

AP United States Government & Politics Curriculum

Course # 0446

Credits 5

August 2017



I. Course Description

AP United States Government and Politics is a college-level 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 read and analyze U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research-based project.

- The curriculum unit planner is organized around five big ideas, which focus on major concepts in U.S. government and politics.
- Within each big idea a number of enduring understandings (EUs) focus on specific aspects of the big idea and delineate the level of conceptual understanding required of successful AP students in this course.
- Each enduring understanding is aligned with at least one learning objective (LO) that provides a clear and detailed articulation of what students should know and be able to do as they develop conceptual understanding.

II. Curriculum Unit Planner

| | | | |
|--|---|-----------------|--------------|
| Content Area: | A.P. United States Government and Politics | Grade(s) | 10-12 |
| Unit Plan Title: | Big Idea 1 – Constitutional Democracy | | |
| NJSLS Standard(s) Addressed in this unit | | | |
| 6.1.12. A.1.a - Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. | | | |
| 6.1.12. A.2.a - Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world. | | | |
| 6.1.12. A.2.c - Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance. | | | |
| 6.1.12.A.2.d – Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today. | | | |
| 6.1.12. A.2.e - Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties. | | | |
| 6.1.12.A.3.d – Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. | | | |

6.1.12.A.14.a - Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

Essential Questions (3-5)

- *How has a balance between governmental power and individual rights been a hallmark of American political development?
- *How did the debate about weaknesses of the Articles of Confederation and important compromises result in the writing and ratification of the U. S. constitution?
- *How does the Constitution create a complex and competitive policy-making process to ensure the people's will is accurately represented and that freedom is preserved?
- *How does federalism reflect the dynamic distribution of power between national and state governments?

Anchor Text

American Government Roots and Reform: 2016 Presidential Election Edition, Thirteenth Edition, AP Edition, 2018, Karen O'Connor & Larry Sabato, Pearson, ISBN 13: 978-0-13-461164-8

The Lanahan Readings in the American Polity, Sixth Edition, 2016,

Edited by Ann G. Serow & Everett C. Ladd, Lanahan Publishing, ISBN 978-1-930398-19-1

Informational Texts (3-5)

Declaration of Independence, Articles of Confederation, U. S. Constitution, Federalist #10, Brutus #1, Federalist #51, McCulloch v. Maryland, U. S. v. Lopez

Short Texts and Readings

Essential Vocabulary List: Introduction and Foundations

- Pearson txt: American Government Roots and Reform Big Idea 1 Chapters 2, 3, 15, & 16

Lanahan reader: 1. 10. 11. 16.

Formative & Summative Assessments

Formative Assessment:

- Multiple Choice quiz
- Free Response Question (FRQ)

Summative Assessment:

- Unit project
- Related FRQ

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

[AP Central](#) [Youth Leadership Initiative](#) [Constitutional Rights Foundation](#) [National Constitution Center](#) [Google Classroom](#)

Suggested Time Frame:

14 days

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|--|---|-----------------|--------------|
| Content Area: | A.P. United States Government and Politics | Grade(s) | 10-12 |
| Unit Plan Title: | Big Idea 2 – Civil Liberties, Civil Rights | | |
| NJSLS Standard(s) Addressed in this unit | | | |
| <p><u>6.1.12.A.2.c</u> – Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p> <p><u>6.1.12.A.3.d</u> – Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</p> <p><u>6.1.12.D.4.e</u> - Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.</p> <p><u>6.1.12.A.5.b</u> - Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p><u>6.1.12.A.6.c</u> - Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., <i>Plessy v. Ferguson</i>) and state and local governmental policies.</p> <p><u>6.1.12.A.8.c</u> - Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p><u>6.1.12.A.13.b</u> - Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>) in promoting civil liberties and equal opportunities.</p> | | | |
| Essential Questions (3-5) | | | |
| <p>*How are provisions of the Bill of Rights continually being interpreted to balance the power of the government and the civil liberties of individuals?</p> <p>*How has the Due Process clause of the 14th amendment been interpreted to prevent the states from infringing upon basic liberties?</p> <p>*How has the 14th amendment’s Equal Protection clause been used to support the advancement of equality?</p> | | | |
| Anchor Text | | | |
| <p><u>American Government Roots and Reform</u>, 2016 Presidential Election Edition, Thirteenth Edition, AP Edition, 2018, Karen O’Connor & Larry Sabato, Pearson, ISBN 13: 978-0-13-461164-8</p> <p><u>The Lanahan Readings in the American Polity</u>, Sixth Edition, 2016, Edited by Ann G. Serow & Everett C. Ladd, Lanahan Publishing, ISBN 978-1-930398-19-1</p> | | | |
| Informational Texts (3-5) | | | |
| <p>Engle v. Vitale, Wisconsin v. Yoder, Tinker v. Des Moines, New York Times Co. v. U. S., Schenck v. U. S., Gideon v. Wainwright, Roe v. Wade, Gitlow v. N. Y., McDonald v. Chicago, Plessy v. Ferguson, Brown v. Board of Education I & II, “Letter from a Birmingham Jail”</p> | | | |
| Short Texts and Readings | | | |

