

Rumson-Fair Haven Regional High School

Course: *AP US Government and Politics*

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Section I: Course Description

AP United States Government and Politics is a non-partisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. It is the equivalent of a one-semester, college/university level introductory course in the United States Government. Students in *AP United States Government and Politics* will study foundational documents related to the establishment of the United States, Supreme Court decisions, and other texts and visuals in their effort to develop an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will also engage in disciplinary practices that require them to read/interpret data, make comparisons and applications, and develop evidence-based arguments aligned with College Board standards. In addition, students will complete a culminating political science research project. *AP United States Government and Politics* is aligned with the curricular and instructional expectations detailed in College Board Course Description: *AP United States Government and Politics* Course and Exam Description (Fall 2023).

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives:

1. **2020 New Jersey State Learning Standards-Social Studies:**
 - o "...Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on a deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in the sophistication of learning about history, economics, geography, and civics at all ages."
2. **2023 New Jersey Student Learning Standards-English Language Arts**
 - o A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
3. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - o "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."
4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - o "This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy."

***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”

5. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
6. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
8. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *AP US Government and Politics* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students, and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for Social Studies Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *AP US Government and Politics* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT* and the *SAT*. *AP US Government and Politics* is also aligned with the College Board Advanced Placement exam.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>AP US Government and Politics</i>	Grade Level: 11-12

Unit I: Foundations of American Democracy	Weeks 1-5
Unit II: Interactions Among Branches of Government	Weeks 6-14
Unit III: Civil Liberties and Civil Rights	Weeks 15-20
Unit IV: American Political Ideologies and Beliefs	Weeks 21-27
Unit V: Political Participation	Weeks 28-33
Unit VI: Course Review and Civic Action Project	Weeks 33-40

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *AP US Government and Politics*:

- David T. Canon and William T. Bianco’s *American Politics Today, 5th AP Edition*
- David Wolfford’s *AMSCO Advanced Placement United States Government and Politics, 2nd Edition*
- Ann G. Serow and Everett C. Ladd’s *The Lanahan Readings in the American Polity, 6th Edition*
- The Articles of Confederation
- Brutus No.1: *To the Citizens of the State of New York*
- The Constitution of the United States (Including the Bill of Rights and Subsequent Amendments)
- The Declaration of Independence
- Federalist No. 10: *The Same Subject Continued: The Union as a Safeguard Against Domestic Faction and Insurrection*
- Federalist No. 51: *The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments*
- Federalist No. 70: *The Executive Department Further Considered*
- Federalist No. 78: *The Judiciary Department*
- “Letter From a Birmingham Jail” by Martin Luther King, Jr.
- *Marbury v. Madison* (1803)
- *McCulloch v. Maryland* (1819)
- *Schenck v. United States* (1919)
- *Brown v. Board of Education* (1954)
- *Baker v. Carr* (1962)
- *Engle v. Vitale* (1962)
- *Gideon v. Wainwright* (1963)
- *Tinker v. Des Moines* (1969)
- *New York Times Co. v. United States* (1971)
- *Wisconsin v. Yoder* (1972)
- *Shaw v. Reno* (1993)
- *United States v. Lopez* (1995)
- *McDonald v. Chicago* (2010)
- *Citizens United v. Federal Election Commission* (2010)
- [The National Constitution Center Interactive Constitution](#)
- [Street Law Instructional Resources](#)
- [Bill of Rights Institute](#)
- Google Classroom
- *Common Sense Education* (www.commonsense.org)

- [NY Times Newspaper](#)
- [Population Reference Bureau](#)
- [ABC-Clio: American Government](#)
- [Oyez](#)
- [AP Classroom](#)
- [Google Maps](#)
- [YouTube](#)
- [Kahoot](#)

Section VII: Grading Formula and Assessment Modes

A percentage weighting model determines marking period grades in *AP US Government and Politics*. The specific grading categories and weightings of each will be determined before each academic year's start and published in the posted/distributed course syllabi.

