of governmental power and influencing governmental decision-making. Public policy processes are related to the institutional actions and procedures involved with the government carrying out its functions. Political and/or community service is a valuable learning experience and should be taught as an important lesson of citizenship. Communicating with elected officials on issues of importance is an important form of political participation.
Content Vocabulary <ul style="list-style-type: none"> civic engagement political service community service advocacy 	Academic Vocabulary <ul style="list-style-type: none"> primary source secondary source analyze define describe discuss evaluate examine explain suggest compare and contrast assess to what extent
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) "Thumbs up, thumbs down" by students to indicate their sense of understanding 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument,

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<ul style="list-style-type: none"> • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>explanation, or analysis.</p> <ul style="list-style-type: none"> • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • Serow, Ladd: <i>Lanahan Readings in the American Polity</i> • Sabato: <i>American Government: Continuity and Change</i> • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> • Video: History Channel’s <i>The Presidents</i> 	<p>Enrichment Strategies</p> <p>Due to the nature of the AP Government curriculum, the course is designed to provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing • Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website www.education.ohio.gov • Resources based on the Universal Design for Learning principles are

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available at www.cast.org

- Preferential seating
- Make notes available online using Infinite Campus or other web-based system
- One-on-one instruction during common prep time and/or with academic assistant
- Review sessions before tests and quizzes and especially before exams
- Extended deadlines
- Allow corrections on homework and tests; allow re-take of unit tests in full essay form
- Modified assignments and tests
- IAT referral

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Strand <i>Civic Involvement</i>	
Topic <i>Civic Involvement</i> Students can engage in societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.	Pacing Standards 1-4 Introduction and ongoing political service learning project throughout year. Teach over the course of several units, such as a 3-week unit on Political Culture, Public Opinion, and Participation; a 4-week unit on Political Parties, Campaigns and Elections; and a 2-week unit on Interest Groups and Media.
Content Statement 2. Political parties, interest groups, and the media provide opportunities for civic involvement through various means. Learning Targets: <ul style="list-style-type: none"> • I can describe the elements and sources of American political culture that unite Americans in the political, economic, and social aspects of life and describe the general trends that most Americans follow. • I can explain and compare the orthodox and progressive worldviews. • I can define the culture war and give examples of issues that make up the culture war. • I can identify and describe the characteristics of the various points on the political spectrum: radical (extreme left), liberal (left), conservative (right), and reactionary (extreme right), as well as moderate, libertarian, and populist ideas. • I can place various economic and social positions, ideas, and issues on the political spectrum. • I can describe different types of public opinion polls and factors that affect their validity and reliability. • I can define political socialization and describe how the following personal characteristics help to define and influence an individual's ideology and voting patterns: family, religion, gender, education level, income level, race and ethnicity, region of one's home state, union status, and age. • I can describe various types of political participation in the American political system and explain the sources of a decline in American political participation over the last 50 years. 	Content Elaborations Political culture is the political psychology of America and the deep-seated, long-held values that define our nation. It is a distinctive, patterned way of thinking about how political and economic life ought to be carried out. Specific values include liberty, equality, democracy, individual responsibility, equality of opportunity in economics, role of competition and individualism in economics, political equality, political tolerance, importance of civic duty, and belief in right and wrong behaviors to determine laws. At the same time, Americans have experienced a growing lack of political efficacy and civic competence. The political culture war in America is a result of differences of opinion between those who hold orthodox and progressive worldviews. An orthodox believer tends to believe that an external, definable, and transcendent authority defines beliefs; specific morals are more important than self-expression. A progressive believer tends to believe that modernism, rationalism, and subjectivism define beliefs; personal freedom is more important than specific established morals. These worldviews tend to correlate with political ideology and identification by political party. The political spectrum helps people to identify their political beliefs and coalesce into groups of like-minded Americans. The left side of the political spectrum, or those who identify as progressive believers, radicals, and liberals, is generally focused on expanding the role of government in economic life and limiting government restrictions on social behaviors. The right side of the political spectrum, or those who identify as orthodox believers, conservatives, and reactionaries, is generally focused on limiting government involvement in economic life and expanding government restrictions on social behaviors. The

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- I can describe why citizens would use initiative, referendum, or recall within their states.
- I can define a political party and explain its functions.
- I can describe the historical roots, leaders, traditional issues, and constituency groups of the Democratic and Republican parties.
- I can describe my own political ideology, party and/or belief system, and explain why I hold these beliefs.
- I can assess the factors which have led to party decline over recent years and identify the factors that keep parties at the center of our political system.
- I can cite the limited successes of 3rd/minor parties and explain how plurality, the electoral college, and public opinion all explain why 3rd parties find so much difficulty surviving and thriving in our political system.
- I can list the main motivations that prompt Americans to join and/or become active in a political party in America.
- I can describe the basic structure and organization of political parties in America and evaluate Republican and Democratic Party effectiveness and efficiency.
- I can describe the major strategies used by campaigns to motivate voters to support their cause or candidate, including identification of likely voters and methods of reaching “persuadables.”
- I can explain the purpose and process of a presidential primary and caucus, identify and compare the various types of state primaries, describe the differences between the primary and general election, cite where the first primary and caucus occur in each presidential election cycle, explain the general differences in their participation rates and outcomes, and define the practice of front-loading.
- I can explain the role of delegates and superdelegates at a presidential nominating convention and the characteristics that these delegates typically have.
- I can explain the purpose of a presidential nominating convention and describe the activities that take place there.
- I can explain how name recognition, positioning, money, organization, momentum, paid and free media coverage, debates, and the internet all play a role in the success of a presidential candidate.
- I can describe typical modern campaign strategies, tactics, and activities

left side of the spectrum tends to identify with the modern Democratic party. The right side of the spectrum tends to identify with the modern Republican party.

Public opinion polls measure the beliefs of Americans, which helps leaders to determine popular support for various policies. Quality polling is important in getting an accurate measure of public opinion; questions and the respondent sample should be without bias. A quality poll will have a low margin of error.

Political socialization is the acquisition of political beliefs, and research shows that family is the most influential factor. Public opinion polling shows some trends in the way that Americans vote and, therefore, the ideology that they hold. Americans with the following characteristics tend to vote for candidates on the left side of the political spectrum: women, younger and older Americans, non-white Americans, lower educated, lower income, living in an urban area or from the west coast or northeast, union affiliation, and less religious affiliation. Americans with the following characteristics tend to vote for candidates on the right side of the political spectrum: men, middle-aged Americans, white Americans, higher educated, higher income, living in a rural area or from the South or Midwest, and more religious affiliation.

Our federal system allows for many points of political participation by Americans. People can participate in politics in many ways, including voting, campaigning, volunteering for a government program or with an elected official, participating with an interest group, communicating with a government official, or engaging in community work. Political participation has been on the decline in the last 50 years, perhaps as more Americans are cynical and distrust government, disassociate from the major political parties, and do not engage socially with their communities in the way that they used to (as evidenced in Putnam’s *Bowling Alone*).

While not available at the national level, citizens have the opportunity to use initiative (citizen-initiated legislation), referendum (citizen-initiated repeal of legislation), and recall (citizen-initiated removal of an official from office before the term of office is over), to participate directly at the state level.

Political parties consist of organizations whose members hold similar views on

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used during a presidential primary and general election, and explain how and why the strategies will change after the nominee for each party is selected; I can identify the major ways a presidential campaign will differ from a Congressional campaign.

- I can explain the process by which our government apportions House districts and the controversies that surround this process, including malapportionment, gerrymandering, and majority-minority districts.
- I can explain the informal and formal requirements to run for Congress and explain how incumbency and the sophomore surge factor into a candidate's chances for success.
- I can explain the purpose and process of the electoral college and describe the examples in history when the electoral college has produced a different outcome than the popular vote, and how the Constitution provides for a system to select a president if no candidate earns a majority of the electoral votes.
- I can explain the difference between earning a majority of votes and a plurality of votes and describe what is required to win a state's electoral votes and the electoral college.
- I can explain why a voter might cast a prospective or retrospective vote and identify the other factors that might influence their decision in an election, including straight ticket vs. split ticket voting.
- I can describe the outcomes of modern presidential elections (such as elections in 2000, 2004, 2008, 2012) and recent midterm elections (such as 2002, 2006) as examples to describe America's recent political and voting trends.
- I can explain the difference between public and private campaign financing, and cite the requirements for a candidate to receive public financing; cite the difference between soft and hard money in contribution reporting.
- I can explain the role and significance of money in the election process; describe the advantages and disadvantages of limiting campaign contributions and expenditures.
- I can cite examples of campaign finance reform laws and explain the main purpose of campaign finance laws and give examples of limits on campaign financing for individuals, business and interest group PACs, and political parties.
- I can define an interest group, a Political Action Committee (PAC), and a

public issues. Political parties seek to determine public policy through winning elections and having their members hold public office.

America has the oldest, least effective political parties in the world. Historically, America has had 2 major political parties. There have been 5 recognized critical-realigning elections in American history that have reshaped our political parties and when more than ¼ of American voters shifted their party allegiance. Those elections took place in 1800, 1828, 1860, and 1932, and were in response to the broader changes and needs in our society. Political party identification and involvement by Americans has been on the decline for the past 50 years; many more today identify as independents than in the past.

Third or minor parties do not find much success in our political system in terms of electing candidates. Factors such as our ballot requirements, campaign financing, the "winner-take-all system," our single-member plurality districts, name recognition, and party legitimacy all challenge minor parties. Despite this, minor parties can influence the policy positions of major parties and serve as an outlet for Americans discontented with the major parties.

Americans choose to actively participate with political parties for a variety of reasons, including for material benefits, ideological reasons, solidary reasons, encouragement by interest groups, and motivation to elect a specific candidate.

Our national political parties are responsible for writing the party platform, identifying and encouraging potential candidates, fundraising, and helping state and local parties organize volunteers to help their officials win office. The Republican Party has historically been the better financed and more organized party, but both parties are considered to be equally effective today.

When seeking to win election, presidential candidates will use specific campaign strategies to win election, including a focus on the electoral college and "undecideds" or "persuadables." During the primary and caucus phase of a presidential election, a candidate will tailor their campaign to the most ideological voters and partisan voters. Once a presidential candidate receives the nomination of the party, campaign strategy will shift to focus more

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lobbyist; explain why interest groups and the government are co-dependent on each other.

- I can describe the various tactics that an interest group can use to influence government officials (both insider and outsider strategies); what results interest groups expect to get as a result of these tactics; and the benefits, drawbacks, and overall effectiveness of each of these tactics.
- I can describe the source of most PACs (business/union/ideology), the ideological bent of most PACs (liberal/conservative), the campaign funding impact of PACs on our political system, and identify a few major and highly influential interest groups in the U.S. and identify the issues that concern them the most.
- I can describe the strength of interest groups in our American political system in terms of their number and money spent to carry out their activities and explain why this strength has increased over time.
- I can describe the overall benefits and drawbacks of interest groups to our democracy including representation of the “minority voice,” representation of membership vs. institutional interests, free riders, the revolving door, and the potential for corruption. I can describe the role of the media, including the use of emotional words and images in both paid and “earned” media, in shaping public opinion on public policy.
- I can define a media feeding frenzy and give an example.
- I can define a “political leak” and explain why leaks have increased over the last 30 years and their role in media coverage of politics.
- I can explain the influence of the media on the American public in terms of the following issues: selective attention by the audience, editorial board endorsements, the timing of news broadcasts and newspaper printing, media cues to their audience and acting as a “gatekeeper,” how personal an issue is for the audience, the medium and type of news being presented, in-depth vs. terse political coverage and analysis, competition of news within a media market, media outlet ownership, media acting as a scorekeeper during a campaign, and media acting as a watchdog and exposing scandal.
- I can explain how politicians deal with the media and attempt to manipulate the media for their own benefit.
- I can explain what it means for a reporter to use sources who are “on the record,” “off the record,” “on background,” and “on deep

moderate and uncommitted voters.

