

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

US Government & Politics
Advanced Placement/UCONN
Grade 11-12

Social Studies
2026

(Last revision date: 2016)

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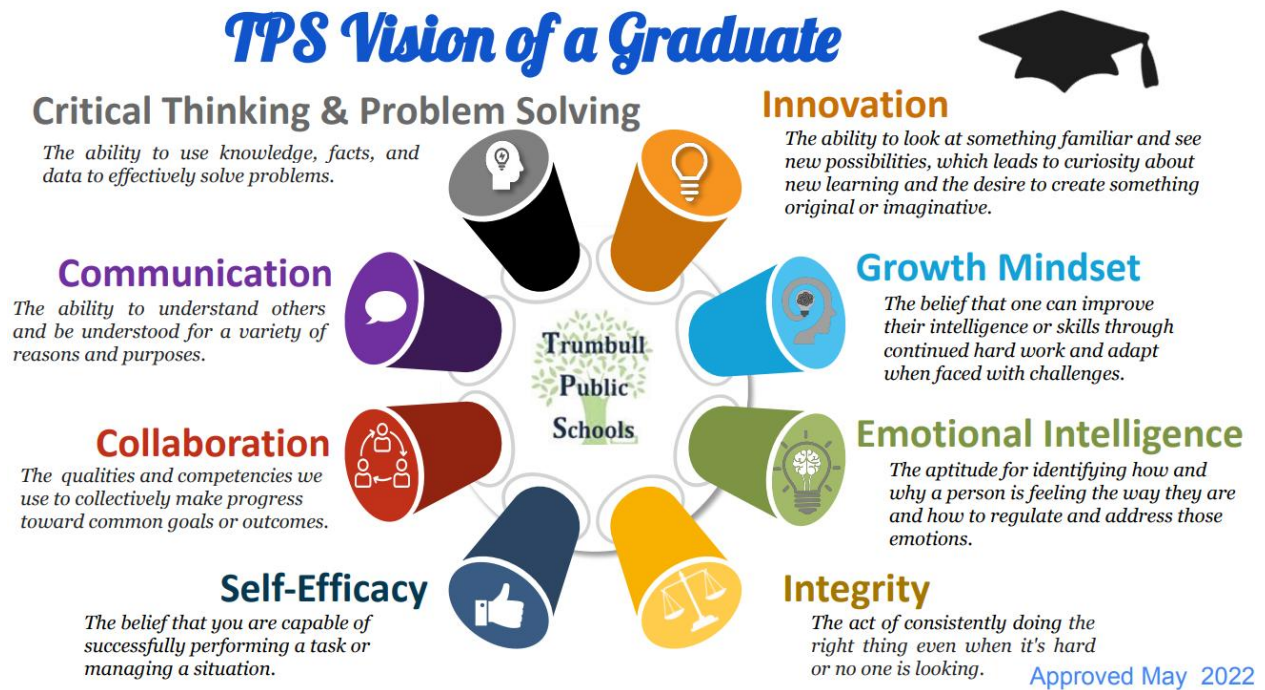
Grade 11-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

TRUMBULL PUBLIC SCHOOLS VISION OF THE GRADUATE



TRUMBULL HIGH SCHOOL CORE VALUES AND BELIEFS STATEMENT

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Advanced Placement/UConn United States Government & Politics gives students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret United States government and politics and the analysis of specific examples. It also develops familiarity with the various institutions, groups, beliefs, and ideas that constitute United States government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations and various behaviors and outcomes. Students are encouraged to take the Advanced Placement United States Government and Politics Examination in May and to register for ECE credit through the University of Connecticut.

As part of the Trumbull High School political science program, Advanced Placement United States Government and Politics aspires to produce informed and engaged citizens who understand and put into practice the principles which constitute our uniquely American brand of democracy.

Civic education, valued so much by our Founding Fathers, has become only more vital in an age in which there is so much information at a citizen's disposal, and in which there are so many avenues for political participation. Students in this course will learn how to access the wealth of political information that is available, to filter out biases, and to make informed decisions regarding the important issues of the day. They will differentiate schools of political thought and recognize the philosophic differences which have shaped and continue to shape political debate in this country. Most importantly, as seniors in high school, they will be prepared not only for their first votes, but also to be active members of today's society.

