Advanced Placement United States Government and Politics

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☐ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Advanced Placement Government and Politics		
Course Title:	Advanced Placement U.S. Government and Politics		
Prerequisite(s):	Teacher recommendation advised		
Course Description: *Program of Studies*	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. (AP US Government & Politics CED, 6)		
Course Essential Questions:	● To what extent does the Constitution balance the needs of the federal government, the state governments, and the people? ● How has the power of the federal government expanded over time, changing its relationship with the people? ● To what extent have the rights of the people been supported or compromised by the government? ● How are Americans' political beliefs shaped by founding ideals, core values, linkage institutions, and the changing demographics of citizens? ● How can people influence policymakers and impact the decisions that will affect their daily lives?		

Course Enduring Understandings:	• The Constitution sets up a structure of government intended to stand the test of time by including compromises focused on the proper balance between individual freedom, social order, and equality of opportunity. • The Constitution enumerates powers to each branch of government, reserving all other powers to the states and the people. Power is widely distributed, and checks and balances prevent one branch from overreaching or usurping powers from the others. • 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. • American political beliefs are shaped by founding ideals, core values, linkage institutions, and the changing demographics of citizens. These beliefs about government, politics, and the individual's role in the political system influence public policies. • 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.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☑ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	American Politics and Government Today, AP Edition AP United States Government and Politics (AMSCO)	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	

Year at a Glance (Units):	**Unit 1:** Foundations of American Democracy (~3-5 weeks) **Unit 2:** Interactions Among the Branches (~6-8 weeks) **Unit 3:** Civil Liberties and Civil Rights (~6-8 weeks) **Unit 4:** American Political Ideologies and Beliefs (~4-5 weeks) **Unit 5:** Political Participation (~3-4 weeks)

Unit Number and Title:	**Unit 1:** Foundations of American Democracy
Duration:	~3-5 weeks
Resource(s):	American Politics and Government Today, AP Edition AP United States History (AMSCO) *Declaration of Independence* *Articles of Confederation* *The United States Constitution & Bill of Rights* *Federalist 10* *Brutus 1* *McCulloch v. Maryland* *United States v. Lopez*
Unit Overview:	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.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States Government and Politics. Please see the AP United States Government and Politics Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	• To what extent does the Constitution balance the needs of the federal government, the state governments, and the people?

Enduring Understanding(s):	● The US Constitution was written in the shadows of the failures of the Articles of Confederation as a document of compromise. ● Ambiguity in the language of the Constitution continues to fuel debate and discussion over how best to protect liberty, equality, order, and private property ● The Constitution creates a federal system of government in which power is shared between the national and state governments creating an ongoing debate over the appropriate balance of power between the two levels.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● democratic ideals of natural rights, popular sovereignty, social contract, and limited government are reflected in the Declaration of Independence and the U.S. Constitution. ● models of representative democracy, including participatory, pluralist, and elite, are visible in major institutions, policies, events, or debates in the U.S ● Federalist and Anti-Federalist views on central government and democracy. ● the key provisions of the Articles of Confederation, and how they influenced the debate over granting the federal government greater power formerly reserved to the states. ● the impact of political negotiation and compromises made at the Constitutional Convention on the development of the constitutional system. ● the constitutional principles of separation of powers and checks and balances. ● the effects of separation of powers and checks and balances on the U.S. political system (e.g., multiple access points, limited government). ● the constitutional allocation of power between the national and state governments affects society (e.g., concurrent, enumerated, reserved powers). ● the balance of power between national and state governments has changed over time based on interpretations of the Supreme Court of the United States. (eg. *McCulloch v. Maryland (1819)* and *United States v. Lopez (1995)* ● the distribution of powers between national and state governments impacts policymaking. **Skills:** (Students will be able to…) ● describe political principles, institutions, processes, policies, and behaviors illustrated in

	different scenarios in context. ● evaluate the argument, perspective, evidence, and reasoning presented in the source. ● describe political principles, institutions, processes, policies, and behaviors. ● analyze how the argument or perspective in the source relates to political principles, institutions, processes, policies, and behaviors ● analyze how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context. ● explain how the argument or perspective in the source relates to political principles, institutions, processes, policies, and behaviors. ● synthesize multiple sources and pieces of evidence to articulate a defensible claim/thesis. ● describe the facts, issue, holding, reasoning, decision, and majority opinion of the required Supreme Court cases. ● evaluate the impact of Supreme Court precedents on political institutions, policy making, and society. ● create an argument or claim/thesis supported by relevant evidence.

Unit Number and Title:	**Unit 2:** Interactions Among Branches of Government
Duration:	~6-8 weeks
Resource(s):	American Politics and Government Today, AP Edition AP United States History (AMSCO) *The U.S. Constitution* *Marbury v. Madison (1803)* *Federalist 51* *Federalist 70* *Federalist 78*
Unit Overview:	In this second 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).
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States Government and Politics. Please see the AP United States Government and Politics Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How has the power of the federal government expanded over time, changing its relationship with the people?
Enduring Understanding(s):	● The Constitution enumerates specific powers to the branches of government.