A presidential candidate must earn delegates to attend their party convention and vote for them. They earn delegates by winning primary elections, starting in New Hampshire, and winning the vote at party caucus meetings, starting in Iowa. These elections tend to produce lower voter turnouts and voters tend to be the most partisan, whereas the presidential general election will produce a higher voter turnout and include voters who are nonpartisan. Any voters can vote in an open primary, whereas only identified party members can vote in a closed primary. States attempt to have relevance in the presidential primary process by holding their elections early in the calendar; this leads to the front-loading of primaries and caucuses. Superdelegates are also selected to attend the Democratic National Convention; they are committed party activists, unlike regular delegates they are uncommitted to a specific candidate, and they are expected to vote for whichever candidate is most likely to bring a victory to the Democratic Party.

The national convention is held to officially nominate the presidential and vice-presidential candidates, bring media attention and free publicity to the candidates and party, convey the themes of the campaign, and write the party platform.

Presidential candidates will seek to raise money, gain name recognition and media attention, organize their campaign using paid and volunteer staff, participate in debates, and use social media to campaign effectively. Candidates can use various forms of propaganda to include in their advertisements and weigh the pros and cons of “going negative.” Presidential elections tend to be more competitive and attract many more voters than Congressional elections, and Congressmen, during some elections, can “ride the coattails” of the President into office.

Candidates for the House must be at least 25 years old, live in their state, and be a U.S. citizen and resident of the U.S. for 7 years. Senatorial candidates must be at least 30 years old, live in their state, and be a U.S. citizen and resident of the U.S. for 9 years. Every 10 years, the U.S. government holds a census and reapportions House seats among the 50 states, based on population shifts. Each state legislature, then, must redistrict based on the

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background”; explain why it is so important for reporters to keep some sources confidential and what might happen if a judge orders that a journalist release the name of their source.

- I can explain the overall deregulation of the media industry in terms of the following rules: equal time, right of reply, political editorializing, fairness doctrine, and identify the Federal Communications Commission (FCC) as responsible for enforcing media regulations.

number of seats they are allotted. This redistricting process leads to gerrymandering, in which the political party that controls the state legislature will attempt to redistrict so that their party has the advantage in future elections, resulting in oddly-shaped districts. States must follow guidelines to avoid malapportionment, or unequally distributed members between districts, and they are allowed to produce majority-minority districts to encourage representation among populations that have traditionally been underrepresented. Congressional incumbents are highly likely to win reelection, due to factors such as name recognition, ability to raise funds, the franking privilege, ability to garner “pork” for their district in the legislative process, media access, gerrymandering of districts, and the common trend of the “sophomore surge.”

The electoral college was designed to serve as a check on the popular vote. A state’s electoral votes are equal to the number of Congressional seats they are awarded (House + Senate seats). Whichever candidate wins the popular vote in a state (which is a plurality of votes – or the most votes), will win all of the state’s electoral college votes. Whichever candidate wins the majority of electoral college votes (currently 270), wins the electoral college and the presidency. If no candidate wins the electoral college, the top three candidate’s names will be submitted to the House of Representatives to make the decision. It is possible for the popular vote and the electoral vote to produce different outcomes, as it did in the election of 2000. Americans cast their votes for a variety of reasons, including a prospective vote, retrospective vote, or vote that is based on the campaign, issues, or candidate.

Campaign finance laws exist to limit the influence of money in the campaign process and yet allow Americans to contribute money as a protection of their free speech. The Federal Elections Commission tracks campaign contributions and all hard money is disclosed to the FEC. Limitations exist for individuals, political action committees, and parties that wish to contribute directly to campaigns. Individuals and groups will avoid these limitations by producing their own advertisements, engaging in their own campaign or voter registration efforts, and bundling individual contributions together to represent a specific interest. All Congressional candidates must raise money from private sources. Presidential candidates may qualify for public financing once they secure the nomination of their party, which had to have received 5%

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of the popular vote in the previous election.

Interest groups consist of organizations whose members hold similar views on public issues. Interest groups seek to influence the making and execution of public policy by engaging in political and public policy processes. A PAC, political action committee, exists to be able to contribute to campaigns on behalf of an interest group. A lobbyist is hired to represent an interest group in their attempts to pass or kill legislation or government action. Lobbyists will engage in “insider” tactics where they meet with officials privately to share information about the matter; give political cues, endorsements and ratings; “wine and dine” officials; make campaign contributions; and generally meet to persuade them. They will also organize “outsider” tactics of interest groups where the members are asked to engage in pressure activities, such as public protests, getting media attention, letter/mail/phone campaigns, and generally any activity that applies public pressure. An interest group’s clout will have an effect on their access to officials.

Interest groups maintain significant power in the U.S. today, especially in representing corporations and unions. They also serve an important role as a linkage institution and voice for the minority in America. While there are limited examples of corrupt, illegal, and unethical activity by lobbyists, the vast majority of lobbyists and interest groups do not attempt to bribe officials. Research has shown that good information is the most persuasive way to lobby an official.

Media are various means of mass communication with different audiences. Political parties and interest groups use media to influence the political and public-policy processes.

Media outlets are particularly influential over Americans when they act as gatekeepers of information, scorekeepers during elections, watchdogs in investigative reporting, and reporters of in-depth, high-interest stories. Media outlets must follow several formal rules regulated by the FCC (Federal Communications Commission) and informal rules to maintain good terms with their sources.

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<p>Content Vocabulary</p> <ul style="list-style-type: none"> • political culture • political socialization • culture war • orthodox • progressive • political spectrum • liberal • conservative • libertarian • populist • moderate • radical • reactionary • Republican Party • Democratic Party • critical-realigning election • minor/3rd party • winner-take-all • plurality vote • majority vote • delegates • primaries and caucuses • superdelegates • party convention • general election • reapportionment • redistricting • gerrymandering • hard and soft money • Federal Elections Commission • constituency groups/party base • interest groups • lobbyists • political action committee • campaign contributions • campaign expenditures • public opinion polls • Federal Communications Commission • political leak 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • define • describe • discuss • evaluate • examine • explain • suggest • compare and contrast • assess to what extent
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual)

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<p>short answer, etc.) at the end of the period</p> <ul style="list-style-type: none"> Exit slip: responses to prompts at the end of the period Written homework tasks based upon learning targets with option to make corrections based on feedback Quiz (graded but not recorded) SLO pre-assessment 	<ul style="list-style-type: none"> Class debates Class Socratic discussions SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> Serow, Ladd: <i>Lanahan Readings in the American Polity</i> Sabato: <i>American Government: Continuity and Change</i> Visual media from school library historyteacherschannel.com YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher's device Guest speakers Website: www.opensecrets.org Website: www.ontheissues.org Website: www.uselectionatlas.org Website: www.270towin.org Website: www.oyez.org Video: Ken Burns <i>The Congress</i> Video: History Channel's <i>The Presidents</i> 	<p>Enrichment Strategies</p> <p>Due to the nature of the AP Government curriculum, the course is designed to provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest Connect current and past lesson content to current events in the news Students may be invited to read difficult and significant original sources to learn content more in-depth Student and teacher collaborate to create additional projects (historical newspaper, diorama) Students research and then teach a key part of the lesson Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> ELA: Researching a public policy issue, producing analytical and reflective writing Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov Resources based on the Universal Design for Learning principles are available at www.cast.org Preferential seating Make notes available online using Infinite Campus or other web-based system One-on-one instruction during common prep time and/or with academic assistant Review sessions before tests and quizzes and especially before exams Extended deadlines

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Strand <i>Civic Participation and Skills</i>	
Topic <i>Civic Participation and Skills</i> Democractic government is enhanced when individuals exercise the skills to participate effectively in civic affairs.	Pacing Standards 1-4 Introduction and ongoing political service learning project throughout the year.
Content Statement 3. Issues can be analyzed through the critical use of information from public records, surveys, research data, and policy positions of advocacy groups. Learning Targets: <ul style="list-style-type: none"> • I can distinguish between credible and non-credible sources of information. • I can locate relevant public records as part of a research activity. • I can identify the advantages and disadvantages of using different sources of information, including public records, independent research studies, survey and polling data, interest group websites/publications, social media, and various opinion-based information (such as op-ed columns and blogs) for specific research purposes. 	Content Elaborations Researching a civic issue involves determining which sources of information are relevant to the task, identifying the perspective or position of each source, and evaluating the credibility of the sources. Public records can include sources such as county tax records, a report issued by a state agency, or the <i>Congressional Record</i> . Surveys of public opinion could be conducted by students or could come from major polling organizations. Surveys also could consist of data collections pertaining to a public issue (e.g., a survey of waterway contamination resulting from the runoff of snow removal chemicals). Research data comes in many forms and may originate with organizations ranging from universities to research institutes. Research into local issues can be conducted by students. Advocacy groups (interest groups, lobbies) produce literature and maintain websites that outline their positions on public policy issues. Considerations involved with determining the credibility of sources include: <ul style="list-style-type: none"> • The qualifications/reputation of the writer and/or organization • The circumstances in which the source material was generated • Internal consistency and agreement with other credible sources • Use of supporting evidence and logical conclusions • Evidence of bias or unstated assumptions
Content Vocabulary <ul style="list-style-type: none"> • public records • objective 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • define • examine • explain

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<ul style="list-style-type: none"> • subjective • credible • bias 	<ul style="list-style-type: none"> • describe • discuss • evaluate • suggest • compare and contrast • assess to what extent
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
Resources <ul style="list-style-type: none"> • Serow, Ladd: <i>Lanahan Readings in the American Polity</i> • Sabato: <i>American Government: Continuity and Change</i> • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org 	Enrichment Strategies <p>Due to the nature of the AP Government curriculum, the course is designed to provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical

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<ul style="list-style-type: none"> • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> • Video: History Channel's <i>The Presidents</i> 	<p>newspaper, diorama)</p> <ul style="list-style-type: none"> • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing • Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral

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Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Civic Participation and Skills</i>	
Topic <i>Civic Participation and Skills</i> Democratic government is enhanced when individuals exercise the skills to participate effectively in civic affairs.	Pacing Standards 1-4 Introduction and ongoing political service learning project throughout year.
Content Statement 4. The processes of persuasion, compromise, consensus building, and negotiation contribute to the resolution of conflicts and differences. Learning Targets: <ul style="list-style-type: none"> I can utilize persuasion, compromise, consensus building, and/or negotiation skills to resolve conflict on a public policy issue. I can respect opposing viewpoints and engage in civil discourse with my classmates. 	Content Elaborations Persuasion is a process of inducing others into accepting a point of view by means of reasoning and argumentation. Compromise is a process of making concessions to settle differences. Consensus building is a process of working toward achieving general agreement within a group. Negotiation is a process of settling differences through a discussion of issues. These processes come into play by varying degrees during activities related to governing.
Content Vocabulary <ul style="list-style-type: none"> persuasion compromise mediation negotiation consensus 	Academic Vocabulary <ul style="list-style-type: none"> analyze define describe discuss evaluate examine explain suggest compare and contrast assess to what extent
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. Observation and participation in political or community service hours