Through the course, students will understand the doctrines and historic background of the United States Constitution. Through research and dialogue, students will develop an increased knowledge and appreciation of the institutions of our constitutional democracy. Students will comprehend the fundamental principles and values by which our government was founded and will develop skills needed to become effective, responsible citizens today.

COURSE GOALS

The following course goals are derived from the Connecticut Social Studies Standards for Civics and Government (2023)

Inquiry Standards

Dimension 1: Develop Questions and Plan Inquiries

CG. Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.

CG. Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

CG. Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.

Dimension 2: Apply Disciplinary Concepts and Tools

CG. Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.

Dimension 3: Evaluate Sources and Use Evidence

CG. Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

CG. Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

CG. Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

Dimension 4: Communicate Conclusions and Take Informed Action

CG. Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG. Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).

CG.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about political issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.

CG.Inq.4.f. Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of school civic contexts.

Civics and Government Content Standards

Foundations of American Democracy

CG.His.5.a. Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke).

CG.Civ.4.a. Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic (e.g., popular sovereignty, federalism).

CG.Civ.4.b. Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).

CG.Civ.4.c. Explain how the United States Constitution has been adapted and interpreted in response to societal changes in both historical and contemporary contexts (e.g., amendments, Marbury v. Madison, Brown v. Board of Education, Tinker v. Des Moines, Obergefell v. Hodges).

CG.Civ.4.d. Explain how federalism led to conflict between states and the federal government (e.g., healthcare, suffrage, taxation).

CG.Civ.8.a. Identify how the structure of state and local governments promote democratic principles and public participation (e.g., boards of education, Connecticut General Assembly, municipal government).

CG.Civ.8.b. Evaluate how different levels of government work to promote civic virtue and enact democratic principles (e.g., municipal, state, and federal).

CG.Civ.14.a. Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, Constitutional amendments, Supreme Court decisions, exercising Constitutional rights).

CG.Civ.14.b. Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance).

Structure and Function of Government

CG.Civ.1.a. Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states rights).

CG.Civ.1.b. Distinguish between the powers and responsibilities of local, state, and federal election officials in facilitating free and fair election processes.

CG.Civ.2.a. Analyze how the structures of the United States state and local governments represent different models of democracy (e.g., direct democracy, representative government).

CG.Civ.2.b. Analyze the role and effectiveness of the legislative branch in addressing constituent and societal needs (e.g., Article I, Section 8 of the United States Constitution, elections, political polling, representation, constituent services).

CG.Civ.3.a. Analyze how elections and the electoral process are executed and maintained by constitutions and laws in the United States (e.g., voter registration, transfer of power, Electoral College, federalism).

CG.Civ.3.b. Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States (e.g., District Courts, Circuit Courts, Appellate Court, Supreme Court).

CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).

CG.Civ.6.a. Critique geopolitical relationships and their impact on governments, civil societies, and/or economic markets (e.g., North Atlantic Treaty Organization, United States–Mexico–Canada Agreement, Joint Comprehensive Plan of Action, Paris Agreement, World Health Organization).

CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).

CG.Civ.14.c. Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).

CG.His.5.b. Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).

Political Participation and Engagement

CG.Civ.2.c. Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).

CG.Civ.10.a. Determine the extent to which elected officials represent constituent interests and perspectives (e.g., personal and professional experiences, policy positions, party affiliation, voting record).

CG.Civ.2.d. Analyze trends in access to voting, voter turnout, and voter representation over time (e.g., gerrymandering, reapportionment, redistricting, voter socialization).

CG.Civ.2.e. Analyze the rights and responsibilities of individuals in the United States (e.g., 4th Amendment, trial by jury, jury service, interacting with law enforcement, voting).

CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the vote campaigns, conscious consumerism).

CG.Civ.5.c. Evaluate the role of the media in addressing social and political problems or influencing elections (e.g., fourth estate, media bias, concentration of media ownership).

CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.

The following course goals are derived from the Common Core Grades 6-12 Literacy in History/Social Studies.

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

The following course goals are derived from the ISTE Technology Standards.

ISTE 1.2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE 1.3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE 1.3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE 1.4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open ended problems.

ISTE 1.6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE 1.6d: Students publish or present content that customizes the message and medium for their intended audiences.

ISTE 1.7a: Students use digital tools to connect with learners from a variety of cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE 1.7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE 1.7c: Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

ISTE 1.7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

COURSE ENDURING UNDERSTANDINGS

This course is structured for the AP US Government and Politics course. The enduring understandings described below are intended to illustrate distinctive features and processes in U.S. government and politics as well as how political scientists study political behavior.