	• Congress, the presidency, and the courts have expanded their power over time through the use of their informal powers (developed through political practice, tradition, and legislation). • Institutional actors are in the position where they must both compete and cooperate in order to govern power is widely distributed, and checks prevent one branch from overreaching or usurping powers from the others. • The balance of power between the branches has shifted over time, impacting policymaking and society. • Policy making is affected by both government and non-governmental actors (ex., elected officials, bureaucratic agencies, political parties, interest groups).
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) • the different structures, powers, and functions of each house of Congress. • the impacts of the structure, powers, and functions of both houses of Congress on the policymaking process. • how congressional behavior is influenced by election processes, partisanship, and divided government. • the methods the president can implement a policy agenda. • how the president's agenda can create tension and frequent confrontations with Congress. • the interpretations and justifications presidents have used when exercising their formal and informal powers. • the advancements in communication technology which have changed the president's relationship with the national constituency and the other branches. • the principle of judicial review and how it checks the power of other branches. • the role of legal precedent in judicial decision-making. • how life tenure can lead to debate about the Supreme Court's power. • exercising judicial review can lead to debate about the Supreme Court's power. • the ways the other branches in the government can limit the Supreme Court's power.

	● the bureaucracy carries out the responsibilities of the federal government. ● the federal bureaucracy uses delegated discretionary authority for rulemaking and implementation. ● congress uses its oversight power in its relationship with the executive branch. ● the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration. ● the extent to which governmental branches can hold the bureaucracy accountable, given the competing interests of Congress, the president, and the federal courts. ● the distribution of powers among the three branches of government impacts policymaking. **Skills:** (Students will be able to…) ● compare political principles, institutions, processes, policies, and behaviors. ● describe the facts, issue, holding, reasoning, decision, and majority opinion of required Supreme Court cases. ● evaluate the impact of Supreme Court precedents on political institutions, policy making, and society. ● evaluate how patterns and trends in data relate to political principles, institutions, processes, policies, and behaviors. ● evaluate how patterns and trends in data relate to political principles, institutions, processes, policies, and behaviors. ● explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context. ● evaluate the argument, perspective, evidence, and reasoning presented in the source. ● analyze how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context. ● explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources. ● describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.

	● evaluate how different scenarios impact political principles, institutions, processes, policies, and behaviors. illustrated in different scenarios in context. ● compare how the facts, issue, holding, reasoning, decision, and majority opinion of a required Supreme Court case compare to a non-required Supreme Court case. ● describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context. ● analyze the argument or perspective in the source related to political principles, institutions, processes, policies, and behaviors. ● evaluate patterns and trends in data to draw conclusions. ● analyze what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.

Unit Number and Title:	**Unit 3:** Civil Liberties and Civil Rights
Duration:	~6-8 weeks
Resource(s):	American Politics and Government Today, AP Edition AP United States History (AMSCO) *Schenck v. United States (1919)* *Tinker v. DesMoines (1969)* *Engel v. Vitale (1962)* *Wisconsin v. Yoder (1972)* *New York Times Co. v. United States (1971)* *Gideon v. Wainwright (1963)* *McDonald v. Chicago (2010)* *Brown v. Board of Education (1954)* *Letter from a Birmingham Jail*
Unit Overview:	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. This unit has students examine specific required Supreme Court decisions to build an understanding of how the concepts of civil liberties and civil rights have developed throughout American history.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States Government and Politics. Please see the AP United States Government and Politics Course Exam and Description. All required components for the course are included in this document.

Essential Question(s):	● To what extent have the rights of the people been supported or compromised by the government?
Enduring Understanding(s):	● The U.S. Constitution, primarily through the Bill of Rights and the Fourteenth Amendment, protects the civil liberties and civil rights of citizens, and the extent of those protections and the need to protect the safety and general welfare of individuals has long been debated. ● The Supreme Court, through its powers to interpret the Constitution, legislation, and judicial review, has played a central role in defining, expanding, and/or limiting civil liberties and civil rights protections. ● 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. ● The understanding of how Americans' civil liberties and civil rights have evolved over time.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the U.S. Constitution protects individual liberties and rights. ● the rights protected in the Bill of Rights. ● the extent to which the Supreme Court's interpretation of the First Amendment reflects a commitment to religious liberty. ● the extent to which the Supreme Court's interpretation of the First Amendment reflects a commitment to free speech. ● the extent to which the Supreme Court's interpretation of the First Amendment reflects a commitment to individual liberty. ● the extent to which the Supreme Court's interpretation of the Second Amendment reflects a commitment to individual liberty. ● the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety. ● the implications of the doctrine of selective incorporation.