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<p>for student understanding</p> <ul style="list-style-type: none"> • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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Strand <i>Basic Principles of the U.S. Constitution</i>	
Topic <i>Basic Principles of the U.S. Constitution</i> Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.	Pacing Standards 5-13 Teach over the course of several units, such as a 3-week unit on the Philosophical and Constitutional Principles of American Government, a 2-week unit on Federalism, and a 4-week unit on Judiciary, Civil Rights, and Civil Liberties.
Content Statement 5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers, and relationship with the governed. Learning Targets: <ul style="list-style-type: none"> I can describe and give examples of basic principles which help define the government of the United States including, but not limited to, popular sovereignty, limited government, federalism, separation of powers, and checks and balances. I can explain how individual freedom interacts with government control from the perspective of Hobbes and Locke. I can explain how the assumption that human nature is ambitious and self-interested was incorporated into the Constitution as a way to prevent corruption. I can discuss the specific ways that these philosophers influenced the formation of American government. I can describe the different types of governments and democracies that exist in the world. I can explain and evaluate the different theories on who holds power in the U.S. today, including majoritarian, elitist (Marxist, non-governmental, bureaucratic, and pluralist), and self-centered politicians theories. I can identify the major historical documents and some of the specific concepts that influenced the American Constitution. I can list the weaknesses of the national government under the Articles 	Content Elaborations Government should be designed to maximize individual freedom and requires order and rules to reach that. While Thomas Hobbes believed that a very strong government would be the best way to maintain order and maximize human freedom, John Locke proposed that human freedom would be maximized with some, but not too much, government control. James Madison, “father of the Constitution,” believed in Locke’s philosophy, and believed that a government structure should be created so that human ambition would counteract other human’s ambition. Types of governments that exist include an absolute monarchy, oligarchy, constitutional monarchy, representative democracy, and direct democracy. While our representative democracy should mean that power is held in the hands of the voters (or the majoritarian theory), there are other theories on who truly holds power in the U.S., such as the Marxist theory (the controllers of wealth), the non-governmental elite theory (political, corporate, and military – Mill’s “iron triangle” theory), the bureaucratic theory (the common decision-making bureaucrats who work for government), the pluralist theory (political activists), and the self-centered politician theory (elected politicians). Our Founders were also influenced by historical documents such as the Magna Carta, English Petition of Right, and English Bill of Rights. Our Founders met in the summer of 1787 in Philadelphia to amend the Articles of Confederation. The Articles were widely considered to be ineffective in governing the new nation and created a national government that was far too weak. Specifically, under the Articles, there were no executive or judicial branches, no ability to tax or regulate interstate trade, a requirement of 9/13 votes to pass legislation,

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of Confederation and explain the pressures for a stronger national government.

- I can describe the historical background of the Constitutional Convention of 1787, including its original purpose, location, leaders, and delegates.
- I can explain how disagreements between large and small states, as evidenced by the Virginia and New Jersey Plans, led to the creation of the “Great Compromise,” noting its major provisions.
- I can describe disagreements over slavery, the presidential election process, and individual rights and the compromises on each that resulted from the Constitutional Convention.

and 13/13 votes to amend the Articles. The Articles promoted disunity and state rivalries. When Shay’s Rebellion broke out because of debt-ridden farmers who protested the court’s decision to take away their property, the national government did not have the funds to raise an army and put down the rebellion. A call to amend the Articles of Confederation resulted.

Basic principles which help to define the government of the United States include but are not limited to popular sovereignty, limited government, federalism, separation of powers, and checks and balances. Popular sovereignty is the principle that governmental authority is derived from the people. Under this principle, government governs with the consent of the governed. The principle of limited government holds that a government can only exercise the powers granted to it. Government must be conducted according to the rule of law. Federalism is a system of government in which power is divided between a central authority and constituent units. Under the U.S. Constitution, this principle is reflected in the division of powers between the national government and the states. The principle of separation of powers requires a distribution of governmental powers among independent branches. Each of the branches has a specific field of authority and unique set of responsibilities within the operation of the government. Checks and balances constitute a system for controlling government power. Under this principle, the branches of government possess the ability to restrain certain actions of other branches.

A key new development that came out of the Constitutional Convention was the Great Compromise (Connecticut Compromise) that created a bicameral legislation with a House of Representatives based on the population of a state and a Senate that included 2 Senators per state. The Virginia Plan advocated for an entirely population-based legislature and the New Jersey Plan advocated for a legislature based on equal numbers of representatives. The electoral college was created to select the President, using the popular vote of the states and allowing for an educated elite to check the popular vote. The 3/5 Compromise settled the issue of whether slaves would count in a state’s population toward them earning seats in the legislature; slaves would count as 3/5 of a person, runaway slaves would be returned to the south, and the slave trade could not be regulated until 1808.

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<p>Content Vocabulary</p> <ul style="list-style-type: none"> • pluralist theory • non-governmental elitist theory • majoritarian theory • elitist theory • Articles of Confederation • popular sovereignty • limited government • branches of government • separation of powers • checks and balances • New Jersey Plan • Virginia Plan • Connecticut (Great) Compromise • 3/5 Compromise 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • define • describe • discuss • evaluate • examine • explain • suggest • compare and contrast • assess to what extent
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Topic <i>Basic Principles of the U.S. Constitution</i> Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.	Pacing Standards 5-13 Teach over the course of several units, such as a 3-week unit on the Philosophical and Constitutional Principles of American Government, a 2-week unit on Federalism, and a 4-week unit on Judiciary, Civil Rights, and Civil Liberties.
Content Statement 6. <i>The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.</i> Learning Targets: <ul style="list-style-type: none"> • I can differentiate between the arguments of the Federalists and Anti-Federalists in the debate over the ratification of the Constitution, particularly regarding the issue of individual rights, and note how the ratification debate was resolved. • I can describe the requirements for ratification of the U.S. Constitution. • I can explain how the founder's personal, state, economic, and political motives and/or interests influenced the way they supported the Constitution. • I can explain how Americans' personal, state, economic and political motives and/or interests influenced whether or not they supported the Constitution. • I can explain the arguments presented in the <i>Federalist Papers 10</i> and <i>51</i> and the significance of those arguments. • I can define federalism and compare the system to a unitary and confederal system. • I can explain the difference between dual federalism and cooperative federalism. • I can explain how the Northwest Ordinance of 1787 is an early example of the struggles between states and the federal government and was significant in creating the state of Ohio. • I can identify the delegated/enumerated (national), reserved (states), 	Content Elaborations When the Constitution of the United States was before the states for ratification, various attempts were made to influence the ratification debates. The proponents of ratification became known as Federalists and the opponents as Anti-Federalists. Both sides prepared essays that outlined their arguments. The Federalist Papers and the Anti-Federalist Papers discussed key principles of government as they related to the circumstances of that time. One key argument during the ratification debate concerned the extent of power that should be held by the national government. Federalists argued that the powers bestowed upon the national government helped to counteract the problems encountered under the Articles of Confederation. State sovereignty would have to give way in favor of the general welfare of the nation. In any case, according to the Federalists, federal power was defined and limited, while the states still held many residual powers (as emphasized in Federalist Papers 51). Additionally, Federalist Papers 10 argued that diverse voices would be heard since the new government guarantees free speech and allows for groups of people to create political factions and fight for their views. The Anti-Federalists responded that the truly important powers to govern had been delegated to the national government and that the states had little role other than to oversee the selection of federal officials. In addition, argued the Anti-Federalists, the "necessary and proper" and "supremacy" clauses rendered ineffective any limitations on the powers of the national government. Federalists can be said to have won the overall debate on the basic principles of government with the ratification of the Constitution of the United States. Anti-Federalists did achieve some success with the limitations on government

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<p>and shared powers and describe where they are located in the Constitution.</p> <ul style="list-style-type: none"> • I can describe the elastic clause and relate it to the expansion of national powers over time; locate the elastic clause in the Constitution. • I can explain how decisions by the Supreme Court have evolved our system of federalism throughout history, beginning with <i>McCullough v. Maryland</i>. • I can define the full faith and credit clause and explain a state's right to sovereign immunity. • I can define devolution and describe what factors have accelerated and prevented devolution in our federalist system. • I can explain how grants-in-aid have evolved our system of federalism. • I can define how categorical grants, block grants, general revenue sharing, mandates, and conditions of aid all play a role in federalism and how they affect the relationship between the state governments and the national government. • I can evaluate the basic advantages and disadvantages of the U.S. federalist system and how the national and state governments benefit from and are challenged by our current system. 	<p>embraced by the Bill of Rights.</p> <p>The Founders required 9/13 states for ratification. Generally, those Americans who held debt and wanted increased American trade supported the proposal for a strong central government and those Americans who did not hold debt and had slaves did not support the new government.</p> <p>For many years, the national and state governments operated in separate “spheres” of power, known as dual federalism. The national government focused on their delegated powers, the states focused on the reserved powers, and at times they interacted over the shared powers. When the national government took on a greater role during the New Deal, the relationship between the national and state governments evolved into cooperative federalism. The expanded role of the national government was justified by the elastic, or necessary and proper, clause in the Constitution (Article 1, Section 8), which states that Congress can do whatever is necessary and proper in carrying out their delegated powers.</p> <p>The Supreme Court upheld the supremacy of the national government in the landmark case <i>McCullough v. Maryland</i>, along with other decisions that upheld national government regulation of the economy and business.</p> <p>The Northwest Ordinance of 1787 established the precedent for territorial expansion by the creation of new states that would be sovereign from the existing states. The Ordinance had important implications for the later creation of the state of Ohio.</p> <p>In terms of states’ relationships with one another, the Constitution required that states have “full faith and credit” in one another’s judicial decisions, records, and public documents. The 11th Amendment declares that states are protected by sovereign immunity or from lawsuits by citizens of another state.</p> <p>While power over the past 200 years has generally shifted to the national government, there has been a trend toward devolution since the 1980s. Devolution has shifted power toward the states as conservatives have seen more success (especially more Republican success in Congress that pushes for a more limited role at the national level), and a belief that states can act more</p>
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	<p>efficiently and respond better to the people’s needs. Much power remains at the national level due to the national government’s unique ability to handle crises and large-scale problems, the protections for citizens offered that not all states guarantee (especially for minority citizens), and Democratic success in government that pushes for a strong national role, especially in economic life.</p> <p>Cooperative federalism can be seen through federal grants today, where the national government offers the funding for programs run by the states. While the grants allow states to have power in administering the program and securing funding, the national government maintains power by directing how the funds can be used. Block (more general) and categorical (more restrictive) grants are used to execute many programs in the U.S. today. The national government will put conditions of aid on the grants to direct how funds must be used. The national government will also pass mandates, sometimes funded, sometimes not, to require that states provide something in their state.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • necessary and proper clause • supremacy clause • 10th Amendment • Federalists • Antifederalists • ratification • state sovereignty • Bill of Rights • block grants • categorical grants • mandate • sovereign immunity • devolution • full faith and credit clause • delegated powers • reserved powers • shared powers 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • define • describe • discuss • evaluate • examine • explain • suggest • compare and contrast • assess to what extent
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Content Statement 7. <i>Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation, and informal practices.</i> Learning Targets: <ul style="list-style-type: none"> I can describe the process for formally amending the Constitution and note the number of times it has been amended. I can describe ways the meaning of the Constitution has changed through legislation, executive actions, court cases, and informal practices. 	Content Elaborations The operations of government in the United States take place within a framework provided by the U.S. Constitution. However, the U.S. Constitution has been amended, interpreted, supplemented, and implemented in a variety of ways. The alternative processes for formally amending the U.S. Constitution are outlined in Article V of the document. Constitutional amendments have added to, modified, replaced, and/or made inoperable provisions of the original document and previous amendments. The U.S. Supreme Court, in deciding cases brought before it, has frequently interpreted provisions of the U.S. Constitution to clarify and extend their meaning. With its power of judicial review, the Supreme Court has also declared actions of the political branches and of the states to be unconstitutional. The U.S. Congress, in enacting legislation, has provided details which build upon the framework of the Constitution. For example, civil rights acts and voting rights acts have provided specific directions in furtherance of constitutional principles. Informal practices also have changed how constitutional government has been implemented in the United States. These practices are related to provisions in the Constitution but venture into areas not specifically addressed in the Constitution. For example, legislative oversight of the executive branch grew in part out of Congress' need for information to help draft new legislation.