Assessments in *AP US Government and Politics* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by the *AP US Government and Politics* instructional team members to inform future learning and measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *AP US Government and Politics* curriculum by the *AP US Government and Politics* instructional team:

Unit I: Foundations of American Democracy	
Unit Summary	
This first unit sets the foundation for the course by examining how the framers of the Constitution set up a structure of government intended to stand the test of time. Compromises were made during the Constitutional Convention and ratification debates, and these compromises focused on the proper balance between individual freedom, social order, and equality of opportunity. In subsequent units, students will apply their understanding of the Constitution to the institutions of government and people's daily lives.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>AP US Government and Politics</i> :	
<ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.CivicsPI.1.a, 2.a-b, 3.a-b, 13.a, 14.a-d, 6.1.12.CivicsPD.1.a, 2.a, 14.a, 16.a, 6.1.12.CivicsPR.2.a, 4.a, 10.a-b, 16.a, 6.1.12.HistoryCC.2.b, 4.a, 6.c, 8.b, 13.c-d, 15.b, 6.1.12.HistoryUP.2.c, 14.a-d, 6.1.12.HistorySE.2.a, 14.a-c, 6.1.12.CivicsDP.4.a-b, 5.a, 6.a-b, 7.a, 11.a, 13.a, 14.a, 6.1.12.EconEM.5.a, 6.1.12.CivicsHR.8.a, 11.a-b, 6.1.12.CivicsCM.14.a, 6.1.12.EconET.14.a, 6.1.12.HistoryCA.14.a-b ○ 6.2.12.CivicsPI.3.a, 6.2.12.CivicsDP.3.a, 6.2.12.HistoryCC.4.f, 6.2.12.CivicsHR.5.a, 6.2.12.HistoryCC.5.h, 6.2.12.EconGE.6.a ○ 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12 • <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12</i> <ul style="list-style-type: none"> ○ L.SS.11-12.1, L.VL.11-12.3 ○ RI.CR.11-12.1, RI.CI.11-12.2, RL.PP.11-12.5, RI.MF.11-12.6, RICT.11-12.8 ○ W.AW.11-12.1, 12.2, RW.11-12.7 ○ SL.11-12.1, 12.2, 12.3 • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.ITH.3, 8.2.12.EC.3 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4 	
This course is aligned with the standards set out by College Board in the most updated <i>AP US Government and Politics</i> Course and Exam Description.	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • *How did the founders of the United States Constitution attempt to protect individual liberty, while also promoting public order and safety? 	<ul style="list-style-type: none"> • *The founders of the United States Constitution sought to protect individual liberty by establishing a system of checks and balances among the branches of government and by enshrining specific rights in the Bill of Rights. At the same time, they promoted public order and safety through provisions for federal authority, law enforcement, and a

<ul style="list-style-type: none"> • How have theory, debate, and compromise influenced the United States Constitutional system? • How does the development and interpretation of the United States Constitution influence policies that impact citizens and residents of the United States? 	<p>framework for managing national defense.</p> <ul style="list-style-type: none"> • Theory, debate, and compromise have significantly shaped the U.S. Constitutional system by driving the evolution of its provisions and principles to address emerging issues and reflect diverse perspectives. These processes have led to amendments and reinterpretations that adapt the Constitution to changing social, political, and economic contexts. • The development and implementation of the United States Constitution created a competitive policy-making process to ensure the people’s will is represented and that freedom is preserved. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Supreme Court Case Briefs Reading Quiz • Vocabulary Quiz • Seminar: “How American Politics Went Insane” (connecting the current state of politics to Unit 1) • Structured Civil Discourse: “Have states exceeded their authority in legalizing recreational marijuana use, and should the federal government reassert its national supremacy over drug policy?” OR “Should Congress implement an assault weapons ban?” • Case Study Technique • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Seminar: The Commerce Clause- Podcast is the anchor for analysis of the commerce clause and its application in Supreme Court cases (Benchmark) • Intent of Founders Argumentative Essay-using analysis of Brutus No. 1 and either Federalist 10 or Federalist 51 (Benchmark) • Unit Test (Benchmark) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • David Wolfford’s <i>AMSCO Advanced Placement United States Government and Politics, 2nd Edition</i>: Chapters 1 (“The Constitution”) and 2 (“Federalism”). • Ann G. Serow and Everett C. Ladd’s <i>The Lanahan Readings in the American Polity, 6th Edition</i>: “The American Political Tradition”-Richard Hofstadter; “Executive Privilege”-Mark Rozell; “Democratic Laboratories”-Andrew Karch; “The Federalist 39 and 46”-James Madison; • David T. Canon and William T. Bianco’s <i>American Politics Today, 5th AP Edition</i>: Chapters 1 (“Understanding American Politics”), 2 (“The Constitution and the Founding”), and 3 (“Federalism”). • Teacher-designated texts from <i>The National Constitution Center</i> will also be positioned in <i>Unit I: Foundations of American Democracy</i>: http://constitutioncenter.org/interact/ive-constitution • <i>The Articles of Confederation</i> • <i>Brutus No.1</i> • <i>Federalist 10</i> • <i>Federalist 51</i> • <i>The Constitution of the United States of America</i> (including the <i>Bill of Rights</i> and subsequent <i>Amendments</i>) • <i>The Declaration of Independence</i> • <i>McCulloch v. Maryland</i> (1819) • <i>United States v. Lopez</i> (1995)