Essential Vocabulary List: Civil Liberties, Civil Rights
 Pearson txt: American Government Roots and Reform

- Big Idea 2 Chapters 4 & 5

Lanahan reader: 47. 48. 45. 46.

Formative & Summative Assessments

Formative Assessment:

- Multiple Choice quiz
- Free Response Question (FRQ)

Summative Assessment:

- Unit project
- Related FRQ

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

[AP Central](#) [Bill of Rights in Action](#) [Street Law](#) [National Constitution Center](#) Google Classroom

Suggested Time Frame: 23 days

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|--|--|-----------------|--------------|
| Content Area: | A.P. United States Government and Politics | Grade(s) | 10-12 |
| Unit Plan Title: | Big Idea 3 – American Political Culture and Beliefs | | |
| NJSLS Standard(s) Addressed in this unit | | | |
| 6.1.12.A.14.g - Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools). | | | |
| 6.1.12.A.16.a - Examine the impact of media and technology on political and social issues in a global society. | | | |
| 6.1.12.A.14.e - Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern. | | | |
| 6.1.12.A.14.d - Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. | | | |
| Essential Questions (3-5) | | | |
| *How are citizen’s beliefs about government shaped by the intersection of demographics, political culture and dynamic social change? | | | |
| *How do widely held political ideologies shape policy debates and choices in American politics? | | | |
| *How are public policies and institutions influenced by public opinion as measured through scientific polling and the results of public opinion polls? | | | |
| Anchor Text | | | |
| <u>American Government Roots and Reform</u> , 2016 Presidential Election Edition, Thirteenth Edition, AP Edition, 2018, | | | |

Karen O'Connor & Larry Sabato, Pearson, ISBN 13: 978-0-13-461164-8
The Lanahan Readings in the American Polity, Sixth Edition, 2016,
 Edited by Ann G. Serow & Everett C. Ladd, Lanahan Publishing, ISBN 978-1-930398-19-1

Informational Texts (3-5)

Lanahan reader 49. V.O. Key “Public Opinion and American Democracy”
 Lanahan reader 50. Thomas Cronin “Direct Democracy”
 Lanahan reader 66. Rasmus Kleis Nielsen “Ground Wars”

Short Texts and Reading

Essential Vocabulary List: Public Opinion and Socialization & Campaigns, Elections and Voting
 Pearson txt: American Government Roots and Reform

- Big Idea 3 Chapters 10 & 12

Formative & Summative Assessments

Formative Assessment:

- Multiple Choice quiz
- Free Response Question (FRQ)

Summative Assessment:

- Unit project
- Related FRQ

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

[Political Socialization](#) [CBS News/New York Times poll](#) [Gallup opinion poll](#) [Pew Research Center for the People & the Press](#)
[Youth Leadership Initiative](#) Google Classroom

Suggested Time Frame: 15 days

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|---|---|-----------------|--------------|
| Content Area: | A.P. United States Government and Politics | Grade(s) | 10-12 |
| Unit Plan Title: | Big Idea 4 – Political Participation | | |
| NJSLS Standard(s) Addressed in this unit | | | |
| <p>6.1.12.A.14.d - Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p>6.1.12.A.14.e - Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.</p> <p>6.1.12.A.14.f - Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p> | | | |

6.1.12.A.14.g - Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

6.1.12.C.14.b - Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.D.14.c - Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.

Essential Questions (3-5)

*How do the various forms of media provide citizens with political information and influence the ways in which they participate politically?

*How do political parties, interest groups and social movements provide opportunities for participation and influence how people relate to government?

*To what extent do laws and amendments expand voting rights and effect voting participation in the U. S.?