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<p>Content Vocabulary</p> <ul style="list-style-type: none"> • amendment • strict and loose interpretation • judicial review • executive actions • legislation 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • define • describe • discuss • evaluate • examine • explain • suggest • compare and contrast • assess to what extent
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • Serow, Ladd: <i>Lanahan Readings in the American Polity</i> • Sabato: <i>American Government: Continuity and Change</i> • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device 	<p>Enrichment Strategies</p> <p>Due to the nature of the AP Government curriculum, the course is designed to provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news

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<ul style="list-style-type: none"> • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> • Video: History Channel's <i>The Presidents</i> 	<ul style="list-style-type: none"> • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing • Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral

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Content Statement 8. <i>The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.</i> Learning Targets: <ul style="list-style-type: none"> I can explain the historical context for the inclusion of the Bill of Rights in the U.S. Constitution. 	Content Elaborations A key argument during the course of the debate over the ratification of the U.S. Constitution concerned the need for a bill of rights. Federalists pointed to protections included in the original document, but Anti-Federalists argued that those protections were inadequate. To secure sufficient votes in the state ratifying conventions, Federalists pledged to offer a bill of rights once the new government was established. Massachusetts and Virginia, in accord with Anti-Federalist sentiments, went so far as to propose amendments to the Constitution, including amendments to protect the rights of citizens. The amendments which were ratified in 1791 and became known as the Bill of Rights addressed protections for individual rights (Amendments 1-9). These amendments reflect the principle of limited government. The 10th Amendment also addressed the principle of limited government as well as federalism.
Content Vocabulary <ul style="list-style-type: none"> Bill of Rights 	Academic Vocabulary <ul style="list-style-type: none"> analyze define describe discuss evaluate examine explain suggest compare and contrast assess to what extent
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is

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<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students,

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reflective writing

- Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes

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Content Statement 9. The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War. Learning Targets: <ul style="list-style-type: none"> I can summarize how the 13th through the 15th Amendments addressed the aftermath of slavery and the Civil War. 	Content Elaborations The conflict over slavery was a primary cause of the American Civil War. As the war came to a close, plans to “reconstruct” the rebellious states were instituted. The 13th Amendment, which abolished slavery, was not part of President Lincoln’s original plan to readmit former Confederate states to Congress. Ratification of the 13th Amendment became a requirement under President Johnson’s Reconstruction plan. Once Southern state efforts to curtail the rights of freedmen became known, two further amendments were proposed. Ratification of these amendments became a requirement under the congressional plan of Reconstruction. The 14th Amendment defined what persons were citizens of the United States and offered protection from state infringements on citizens’ rights. It also revised the means for determining representation in the House of Representatives and included punishments for former Confederates and their states. The 15th Amendment extended the right to vote to citizens regardless of race, color, or previous condition of servitude.
Content Vocabulary <ul style="list-style-type: none"> slavery reconstruction abolition confederate 	Academic Vocabulary <ul style="list-style-type: none"> analyze define describe discuss evaluate examine explain suggest compare and contrast assess to what extent

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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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<ul style="list-style-type: none"> • Video: History Channel's <i>The Presidents</i> 	
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing • Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral

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Content Statement 10. Amendments 16 through 19 responded to calls for reform during the Progressive Era. Learning Targets: <ul style="list-style-type: none"> I can summarize how the 16th through the 19th Amendments addressed the calls for reform during the Progressive Era. 	Content Elaborations The Progressive Era was a time of political, economic, and social reform in response to problems which emerged throughout the United States in the late 1800s. Progressive reforms began at the local level and gradually spread to the national level, including four constitutional amendments. These amendments addressed issues related to taxation, representation in Congress, alcohol use, and suffrage. Concerns over the usage of tariffs by the federal government and distribution of wealth in the country had been raised by the Populist Party. Progressives took up the call for reform and the 16th Amendment was passed to allow for a federal income tax. Critics of state politics viewed political party bosses and business leaders as having too much influence on state legislatures and their selection of senators. Amendment 17 provides for the direct election of senators by the people. Proponents of prohibition had for decades linked alcohol use to problems such as poverty and the destruction of family life. Efforts to ban the use of alcoholic beverages led to passage of the 18th Amendment. Another longstanding reform effort was focused on obtaining the right to vote for women. The 19th Amendment ended the denial of suffrage based upon the sex of a citizen.
Content Vocabulary <ul style="list-style-type: none"> populism Progressive Era income tax tariffs direct election of senators 	Academic Vocabulary <ul style="list-style-type: none"> analyze define describe discuss evaluate examine explain suggest compare and contrast assess to what extent

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<ul style="list-style-type: none"> • suffrage • prohibition 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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<p>Integrations</p> <ul style="list-style-type: none"> ELA: Researching a public policy issue, producing analytical and reflective writing Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov Resources based on the Universal Design for Learning principles are available at www.cast.org Preferential seating Make notes available online using Infinite Campus or other web-based system One-on-one instruction during common prep time and/or with academic assistant Review sessions before tests and quizzes and especially before exams Extended deadlines Allow corrections on homework and tests; allow re-take of unit tests in full essay form Modified assignments and tests IAT referral

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Content Statement 11. Four amendments have provided for extensions of suffrage to disenfranchised groups. Learning Targets: <ul style="list-style-type: none"> I can describe changes in voting through American history, current voting qualifications and procedures, and the struggles of disenfranchised groups in history to win the right to vote. I can describe the qualifications for voting in Ohio and explain various government initiatives to make voting more legitimate and accessible. I can describe the perceived and real effect on political parties of making voting easier on voting outcomes in elections. 	Content Elaborations A recurring theme in amending the Constitution of the United States has been the extension of voting rights to more citizens. Over time, the fundamental democratic practice of voting has been made possible for different groups of people. Amendment 15 prohibits the denial of suffrage to people because of race, color, or previous condition of servitude. Amendment 19 prohibits the denial of suffrage on account of sex. Poll taxes disenfranchised the poor and were also used as Jim Crow legislation to deny the right to vote to African Americans. Amendment 24 prohibits the use of poll taxes in federal elections. Finally, as a result of many young men being drafted to fight in the Vietnam War but not being able to vote, Amendment 26 extends the right to vote to citizens who are 18 years of age or older.
Content Vocabulary <ul style="list-style-type: none"> poll tax disenfranchisement Jim Crow laws Vietnam draft 	Academic Vocabulary <ul style="list-style-type: none"> analyze define describe discuss evaluate examine explain suggest compare and contrast assess to what extent
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Strand <i>Basic Principles of the U.S. Constitution</i>	
Topic <i>Basic Principles of the U.S. Constitution</i> Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.	Pacing Standards 5-13 Teach over the course of several units, such as a 3-week unit on the Philosophical and Constitutional Principles of American Government, a 2-week unit on Federalism, and 4-week unit on Judiciary, Civil Rights, and Civil Liberties.
Content Statement 12. Five amendments have altered provisions for presidential election, terms, and succession to address changing historical circumstances. Learning Targets: <ul style="list-style-type: none"> I can explain the historical circumstances surrounding the adoption of constitutional amendments pertaining to presidential election, terms, and succession. 	Content Elaborations Constitutional provisions related to the executive branch of the federal government have been frequent subjects for amendment. The amendments have responded to events impacting presidential elections, terms, and succession. Amendment 12 altered the procedures of the Electoral College. The change allowed separate balloting for president and vice president to avoid a tie in electoral votes, as happened in the election of 1800. The main provisions of Amendment 20 shortened the time between elections and when presidents and members of Congress take office. These changes reflected the improvements in transportation which allowed for easier travel to Washington and also reflected the desire to avoid “lame duck” periods in the transition from one administration or session to another. Amendment 22 imposed a two-term limit on presidential terms. This amendment was passed following the four-term presidency of Franklin Roosevelt to institutionalize the two-term tradition established by George Washington. Amendment 23 provided electors for the District of Columbia. The Electoral College was originally based upon electors representing states. As the population of the District of Columbia grew, it was decided that the residents there deserved to have the opportunity to vote for electors in presidential elections. Presidential succession and disability were addressed by Amendment 25. Lyndon B. Johnson, who had a history of heart problems, took office following

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	the assassination of John F. Kennedy. As with other presidential successions, this left the office of the vice president vacant. The 25th Amendment clarified that a successor to the presidency was designated as President of the United States and included provisions for filling the office of Vice President. It also outlined procedures to be used in case of presidential disability.
Content Vocabulary <ul style="list-style-type: none"> electoral college succession lame duck presidential disability 	Academic Vocabulary <ul style="list-style-type: none"> analyze define describe discuss evaluate examine explain suggest compare and contrast assess to what extent
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor for student understanding Seek quick individual student responses on white boards Seek quick choral responses from the whole group of students “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period Exit slip: responses to prompts at the end of the period Written homework tasks based upon learning targets with option to make corrections based on feedback Quiz (graded but not recorded) SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. Observation and participation in political or community service hours Research paper based on service work Advocacy letter written to an elected official related to service work Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates Class Socratic discussions SLO post-assessment
Resources <ul style="list-style-type: none"> Serow, Ladd: <i>Lanahan Readings in the American Polity</i> 	Enrichment Strategies Due to the nature of the AP Government curriculum, the course is designed to

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<ul style="list-style-type: none"> • Sabato: <i>American Government: Continuity and Change</i> • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher's device • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> • Video: History Channel's <i>The Presidents</i> 	<p>provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing • Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral

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Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Basic Principles of the U.S. Constitution</i>	
Topic <i>Basic Principles of the U.S. Constitution</i> Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.	Pacing Standards 5-13 Teach over the course of several units, such as a 3-week unit on the Philosophical and Constitutional Principles of American Government, a 2-week unit on Federalism, and 4-week unit on Judiciary, Civil Rights, and Civil Liberties.
Content Statement 13. Amendments 11, 21, and 27 have addressed unique historical circumstances. Learning Targets: <ul style="list-style-type: none"> I can describe the unique circumstances surrounding the adoption of Amendments 11, 21, and 27. 	Content Elaborations Three amendments to the United States Constitution have come about due to particularly unique circumstances. One amendment addresses judicial power and another repeals a previous amendment. The most recent amendment took more than 200 years to be ratified. The 11th Amendment was proposed in 1794, one year after the Supreme Court ruled in <i>Chisholm v. Georgia</i> (1793) that a lawsuit involving a state being sued by a citizen from another state could be heard in a federal court. Concerns over the extent of federal power led to the passage of this amendment, which limits the jurisdiction of the federal courts in cases of this type. The amendment repeals a portion of Article III, section 2, clause 1 of the Constitution. Congress enacted the Volstead Act to implement the provisions of the 18th Amendment. Difficulties in enforcing the law led to widespread disregard for Prohibition and increased criminal activities during the 1920s. A successful 1932 Democratic Party campaign against Prohibition led to the proposal and ratification of the 21st Amendment, which repealed the 18th Amendment. Originally proposed in 1789 to limit conflicts of interest among members of Congress in determining their own compensation, the 27th Amendment was not ratified with the 10 amendments known today as the Bill of Rights. Popular opposition to congressional pay raises in the 1980s renewed interest in the amendment, and it was ratified in 1992.
Content Vocabulary <ul style="list-style-type: none"> congressional pay raise 	Academic Vocabulary <ul style="list-style-type: none"> analyze examine