Unit II: Interactions Among Branches of Government

Unit Summary

In this unit, students continue to explore policymaking, focusing on its complexity and the idea that it is a process involving multiple governmental institutions and actors. Students will look at issues or policies from several different perspectives and then apply their knowledge to better understand the complexity of the policymaking process. The Constitution grants specific powers to Congress, the presidency, and the courts, each of which exercises informal powers

(developed through political practice, tradition, and legislation). Because power is widely distributed, and checks prevent one branch from overreaching or usurping powers from the others, institutional actors are in a position where they must both compete and cooperate in order to govern.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP US Government and Politics*:

- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.CivicsPI.1.a, 2.a-b, 3.a-b, 13.a, 14.a-d, 6.1.12.CivicsPD.1.a, 2.a, 14.a, 16.a, 6.1.12.CivicsPR.2.a, 4.a, 10.a-b, 16.a, 6.1.12.HistoryCC.2.b, 4.a, 6.c, 8.b, 13.c-d, 15.b, 6.1.12.HistoryUP.2.c, 14.a-d, 6.1.12.HistorySE.2.a, 14.a-c, 6.1.12.CivicsDP.4.a-b, 5.a, 6.a-b, 7.a, 11.a, 13.a, 14.a, 6.1.12.EconEM.5.a, 6.1.12.CivicsHR.8.a, 11.a-b, 6.1.12.CivicsCM.14.a, 6.1.12.EconET.14.a, 6.1.12.HistoryCA.14.a-b
 - 6.2.12.CivicsPI.3.a, 5.a, 6.2.12.CivicsDP.3.a, 6.2.12.HistoryCC.4.f, 6.2.12.CivicsHR.5.a, 6.2.12.HistoryCC.5.h, 6.2.12.EconGE.6.a
 - 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12
- *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
 - L.SS.11-12.1, L.VL.11-12.3
 - RI.CR.11-12.1, RI.CI.11-12.2, RL.PP.11-12.5, RI.MF.11-12.6, RICT.11-12.8
 - W.AW.11-12.1, 12.2, RW.11-12.7
 - SL.11-12.1, 12.2, 12.3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

This course is aligned with the standards set out by College Board in the most updated *AP US Government and Politics* Course and Exam Description.

Unit Essential Questions

- How do the branches of the national government compete and cooperate in order to govern?
- To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st Century?

Unit Enduring Understandings

- The branches of the national government compete by exercising their distinct powers and checking each other's actions, yet they cooperate through processes like legislation, appointments, and oversight to ensure effective governance. This balance is designed to prevent any single branch from becoming too dominant while facilitating collaborative efforts to address national issues.
- Changes in the powers of each branch, such as expansions of executive authority or shifts in legislative power, have affected government responsiveness and accountability by altering the dynamics of policy-making and oversight. In the 21st century, these changes have sometimes led to increased executive actions and complex interactions between branches, impacting how effectively the government addresses contemporary challenges.