Enduring Understandings:

- Constitutionalism: The United States Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance of majority rule and minority rights.
- Liberty and Order: Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
- Civic Participation in a Representative Democracy: Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.
- Competing Policy-Making Interests: Multiple actors and institutions interact to produce and implement possible policies.
- Methods of Political Analysis: Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

Students will understand...

- the philosophical foundations and documents of American democracy, including the Declaration of Independence, social contract theory, republicanism, types of democracy, and the tension between individual liberty and order/safety.
- how the Articles of Confederation failed to adequately balance individual liberty and public order/safety, and how the framers wrestled with these questions in drafting the Constitution.
- the compromises reached at the Constitutional Convention and the debate between the Federalists and Anti-Federalists during the ratification debate.
- the evolving relationship between the national and state governments, including the grant process, policy issues (ADA, Medicaid, marijuana), and the idea of devolution.
- the structure and powers of the three branches of government and how they influence public policy.
- the role that checks and balances plays within our system of government.

- how the bureaucracy operates and its place in the checks and balances system and the future of entitlement programs in the United States.
- the role of the courts, and the due process and equal protection clauses in the expansion of civil liberties and civil rights, including the idea of selective incorporation.
- the history of civil rights issues and how historically disadvantaged groups in American society have achieved greater equality and equitable treatment in society.
- the basic tenets of American political culture, the conservative and liberal political ideologies, and how these are acquired (political socialization).
- the evolution of voting rights and the current state of voter turnout.
- the media as a linkage institution, including changes in media, such as the growth of social media and partisan media sources.

COURSE ESSENTIAL QUESTIONS

- What are the historical and philosophical foundations of our American government?
- What are the structure, roles and responsibilities of the three branches of government and how do they interact with each other and the people?
- How have the values and principles embodied in the United States Constitution shaped American institutions and practices?
- What challenges might face American constitutional democracy in the 21st Century and what role does the citizen play in the government?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - the system of checks and balances among the three branches of government and how the Constitution allocates power between federal and state governments.
 - how laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
 - understand how the government works to balance individual rights while maintaining public order.
 - the role in which citizens must be informed, engaged and active within a system of government that prioritizes republicanism, popular sovereignty, and individualism.
 - how to analyze data, charts, and graphs to show how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.
- Students will be able to . . .
 - define and describe the six principles of our government including limited government, republicanism, checks and balances, federalism, separation of powers, and popular sovereignty.

- identify ways in which citizens can get involved in their government and stay informed with special attention to media literacy.
- understand the voter registration process in Connecticut and ways to connect with their government officials at the local, state and federal levels.

COURSE SYLLABUS

Course Name

Advanced Placement/UCONN United States Government and Politics

Level

AP/ECE

Prerequisites

Completion of Global Civilizations and/or departmental approval

General Description of the Course

This course will provide an opportunity for students to pursue and receive credit for college-level coursework. Advanced Placement United States Government and Politics will introduce students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course will examine politically significant concepts and themes, through which students will learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students will explore general concepts used to interpret topics related to the U.S. government and will examine the various institutions, groups, beliefs, and ideas that comprise American politics. Additionally, they will develop their college-readiness skills in reading, writing, speaking, and listening. It is recommended that students take the Advanced Placement examination. This course meets the state civics requirements. Students enrolled in this course will not be permitted to also enroll in Advanced Placement United States Government and Politics / ECE Constitutional Studies (We the People).

Assured Assessments

Formative Assessments:

- Various projects per unit
- AP Classroom quizzes

Summative Assessments:

- Unit examinations aligned with AP Classroom

Texts

- Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. 2019 edition.

Supplemental Texts

- Berkin, Carol. *A Brilliant Solution: Inventing the American Constitution*. New York: First Mariner Books, 2003.
- Collier, Christopher. *Decision in Philadelphia: The Constitutional Convention of 1787*. New York: Random House Group, 1986
- Lutz, Donald S. *The Origins of American Constitutionalism*. New York: Louisiana State UP, 1988.
- Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.