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	<ul style="list-style-type: none"> • define • describe • discuss • evaluate • explain • suggest • compare and contrast • assess to what extent
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
Resources <ul style="list-style-type: none"> • Serow, Ladd: <i>Lanahan Readings in the American Polity</i> • Sabato: <i>American Government: Continuity and Change</i> • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Website: www.opensecrets.org 	Enrichment Strategies <p>Due to the nature of the AP Government curriculum, the course is designed to provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth

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<ul style="list-style-type: none"> • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> • Video: History Channel's <i>The Presidents</i> 	<ul style="list-style-type: none"> • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing • Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral

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Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Structure and Functions of the Federal Government</i>	
Topic <i>Structure and Functions of the Federal Government</i> Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws, and the adjudication of disputes under the laws.	Pacing Standards 14-15 Teach over the course of several units, such as a 6-week unit on the Congress, a 4-week unit on the Presidency and Bureaucracy, and 4-week unit on the Judiciary, Civil Rights, and Civil Liberties.
Content Statement 14. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities. Learning Targets: <ul style="list-style-type: none"> • I can explain the basic role of each branch of government (legislative, executive, and judicial) in shaping public policy and how political forces influence them. • I can compare and contrast the U.S. House of Representatives and the Senate in terms of each of the following: basic purpose, purpose of the bi-cameral legislation, size (number of members), basis of representation for each state, qualifications of the representatives in each house, terms of office, method of election (originally and current), and unique powers. • I can identify and give an example of each of the following kinds of powers as defined by the Constitution: delegated national powers (expressed, implied, and inherent), powers reserved to states, denied powers, and shared (concurrent) powers. • I can give specific examples of expressed legislative powers of Congress related to money, commerce, military and foreign policy, and other legislative powers contained in Article 1, Section 8 of the Constitution. • I can explain how Congress has increased its power over time through the use of the “necessary and proper” (elastic) clause in conjunction with the expressed powers. • I can identify at least four examples of power denied to Congress by the Constitution. • I can describe how the political parties play a major role in determining 	Content Elaborations Laws are rules recognized as binding and enforced by a government. Public policy consists of institutional actions and procedures pursued by a government in carrying out its functions. The U.S. Constitution establishes roles for each of the three branches of government related to law and public policy. It assigns each branch special powers and responsibilities. Laws are made by the legislative branch. Laws are enforced by the executive branch. Laws are interpreted by the judicial branch as it resolves disputes under the laws. The actions and procedures of all three branches establish public policy. These include: <ul style="list-style-type: none"> • Legislative – conducting oversight investigations, instituting impeachment proceedings, ratifying treaties, passing resolutions • Executive – making rules and regulations, proposing the federal budget, recognizing foreign nations, issuing executive orders • Judicial – issuing writs of certiorari, establishing judicial procedures, sentencing offenders, accepting amicus curiae briefs The legislative branch consists of the Senate, which has 100 members that are directly elected by the citizens of a state to a term of 6 years (although originally chosen by state legislatures) and are solely responsible for removing officials from office, ratifying treaties, and appointing high officials. The branch also consists of the House of Representatives, which has 435 members that are directly elected by the citizens of a district to a term of 2 years and are solely responsible for impeaching officials and initiating revenue-raising legislation.

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the organization of Congress, including the election of Congressional leadership. I can describe the party leadership positions for the majority and minority parties and how they promote party unity votes.

- I can explain the purpose of caucuses in Congress, give examples of powerful caucuses and how they wield their power, and cite the importance of caucuses for “minorities” such as women and ethnic minorities in networking.
- I can outline the steps by which a bill becomes a law including introduction, committee assignments, committee and sub-committee work (and examples of committees), recommendation of Congressional agencies, bill rules, floor debate, member voting, compromise between the chambers of Congress, and presidential approval.
- I can describe the significance of parochialism and “pork” in the law-making process and in Congress members’ attempts to get re-elected to office, and explain the benefits and drawbacks of legislative pork.
- I can identify the following Constitutional requirements of the Presidency including the method of election and qualifications for holding office.
- I can identify and explain each of the constitutional powers of the President as laid out in Article 2 of the Constitution, including acting as commander in chief, granting reprieves/pardons, special sessions of Congress, receiving ambassadors, wielding executive power, and appointing officials.
- I can identify and explain the powers of the president with the Congress, including making treaties, appointing officials, and approving legislation.
- I can explain certain privileges the president is NOT allowed, including unqualified executive privilege and the impoundment of funds.
- I can explain a President’s informal powers, including executive orders and agreements and the power to persuade, and identify and explain the formal and informal roles of the President.
- I can explain what makes a president unique, as opposed to other heads of state like a prime minister, including election by the people, the potential for divided government, and the president as an “outsider.”
- I can describe the leadership characteristics and historical events that have defined our modern presidents from Truman through Obama.
- I can describe the circumstances under which a president would need

The powers of Congress are laid out in Article 1 of the Constitution. The most important powers of the Congress derive from their ability to tax, regulate interstate commerce, declare war, make rules regarding the military, and make all laws which are necessary and proper in carrying out their other powers. Congress is also denied certain powers, such as using titles of nobility, preferring one state over another.

The majority part in Congress holds the majority of seats and controls the leadership positions, such as Speaker of House, Senate President Pro Temp, House and Senate Majority Leaders, and Whips. They also hold all positions as Committee Chairmen. Controlling these positions will allow the majority party to determine what legislation is considered and not, and passes or not. The majority party will elect their own leadership positions that have far less power than the majority party. Members of Congress will meet in groups of likeminded colleagues to discuss and push issues, known as caucuses.

Congressmen will seek to pass legislation through the following process: introduction, committee assignments, committee and subcommittee work (and examples of committees), recommendation of Congressional agencies, bill rules, floor debate, member voting, compromise between the chambers of Congress, and presidential approval.

Congressmen will include “pork” in legislation to help secure the votes of other Congressmen and to “bring home the bacon” to their constituents and provide helpful services and programs for voters back home. Legislative pork will help the legislative process to move along more smoothly but can be costly.

The executive branch is headed up by the president, who must be 35 years old to run, a natural-born citizen of the U.S., a resident for 14 years, and chosen by the electoral college.

The President’s powers are outlined in Article 2 of the Constitution. These powers include acting as commander in chief, granting reprieves/pardons, special sessions of Congress, receiving ambassadors, wielding executive power, appointing officials, making treaties, and approving legislation. Presidents may not use complete unqualified executive privilege to remain silent in the courts

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to leave his office and the Presidential Succession Act might take effect, explain that act, and the 25th Amendment.

- I can describe the jobs of the Presidential cabinet and the jobs of the top aides who advise the President and help him carry out his policies, including the Press Secretary, Chief of Staff.
- I can describe the sources of the rise of the imperial presidency in modern America.
- I can define the foreign policy philosophies of moralism, realism/pragmatism, isolationism, unilateralism, and multilateralism.
- I can describe the modern history of U.S. foreign policy including isolationism, military engagement, containment, deterrence, détente, and peace through strength.
- I can explain the greatest challenges to U.S. foreign policy in the new world order.
- I can explain the various diplomatic, economic, and military tools that the U.S. can use to carry out our foreign policy.
- I can describe the foreign policy decision-making powers of the President, including the War Powers Act and the various oversight powers of the Congress, and describe the roles of the individuals and agencies that help him make those decisions.
- I can identify each of the following positions or groups and explain how they help the president and executive branch make decisions: U.S. Trade Representative, Office of Management and Budget, National Security Council, Council of Economic Advisors, Office of Personnel Management, Central Intelligence Agency, and Office of the Vice President.
- I can describe why the size of the bureaucracy and the amount of their power has increased in modern America.
- I can describe the ways the President and Congress have oversight and control over the bureaucracy.
- I can describe the employment process in hiring, transferring, and firing civil service employees, the Senior Executive Service, and senior administrative positions and explain the tradition of and current limits on patronage.
- I can explain how iron triangles and issue networks can greatly influence the way that bureaucratic work is executed.
- I can describe examples of the laws that the bureaucracy must operate

or impound funds. By tradition, the president can sign executive orders and executive agreements and use the “bully pulpit” or media to persuade Congress, the party faithful, and the American people.

The president is unique in that he is selected by the American people for the office rather than by his party. This can result in divided government, where one party controls part of or all of Congress and a different party controls the White House.

Our modern presidents have taken on many different issues and faced many challenges, including Kennedy (Cuban Missile Crisis), Johnson (Great Society and Vietnam War), Nixon (Vietnam, Cold War, Watergate), Ford (pardoning of Nixon), Carter (economic stagflation and Iranian hostage crisis), Reagan (end of Cold War and push for small government), H.W. Bush (Persian Gulf War), Clinton (economic boom and welfare reform), W. Bush (9-11 and wars in Iraq and Afghanistan), and Obama (economic recession and Affordable Care Act).

If a president is to die, become disabled, or needs to be removed from office, the vice president will take over. Then others in government will take over if necessary, such as the Secretaries of State, Treasury, Defense, etc. If a president needs to be removed from office, the presidential cabinet with the vice president can ask the Congress for a 2/3 vote in both houses to remove the president.

The president has significant help from appointed high officials who are members of his cabinet and staff members who work in the west wing and solely at the discretion of the president. A modern imperial president will expand the powers of the presidency during times of crisis and broadly interpret the powers of the presidency.

There are many motivations and tools of foreign policy that help a president decide how to handle various foreign policy situations. The U.S. faces challenges in the post-Cold War world and with terrorists today. While the president serves as Commander in Chief, the Congress, only, can declare war. The War Powers Act allows the president to commit troops for up to 60 days (and then 90 with an extension) without the approval of Congress, and then Congress must vote to fund the use of troops or being them home.

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within and how those rules might affect the way that government work is carried out.

- I can define and describe the differences between a cabinet department, government corporation, independent executive agency, and independent regulatory commission.
- I can describe the role of the Supreme Court and the federal court system in interpreting law.
- I can contrast a strict vs. loose interpretation of the Constitution by court judges.
- I can explain major court decisions involving the expansion of federal power through the Civil War, the court's trends toward the protection of private property and business from the Civil War until the New Deal, and the expansion of individual rights from the New Deal through the "Warren" court.
- I can define incorporation and compare selective incorporation to total incorporation of the Bill of Rights against the states, using the 14th Amendment as justification.
- I can define a plaintiff and defendant in a court case and compare a criminal and civil court case.
- I can describe the typical court process of charges, indictment, plea bargaining and settlements, trial, decision, and sentencing.
- I can explain the flow of cases in the dual court system, explain that the state and local court system considers cases and the federal court system considers separate cases, and explain under what circumstances a case might be considered in both systems.
- I can explain how a judge is nominated by the president and confirmed by the Senate, including the use of Senatorial courtesy, vetting, and political litmus tests.
- I can identify the roles of the Solicitor General and U.S. Attorneys in our legal system.
- I can define the following in the Supreme Court decision-making process: original and appellate jurisdiction, writ of certiorari, written law briefs, amicus curiae, oral arguments, stare decisis, majority opinion of the court, concurring opinion, and dissenting opinion; I can explain other court actions such as an injunction and writ of mandamus.
- I can explain the advancement of civil rights through decisions in court cases and cite the decisions made in relevant cases.