Evidence of Learning

Formative & Alternative Assessments:

- Supreme Court Justice and Judicial Philosophy Analysis Activity- Juxtaposition of Scalia's doctrine of originalism with Breyer's belief in a living constitution, and apply these concepts in an activity focusing on *Roper v. Simmons* (2005)
- Group activity utilizing criteria for granting certiorari
- Supreme Court Case Briefs Reading Quiz
- Vocabulary Quiz

Benchmark & Summative Assessments:

- [“Unilateral Action and Presidential Power: A Theory”](#) and [Federalist No. 70](#) Analytical Paper on Growth of Presidential Power and Checks on such (Benchmark)
- Bureaucratic Agency (1980 to present) Presentation (Benchmark)
- Unit Test

Resources Needed:

- David T. Canon and William T. Bianco's *American Politics Today, 5th AP Edition*: Chapters 11 (“Congress”), 12 (“The Presidency”), 13 (“The Bureaucracy”) and 14 (“The Courts”);
- Ann G. Serow and Everett C. Ladd's *The Lanahan Readings in the American Polity, 6th Edition: Congress*: “The Electoral Connection”-David Mayhew; “Pork: A Time-Honored Tradition Lives On”-Paul Starobin; “In Praise of Pork”-John Ellwood and Eric Patashnik; “Hey There! SenJohnMcCain Is Using

<ul style="list-style-type: none"> • Foundational Documents FRQ Practice-Federalist No. 70 and Federalist No. 78 • *Hershey Kisses Gerrymandering Simulation • Case study of <i>Rucho v. Common Cause</i> (2019) • Budget Simulation • Individual student check-ins with teacher 		<p>Twitter”-Senator John McCain; “The Imperial Presidency”-Arthur Schlesinger; “The Rise of the Plebiscitary Presidency”-Craig Rimmerman; “With the Stroke of a Pen”-Kenneth Mayer; “Bureaucracy”-James Q. Wilson; “Locked in the Cabinet”-Robert Reich.</p> <ul style="list-style-type: none"> • David Wolfford’s <i>AMSCO Advanced Placement United States Government and Politics, 2nd Edition</i>: Chapters 3 (“The Legislative Branch”), 4 (“The Executive Branch”), 5 (“The Bureaucracy”), and 6 (“The Judicial Branch”). • Teacher-designated texts from <i>The National Constitution Center</i> will also be positioned in <i>Unit II: Interactions Among the Branches</i>: http://constitutioncenter.org/interactive-constitution • <i>Federalist 70</i> • <i>Federalist 78</i> • <i>Baker v. Carr</i> (1961) • <i>Shaw v. Reno</i> (1993) • <i>Marbury v. Madison</i> (1803)
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Unit III: Civil Liberties and Civil Rights

Unit Summary

Students will connect the founding principles of our government to the debates over the appropriate balance of liberty and order, noting how citizens and other groups have pursued policy solutions to protect the civil liberties and civil rights of all Americans, laying the foundation for later discussions about other ways citizens can participate in the government. The U.S. Constitution, primarily through the Bill of Rights and the Fourteenth Amendment, protects the civil liberties and civil rights of citizens, though the extent of those protections and the need to protect the safety and general welfare of individuals has long been debated. Through social movements, legal challenges, and acts of Congress, citizens have attempted to restrict the government from unduly infringing on individual rights and from denying equal protection under the law.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP US Government and Politics*:

- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.CivicsPI.1.a, 2.a-b, 3.a-b, 13.a, 14.a-d, 6.1.12.CivicsPD.1.a, 2.a, 14.a, 16.a, 6.1.12.CivicsPR.2.a, 4.a, 10.a-b, 16.a, 6.1.12.HistoryCC.2.b, 4.a, 6.c, 8.b, 13.c-d, 15.b, 6.1.12.HistoryUP.2.c, 14.a-d, 6.1.12.HistorySE.2.a, 14.a-c, 6.1.12.CivicsDP.4.a-b, 5.a, 6.a-b, 7.a, 11.a, 13.a, 14.a, 6.1.12.EconEM.5.a, 6.1.12.CivicsHR.8.a, 11.a-b, 6.1.12.CivicsCM.14.a, 6.1.12.EconET.14.a, 6.1.12.HistoryCA.14.a-b
 - 6.2.12.CivicsPI.3.a, 5.a, 6.2.12.CivicsDP.3.a, 6.2.12.HistoryCC.4.f, 6.2.12.CivicsHR.5.a, 6.2.12.HistoryCC.5.h, 6.2.12.EconGE.6.a
 - 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12
- *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
 - L.SS.11-12.1, L.VL.11-12.3
 - RI.CR.11-12.1, RI.CI.11-12.2, RL.PP.11-12.5, RI.MF.11-12.6, RICT.11-12.8
 - W.AW.11-12.1, 12.2, RW.11-12.7
 - SL.11-12.1, 12.2, 12.3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*

- 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

This course is aligned with the standards set out by College Board in the most updated *AP US Government and Politics Course and Exam Description*.

Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● *To what extent does the Constitution of the United States and its Amendments protect against undue government infringement on essential liberties and from invidious discrimination? ● *How have SCOTUS rulings defined civil liberties and civil rights? 	<ul style="list-style-type: none"> ● *The Constitution and its Amendments protect against undue government infringement on essential liberties through guarantees such as freedom of speech, religion, and due process, while the Equal Protection Clause and other provisions guard against invidious discrimination. These protections are foundational in maintaining individual freedoms and preventing arbitrary or biased government actions. ● *Supreme Court rulings have played a crucial role in defining civil liberties and civil rights by interpreting constitutional provisions and adapting them to contemporary issues, such as expanding protections against discrimination and affirming individual rights. Landmark cases have established legal precedents that shape the application and scope of these rights in modern society. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Supreme Court Case Briefs Reading Quiz ● Vocabulary Quiz ● *Foundational Document FRQ Practice- <i>Letter from Birmingham Jail</i> ● Short Controlled Response: There is no guarantee of “freedom of religion” rather there are two specific clauses in the First Amendment that deal with religion, each one having a specific function. Explain each of the clauses, their function, and their impact. ● Supreme Court Case Research Project ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Supreme Court Case Quiz (based on student projects) ● *Expansion of Civil Rights Analytical Essay: Which of the following is most responsible for the expansion of civil rights and liberties: social movements, an activist Supreme Court, or a motivated legislature? ● Unit Test 	Resources Needed: <ul style="list-style-type: none"> ● David T. Canon and William T. Bianco’s <i>American Politics Today, 5th AP Edition</i>: Chapters 4 (“Civil Liberties”) and 5 (“Civil Rights”); ● Ann G. Serow and Everett C. Ladd’s <i>The Lanahan Readings in the American Polity, 6th Edition</i>: “Gideon’s Trumpet”-Anthony Lewis; “All Deliberate Speed”-Charles Ogletree; “You Can’t Say That!”-David Bernstein; ● David Wolford’s <i>AMSCO Advanced Placement United States Government and Politics, 2nd Edition</i>: Chapters 7 (“Individual Liberties”), 8 (“Due Process and the Rights of the Accused”), and 9 (“Civil Rights”). ● Teacher-designated texts from <i>The National Constitution Center</i> will also be positioned in <i>Unit III: Civil Liberties and Civil Rights</i>: http://constitutioncenter.org/interactive-constitution ● <i>Letter from Birmingham Jail</i> (Martin Luther King, Jr.) (PRD-1). ● Harvard Case Method <i>MLK Jr. and the Struggle for Black Voting Rights</i> ● <i>Engel v. Vitale</i> (1962) ● <i>Wisconsin v. Yoder</i> (1972) ● <i>Tinker v. Des Moines Iowa Independent School District</i> (1969) ● <i>New York Times v. United States</i> (1971) ● <i>Schenck v. United States</i> (1919) ● <i>Gideon v. Wainwright</i> (1979) ● <i>Roe v. Wade</i> (1973) ● <i>McDonald v. Chicago</i> (2010) ● <i>Brown v. Board of Education</i> (1954)

Unit IV: American Political Ideologies and Beliefs

Unit Summary

Connecting the application of political science methods to the development of social and economic policies that Americans support, advocate for, and adopt is foundational to understanding the ideologies of political parties and patterns of political participation. American political beliefs are shaped by founding ideals, core values, linkage institutions (i.e., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens. These beliefs about government, politics, and the individual's role in the political system influence the creation of public policies.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP US Government and Politics*:

- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.CivicsPI.1.a, 2.a-b, 3.a-b, 13.a, 14.a-d, 6.1.12.CivicsPD.1.a, 2.a, 14.a, 16.a, 6.1.12.CivicsPR.2.a, 4.a, 10.a-b, 16.a, 6.1.12.HistoryCC.2.b, 4.a, 6.c, 8.b, 13.c-d, 15.b, 6.1.12.HistoryUP.2.c, 14.a-d, 6.1.12.HistorySE.2.a, 14.a-c, 6.1.12.CivicsDP.4.a-b, 5.a, 6.a-b, 7.a, 11.a, 13.a, 14.a, 6.1.12.EconEM.5.a, 6.1.12.CivicsHR.8.a, 11.a-b, 6.1.12.CivicsCM.14.a, 6.1.12.EconET.14.a, 6.1.12.HistoryCA.14.a-b
 - 6.2.12.CivicsPI.3.a, 5.a, 6.2.12.CivicsDP.3.a, 6.2.12.HistoryCC.4.f, 6.2.12.CivicsHR.5.a, 6.2.12.HistoryCC.5.h, 6.2.12.EconGE.6.a
 - 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12
- *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
 - L.SS.11-12.1, L.VL.11-12.3
 - RI.CR.11-12.1, RI.CI.11-12.2, RL.PP.11-12.5, RI.MF.11-12.6, RICT.11-12.8
 - W.AW.11-12.1, 12.2, RW.11-12.7
 - SL.11-12.1, 12.2, 12.3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

This course is aligned with the standards set out by College Board in the most updated *AP US Government and Politics* Course and Exam Description.

Unit Essential Questions

- How have American political beliefs formed and how do they evolve over time?
- *How do political ideology and core values influence government policy making?

Unit Enduring Understandings

- American political beliefs have formed through a combination of historical events, cultural influences, and social movements, evolving as new issues and perspectives emerge within the public sphere. This evolution is shaped by changes in demographics, education, and media, which continuously influence and redefine collective values and priorities.
- *Political ideology and core values significantly influence government policy making by guiding the priorities and decisions of elected officials and shaping legislative agendas. These ideologies determine the direction of policy initiatives, affect the balance of power among political actors, and reflect broader societal values and concerns.

Evidence of Learning

Formative & Alternative Assessments:

- Supreme Court Case Briefs Reading Quiz
- Vocabulary Quiz
- Foundational Document FRQ Practice: *Federalist No. 10*
- Relevancy and use of Fiscal and Monetary Policy Seminar: Students will examine the trends over time of using fiscal policy more (ie. New Deal) to a recent shift in using monetary policy. Students will examine the economic power held by

Benchmark & Summative Assessments:

- Public Opinion Polling Argumentative Essay: Has public opinion polling during an election had a positive or negative effect on American political life? (must use The First Amendment of the Constitution and Articles I & II of the Constitution)
- Unit Test

Resources Needed:

- David T. Canon and William T. Bianco's *American Politics Today, 5th AP Edition*: Chapters 6 ("Public Opinion"), 15 ("Economic Policy"), 16 ("Social Policy"), and 17 ("Foreign Policy");
- Ann G. Serow and Everett C. Ladd's *The Lanahan Readings in the American Polity, 6th Edition*: "The Power Elite"-C. Wright Mills; "Diversity in the Power Elite"-Richard Zweigenhaft and G. William Domhoff; "The Other America"-Michael Harrington; "Free to Choose"-Milton Friedman; "The American Way of Poverty"-Sasha Abramsky; "The Clash

<p>the President and Congress compared to the power held by the Fed</p> <ul style="list-style-type: none"> • *Foreign Policy Recommendation-using at least 2 of the following 3 Lanahan readings: <i>The Clash of Civilizations</i> by Samuel Huntington; <i>The Post-American World</i> by Fareed Zakaria; and <i>Blowback</i> by Chalmers Johnson. • Individual student check-ins with teacher 		<p>of Civilizations”-Samuel Huntington; “The Post-American World”-Fareed Zakaria; “Blowback”-Chalmers Johnson.</p> <ul style="list-style-type: none"> • David Wolfford’s <i>AMSCO Advanced Placement United States Government and Politics, 2nd Edition</i>: Chapters 10 (“Citizen Beliefs and Public Opinion Polls”) and 11 (“Political Ideologies and Policies”). • Teacher-designated texts from <i>The National Constitution Center</i> will also be positioned in <i>Unit IV: American Political Ideologies and Beliefs</i>: http://constitutioncenter.org/interactive-constitution
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Unit V: Political Participation