- Tocqueville, de Alexis. *Democracy in America*. Signet Classics, 2001
- Wood, Gordon. *Revolutionary Characters: What Made the Founders Different*. New York: Penguin Press, 2006

UNIT 1

Foundations of American Democracy

Unit Goals

At the completion of this unit, students will:

- CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
- CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).
- CG.His.5.a. Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke).
- **CG.Civ.4.a. Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic (e.g., popular sovereignty, federalism).**
- **CG.Civ.4.d. Explain how federalism led to conflict between states and the federal government (e.g., healthcare, suffrage, taxation).**
- CG.Civ.2.a. Analyze how the structures of the United States state and local governments represent different models of democracy (e.g., direct democracy, representative government).
- CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.**
- CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- ISTE 1.6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

- ISTE 1.7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

TPS Vision of the Graduate Skills and Dispositions:

- **TPS VOG Critical Thinking & Problem Solving:**
Students analyze Enlightenment philosophy, founding documents, and constitutional debates to evaluate how ideas such as natural rights, popular sovereignty, and federalism shaped the foundations of American democracy.
- **TPS VOG Communication:**
Students explain constitutional principles and competing Federalist and Anti-Federalist arguments using evidence from primary sources and structured academic discussion.
- **TPS VOG Collaboration:**
Students engage in debate, simulations, and collaborative analysis of founding documents to evaluate multiple perspectives on constitutional design and governance.
- **TPS VOG Integrity:**
Students examine the ethical tensions present in the founding era—including liberty, representation, and compromise—and reflect on how constitutional principles influence democratic responsibility today.
- **TPS VOG Growth Mindset:**
Students refine their interpretations of complex historical texts and constitutional ideas through questioning, discussion, and revision of their arguments.

Unit Essential Questions

- How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
- How have theory, debate, and compromise influenced the U.S. constitutional system?
- How does development and interpretation of the Constitution influence policies that impact U.S. citizens?

Unit Scope and Sequence

- Describe the balance between governmental power and individual rights.
- Describe American political culture.
- Explain and compare models of representative democracy.
- Describe a constitutional republic.
- Explain how weaknesses of the Articles of Confederation led to the proposal for a new, stronger, national government.
- Describe how the Constitution was shaped by negotiation and compromise.
- Describe checks and balances, and explain the impact of checks and balances on the political system.
- Compare and contrast the arguments put forth by the Federalists and Antifederalists during the ratification debates.
- Explain the tension in American federalism between state and federal laws.

- Describe how the Constitution divides power between the national and state governments.
- Describe the development of American federalism over time.
- Explain how federalism changed in the twentieth and twenty-first centuries.
- Discuss the current status of American federalism and how it might continue to evolve.

Academic Vocabulary

- | | |
|------------------------------------|----------------------------------|
| ● Natural rights | ● Participatory democracy |
| ● Three-Fifths Compromise | ● Implied powers |
| ● Popular sovereignty | ● Pluralist democracy |
| ● Importation (slavery) compromise | ● Concurrent powers |
| ● Republicanism | ● Elite democracy |
| ● Separation of powers | ● Categorical grants |
| ● Social contract | ● Shays's Rebellion |
| ● Checks and balances | ● Block grants |
| ● Declaration of Independence | ● Great (Connecticut) Compromise |
| ● Federalism | ● Mandates (unfunded) |
| ● Philadelphia Convention | ● Electoral College |
| ● Exclusive powers | ● Commerce clause |

Unit Assured Assessments

Formative Assessments:

- AP Classroom quizzes
- Mini projects to include oral presentations and creative one-pagers.

Summative Assessments:

- AP Style Unit Examination (AP Classroom)

Resources

- Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. 2019 edition. Chapters 1-3.
- The Declaration of Independence
- The Articles of Confederation
- Hamilton, Alexander. Madison, James. Jay, John. The Federalist Papers.
 - Federalist No. 10
 - Brutus No. 1
 - Federalist No. 51
- The Constitution of the United States
- McCulloch v. Maryland (1819)
- Lopez v. United States (1995)

Time Allotment

- Approximately 8-10 Weeks

UNIT 2

Interactions Among Branches of Government

Unit Goals

At the completion of this unit, students will:

CG. Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.

CG. Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).

CG.Civ.4.b. Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).

CG.Civ.4.c. Explain how the United States Constitution has been adapted and interpreted in response to societal changes in both historical and contemporary contexts (e.g., amendments, Marbury v. Madison, Brown v. Board of Education, Tinker v. Des Moines, Obergefell v. Hodges).

CG.Civ.8.a. Identify how the structure of state and local governments promote democratic principles and public participation (e.g., boards of education, Connecticut General Assembly, municipal government).

CG.Civ.8.b. Evaluate how different levels of government work to promote civic virtue and enact democratic principles (e.g., municipal, state, and federal).

CG.Civ.1.a. Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states rights).

CG.Civ.10.a. Determine the extent to which elected officials represent constituent interests and perspectives (e.g., personal and professional experiences, policy positions, party affiliation, voting record).

CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the vote campaigns, conscious consumerism).

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

ISTE 1.7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE 1.7c: Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

ISTE 1.7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

TPS Vision of the Graduate Skills and Dispositions:

- **TPS VOG Critical Thinking & Problem Solving:**
Students analyze how the legislative, executive, and judicial branches interact through separation of powers and checks and balances to influence policymaking and governance.
- **TPS VOG Communication:**
Students explain the roles and powers of Congress, the presidency, the judiciary, and the federal bureaucracy using evidence from constitutional text, court cases, and contemporary political examples.
- **TPS VOG Collaboration:**
Students work with peers to analyze policy issues, legislative processes, and constitutional debates while evaluating multiple perspectives on governmental authority and accountability.
- **TPS VOG Integrity:**
Students evaluate how government institutions promote accountability, transparency, and the rule of law while examining the ethical responsibilities of elected officials and public institutions.
- **TPS VOG Self-Efficacy:**
Students build confidence in interpreting constitutional structures, analyzing political institutions, and constructing evidence-based arguments about the balance of power in American government.

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 Scope and Sequence

- Describe the differences between the House of Representatives and the Senate, the function of each chamber, and how Congress operates within a system of checks and balances.
- Describe congressional elections.
- Compare the authority and rules affecting the policymaking process in the House of Representatives and the Senate.
- Explain the lawmaking process.
- Describe how Congress creates a budget that addresses discretionary spending and mandatory spending.
- Explain how constituency, partisanship, and divided government influence Congress.
- Explain how presidents have used their powers in the fight against terrorism.
- Describe the powers of the presidency and ways in which the president influences the bureaucracy.
- Describe the ways in which Congress and the Supreme Court may check presidential powers.
- Explain how modern presidents interact with the bureaucracy, Congress and the public.
- Explain why federal court justices are appointed, rather than elected.
- Describe how the Constitution structures the federal judiciary.
- Define judicial review and explain how it checks the power of Congress, the president, and the states.
- Explain how the life tenure of justices, coupled with the power of judicial review, leads to controversy over Supreme Court nominations.
- Describe the Supreme Court's role in policymaking and how Congress and the president may limit the powers of the Supreme Court.
- Explain how the federal bureaucracy carries out the responsibilities of the government and uses its authority to create and implement regulations.
- Explain the role of the bureaucracy in the policymaking process and how Congress, the president and the Supreme Court can hold the bureaucracy accountable.

Academic Vocabulary

- | | |
|-------------------------------|--------------------------------|
| ● Enumerated powers | ● Discretionary spending |
| ● Implied powers | ● Mandatory spending |
| ● Necessary and proper clause | ● Pork barrel legislation |
| ● Checks and balances | ● Logrolling |
| ● Bicameralism | ● Partisanship |
| ● Speaker of the House | ● Gridlock |
| ● President of the Senate | ● Gerrymandering |
| ● Senate Majority Leader | ● Divided government |
| ● Filibuster | ● Trustee |
| ● Cloture | ● Delegate |
| ● Holds | ● Politico |
| ● Rules Committee | ● Veto (including pocket veto) |
| ● Committee of the Whole | ● Commander in Chief |
| ● Discharge petitions | ● Executive order |

- Signing statements
- Nomination and confirmation
- Treaty negotiation and ratification
- 22nd Amendment
- Bully pulpit
- Judicial review
- Precedent/stare decisis
- Judicial activism
- Judicial restraint
- Patronage
- Civil service
- Iron triangles/issue networks
- Congressional oversight

Unit Assured Assessments

Formative Assessments:

- AP Classroom quizzes
- Mini projects per branch to include oral presentations and creative one-pagers.

Summative Assessments:

- AP Style Unit Examination (AP Classroom)

Resources

- Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. 2019 edition. Chapters 4-7.
- The Declaration of Independence
- The Articles of Confederation
- Hamilton, Alexander. Madison, James. Jay, John. The Federalist Papers.
 - Federalist No. 70
 - Federalist No. 78
- The Constitution of the United States
- Baker v. Carr (1962)
- Shaw v. Reno (1993)
- Marbury v. Madison (1803)

Time Allotment

- Approximately 10-12 Weeks

UNIT 3

Civil Liberties and Civil Rights

Unit Goals

At the completion of this unit, students will:

CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about political issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

CG.Civ.4.c. Explain how the United States Constitution has been adapted and interpreted in response to societal changes in both historical and contemporary contexts (e.g., amendments, *Marbury v. Madison*, *Brown v. Board of Education*, *Tinker v. Des Moines*, *Obergefell v. Hodges*).

CG.Civ.14.a. Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, Constitutional amendments, Supreme Court decisions, exercising Constitutional rights).

CG.Civ.14.b. Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance).

CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).

CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, *Plessy v. Ferguson*, poll taxes, *Sheff v. O'Neill*, Voting Rights Act of 1965, Rehabilitation Act).

CG.Civ.2.c. Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).

CG.Civ.2.e. Analyze the rights and responsibilities of individuals in the United States (e.g., 4th Amendment, trial by jury, jury service, interacting with law enforcement, voting).

CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the vote campaigns, conscious consumerism).

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

ISTE 1.3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE 1.7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

TPS Vision of the Graduate Skills and Dispositions:

- **TPS VOG Critical Thinking & Problem Solving:**
Students analyze how constitutional protections and Supreme Court decisions shape civil liberties and civil rights while evaluating how laws and policies can expand or restrict individual freedoms.
- **TPS VOG Communication:**
Students explain constitutional principles, landmark court cases, and civil rights movements using evidence from legal texts, historical documents, and contemporary issues.
- **TPS VOG Collaboration:**
Students work collaboratively in discussions, debates, and activities such as moot court to evaluate multiple perspectives on constitutional rights and government authority.
- **TPS VOG Integrity:**
Students examine issues of justice, equality, and constitutional protections while evaluating how laws and institutions address systemic inequalities and protect individual rights.
- **TPS VOG Emotional Intelligence:**
Students consider how civil rights struggles and constitutional protections affect diverse communities and individuals, developing empathy and awareness of multiple perspectives in democratic society.

Unit Essential Questions

- To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
- How have the U.S. Supreme Court rulings defined civil liberties and civil rights?

Unit Scope and Sequence

- Examine how the Constitution and the Bill of Rights protect individual liberties.
- Explain the doctrine of selective incorporation.
- Explain the impact of the free exercise and establishment clauses on the relationship between government and religion.

- Explain how the Supreme Court’s decisions regarding the First and Second Amendments balance individual liberties and freedoms with the need for public safety and order.
- Examine the protections placed within the Bill of Rights for those accused of, tried for, and convicted of crimes.
- Describe the Supreme Court’s affirmation of the right to privacy.
- Describe the struggle to secure civil rights for people with disabilities.
- Examine the fight against segregation, including the Supreme Court’s decision in *Brown v. Board of Education*.
- Describe the civil rights movement's fight for racial equality.
- Examine the struggle by the women’s rights movement for gender equality.

Academic Vocabulary

- | | |
|---------------------------|--|
| ● Civil liberties | ● Establishment clause |
| ● Miranda Rights | ● Civil Rights Act 1964 |
| ● Civil rights | ● Free exercise clause |
| ● Patriot Act | ● Voting Rights Act 1965 |
| ● Bill of Rights | ● Symbolic speech |
| ● Exclusionary rule | ● Title IX of the Education Amendments Act of 1972 |
| ● Judicial review | ● “Clear and present danger” |
| ● Equal protection clause | ● “Separate but equal” |
| ● Selective incorporation | ● Due process clause |
| ● NOW | |

Unit Assured Assessments

Formative Assessments:

- AP Classroom quizzes
- Mini projects per branch to include oral presentations and creative one-pagers.
- Moot Court

Summative Assessments:

- AP Style Unit Examination (AP Classroom)

Resources

- Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. 2019 edition. Chapters 8-9.
- The Bill of Rights
- The 14th Amendment’s due process and equal protection clauses
- Engel v. Vitale (1962)
- Wisconsin v. Yoder (1972)
- Tinker v. Des Moines Independent Community School District (1969)
- Schenck v. United States (1919)
- New York Times Co. v. United States (1971)
- McDonald v. Chicago (2010)
- Gideon v. Wainwright (1963)

- Roe v. Wade (1973)
- Brown v. Board of Education, Topeka Kansas (1954)
- “Letter from Birmingham Jail” (Martin Luther King, Jr.)