The bureaucracy carries out the work of Congress and the President and is divided up into cabinet departments, government corporations, independent executive agencies, and independent regulatory commissions. Employees enter the civil service by taking a test to prove their competence and work at a lower level in the bureaucracy or in a higher Senior Executive Service position (more pay, but more risk in job security). Congress has regulated the practice of patronage in hiring and transferring in the bureaucracy.

Political scientists have noted that iron triangles exist in the policy-making world. An iron triangle consists of a bureaucratic department, an interest group, and a Congressional committee. The people who work for each of these institutions tend to become the experts on a particular issue and dictate policy. Issue networks recognize that media, academic experts, and lawyers play a role in policy-making as well.

Many regulations exist to ensure that bureaucrats operate appropriately and fairly. But some of these regulations create "red tape," which is inefficiency and frustrations among Americans who use that service.

Article 3 of the Constitution describes the creation of a federal Supreme Court and the ability for Congress to create lower courts. When judges consider whether to support or oppose a governmental action, they must decide whether to read and interpret the law in a strict or loose reading of the Constitution. The Supreme Court has evolved in their interpretation of laws throughout American history. Marbury vs. Madison was a significant decision of the court, which established judicial review, or the right of the federal courts to deem an act of Congress to be unconstitutional. The Court has allowed for government regulation of the economy and the expansion of civil rights and liberties of Americans under the direction of Earl Warren as Supreme Court Chief Justice.

The Supreme Court has followed the principle of selective incorporation, where they have ruled that the states may not take actions that violate the Bill of Rights. Rather than totally incorporating the Bill of Rights against the states, they have selectively incorporated amendments, one by one, against the states.

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- I can explain the advancement of women’s rights through decisions in court cases and cite the decisions made in relevant cases.
- I can explain major court decisions involving privacy.
- I can explain major court decisions involving religion, the free exercise and establishment clauses of the 1st Amendment.
- I can explain major court decisions involving search and seizure, criminal evidence, due process, and the death penalty.
- I can explain major court decisions involving modern presidents, including President Nixon, President Clinton, and the election of President George W. Bush.
- I can explain major court decisions involving free speech, free expression, and obscenity.

When an individual is accused of a crime, they become a defendant and the accuser is the plaintiff. In a case where the government is the plaintiff, the case will be criminal, and in a case where a citizen is the plaintiff, the case will be civil. A defendant will be indicted by a grand jury (or charges will officially be brought against them), and then in most cases the defendant’s and plaintiff’s attorneys will try to work out a plea bargain deal, or a settlement, to avoid a trial. If the case goes to trial, a petit jury will hear the case and deliver a verdict that finds the defendant guilty or not. If the defendant is found guilty, the jury will be asked to hand down a sentence or decide on the terms of punishment.

Some cases are decided in state court and some are decided in federal court; this is an example of federalism, or the dual court system. In federal court, a case will start at the district court level, then can be appealed to the appellate court level, and then might be heard by the U.S. Supreme Court. Federal judges are nominated by the President and confirmed by the Senate. A candidate for the federal judiciary will be vetted, given a political litmus test, and Senators representing the state with the vacancy will be offered “courtesy” in deciding who should fill the judgeship.

The U.S. Solicitor General argues cases before the Supreme Court on behalf of the government and U.S. Attorneys will represent the federal government in lower courts. Cases that start in a court will start with original jurisdiction and if a case moves up to be considered by a higher court, that court gets the case on appellate jurisdiction. Therefore, most cases will make it to the Supreme Court on appellate jurisdiction. The Supreme Court has to agree to hear a case by granting a writ of certiorari, where 4 of the 9 justices vote to consider a case. The Supreme Court will ask for written law briefs (written explanations from each side), amicus curiae “friend of the court” briefs (briefs from other institutions who want to express their opinion on the matter), and oral arguments from each side to help make their decisions. Behind closed doors, the Justices will deliberate to come to a decision and announce their decision around June of each year. The Majority Opinion of the Court will be the standing decision (when a majority of the justices agree on a decision) and one justice will write the explanation for the court. A concurring opinion may be written by a justice who agrees with the majority opinion but for different

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reasons. A dissenting opinion may be written by a justice who disagrees with the majority opinion.

Significant civil rights case decisions influenced American society.

- Dred Scott v. Sanford: A slave has no right to be heard in court; states right to own slaves is deemed a property rights issue.
- Plessy v. Ferguson: Established legal segregation and precedent of “separate but equal.”
- Brown v. Board of Education of Topeka, Kansas: Reserves Plessy decision; outlaws segregation in schools by stating that separate is inherently unequal.
- Heart of Atlanta Motel, Inc. v. United States: Upheld Civil Rights Act of 1964 and Congressional right to integrate private business due to interstate commerce clause.
- Swann v. Charlotte-Mecklenburg Board of Education: Upheld busing of students and restructuring attendance zones in order to promote racial integration.
- Hirabayashi v. United States: Upheld Executive Order 9066 (the curfew and relocation of Japanese Americans) as a “protective measure in time of war.”
- Korematsu v. United States: Ruled that an entire race could be labeled a “suspect classification” and could be denied 14th Amendment right to equal protection.

Significant cases regarding women and privacy influenced American society.

- The Regents of the University of California v. Bakke: Challenged traditional affirmative action programs; struck down racial quotas in admissions but allowed race to remain a consideration in admissions.
- Griswold v. Connecticut: Overturned state laws outlawing use of contraceptives; together the 1st, 3rd, 4th, and 9th Amendments established a right to privacy in marital relations.
- Roe v. Wade: Overturned state laws denying a woman’s access to abortion citing the right to privacy and reproductive autonomy.
- Webster v. Reproductive Health Services: Upheld state law that restricted the use of public funds, facilities or employees from performing abortions and requiring viability testing; women’s right to privacy not violated.

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- *Planned Parenthood of Southeastern Pennsylvania v. Casey*: Reaffirmed a woman’s “liberty” to have an abortion as in *Roe* but declared that state laws such as a waiting period, consent of parent for minors, and reporting requirements for abortion facilities did not cause an “undue burden” or “substantial obstacle” and were, therefore, upheld.

Significant cases regarding the religious establishment clause and free exercise clause influenced American society.

- *Sherbert v. Verner*: Ruled that an individual who lost their job because of the free exercise of religion could collect unemployment benefits; established Sherbert Test: Did government action burden religious expression? Was there a compelling government interest in burdening the religion? Was the burden by the least restrictive means possible?
- *Wisconsin v. Yoder*: Upheld 1st Amendment free exercise of religion over state’s compelling interest in school attendance beyond the 8th grade.
- *Engel v. Vitale*: Outlawed sponsored prayer in public school, violating the establishment clause.
- *Edwards v. Aguillard*: Outlawed the teaching of creationism in science class if it is intended to advance a particular religion, violating the establishment clause.
- *Kitzmiller, et al. v. Dover Area School District*: Outlawed the mandated teaching of Intelligent Design as an alternative to evolution, violating the establishment clause.
- *Lemon v. Kurtzman*: Outlawed the use of public funds for secular subjects in religious schools, violating the establishment clause; established Lemon Test: Government stature must have a secular legislative purpose, must neither advance nor inhibit religion, must not foster an excessive government entanglement with religion.

Significant cases regarding due process influenced American society:

- *New Jersey v. T.L.O.*: Ruled that “reasonable cause” is all that is necessary for schools to search and seize since it is a special situation.
- *Mapp v. Ohio*: Upheld exclusionary rule and extends it to states: Evidence not obtained lawfully cannot be introduced in court.
- *Miranda v. Arizona*: Ruled that suspects must be made aware of their due process rights prior to police interrogation, including the 5th

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Amendment right to self-incrimination.

- Gideon v. Wainwright: Ruled that government must provide a free lawyer to poor defendants in all felony cases.
- Escobedo v. Illinois: Ruled that suspects must receive legal representation when they request it, and they must be informed about right to remain silent.
- Furman v. Georgia: Outlaws all existing state death penalty laws because they almost all involved poor or black Americans, which was “capriciously selective,” violating the due process clause of the 14th Amendment.

Significant cases regarding speech and civil liberties influenced American society.

- New York Times Co. v. United States: Ruled that government’s attempt to censor Pentagon Papers was unconstitutional; prior restraint is almost never valid.
- Schenck v. United States: Ruled that free speech if not protected if it poses a “clear and present danger.”
- Gitlow v. New York: Ruled that the 1st Amendment must extend to the states (selective incorporation); upheld the conviction of a socialist who advocated violent revolution but, as a side note, began incorporation.
- Brandenburg v. Ohio: Upheld 1st and 14th Amendment rights to free speech of a Klan member; established Brandenburg Test: speech can be prohibited if it incites imminent lawless action and it is likely to incite such action.
- Tinker v. Des Moines School District: Ruled that symbolic speech is protected for students as long as there is no substantial or material interference with the educational process.
- Hazelwood School District v. Kuhlmeier: Ruled that student expression that happens to occur on school grounds cannot be limited, but the school does not have to promote school speech they do not agree with; censorship is legal if it is unprofessional, ungrammatical, obscene, or is against the fundamental purpose of the school.
- Miller v. California: Established the Miller test to define obscenity: sexual, patently offensive, and lacking in SLAPS (serious literary, artistic, political, or scientific value).