	• the extent to which the government is limited by procedural due process from infringing upon individual rights. • the extent to which the government is limited by substantive due process from infringing upon individual rights. • constitutional provisions have supported and motivated social movements. • the government has responded to social movements. • the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights. • the Supreme Court debates about affirmative action policies. **Skills:** (Students will be able to…) • evaluate political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context. • evaluate the facts, issue, holding, reasoning, decision, and majority opinion of required Supreme Court cases. • articulate a defensible claim/thesis. • explain how the visual elements of the source (a cartoon, map, or infographic) illustrate or relate to political principles, institutions, processes, policies, and behaviors. • analyze the argument, perspective, evidence, and reasoning presented in the source. • support an argument or claim/thesis using relevant evidence. • explain how a required Supreme Court case relates to a foundational document or to other primary or secondary source. • synthesize and analyze evidence, explaining its significance to justify an argument or claim/thesis. • evaluate political principles, institutions, processes, policies, and behaviors. • analyze how the implications of the argument or perspective in the source may affect political principles, institutions, processes, policies, and behaviors. • evaluate how the facts, issue, holding, reasoning, decision, and majority opinion of a required Supreme Court case compare to a non-required Supreme Court case.

	● analyze how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

Unit Number and Title:	**Unit 4:** American Political Ideologies and Beliefs
Duration:	~4-5 weeks
Resource(s):	American Politics and Government Today, AP Edition AP United States History (AMSCO)
Unit Overview:	In the fourth unit, students will focus on 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.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States Government and Politics. Please see the AP United States Government and Politics Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	• How are Americans' political beliefs shaped by founding ideals, core values, linkage institutions, and the changing demographics of citizens?
Enduring Understanding(s):	• American political beliefs are shaped by founding ideals, core values, linkage institutions, and the changing demographics of citizens. These beliefs about government, politics, and the individual's role in the political system influence public policies.
Learning Goal(s): *Students will know and*	**Content:** (Students will know…)

will be able to use their learning to: (Content/ Skills)	● the relationship between core beliefs of U.S. citizens and attitudes about the role of government. ● the impact of cultural factors on political socialization. ● how social factors impact political ideology. ● the ways major political events influence political ideology. ● the elements of a scientific poll. ● how to evaluate the quality and credibility of claims based on public opinion data. ● the ideologies of the two major parties and how those ideologies shape policy debates. ● U.S. political culture (e.g., democratic ideals, principles, and core values) and how it influences the formation, goals, and implementation of public policy over time ● the views of different political ideologies about the role of government in regulating the marketplace. ● how fiscal and monetary policy actions influence economic conditions. ● the different political ideologies vary on the role of the government in addressing social issues. ● how different ideologies affect policy on social issues. **Skills:** (Students will be able to…) ● analyze political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context. ● describe and evaluate the data patterns and trends. ● analyze how the argument or perspective in the source relates to political principles, institutions, processes, policies, and behaviors. ● explain patterns and trends in data to draw conclusions. ● synthesize what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. ● analyze how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context. ● analyze how the visual elements of the source (a cartoon, map, or infographic) illustrate or relate to political principles, institutions, processes, policies, and behaviors. ● assess possible limitations of the data provided.

Unit Number and Title:	**Unit 5:** Political Beliefs
Duration:	~3-4 weeks
Resource(s):	American Politics and Government Today, AP Edition AP United States History (AMSCO) *Citizens United v. FEC (2010)*
Unit Overview:	In this fifth unit, students will develop their understanding of 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.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States Government and Politics. Please see the AP United States Government and Politics Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How can people influence policymakers and impact the decisions that will affect their daily lives?
Enduring Understanding(s):	● 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. ● Citizen participation in the political process is determined by a variety of demographic, social, and civic factors

	● 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.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the voting rights protections in the Constitution and in legislation. ● different models of voting behavior. ● the roles that individual choice and state laws play in voter turnout in elections. ● linkage institutions and describe how each connects individuals with government. ● the function and impact of political parties on the electorate and government ● why and how political parties change and adapt. ● how structural barriers affect third-party and independent candidate success. ● the benefits and potential problems of interest group influence on elections and policy making. ● how variation in types of interest groups and the resources interest groups possess affects their ability to influence elections and policy making. ● how various political actors influence public policy outcomes. ● how the different processes work in a U.S. presidential election. ● how the Electoral College affects U.S. presidential elections. ● how the different processes work in U.S. congressional elections. ● how campaign organizations and strategies affect the election process. ● explain how the organization, finance, and strategies of national political campaigns affect the election process. ● the media's role as a linkage institution. ● how increasingly diverse choices of media and communication outlets influence political institutions and behavior. **Skills:** (Students will be able to…) ● evaluate political principles, institutions, processes, policies, and behaviors illustrated in

	different scenarios in context. ● analyze patterns and trends in data to draw conclusions. ● analyze political principles, institutions, processes, policies, and behaviors. ● explain how the argument or perspective in the source relates to political principles, institutions, processes, policies, and behaviors. ● evaluate what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors. ● evaluate possible limitations of the visual representation of the data provided. ● analyze how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context. ● create and support a defensible claim/thesis by applying synthesizing relevant evidence to support the argument. ● use reasoning to organize and analyze evidence, explaining its significance to justify an argument or claim/thesis. ● analyze how a required Supreme Court case relates to a foundational document or to other primary or secondary sources. ● respond to opposing or alternate perspectives with rebuttal or refutation. ● analyze how a required Supreme Court case relates to a relevant political principle, institution, process, policy, or behavior.