*How does the impact of federal policies on campaigning and electoral rules continue to be contested by both sides of the political spectrum?

Anchor Text

American Government Roots and Reform, 2016 Presidential Election Edition, Thirteenth Edition, AP Edition, 2018, Karen O'Connor & Larry Sabato, Pearson, ISBN 13: 978-0-13-461164-8

The Lanahan Readings in the American Polity, Sixth Edition, 2016,

Edited by Ann G. Serow & Everett C. Ladd, Lanahan Publishing, ISBN 978-1-930398-19-1

Informational Texts (3-5)

Buckley v. Valeo; Citizen's United v. Federal Election Commission; [Making It Easier to Vote v. Guarding Against Election Fraud; Elections, Money and the First Amendment](#)

Short Texts and Readings

Essential Vocabulary List: Political Parties, The News Media & Interest Groups

Pearson txt: American Government Roots and Reform

- Big Idea 4 Chapters 11, 13 & 14

Lanahan reader: 61.; 63.; 70; 72

Formative & Summative Assessments

Formative Assessment:

- Multiple Choice quiz
- Free Response Question (FRQ)

Summative Assessment:

- Unit project
Related FRQ

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

[Voting America](#) [2016 Exit Polls](#) [The Living Room Candidate](#) [Procon.org](#) [Youth Leadership Initiative](#); [Political Party Platform Quest](#);

Suggested Time Frame: 27 days

Content Area: A.P. United States Government and Politics **Grade(s)** 10-12

Unit Plan Title: Big Idea 5 – Interaction Among Branches

NJSLS Standard(s) Addressed in this unit

[6.1.12.A.2.d](#) - Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

[6.1.12.C.9.a](#) - Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

[6.1.12.A.10.c](#) - Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

[6.1.12.A.13.b](#) - Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*) in promoting civil liberties and equal opportunities.

[6.1.12.A.14.a](#) - Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

[6.1.12.A.14.b](#) - Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

[6.1.12.A.14.c](#) – Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

[6.1.12.A.14.h](#) - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

[6.1.12.A.15.c](#) - Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

Essential Questions (3-5)

*How is the republican ideal in the U. S. manifested in the structure and operation of the legislative branch?

*How has the presidency been enhanced beyond its expressed constitutional powers?

*How does the design of the judicial branch protect the court's independence as a branch of government?

*How does judicial review and its use remain a powerful judicial practice?

*How does a powerful federal bureaucracy implement federal policies with sometimes questionable accountability?

Anchor Text

[American Government Roots and Reform](#), 2016 Presidential Election Edition, Thirteenth Edition, AP Edition, 2018, Karen O'Connor & Larry Sabato, Pearson, ISBN 13: 978-0-13-461164-8

[The Lanahan Readings in the American Polity](#), Sixth Edition, 2016,

Edited by Ann G. Serow & Everett C. Ladd, Lanahan Publishing, ISBN 978-1-930398-19-1

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| Informational Texts (3-5) | |
| Federalist #70, Federalist #78, Baker v. Carr, Shaw v. Reno, Marbury v. Madison | |
| Short Texts and Readings | |
| Essential Vocabulary List: Congress, Presidency, Executive Branch and Federal Bureaucracy & Judiciary Essential Vocabulary List: Handout Vocab. 5b – Domestic and Economic Policy & Foreign and Defense Policy Pearson txt.: American Roots and Reform <ul style="list-style-type: none"> • Big Idea 5 Chapters 6, 7, 8, 9, 15 & 16 Lanahan reader: 19. 22. 26. 27. 30. 31. 32. 36. 38. 40. 42. | |
| Formative & Summative Assessments | |
| <u>Formative Assessment:</u> <ul style="list-style-type: none"> • Multiple Choice quiz • Free Response Question (FRQ) <u>Summative Assessment:</u> <ul style="list-style-type: none"> • Unit project • Related FRQ | |
| Resources (websites, Canvas, LMS, Google Classroom, documents, etc.) | |
| Interactive Constitution College Board The Constitution Society Google Classroom | |
| Suggested Time Frame: | 50 days |