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<p>Content Vocabulary</p> <ul style="list-style-type: none"> • legislative • executive • judicial • treaty • executive order • executive agreement • delegated powers • reserved powers • denied powers • necessary and proper clause • Speaker of the House • Senate President Pro Temp • party majority and minority leaders • party whips • congressional caucuses • congressional committee • floorwork • conference committee • parochialism and congressional pork • reprieve and parson • executive privilege • impoundment of funds • Presidential Succession Act • imperial presidency • War Powers Act • bureaucracy • Senior Executive Service • civil service • government department • independent agency • regulatory commission • government corporation • iron triangle • issue network • red tape • original jurisdiction • appellate jurisdiction • district court • appellate court • Supreme Court • strict and loose interpretation • plaintiff and defendant • criminal and civil court • selective incorporation • indictment and grand jury • settlement and plea bargain • trial and petit jury • sentencing • vetting • senatorial courtesy • political litmus test • Solicitor General • U.S. Attorneys • writ of certiorari • briefs and oral arguments • amicus curiae • writ of mandamus • stare decisis • free exercise clause • establishment clause • due process • search and seizure 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • define • describe • discuss • evaluate • examine • explain • suggest • compare and contrast • assess to what extent
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is

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<p>or the upcoming lesson (to assess prior knowledge)</p> <ul style="list-style-type: none"> • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis.</p> <ul style="list-style-type: none"> • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • Serow, Ladd: <i>Lanahan Readings in the American Polity</i> • Sabato: <i>American Government: Continuity and Change</i> • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> • Video: History Channel’s <i>The Presidents</i> 	<p>Enrichment Strategies</p> <p>Due to the nature of the AP Government curriculum, the course is designed to provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students,

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reflective writing

- Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes

English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov

- Resources based on the Universal Design for Learning principles are available at www.cast.org
- Preferential seating
- Make notes available online using Infinite Campus or other web-based system
- One-on-one instruction during common prep time and/or with academic assistant
- Review sessions before tests and quizzes and especially before exams
- Extended deadlines
- Allow corrections on homework and tests; allow re-take of unit tests in full essay form
- Modified assignments and tests
- IAT referral

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Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Structure and Functions of the Federal Government</i>	
Topic <i>Structure and Functions of the Federal Government</i> Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws, and the adjudication of disputes under the laws.	Pacing Standards 14-15 Teach over the course of several units, such as a 6-week unit on the Congress, a 4-week unit on the Presidency and Bureaucracy, and a 4-week unit on the Judiciary, Civil Rights and Civil Liberties.
Content Statement 15. The political process creates a dynamic interaction among the three branches of government in addressing current issues. Learning Targets: <ul style="list-style-type: none"> I can explain the significance of checks and balances and give examples of how each branch checks the power of the other branches. I can describe the influence of interest groups, political parties, and media on the way that the branches of government check one another. 	Content Elaborations Current issues are addressed by all three branches of the government as they make public policy. The interactions among the branches range from instances where they work in concert to instances involving the exercise of checks and balances. In this context, the political process becomes one of the branches exercising their powers to influence public policy. The U.S. Constitution addresses the interaction among the branches of government with a system of checks and balances. Checks and balances include: <ul style="list-style-type: none"> Legislative on executive – veto override, impeachment of civil officers, Senate approval of appointments and treaties, raise and govern military forces Legislative on judicial – creation of lower courts, determination of appellate jurisdiction of the Supreme Court, impeachment of judges Executive on legislative – convene either or both houses of Congress, veto legislation Executive on judicial – appoint judges, issue pardons and reprieves Judicial on legislative – Chief Justice of the Supreme Court presides over impeachment trials for the president, interpret and apply laws Judicial on executive – judges not subject to removal by president, interpret and apply laws The interaction among the three branches of government is impacted by factors such as: <ul style="list-style-type: none"> Interest group involvement (e.g., proposing legislation, advocating rules, filing briefs)

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	<ul style="list-style-type: none"> • Political party control of the executive and legislative branches • Amount of public interest and nature of media coverage/ commentary • Informal relationships among the members of each branch
Content Vocabulary <ul style="list-style-type: none"> • veto • veto override • impeachment • advise and consent • pardons • reprieves • appellate jurisdiction 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • define • describe • discuss • evaluate • examine • explain • suggest • compare and contrast • assess to what extent
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
Resources <ul style="list-style-type: none"> • Serow, Ladd: <i>Lanahan Readings in the American Polity</i> 	Enrichment Strategies Due to the nature of the AP Government curriculum, the course is designed to

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<ul style="list-style-type: none"> • Sabato: <i>American Government: Continuity and Change</i> • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher's device • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> • Video: History Channel's <i>The Presidents</i> 	<p>provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing • Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral

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Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Role of the People</i>	
Topic <i>Role of the People</i> The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.	Pacing Standards 16-17 Teach within a 4-week unit on Judiciary, Civil Rights, and Civil Liberties
Content Statement 16. In the United States, people have rights that protect them from undue government interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others. Learning Targets: <ul style="list-style-type: none"> • I can describe the nature of rights as they relate to the relationship between people and the government. • I can identify and explain the significance of the subject of each amendment and enumerated right included in the Bill of Rights. • I can describe the significance of rights pertaining to participation in the political process—speech, press, assembly, petition, suffrage, and holding of public office. • I can describe how citizen rights are balanced by citizen responsibilities and also by the rights of others and the common good. 	Content Elaborations People in the United States have claims to protection from government intrusion in certain aspects of their lives. These claims are called rights. During the American Revolution, various state bills of rights were drafted. The original U.S. Constitution outlined many rights held by the people (see Article I, sections 9 and 10; Article III, section 2; Article IV, section 2). The federal Bill of Rights not only enumerates many rights, but other unstated rights are alluded to under the Ninth Amendment. The U.S. Supreme Court, in its interpretation of the 14th Amendment’s due-process clause, has instituted the doctrine of incorporation, meaning that most of the guarantees in the Bill of Rights also apply to state and local governments. Many of the rights held by American citizens protect the ability to participate in the political process (e.g., speech, press, assembly, petition, suffrage, hold public office). There are general responsibilities of citizenship (e.g., respecting the rule of law, paying taxes and fees, accepting responsibility for one’s actions). There also are responsibilities associated with the exercise of particular rights. Examples include: <ul style="list-style-type: none"> • Entitlement to privileges and immunities – respecting the rights of others • Right of free speech – engaging in civil discourse • Right to bear arms – receiving firearms training • Right to jury trial – serving on juries • Right to vote – becoming informed on public issues Citizenship also entails service to the nation which guarantees the rights of the people. This may include military service, community service, and serving in public office.

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	Individual rights are relative, not absolute. The exercise of rights must be balanced by the rights of others and by the common good.
Content Vocabulary <ul style="list-style-type: none"> • speech • press • assembly • petition • due process • search and seizure • probable cause • double jeopardy • jury trial • counsel • cruel and unusual punishment • unenumerated rights 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • define • describe • discuss • evaluate • examine • explain • suggest • compare and contrast • assess to what extent
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
Resources <ul style="list-style-type: none"> • Serow, Ladd: <i>Lanahan Readings in the American Polity</i> • Sabato: <i>American Government: Continuity and Change</i> • Visual media from school library 	Enrichment Strategies <p>Due to the nature of the AP Government curriculum, the course is designed to provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to</p>

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<ul style="list-style-type: none"> • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher's device • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> • Video: History Channel's <i>The Presidents</i> 	<p>further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
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Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Role of the People</i>	
Topic <i>Role of the People</i> The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.	Pacing Standards 16-17 Teach within a 4-week unit on Judiciary, Civil Rights, and Civil Liberties
Content Statement 17. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation. Learning Targets: <ul style="list-style-type: none"> I can identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people. 	Content Elaborations The U.S. Constitution guarantees rights to the people of the United States. Historically, despite those guarantees, certain groups of people have not been able to fully exercise their rights. Over time, the U.S. government has taken actions to ensure the free exercise of rights by all people and to protect their ability to participate in the processes of governing. For instance, the ratification of the 19th Amendment guaranteed suffrage to all women, and the ratification of the 24th Amendment eliminated the failure to pay taxes as a reason to deny participation in voting for federal officeholders. The executive branch used National Guard troops to help integrate schools and used the Department of Justice to bring charges against violators of open housing legislation. The legislative branch enacted a series of civil rights acts and voting rights acts in the second half of the 20th century. The U.S. Supreme Court, through the process of incorporation, has used the due process clause of the 14th Amendment to apply most of the federal Bill of Rights to the states.
Content Vocabulary <ul style="list-style-type: none"> majority rule minority rights discrimination institutional racism incorporation due process clause 	Academic Vocabulary <ul style="list-style-type: none"> analyze define describe discuss evaluate examine explain suggest compare and contrast assess to what extent

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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • Serow, Ladd: <i>Lanahan Readings in the American Polity</i> • Sabato: <i>American Government: Continuity and Change</i> • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> 	<p>Enrichment Strategies</p> <p>Due to the nature of the AP Government curriculum, the course is designed to provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker

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<ul style="list-style-type: none"> • Video: History Channel's <i>The Presidents</i> 	
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing • Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral

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Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Ohio's State and Local Governments</i>	
Topic <i>Ohio's State and Local Governments</i> The State of Ohio acts within the framework of the U.S. Constitution and extends the powers and functions to local governments.	Pacing Standards 18-20 1-week unit
Content Statement 18. The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio. Learning Targets: <ul style="list-style-type: none"> I can provide examples of how the 1851 Ohio Constitution addressed difficulties in governing Ohio at that time. 	Content Elaborations Under Ohio's original constitution, the General Assembly was the preeminent branch of the government. Key judicial and executive officers, other than the governor, were appointed by the legislature and were not elected by the people of Ohio. The governor, although an elected official, had few specific powers. The Supreme Court, which was required to meet once each year in every county, found it difficult to meet its obligations. In addition the state was burdened with a significant amount of debt. The Constitution of 1851 provided that major executive officials and all judges were to be elected by popular vote. While the powers of the governor were not significantly increased, legislative powers to enact retroactive laws were prohibited and all laws of a general nature were required to be uniform throughout the state. District courts were added to the court system to reduce the burdens upon the Supreme Court. The new constitution instituted debt limitations, banned poll taxes, and required that tax funds be used only for their stated purpose.
Content Vocabulary <ul style="list-style-type: none"> public debt thorough and efficient system of common schools 	Academic Vocabulary <ul style="list-style-type: none"> analyze define describe discuss evaluate examine explain suggest compare and contrast assess to what extent
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from

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<ul style="list-style-type: none"> • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis.</p> <ul style="list-style-type: none"> • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • Serow, Ladd: <i>Lanahan Readings in the American Polity</i> • Sabato: <i>American Government: Continuity and Change</i> • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> • Video: History Channel’s <i>The Presidents</i> 	<p>Enrichment Strategies</p> <p>Due to the nature of the AP Government curriculum, the course is designed to provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be

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Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Ohio's State and Local Governments</i>	
Topic <i>Ohio's State and Local Governments</i> The State of Ohio acts within the framework of the U.S. Constitution and extends the powers and functions to local governments.	Pacing Standards 18-20 1-week unit
Content Statement 19. As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States. Learning Targets: <ul style="list-style-type: none"> I can determine how the Ohio Constitution complements the federal structure of government in the United States and compare the structures, powers, and relationships between both levels of government as defined in the Constitution of Ohio and the Constitution of the United States. I can compare and contrast the structure of Ohio's government with the federal government. 	Content Elaborations The government of the State of Ohio fits within the federal structure of government. The Ohio Constitution must be consistent with the basic principles outlined in the U.S. Constitution (Article VI). The Ohio Constitution outlines the powers and functions of state government and provides the context for local government in the state.
Content Vocabulary <ul style="list-style-type: none"> governor General Assembly Ohio Supreme Court term limits judicial elections 	Academic Vocabulary <ul style="list-style-type: none"> analyze define describe discuss evaluate examine explain suggest compare and contrast assess to what extent
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) "Thumbs up, thumbs down" by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor for student understanding 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. Observation and participation in political or community service hours Research paper based on service work

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<ul style="list-style-type: none"> • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • Serow, Ladd: <i>Lanahan Readings in the American Polity</i> • Sabato: <i>American Government: Continuity and Change</i> • Visual media from school library • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> • Video: History Channel’s <i>The Presidents</i> 	<p>Enrichment Strategies</p> <p>Due to the nature of the AP Government curriculum, the course is designed to provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing • Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based

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system

- One-on-one instruction during common prep time and/or with academic assistant
- Review sessions before tests and quizzes and especially before exams
- Extended deadlines
- Allow corrections on homework and tests; allow re-take of unit tests in full essay form
- Modified assignments and tests
- IAT referral