Time Allotment

- Approximately 10-12 Weeks

UNIT 4

American Political Ideologies and Beliefs and Political Participation

Unit Goals

At the completion of this unit, students will:

CG. Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

CG. Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

CG.Civ.8.a. Identify how the structure of state and local governments promote democratic principles and public participation (e.g., boards of education, Connecticut General Assembly, municipal government).

CG.Civ.14.b. Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance).

CG.Civ.14.c. Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).

CG.His.5.b. Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).

CG.Civ.2.c. Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).

CG.Civ.2.d. Analyze trends in access to voting, voter turnout, and voter representation over time (e.g., gerrymandering, reapportionment, redistricting, voter socialization).

CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the vote campaigns, conscious consumerism).

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE 1.7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

TPS Vision of the Graduate Skills and Dispositions:

- **TPS VOG Critical Thinking & Problem Solving:**
Students analyze how political ideologies, party platforms, and demographic trends shape political behavior, voter participation, and policy preferences in the United States.
- **TPS VOG Communication:**
Students explain how political beliefs, media influence, and campaign strategies affect political participation and public opinion through discussion, analysis of data, and written arguments.
- **TPS VOG Collaboration:**
Students work collaboratively to investigate political participation, voting behavior, and advocacy strategies while evaluating multiple perspectives on civic engagement and public policy.
- **TPS VOG Emotional Intelligence:**
Students examine how identity, life experiences, and cultural influences shape political attitudes and participation, fostering awareness of diverse perspectives in a democratic society.
- **TPS VOG Self-Efficacy:**
Students develop confidence in analyzing political data, evaluating media sources, and understanding how citizens can influence political systems through participation and advocacy.

Unit Essential Questions

- How are American political beliefs formed and how do they evolve over time?
- How do political ideology and core values influence government policy making?
- How have changes in technology influenced political communication and behavior?
- Why do levels of participation and influence in politics vary?
- How effective are the various methods of political participation in shaping public policies?

Unit Scope and Sequence

- Describe Americans' core political values and how political socialization, cultural factors, and life experience shape an individual's attitudes and beliefs about government.
- Explain how individual choice as well as state and federal laws influence voter turnout in elections.
- Describe different models of voting behavior and campaigns.
- Describe the purpose and role of the Electoral College in our constitutional system.
- Describe the functions and impacts of political parties on the government and its citizens and how they have developed and adapted to new circumstances.
- Explain why it is difficult for third parties and independent candidates to win elections.
- Describe the tactics used by interest groups to achieve their goals and how they interact with bureaucratic agencies and members of Congress through iron triangles and issue networks.
- Explain how increased media choices, consumer-driven networks and new technologies have impacted the level of citizens' political knowledge.

- Explain the debate over the impact of bias in the news and how the media shape political understanding and behaviors.

Academic Vocabulary

- Political ideology
- Demographics
- Political culture
- Political socialization
- Scientific polling
- Party platform
- Liberal ideology
- Conservative ideology
- Rational choice theory
- Primaries (open v. closed)
- Retrospective voting
- Caucuses
- Prospective voting
- Party convention
- Party-line voting
- General election
- Political efficacy
- Electoral College
- Midterm election
- Incumbency advantage
- Demographics
- Federal Election Commission
- Linkage institution
- Federal Elections Campaign Act
- Political party
- McCain-Feingold
- Interest group
- Citizens United v. FEC (2010)
- Critical election
- PACs
- Political realignment
- Super PACs
- Proportional electoral system
- Independent expenditures
- Winner-take-all electoral system
- Media
- Iron triangles
- Social media
- Free rider problem
- Watchdog
- Single issue groups
- Gatekeeper
- Participatory democracy
- Horse race journalism
- Pluralist democracy
- “Fake news”
- Elite democracy

Unit Assured Assessments

Formative Assessments:

- AP Classroom quizzes
- Mini projects to include oral presentations and creative one-pagers.