III. Instructional Strategies

- Lecture/discussion format
 - Modeling for Free Response Question (FRQ) analysis
 - Modeling for Multiple Choice (MC) question analysis
 - Employing close reading strategies
 - Writing analytical questions
 - Watching and responding to media
 - Engaging in discussion (whole and small group)
 - Listening and speaking activities
 - Collaborative projects
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- Revising and editing
- Chart, data, map, political cartoon analysis
- Debating
- Drafting/writing
- Think/pair/share activities
- Answering questions (oral/written)
- Note taking/note making
- Drafting/writing
- Mock trial and moot court activities
- Paraphrasing
- Peer teaching
- Researching to make connections to class discussions

IV. Scope and Sequence

Key: I = Introduced D= Developed in Depth R=Reinforced

| <u>Student Skills/Concepts to be learned</u> | <u>10-12</u> |
|---|--------------|
| <u>Big Idea 1: Constitutional Democracy</u> | |
| Compare how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S. | <u>IDR</u> |
| Explain how democratic ideals are reflected in U. S. foundational documents. | <u>IDR</u> |
| Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states. | <u>IDR</u> |
| Describe the impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system. | <u>IDR</u> |
| Explain how the issues raised in the ratification debate continue to be expressed today in ongoing philosophical disagreements about democracy and governmental power. | <u>IDR</u> |

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| Describe the constitutional principles of separation of powers and checks and balances. | <u>IDR</u> |
| Explain the implications of separation of powers and checks and balances for the U. S. political system. | <u>IDR</u> |
| Describe how the distribution of powers among the three federal branches and between national and state governments impacts policy making. | <u>IDR</u> |
| Describe how the constitution allocates power between the national and state governments. | <u>IDR</u> |
| Explain how the appropriate balance of power between national and state governments has been interpreted differently over time. | <u>IDR</u> |
| | |
| <u>Big Idea 2: Civil Liberties, Civil Rights</u> | |
| Explain the extent to which the Supreme Court's interpretation of the 1 st and 2 nd amendments reflect a commitment to individual liberty. | <u>IDR</u> |
| Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety. | <u>IDR</u> |
| Explain the extent to which states are limited by the due process clause from infringing on individual rights. | <u>IDR</u> |
| Explain the implications of the doctrine of selective incorporation. | <u>IDR</u> |
| Explain how constitutional provisions have supported and motivated social movements and policy responses. | <u>IDR</u> |
| Explain how the Court has at times allowed the restriction of civil rights of minority groups and has at other times protected those rights. | <u>IDR</u> |
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| <u>Big Idea 3: American Political Culture and Beliefs</u> | |
| Describe the relationship between core beliefs of U. S. citizens and attitudes about the role of government. | <u>IDR</u> |
| Explain how cultural factors influence political attitudes and socialization. | <u>IDR</u> |

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| Explain how U. S. political culture (eg. values, attitudes and beliefs) influences the formation, goals, and implementation of public policy over time. | <u>IDR</u> |
| Compare how political ideologies vary on the role of government in regulating the marketplace. | <u>IDR</u> |
| Compare how political ideologies vary with regard to the government's role in addressing social issues. | <u>IDR</u> |
| | |
| <u>Big Idea 4: Political Participation</u> | |
| Describe the elements of a scientific poll. | <u>IDR</u> |
| Explain how public opinion polling and polling results impact elections, political behavior, and policy process. | <u>IDR</u> |
| Evaluate the quality and credibility of claims based on public opinion data. | <u>IDR</u> |
| Describe the medias role as a linkage institution. | <u>IDR</u> |
| Explain how increasingly diverse choices of media and communications outlets influence political institutions and behavior. | <u>IDR</u> |
| Describe the linkage functions of political parties and explain how parties impact the electorate and the government. | <u>IDR</u> |
| Explain why and how political parties change and adapt. | <u>IDR</u> |
| Explain how structural barriers impact third party and independent-candidate success | <u>IDR</u> |
| Describe the benefits and potential problems of interest-group influence on elections and policy making. | <u>IDR</u> |
| Explain how various political actors influence public policy outcomes. | <u>IDR</u> |
| Describe the voting rights protections in the Constitution and in legislation. | <u>IDR</u> |
| Describe the roles that individual choice and state laws play in voter turnout in elections. | <u>IDR</u> |
| Describe factors that influence voter choices. | <u>IDR</u> |
| Describe different models of voting behavior. | <u>IDR</u> |

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| Explain how the different processes work in a U. S. federal election. | <u>IDR</u> |
| Explain how campaign organizations and strategies affect the election process. | <u>IDR</u> |
| Evaluate how the organization, finance and strategies of national political campaigns affect the election process. | <u>IDR</u> |
| Evaluate the extent to which the Electoral College facilitates or impedes democracy. | <u>IDR</u> |
| | |
| <u>Big Idea 5: Interaction Among Branches</u> | |
| Describe the powers and functions of Congress. | <u>IDR</u> |
| Compare the Senate and House of Representatives in terms of how constituencies, lawmaking authority and chamber rules and roles affect the policy making process. | <u>IDR</u> |
| Explain how congressional behavior is influenced by election processes, partisanship and divided government. | <u>IDR</u> |
| Explain how Congress uses its oversight power in its relationship with the executive branch. | <u>IDR</u> |
| Explain how presidential powers or functions can promote a policy agenda. | <u>IDR</u> |
| Explain how the president's agenda can create tension and frequent confrontations with Congress. | <u>IDR</u> |
| Explain how presidents have interpreted and justified their use of formal and informal powers. | <u>IDR</u> |
| Explain how communication technology has changed the president's relationship with the national constituency and the other branches. | <u>IDR</u> |
| Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration. | <u>IDR</u> |
| Explain the principle of judicial review and how it checks the power of other institutions and state governments. | <u>IDR</u> |
| Explain how the exercise of judicial review in conjunction with life tenure can lead to controversy about the legitimacy of the Supreme Court's power. | <u>IDR</u> |

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| Describe ways other branches of government can limit the Supreme Court's power. | <u>IDR</u> |
| Explain how the bureaucracy carries out the responsibilities of the federal government. | <u>IDR</u> |
| Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation. | <u>IDR</u> |
| Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts. | <u>IDR</u> |

V. **Course Textbooks and Resources**

O'Connor, Karen and Sabato, Larry J., American Government Roots and Reform, Pearson, Boston, Mass., 2017 ISBN 13: 978-0-13-461164-8

Serow, Ann G. and Ladd Everett C., The Lanahan Readings in the American Polity. Sixth Edition, Lanahan Publishers, Inc., Baltimore, Md., 2017. ISBN 978-1-930398-19-1

*Additional readings and current event articles will be distributed to supplement material discussed in class.

VI. **Student Handout**

COURSE OVERVIEW

This course provides students with a comprehensive analysis of the U.S. national government. It is designed to examine constitutional and historical background, opinion and participation in the political process, the politics of public policy, and the institutions of the national government.

The course has two main student objectives:

1. to gain a comprehensive understanding of the operation of the U.S. national government.
2. to develop an analytical perspective toward the conduct of politics in the U.S., including:
 - a. an understanding of typical patterns of political processes and behavior and their consequences.

- b. analysis and interpretation of subject matter and data through writing.

The course is taught with a student-centered approach. The methodologies used to teach the course include: lecture, modeling for assessment, current event analysis, group projects, student presentations, watching and responding to media, debates, Socratic seminars, and case studies.

COURSE REQUIREMENTS AND GRADING POLICY

Attendance, participation, and completion of the reading assignments by class time is expected and is essential to success in this course. Completion of written assignments on time is also expected.

The grading policy is as follows: (there will be one major unit project for each of the five big ideas in the course)

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|----------------------------------|-----|
| FRQ and MC Tests | 40% |
| Classwork/Homework/Participation | 30% |
| Unit Project | 30% |

TEXTBOOKS / RESOURCES

O'Connor, Karen and Sabato, Larry J. American Government Roots and Reform, Pearson, Boston, Mass., 2017. ISBN 13: 978-0-13-461164-8

Serow, Ann G. and Ladd Everett C. The Lanahan Readings in the American Polity. Lanahan Publishers, Inc., Baltimore, Md., 2017.

ISBN 978-1-930398-19-1

Additional readings and current event articles will be distributed to supplement material discussed in class.

You should watch several news and politics oriented broadcasts on a regular basis, in order to keep up with current political issues. The following television broadcasts are suggested:

1. Any of the three national, daily evening newscasts.
 2. Meet the Press with Chuck Todd (NBC, Sunday 10:00 am)
 3. Charlie Rose The Week (PBS, Friday 8:30 pm)
 4. Real Time With Bill Maher (HBO, 10:30 pm)
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5. Hannity (FOX News, weeknights 10:00 pm)
6. Last Week Tonight with John Oliver (HBO, Sunday 11:00 pm)
7. The Rachel Maddow Show (MSNBC, Weeknights 9:00 pm)
8. The Daily Show with Trevor Noah (Comedy Central, Weeknights 11:00 pm)

COURSE MATERIALS

- Student issued Chromebook
- Student issued textbook and reader
- Pocket Constitution
- 1.5" three-ring binder
- AP Review book of your choice.