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Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Ohio's State and Local Governments</i>	
Topic <i>Ohio's State and Local Governments</i> The State of Ohio acts within the framework of the U.S. Constitution and extends the powers and functions to local governments.	Pacing Standards 18-20 1-week unit
Content Statement 20. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities. Learning Targets: <ul style="list-style-type: none"> I can identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities. 	Content Elaborations Ohioans can assist government in addressing problems affecting the state and local communities. Involvement at the state level can range from paying taxes to serving in the National Guard, running for state office, voting, and signing petitions to place issues on the ballot. Involvement at the local level can range from organizing civic activities to attending meetings of local boards and commissions, joining community watch groups, and serving in a volunteer fire department.
Content Vocabulary	Academic Vocabulary <ul style="list-style-type: none"> analyze define describe discuss evaluate examine explain suggest compare and contrast assess to what extent
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) "Thumbs up, thumbs down" by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor for student understanding Seek quick individual student responses on white boards Seek quick choral responses from the whole group of students "Think, Pair, Share": students work in small groups to complete a prompt 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. Observation and participation in political or community service hours Research paper based on service work Advocacy letter written to an elected official related to service work Analytical essays Document-based essays

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<p>then report findings to class</p> <ul style="list-style-type: none"> Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period Exit slip: responses to prompts at the end of the period Written homework tasks based upon learning targets with option to make corrections based on feedback Quiz (graded but not recorded) SLO pre-assessment 	<ul style="list-style-type: none"> Research-based essays (group or individual) Oral presentations (group or individual) Class debates Class Socratic discussions SLO post-assessment
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Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Public Policy</i>	
Topic <i>Public Policy</i> Federal, state, and local governments address problems and issues by making decisions, creating laws, enforcing regulations, and taking action.	Pacing Standards 21-24 2-week unit taught with “Government and Economy” standards.
Content Statement 21. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs. Learning Targets: <ul style="list-style-type: none"> • I can analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved. • I can describe current social welfare policies related to income security; describe the difference between a non-means-tests program such as Social Security and means-tested entitlement programs such as AFDC/TANF, SSI, EITC, and food stamps; explain how the PRWORA of 1996 impacted these entitlement benefits and responsibilities of the recipients; and explain the purpose, benefits, and challenges of those policies. • I can describe current policies related to health care, specifically carried out through Medicare and Medicaid, and explain the purpose, benefits, and challenges of those policies. • I can describe current policies related to public education and explain the purpose, benefits, and challenges of those policies. 	Content Elaborations Public policy issues are matters of discussion and debate related to the functions of government. They frequently revolve around problems the government is attempting to address and the projected consequences of public policy decisions. Examples of public policy at different levels of government by different branches of government include: <ul style="list-style-type: none"> • Federal Executive – the Department of State, which advises the president on foreign policy and directs activities of embassies in foreign countries • Federal Legislative – the Congressional Budget Office, which provides analyses of economic and budgetary data • State Legislative – the Ohio Legislative Service Commission, which assists in drafting legislation • State Judicial – the Ohio Courts of Common Pleas, which apply sentencing guidelines for convicted felons • Local Legislative/Executive – County commissions, which determine and grant tax abatements <p>The complexity of public policy issues may involve multiple levels and branches of government. These levels and branches may engage in collaboration or conflict as they attempt to address public policy issues (e.g., 2010 Federal Race-to-the-Top education grants, the cleanup of the 2010 BP oil spill in the Gulf of Mexico, Arizona’s planned enforcement of immigration laws in 2010).</p> <p>Key social welfare policies that seek to help Americans with income assistance are Social Security (income for the elderly), Temporary Assistance for Needy Families (unemployment insurance for a 2-year period of time and 5-year lifetime maximum), Supplemental Security Income (income for the disabled),</p>

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	<p>Earned Income Tax Credit (tax credit for the working poor to incentivize work), and food stamps (free or reduced meal programs and food stamps for the poor).</p> <p>Key social welfare policies that seek to help Americans with health care and insurance are Medicare (insurance for those over 65), Medicaid (insurance for the poor and disabled), and the Affordable Care Act (required insurance for all Americans, provided by state health insurance exchanges).</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • federalism • grants • entitlement programs • means-tested • non-means-tested • social welfare policy 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • define • describe • discuss • evaluate • examine • explain • suggest • compare and contrast • assess to what extent
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment

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Theme	<i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand	Public Policy	
Topic	Public Policy Federal, state, and local governments address problems and issues by making decisions, creating laws, enforcing regulations, and taking action.	Pacing Standards 21-24 2-week unit taught with “Government and Economy” standards.
Content Statement		Content Elaborations Individuals and organizations engage government officials on public policy using several methods. Individuals and organizations can: <ul style="list-style-type: none"> • Campaign for candidates who will support their positions once in office • Provide information to executive branch officials on the impacts of potential rules and regulations • Lobby members of a legislature • Provide testimony before legislative committees • Prepare briefs to present during judicial proceedings • Offer comments during public meetings • Conduct letter-writing campaigns • Hold public demonstrations Individuals and organizations must know the proper level and branch of government to engage at the various stages of making public policy. The main steps in public policy making include: <ul style="list-style-type: none"> • Identifying the problem • Agenda-setting • Formulating the policy • Creating the policy • Budgeting • Executing the policy • Evaluating the policy Politicians will weigh the costs and benefits of policies to determine whether they should support a policy. Policies with broad costs and benefits are

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	majoritarian policies. Policies with broad costs and narrow benefits are client policies. Policies with narrow costs and benefits are interest group policies. Policies with narrow costs and broad benefits are entrepreneurial policies.
Content Vocabulary <ul style="list-style-type: none"> • lobby • advocacy • majoritarian politics • client politics • entrepreneurial politics • interest group politics 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • define • describe • discuss • evaluate • examine • explain • suggest • compare and contrast • assess to what extent
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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<ul style="list-style-type: none"> • historyteacherschannel.com • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher's device • Guest speakers • Website: www.opensecrets.org • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> • Video: History Channel's <i>The Presidents</i> 	<p>further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest • Connect current and past lesson content to current events in the news • Students may be invited to read difficult and significant original sources to learn content more in-depth • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
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Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Government and the Economy</i>	
Topic <i>Government and the Economy</i> The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.	Pacing Standards 21-24 2-week unit taught with “Public Policy” standards.
Content Statement 23. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits. Learning Targets: <ul style="list-style-type: none"> • I can explain how the federal government uses spending and tax (fiscal) policy to effect changes in the nation’s economic conditions. • I can defend various fiscal policy theories such as supply-side economics and Keynesian economics. • I can explain the difference between a progressive tax, a flat tax, a regressive tax, and a corporate tax, and describe the common deductions that Americans use when trying to decrease their tax rate. • I can describe applications of government regulation and determine a cost and benefit of each application. • I can define budget deficits and national debt, and describe the cause and effects of those budgetary challenges. • I can describe how the economic impact of environmental regulation can influence the environmental policy-making process. 	Content Elaborations Fiscal policies fall into two broad categories: expansionary policies (involving increased government spending and reduced taxes) to increase the level of aggregate demand and contractionary policies (involving decreased government spending and increased taxes) to decrease the level of aggregate demand. There are difficulties in using fiscal policy to maintain economic stability and foster economic growth. Much government spending is fixed (e.g., entitlement programs), so only a small portion of the federal government’s budget is discretionary. Predicting the impact of spending and taxing is difficult as is predicting future economic performance. Government spending and taxing does not produce immediate results and economic conditions may change; thus, expansionary policies could result in inflation and contractionary policies could result in recession Coordinating federal spending and taxing with monetary policy and with state policies is difficult and may be contradictory. Fiscal policy is subject to political pressures; in the past, expansionary policies have tended to be popular and contractionary policies have tended to be unpopular. The imposition of government regulations may foster economic benefits such as prohibiting unfair business practices and providing consumer protections. Government regulations may carry costs such as reduced corporate profits and slower economic growth.
Content Vocabulary <ul style="list-style-type: none"> • fiscal policy • Keynesian economics 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • examine

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<ul style="list-style-type: none"> discretionary spending expansionary policy contractionary policy supply-side economics taxation 	<ul style="list-style-type: none"> define describe discuss evaluate explain suggest compare and contrast assess to what extent
<p>Formative Assessments</p> <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) “Thumbs up, thumbs down” by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor for student understanding Seek quick individual student responses on white boards Seek quick choral responses from the whole group of students “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period Exit slip: responses to prompts at the end of the period Written homework tasks based upon learning targets with option to make corrections based on feedback Quiz (graded but not recorded) SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. Observation and participation in political or community service hours Research paper based on service work Advocacy letter written to an elected official related to service work Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates Class Socratic discussions SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> Serow, Ladd: <i>Lanahan Readings in the American Polity</i> Sabato: <i>American Government: Continuity and Change</i> Visual media from school library historyteacherschannel.com YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device Guest speakers Website: www.opensecrets.org 	<p>Enrichment Strategies</p> <p>Due to the nature of the AP Government curriculum, the course is designed to provide enrichment on the subject of government for all students choosing to take the course. That said, the following specific strategies might be used to further enrichment for exceptionally bright students:</p> <ul style="list-style-type: none"> Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest Connect current and past lesson content to current events in the news Students may be invited to read difficult and significant original sources to learn content more in-depth

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<ul style="list-style-type: none"> • Website: www.ontheissues.org • Website: www.uselectionatlas.org • Website: www.270towin.org • Website: www.oyez.org • Video: Ken Burns <i>The Congress</i> • Video: History Channel's <i>The Presidents</i> 	<ul style="list-style-type: none"> • Student and teacher collaborate to create additional projects (historical newspaper, diorama) • Students research and then teach a key part of the lesson • Students may shadow or interview a professional or arrange for a guest speaker
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing • Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral

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Theme <i>How the American people govern themselves at national, state, and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.</i>	
Strand <i>Government and the Economy</i>	
Topic <i>Government and the Economy</i> The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.	Pacing Standards 21-24 2-week unit taught with “Public Policy” standards
Content Statement 24. The Federal Reserve System uses monetary tools to regulate the nation’s money supply and moderate the effects of expansion and contraction in the economy. Learning Targets: <ul style="list-style-type: none"> I can explain how the Federal Reserve System uses monetary tools to regulate the nation’s money supply and moderate the effects of expansion and contraction in the economy. I can describe the various possible actions that can be taken by the Federal Reserve Board to stabilize the economy, including reserve requirements, discount rates, and open market actions. 	Content Elaborations Monetary tools employed by the Federal Reserve System to regulate the nation’s money supply include: <ul style="list-style-type: none"> Open market operations (purchase and sale of government securities) Adjusting the discount rate (interest rate on loans the Fed makes to financial institutions) Adjusting the reserve requirement (required reserve ratio – the fraction of deposits that banks must keep on reserve and not use to make loans) Purchasing government securities, reducing the discount rate, and reducing the reserve requirement all serve to increase the money supply, decrease interest rates, encourage consumer and business spending, and foster economic expansion. Selling government securities, increasing the discount rate, and increasing the reserve requirement all serve to reduce the money supply, increase interest rates, depress consumer and business spending, and foster economic contraction.
Content Vocabulary <ul style="list-style-type: none"> interest rates monetary policy reserve requirements discount rate government securities monetary supply 	Academic Vocabulary <ul style="list-style-type: none"> analyze define describe discuss evaluate examine explain suggest compare and contrast assess to what extent

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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exams that are modeled after those which will appear on the AP United States Government Exam; in these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible; an essay that integrates content and concepts from throughout the unit into a coherent written argument, explanation, or analysis. • Observation and participation in political or community service hours • Research paper based on service work • Advocacy letter written to an elected official related to service work • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Researching a public policy issue, producing analytical and reflective writing • Math/Science/Technology: Possible integration with policy-related statistics or scientific/technological processes 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website: www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral