

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**



**AP US Government and Politics**

<b>Board Approval Date: Jan 23, 2025</b>	<b>Course Length: 1 Semester</b>
<b>Grading: A-F</b>	<b>Credits: 5 Credits per Semester</b>
<b>Proposed Grade Level(s): 12</b>	<b>Subject Area: History/Social Science Elective Area (if applicable):</b>
<b>Prerequisite(s): N/A</b>	<b>Corequisite(s): N/A</b>
<b>CTE Sector/Pathway:</b>	
<b>Intent to Pursue ‘A-G’ College Prep Status: Yes</b>	
<b>A-G Course Identifier: (a) History/Social Science</b>	
<b>Graduation Requirement: Yes</b>	
<b>Course Intent: District Course Program (if applicable): AP</b>	
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## COURSE DESCRIPTION:

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

## DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
<b>1. Foundations of American Democracy</b>	Why are there debates about the balance of power between the federal and state governments? Is the Bill of Rights necessary? Why or why not? How does the Constitution affect you and the choices you make?	<ul style="list-style-type: none"><li>● Quizzes</li><li>● Quick Writes</li><li>● Group Discussions</li></ul>	<ul style="list-style-type: none"><li>● Unit Exam</li><li>● Argumentative Essay</li></ul>
<b>Unit 1 Essential Standards:</b> RH.12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes it clear the relationships among the key details and ideas. R.H.12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence WHST.12.1a: Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences the claim(s), counterclaim(s), reasons, and evidence WHST.12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
<b>2. Interaction Among the Branches</b>	Which branch of government is the most powerful? Why? Are there really checks and	<ul style="list-style-type: none"><li>● Quizzes</li><li>● Quick Writes</li><li>● Group Discussions</li></ul>	<ul style="list-style-type: none"><li>● Unit Exam</li><li>● Concept Application FRQ</li></ul>

	<p>balances when one political party controls all three branches of government? Why or why not? In what ways has the evolution of government powers affected Americans and their daily lives?</p>		
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**Unit 2 Essential Standards:**

RH.12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes it clear the relationships among the key details and ideas.

R.H.12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence

WHST.12.1a: Write arguments focused on discipline-specific content.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences the claim(s), counterclaim(s), reasons, and evidence

WHAT.12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p><b>3. Civil Rights and Civil Liberties</b></p>	<p>In what ways does the Constitution attempt to limit abuse of government powers? How can individuals and groups help protect civil liberties and civil rights? Why have Supreme Court decisions about civil liberties and civil rights changed over time?</p>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Quick Writes</li> <li>● Group Discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Exam</li> <li>● SCOTUS Comparison FRQ</li> </ul>
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**Unit 3 Essential Standards:**

RH.12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes it clear the relationships among the key details and ideas.

R.H.12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence

WHST.12.1a: Write arguments focused on discipline-specific content.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences the claim(s), counterclaim(s), reasons, and evidence

WHST.12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.12.7: Conduct short as well as more sustained research projects to answer a question (including a self-

generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p><b>4. American Political Ideologies and Beliefs</b></p>	<p>How do our core beliefs about the role of government affect our behavior?          How does our view of what freedom is shaping our opinions?          Why are some opinion polls better than others?          How can policymakers use information from political science to make decisions?</p>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Quick Writes</li> <li>● Group Discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Exam</li> <li>● Quantitative Analysis FRQ (often combined with Unit 5)</li> </ul>
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**Unit 4 Essential Standards:**

RH.12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes it clear the relationships among the key details and ideas.

R.H.12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence

WHST.12.1a: Write arguments focused on discipline-specific content.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences the claim(s), counterclaim(s), reasons, and evidence

WHST.12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p><b>5. Political Participation</b></p>	<p>Why do some people choose to participate in government while others do not?          How does your social network affect your political beliefs?          Why might you join a political party? Why might you choose not to?          How does who you are affect whether you participate or not?</p>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Quick Writes</li> <li>● Group Discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Exam</li> <li>● Quantitative Analysis FRQ (often combined with Unit 4)</li> </ul>
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**Unit 5 Essential Standards:**

RH.12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes it clear the relationships among the key details and ideas.

R.H.12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence

WHST.12.1a: Write arguments focused on discipline-specific content.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences the claim(s), counterclaim(s), reasons, and evidence

WHST.12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## **RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

### **Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

### **Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>

### **Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

### **Link to Program Content Area Standards (if applicable):**

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description.pdf>

**TEXTBOOKS AND RESOURCE MATERIALS:**

**Textbooks**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
<i>Yes</i>		<i>American Government: Stories of a Nation For the AP® Course</i>	Scott Abernathy; Karen Waples	Bedford, Freeman, and Worth	2nd Edition	<i>1/15/2025</i>