Unit Summary

Students should understand the many ways that they can influence policymakers and impact the decisions that will affect their daily lives. The principle of rule by the people is the bedrock of the American political system and requires that citizens engage and participate in the development of policy. Under our Constitution, governing is achieved directly through citizen participation, although there are institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policymaking.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP US Government and Politics*:

- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.CivicsPI.1.a, 2.a-b, 3.a-b, 13.a, 14.a-d, 6.1.12.CivicsPD.1.a, 2.a, 14.a, 16.a, 6.1.12.CivicsPR.2.a, 4.a, 10.a-b, 16.a, 6.1.12.HistoryCC.2.b, 4.a, 6.c, 8.b, 13.c-d, 15.b, 6.1.12.HistoryUP.2.c, 14.a-d, 6.1.12.HistorySE.2.a, 14.a-c, 6.1.12.CivicsDP.4.a-b, 5.a, 6.a-b, 7.a, 11.a, 13.a, 14.a, 6.1.12.EconEM.5.a, 6.1.12.CivicsHR.8.a, 11.a-b, 6.1.12.CivicsCM.14.a, 6.1.12.EconET.14.a, 6.1.12.HistoryCA.14.a-b
 - 6.2.12.CivicsPI.3.a, 5.a, 6.2.12.CivicsDP.3.a, 6.2.12.HistoryCC.4.f, 6.2.12.CivicsHR.5.a, 6.2.12.HistoryCC.5.h, 6.2.12.EconGE.6.a
 - 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12
- *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
 - L.SS.11-12.1, L.VL.11-12.3
 - RI.CR.11-12.1, RI.CI.11-12.2, RL.PP.11-12.5, RI.MF.11-12.6, RICT.11-12.8
 - W.AW.11-12.1, 12.2, RW.11-12.7
 - SL.11-12.1, 12.2, 12.3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4

This course is aligned with the standards set out by College Board in the most updated *AP US Government and Politics* Course and Exam Description.

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> • *How has participation in politics evolved in American society to reflect changes in population demographics over time? • To what extent is the American political and legal system reflective of the will of the people versus other organizations and interest groups? 	<ul style="list-style-type: none"> • *Participation in politics in American society has evolved to reflect changing population demographics through expanded voting rights, increased representation, and greater inclusion of diverse voices. As demographics shift, political engagement has adapted with reforms aimed at addressing inequalities and broadening access to the political process. • The American political and legal system is intended to be reflective of the will of the people, but interest groups and other organizations also play a significant role in shaping policy through lobbying, advocacy, and campaign contributions. This interaction creates a dynamic where
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		public opinion and organized interests both influence governance, often balancing or contesting each other's impact on decision-making.
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> Supreme Court Case Briefs Reading Quiz Vocabulary Quiz Foundational Document FRQ Practice Changing Nature of Media Seminar: How will the transformation of the Internet into people's primary source of information affect PACS, campaign finance, and third parties? *Electoral College Research Project: What alternatives exist to the Electoral College and what changes to the US constitution would be required? Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Liberal and Conservative Ideologies Research Project Modern Elections Argumentative Essay: Which of the following has had the greatest impact on the outcome of elections in the modern era: the media, interest groups, or political parties? -using <i>Citizens United v. Federal Election Committee (2010)</i>, <i>Shaw v. Reno (1993)</i>, Federalist No. 10. Unit Test 	Resources Needed: <ul style="list-style-type: none"> David T. Canon and William T. Bianco's <i>American Politics Today, 5th AP Edition</i>: Chapters 7 ("The Media"), 8 ("Political Participation"), 9 ("Elections") and 10 ("Interest Groups"); Ann G. Serow and Everett C. Ladd's <i>The Lanahan Readings in the American Polity, 6th Edition</i>: "The Candidate"- Samuel Popkin; "Feeding Frenzy"- Larry Sabato; "Democracy in America"-Alexis deToqueville; "This Town"- Mark Leibovich; "Are We in an Electoral Realignment?"- Sean Trende; "The Second Civil War"- Ronald Brownstein; "The Swing Vote"- Linda Killian; David Wolfford's <i>AMSCO Advanced Placement United States Government and Politics, 2nd Edition</i>: Chapters 12 ("Voting and Voting Behavior"), 13 ("Political Parties"), 14 ("Campaigns and Elections"), 15 ("Interest Groups"), and 16 ("The Media"). Teacher-designated texts from <i>The National Constitution Center</i> will also be positioned in <i>Unit V: Political Participation</i>: http://constitutioncenter.org/interactive-constitution <i>Citizens United v. Federal Election Commission (2010)</i>