THE AP EXAM FORMAT

The AP United States Government and Politics Exam is 2 hours and 50 minutes long. It includes 70 multiple-choice questions (70 minutes) and five free-response questions (100 minutes). We will have two practice exams on scheduled dates in both November and April.

LEARNING OBJECTIVES AND PROFIECIENCES

Big Idea 1 - Constitutional Democracy

- Compare how models of representative democracy are visible in major institutions, policies, events, or debates in the U. S.
 - Explain how democratic ideals are reflected in U. S. foundational documents.
 - Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.
 - Describe the impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.
 - Explain how the issues raised in the ratification debate continue to be expressed today in ongoing philosophical disagreements about democracy and governmental power.
 - Describe the constitutional principles of separation of powers and checks and balances.
 - Explain the implications of separation of powers and checks and balances for the U. S. political system.
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- Describe how the distribution of powers among the three federal branches and between national and state governments impacts policy making.
- Describe how the constitution allocates power between the national and state governments.
- Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.

Big Idea 2 - Civil Liberties, Civil Rights

- Explain the extent to which the Supreme Court's interpretation of the 1st and 2nd amendments reflect a commitment to individual liberty.
- Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.
- Explain the extent to which states are limited by the due process clause from infringing on individual rights.
- Explain the implications of the doctrine of selective incorporation.
- Explain how constitutional provisions have supported and motivated social movements and policy responses.
- Explain how the Court has at times allowed the restriction of civil rights of minority groups and has at other times protected those rights.

Big Idea 3 - American Political Culture and Beliefs

- Describe the relationship between core beliefs of U. S. citizens and attitudes about the role of government.
- Explain how cultural factors influence political attitudes and socialization.
- Explain how U. S. political culture (eg. values, attitudes and beliefs) influences the formation, goals, and implementation of public policy.
- Compare how political ideologies vary on the role of government in regulating the marketplace.
- Compare how political ideologies vary with regard to the government's role in addressing social issues.

Big Idea 4 - Political Participation

- Describe the elements of a scientific poll.
 - Explain how public opinion polling and polling results impact elections, political behavior, and policy process.
 - Evaluate the quality and credibility of claims based on public opinion data.
 - Describe the media's role as a linkage institution.
 - Explain how increasingly diverse choices of media and communications outlets influence political institutions and behavior.
 - Describe the linkage functions of political parties and explain how parties impact the electorate and the government.
 - Explain why and how political parties change and adapt.
 - Explain how structural barriers impact third party and independent-candidate success.
 - Describe the benefits and potential problems of interest-group influence on elections and policy making.
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- Explain how various political actors influence public policy outcomes.
- Describe the voting rights protections in the Constitution and in legislation.
- Describe the roles that individual choice and state laws play in voter turnout in elections.
- Describe factors that influence voter choices.
- Describe different models of voting behavior.
- Explain how campaign organizations and strategies affect the election process.
- Evaluate how the organization, finance and strategies of national political campaigns affect the election process.
- Evaluate the extent to which the Electoral College facilitates or impedes democracy.

Big Idea 5 - Interaction Among Branches

- Describe the powers and functions of Congress.
 - Compare the Senate and House of Representatives in terms of how constituencies, lawmaking authority and chamber rules and roles affect the policy making process.
 - Explain how congressional behavior is influenced by election processes, partisanship and divided government.
 - Explain how Congress uses its oversight power in its relationship with the executive branch.
 - Explain how presidential powers or functions can promote a policy agenda.
 - Explain how the president's agenda can create tension and frequent confrontations with Congress.
 - Explain how presidents have interpreted and justified their use of formal and informal powers.
 - Explain how communication technology has changed the president's relationship with the national constituency and the other branches.
 - Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.
 - Explain the principle of judicial review and how it checks the power of other institutions and state governments.
 - Explain how the exercise of judicial review in conjunction with life tenure can lead to controversy about the legitimacy of the Supreme Court's power.
 - Describe ways other branches of government can limit the Supreme Court's power.
 - Explain how the bureaucracy carries out the responsibilities of the federal government.
 - Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.
 - Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.
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