



Course Name: AP Government and Politics: United States
School Year: 2025-2026

Course Purpose and Relevance:

This college-level course covers the constitutional underpinnings of the United States government system, civil liberties and civil rights, political culture and socialization, citizen participation and influence, plus political institutions and policy making. The course includes interpreting classic and contemporary political writings, evaluating the impact of the media on voter perceptions, campaign strategies, electoral outcomes and policy agenda development, and applying pertinent Supreme Court rulings to enduring social and political issues in the United States. An emphasis will be placed upon examination of scholarly text, critical thinking, independent study, and research.

For further details, view the [AP United States Government Course Page](#)

Overview of Student Outcomes:

For complete list of topics covered in the course, view the [College Board Course Description PDF](#)

How to Assist Your Learner at Home:

Help students manage time in order to allow for independent reading and study

Review vocabulary included in the course essential knowledge and exam practice tips available at AP Students [AP United States Government Course Page](#)

Link to Course TEKS on State website:

<http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113d.pdf>

<http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html>

AP College Board Standards [AP United States Government and Politics](#)

Year-at-a-Glance 25-26

Subject	AP US Government	PEIMS Code	03330100
Prerequisites	US History	Grade Level	11-12

Content requirements for this Advanced Placement (AP) course are prescribed in the Course Exam and Description document published by the College Board and in the corresponding course TEKS.

Students are to be provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics course framework that culminates in a presentation of findings. The project can involve student participation in nonpartisan service-learning opportunities, government-based internship programs, or a choice from a teacher-approved list of research project ideas.

Days	Dates	Unit/BB <i>Refer to the AP Course Description for specific objectives to be addressed within each unit</i>	Documents	Assessments	H/PL/IP Dates
4	Aug 13-16	Foundations of American Democracy (3 weeks) (15 – 22% of exam) <ul style="list-style-type: none"> Ideals of Democracy Types of Democracy Govt Power & Indiv Rights Challenges of Articles of Confederation Ratification Principles of Amer Gov Federalism 	Articles of Confederation Brutus No. 1 Declaration of Independence U.S. Constitution Bill of Rights & 14 th Amendments Federalist No. 10, 51, 70 <i>Marbury v Madison (1803)</i> <i>McCulloch V Maryland (1819)</i> <i>Schenck v United States (1919)</i> <i>Baker v Carr (1961)</i> <i>Engel v Vitale (1962)</i> <i>Gideon v Wainwright (1963)</i> <i>Tinker v Des Moines Independent Community School District (1969)</i> <i>New York Times Co. v United States (1971)</i> <i>Wisconsin v Yoder (1972)</i> <i>Shaw v Reno (1993)</i> <i>United States v. Lopez (1995)</i> <i>McDonald v Chicago (2010)</i> <i>Citizenship United v Federal Election Commission (2010)</i>	<i>Student Data Tracking/Reflection/Goal Setting</i>	
5	Aug 18-22				
5	Aug 25-29				
4	Sept 2-7	Interactions among the Branches (4 weeks) (25 – 36% of exam) <ul style="list-style-type: none"> Congressional Bodies Structures, Powers, and Functions of Congress Congressional Behavior Roles and Powers of the President Presidential Power: Checks and Expansion Presidential Communication Judicial Branch Court in Action Checks on the Judicial Branch Bureaucracy Policy and the Branches of Gov 	Federalists No. 10, 51, 70, 78 22 nd Amendment Article III of the Constitution <i>Marbury v Madison (1803)</i> <i>McCulloch V Maryland (1819)</i> <i>Brown v Board of Education (1954)</i> <i>Baker v Carr (1961)</i> <i>New York Times Co. v United States (1971)</i> <i>Shaw v Reno (1993)</i> <i>United States v. Lopez (1995)</i> <i>Citizenship United v Federal Election Commission (2010)</i>	<i>Student Data Tracking/Reflection/Goal Setting</i>	H 1
5	Sept 8-12				
5	Sept 15-19				Freedom WK
5	Sept 22-26				
4	Sept 30-Oct 3	Time to complete proficiency with TEKS/HPLS/EE		9 wks cumulative assessment	PL 29
4	Oct 6-9	Civil Liberties and Civil Rights (3 weeks) (13 – 18% of exam) <ul style="list-style-type: none"> Bill of Rights First Amendment Second Amendment Balancing Individual Freedom with Public Order and Safety Selective Incorporation Due Process 	Articles of Confederation U.S. Constitution Bill of Rights (1 st , 2 nd , 4 th , 5 th , 6 th , 8 th , 14 th Amendments) “Letter from a Birmingham Jail” <i>Schenck v United States (1919)</i> <i>Brown v Board of Education (1954)</i> <i>Engel v Vitale (1962)</i> <i>Gideon v Wainwright (1963)</i>	<i>Reflection/Goal Setting</i>	H 10
3	Oct 15-17				H 13
5	Oct 20-24				<i>Reflection/Goal Setting</i>

		<ul style="list-style-type: none"> • Social Movements and Equal Protection • Balancing Minority and Majority Rights • Affirmative Action 	<i>Tinker v Des Moines Independent Community School District (1969)</i> <i>Wisconsin v Yoder (1972)</i> <i>U.S. v Lopez (1995)</i> <i>McDonald v Chicago (2010)</i> <i>Citizenship United v Federal Election Commission (2010)</i>			
5	Oct 27-31	<u>American Political Ideologies and Beliefs (2 weeks) (10 – 15% of exam)</u> <ul style="list-style-type: none"> • American Attitudes About Government • Political Socialization • Changes in Ideology • Measuring Public Opinion • Ideologies of Political Parties • Ideology and Policy Making 	Federalist No.10 <i>Marbury v Madison (1803)</i> <i>Schenck v United States (1919)</i> <i>Brown v Board of Education (1954)</i> <i>Engel v Vitale (1962)</i> <i>Tinker v Des Moines Independent Community School District (1969)</i> <i>Wisconsin v Yoder (1972)</i> <i>McDonald v Chicago (2010)</i>			
4	Nov 3-7					
5	Nov 10-14	<u>Political Participation (3 weeks) (20 – 27% of exam)</u> <ul style="list-style-type: none"> • Voting Rights and Models of Voting Behavior • Voter Turnout • Political Parties • How and Why Political Parties Change and Adapt • Third-Party Politics • Interest Groups • Groups Influencing Policy Outcomes • Electing a President • Congressional Elections • Modern Campaigns • Campaign Finance • The Media 	1 st , 15 th , 17 th , 19 th , 24 th , and 26 th Amendments Federalist No.10 “Letter from a Birmingham Jail” <i>Baker v. Carr (1961)</i> <i>New York Times Company v U.S. (1971)</i> <i>Shaw v Reno (1993)</i> <i>McDonald v Chicago (2010)</i> <i>Citizenship United v Federal Election Commission (2010)</i>	<i>Student Data Tracking/ Reflection/Goal Setting</i>	PL 4	
5	Nov 17-21					H 24-28
5	Dec 1-5					
5	Dec 8-12	Mastering Government Time to complete proficiency with TEKS/HPLS/ES				
5	Dec 15-19	Semester Exam Week		Semester Review/Exam	H 23-3	
5	Jan 6-9	<u>Foundations of American Democracy (3 weeks) (15 – 22% of exam)</u> <ul style="list-style-type: none"> • Ideals of Democracy • Types of Democracy • Govt Power & Indiv Rights • Challenges of Articles of Confederation • Ratification • Principles of Amer Gov • Federalism 	Articles of Confederation Brutus No. 1 Declaration of Independence U.S. Constitution Bill of Rights & 14 th Amendments Federalist No. 10, 51, 70 <i>Marbury v Madison (1803)</i> <i>McCulloch V Maryland (1819)</i> <i>Schenck v United States (1919)</i> <i>Baker v Carr (1961)</i> <i>Engel v Vitale (1962)</i> <i>Gideon v Wainwright (1963)</i> <i>Tinker v Des Moines Independent Community School District (1969)</i> <i>New York Times Co. v United States (1971)</i> <i>Wisconsin v Yoder (1972)</i> <i>Shaw v Reno (1993)</i> <i>United States v. Lopez (1995)</i> <i>McDonald v Chicago (2010)</i> <i>Citizenship United v Federal Election Commission (2010)</i>	<i>Student/Teachers Review and Analyze Semester Exam Data</i>	H 22-4	
5	Jan 12-16					PL 5
4	Jan 20-23					
5	Jan 26-30	<u>Interactions among the Branches (4 weeks) (25 – 36% of exam)</u>	Federalists No. 10, 51, 70, 78 22 nd Amendment	<i>Student Data Tracking/</i>	H 19	
5	Feb 2-6					Holocaust

				<i>Reflection/Goal Setting</i>	Rem Wk
5	Feb 9-13	<ul style="list-style-type: none"> • Congressional Bodies • Structures, Powers, and Functions of Congress 	Article III of the Constitution <i>Marbury v Madison (1803)</i> <i>McCulloch V Maryland (1819)</i>	<i>Student Data Tracking/ Reflection/Goal Setting</i>	
4	Feb 17-20	<ul style="list-style-type: none"> • Congressional Behavior • Roles and Powers of the President • Presidential Power: Checks and Expansion • Presidential Communication • Judicial Branch • Court in Action • Checks on the Judicial Branch • Bureaucracy • Policy and the Branches of Gov 	<i>Brown v Board of Education (1954)</i> <i>Baker v Carr (1961)</i> <i>New York Times Co. v United States (1971)</i> <i>Shaw v Reno (1993)</i> <i>United States v. Lopez (1995)</i> <i>Citizenship United v Federal Election Commission (2010)</i>		
5	Feb 23-27	Time to complete proficiency with TEKS/HPLS/EE			9 Weeks Cumulative Assessment
5	Mar 2-6	Civil Liberties and Civil Rights (3 weeks) (13 – 18% of exam)	Articles of Confederation U.S. Constitution Bill of Rights (1 st , 2 nd , 4 th , 5 th , 6 th , 8 th , 14 th Amendments) “Letter from a Birmingham Jail” <i>Schenck v United States (1919)</i> <i>Brown v Board of Education (1954)</i> <i>Engel v Vitale (1962)</i> <i>Gideon v Wainwright (1963)</i> <i>Tinker v Des Moines Independent Community School District (1969)</i> <i>Wisconsin v Yoder (1972)</i> <i>U.S. v Lopez (1995)</i> <i>McDonald v Chicago (2010)</i> <i>Citizenship United v Federal Election Commission (2010)</i>	<i>Reflection/Goal Setting</i>	
4	Mar 16-19				H 9-13
5	Mar 23-27			<ul style="list-style-type: none"> • Bill of Rights • First Amendment • Second Amendment • Balancing Individual Freedom with Public Order and Safety • Selective Incorporation • Due Process • Social Movements and Equal Protection • Balancing Minority and Majority Rights • Affirmative Action 	<i>Student Data Tracking/ Reflection/Goal Setting</i>
4	Mar 30-Apr 2	American Political Ideologies and Beliefs (2 weeks) (10 – 15% of exam)	Federalist No.10 <i>Marbury v Madison (1803)</i> <i>Schenck v United States (1919)</i> <i>Brown v Board of Education (1954)</i> <i>Engel v Vitale (1962)</i> <i>Tinker v Des Moines Independent Community School District (1969)</i> <i>Wisconsin v Yoder (1972)</i> <i>McDonald v Chicago (2010)</i>		
5	Apr 6-10				<ul style="list-style-type: none"> • American Attitudes About Government • Political Socialization • Changes in Ideology • Measuring Public Option • Ideologies of Political Parties • Ideology and Policy Making
5	Apr 13-17	Political Participation (3 weeks) (20 – 27% of exam)	1 st , 15 th , 17 th , 19 th , 24 th , and 26 th Amendments Federalist No.10 “Letter from a Birmingham Jail” <i>Baker v. Carr (1961)</i> <i>New York Times Company v U.S. (1971)</i> <i>Shaw v Reno (1993)</i> <i>McDonald v Chicago (2010)</i> <i>Citizenship United v Federal Election Commission (2010)</i>		
5	Apr 20-24				
5	Apr 27-May 1				<ul style="list-style-type: none"> • Voting Rights and Models of Voting Behavior • Voter Turnout • Political Parties • How and Why Political Parties Change and Adapt • Third-Party Politics • Interest Groups • Groups Influencing Policy Outcomes • Electing a President • Congressional Elections • Modern Campaigns • Campaign Finance • The Media
5	May 4-8	AP Exam Review		<i>Student Data Tracking/ Reflection/Goal</i>	

				<i>Setting</i>	
5	May 11-15	Mastering Government Time to complete proficiency with TEKS/HPLS/EE			
4	May 18-21	Semester Exam Week		Semester Review/Exam	PL 22 EP 26-27