Unit VI: Course Review and Civic Action Project

Unit Summary

In this unit, students will conclude their study of American government and politics by applying their knowledge from the entirety of the course. Review of the preceding units will culminate in preparation for the College Board AP exam which will test both content understanding and skill acquisition. As a final capstone to the College Board curriculum, students must engage in a civic action project that will demonstrate their understanding and commitment to public engagement. Students will then apply their course knowledge beyond the scope of the class as they examine the political and legal concepts presented in media and the real world through thorough film analysis, original research, and real world application seen in their everyday lives. Students will explore additional concepts that interest and engage them, but were not discussed in detail throughout the course, in order to further deepen their understanding and enthusiasm for this field.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *AP US Government and Politics*:

- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.CivicsPI.1.a, 2.a-b, 3.a-b, 13.a, 14.a-d, 6.1.12.CivicsPD.1.a, 2.a, 14.a, 16.a, 6.1.12.CivicsPR.2.a, 4.a, 10.a-b, 16.a, 6.1.12.HistoryCC.2.b, 4.a, 6.c, 8.b, 13.c-d, 15.b, 6.1.12.HistoryUP.2.c, 14.a-d, 6.1.12.HistorySE.2.a, 14.a-c, 6.1.12.CivicsDP.4.a-b, 5.a, 6.a-b, 7.a, 11.a, 13.a, 14.a, 6.1.12.EconEM.5.a, 6.1.12.CivicsHR.8.a, 11.a-b, 6.1.12.CivicsCM.14.a, 6.1.12.EconET.14.a, 6.1.12.HistoryCA.14.a-b
 - 6.2.12.CivicsPI.3.a, 5.a, 6.2.12.CivicsDP.3.a, 6.2.12.HistoryCC.4.f, 6.2.12.CivicsHR.5.a, 6.2.12.HistoryCC.5.h, 6.2.12.EconGE.6.a
 - 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12
- 2023 New Jersey Student Learning Standards: English Language Arts 11-12
 - L.SS.11-12.1, L.VL.11-12.3

<ul style="list-style-type: none"> ○ RI.CR.11-12.1, RI.CI.11-12.2, RL.PP.11-12.5, RI.MF.11-12.6, RICT.11-12.8 ○ W.AW.11-12.1, 12.2, RW.11-12.7 ○ SL.11-12.1, 12.2, 12.3 ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.ITH.3, 8.2.12.EC.3 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1-3; 9.4.12.CT.1, 2, 4 <p>This course is aligned with the standards set out by College Board in the most updated <i>AP US Government and Politics</i> Course and Exam Description.</p>		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● *How can individuals participate in local, state, national, and international communities, governments, and legal systems in order to promote a strong sense of civic engagement? ● *How do films and news outlets help and/or hinder political discourse and civic engagement? 	<ul style="list-style-type: none"> ● *Individual participation can come in the form of community works projects, civic duties such as jury duty or voting, and political engagement with parties, interest groups, and volunteer organizations. Citizens can and should be active members of their communities at every level in order to shape their society as they hope it can be. ● *Media organizations fall into numerous categories including partisan, non partisan, and bipartisan and the consumption of their entertainment or news can dramatically impact an individuals' view on the American political system. In order to be well-informed and civically engaged, citizens should consume multiple media outlets and critically analyze their information. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Post AP Test Reflection ● Research and Organizational Components of Political Science Research Project ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● *Political Science Research Project 	Resources Needed: <ul style="list-style-type: none"> ● Student selected research sources and materials

Section IX: Unit Reflection

The *AP US Government and Politics* instructional team must confer upon the completion of each instructional unit in the *AP US Government and Politics* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *AP US Government and Politics* curriculum.

Unit Reflection Form: <i>AP US Government and Politics</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			

Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix

Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)