Summative Assessments:

- AP Style Unit Examination (AP Classroom)

Resources

- Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. 2019 edition. Chapters 10, 13-16.
- Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.
 - Federalist No. 10
 - Federalist No. 78
- The Constitution of the United States

- Citizens United v. FEC (2010)

Time Allotment

- Approximately 6-8 Weeks

CREDIT

One-half credit in Social Studies
Civics Requirement

PREREQUISITES

Completion of Global Civilizations and/or departmental approval

CURRENT REFERENCES

- "Allsides | Balanced News Via Media Bias Ratings For An Unbiased News Perspective". *Allsides*, 2021, <https://www.allsides.com/unbiased-balanced-news>.
- Center for Civic Education "We the People" and "Project Citizen" resources <https://www.civiced.org/>
- National Constitution Center's Interactive Constitution: <https://constitutioncenter.org/the-constitution>
- National Constitution Center's Founders Library: <https://constitutioncenter.org/the-constitution/historic-document-library>
- "The Constitution Explained" video series sponsored by Center for Civic Education and iCivics: <https://www.civiced.org/constitution-explained>
- Retro Report, an independent nonprofit newsroom that creates trusted and balanced documentary videos and classroom resources: <https://retroreport.org/education/>

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Various AP US Government Rubrics found on AP Classroom

OTHER RESOURCES

Trumbull High School School-Wide Reading Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: - Clearly identifying the purpose of the text - Providing initial reaction richly supported by text - Providing a perceptive interpretation	Demonstrates understanding of text by: - Identifying the fundamental purpose of the text - Providing initial reaction supported by text - Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: - Partially identifying the purpose of the text - Providing initial reaction somewhat supported by text - Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: - Not identifying the purpose of the text - Providing initial reaction not supported by text - Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : - Extensively reshaping, reflecting, revising, and/or deepening initial understanding - Constructing insightful and perceptive ideas about the text. - Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : - Reshaping, reflecting, revising, and/or deepening initial understanding - Summarizing main ideas of text - Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : - Guided reflection and/or revision of initial understanding - Summarizing some main ideas of text - Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : - Struggle to implement guided reflection and/or revision of initial understanding - Struggle to summarize any main ideas of text - Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections - text to text - text to self - text to world	Demonstrates specific connections - text to text - text to self - text to world	Demonstrates general connections - text to text - text to self - text to world	Struggles to make connections - text to text - text to self - text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: - Critical analysis to create a conclusion supported by the text - Perceptive judgments about the quality of the text - Synthesis of text - Express a personal opinion.	Evaluates the text by one or more of the following elements: - critical analysis to form a conclusion from the text - thoughtful judgments about the quality of the text - Evaluation of text to express personal opinion(s)	A general evaluation of the text by one or more of the following elements: - Forms a superficial conclusion from the text - Assesses the quality of the text - Uses text to express personal opinion(s)	Struggles to evaluate the text by any of the following elements: - Forming a conclusion from the text - Assessing the quality of the text - Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	- Establishes and maintains a clear purpose - Demonstrates an insightful understanding of audience and task	- Establishes and maintains a purpose - Demonstrates an accurate awareness of audience and task	- Establishes a purpose - Demonstrates an awareness of audience and task	- Does not establish a clear purpose - Demonstrates limited/no awareness of audience and task
Organization X_____	- Reflects sophisticated organization throughout - Demonstrates logical progression of ideas - Maintains a clear focus - Utilizes effective transitions	- Reflects organization throughout - Demonstrates logical progression of ideas - Maintains a focus - Utilizes transitions	- Reflects some organization throughout - Demonstrates logical progression of ideas at times - Maintains a vague focus - May utilize some ineffective transitions	- Reflects little/no organization - Lacks logical progression of ideas - Maintains little/no focus - Utilizes ineffective or no transitions
Content X_____	- Is accurate, explicit, and vivid - Exhibits ideas that are highly developed and enhanced by specific details and examples	- Is accurate and relevant - Exhibits ideas that are developed and supported by details and examples	- May contain some inaccuracies - Exhibits ideas that are partially supported by details and examples	- Is inaccurate and unclear - Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	- Demonstrates excellent use of language - Demonstrates a highly effective use of standard writing that enhances communication - Contains few or no errors. Errors do not detract from meaning	- Demonstrates competent use of language - Demonstrates effective use of standard writing conventions - Contains few errors. Most errors do not detract from meaning	- Demonstrates use of language - Demonstrates use of standard writing conventions - Contains errors that detract from meaning	- Demonstrates limited competency in use of language - Demonstrates limited use of standard writing conventions - Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.