



Advanced Placement United States Government and Politics

Course Number: 1001

Course Level: Advanced Placement

Grade: 11

Time/Credit: 90 blocks/1.0 Credit Course

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Central Bucks School District
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Teaching and Learning Principles

The following principles guide our teaching.

- Students of social studies need regular opportunities to investigate topics in depth and make meaning of their learning rather than “covering” content.
- The complexity of teaching social studies requires teachers to reflect on their practice and match knowledge of the discipline with appropriate teaching and assessing strategies to achieve learning goals.
- Learnings in social studies should be built on students’ prior knowledge of their lives and communities, rather than assuming they know nothing about the subject.
- Students need opportunities to demonstrate their strengths and exercise responsibility by choosing topics of interest for inquiry.
- Social studies teaching should involve exploration of questions that challenge students’ thinking and require problem-solving about significant human issues.
- Students should be helped to connect American and global history, the history and culture of diverse social groups, and the community that surrounds them to their lives.
- To make concepts real, social studies should involve students in active participation and cooperative learning in the classroom and wider community.
- Social studies reading and thinking should include engaging real-world resources and technology beyond textbooks.
- Social studies should involve students in researching, analyzing, writing, discussing, and deliberating authentic topics.
- Social studies assessments should reflect the importance of students’ thinking in the discipline, their preparation to be responsible citizens and ability to transfer learning, rather than emphasizing memorization of decontextualized facts.

Documents Considered:

- Bransford, John et.al. How People Learn. Washington: National Academy Press, 2000.
- National Council for the Social Studies College, Career, and Civic Life Framework
- Pennsylvania Social Studies State Standards
- Zemelman, Steven et al. Best Practice. Portsmouth: Heinemann, 2005.

Enduring Understandings

Social Studies in the Central Bucks School District

Students will understand that:

Nature of Social Studies

1. Studying social studies can be interesting, relevant, and enjoyable.
2. Social studies can help individuals participate more effectively in the world.
3. Individuals can make informed and reasoned decisions for the public good.
4. Sources must be interpreted and evaluated to be used well.

Economics and Technology

5. Unlimited wants and limited resources often influence the decisions of individuals and institutions.
6. Economics and geography influence patterns of human settlement and development.
7. Technology changes how people interact with the environment and one another.

Geography, Culture and Interdependence

8. Where people live affects how they live.
9. People are shaped by diverse cultures but have a shared humanity.
10. Developments around the world have an effect on people in the United States and vice versa.
11. People and nations have values and interests that can result in conflict or cooperation.

Government and Citizenship

12. The actions of institutions are influenced by their purpose, structure, and function.
13. Groups and nations attempt to establish order and security based on systems that develop over time.
14. Individuals can participate actively to influence groups and institutions.
15. Individuals have important rights and responsibilities as citizens in a democracy.

History

16. Historical thinking involves habits of mind that allow individuals to understand the past and its relationship to the present.
17. Knowledge of the past informs the present and can prepare people for the future.
18. Significant historical events involve a complex set of interrelated causes and effects.
19. Individuals can influence history but are more often influenced by history.

Essential Questions

Social Studies in the Central Bucks School District

The Nature of Social Studies

1. Why study social studies?
2. How do we know what happened?
3. Whom do we believe and why?
4. What should we do when sources disagree?

Economics and Technology

5. How do people deal with scarcity?
6. When is the free market best?
7. How has technology transformed civilizations and the human experience?
8. How do we evaluate whether new technology is better than that which it replaces?

Geography, Culture, and Interdependence

9. How does where people live influence how they live?
10. What are the effects of the changing relationship between human beings and the environment?
11. What determines an individual's opportunity in society?
12. What happens when diverse cultures interact?
13. How do other cultures affect the individual?
14. What should America's role in the world be?

Government and Citizenship

15. Whose decisions matter?
16. What is effective leadership?
17. How can abuse of power be avoided?
18. How can individuals improve society and institutions?
19. How do ideals and values influence decisions?
20. What are the rights and responsibilities of citizens in a democracy?

History

21. How does the time period in which people live influence how they live?
22. How are individuals connected to the past?
23. What causes change?
24. How do we know when change is for the better?
25. What do we learn from analyzing major historical events?
26. How have historical events shaped the modern world?
27. What impact does an individual have on history?

Pennsylvania Social Studies Standards

Social Studies (as defined by the Pennsylvania Department of Education)

Social studies is the integrated study of human society and its contributions, influences and impact on the world. There are many content areas which combine to create the overarching concept of social studies. The commonwealth of Pennsylvania has delineated the disciplines and developed academic standards in the social studies areas to be civics and government, economics, geography, history and student interpersonal skills.

Social Studies Academic Standards

Pennsylvania Academic Standards describe what students should know and be able to do at specific points in time. The standards increase in complexity and sophistication as students progress through school. The academic standards serve as a framework from which districts develop their specific curriculum.

The Pennsylvania Academic Standards are part of the Standards Aligned System (SAS). SAS is the Pennsylvania Department of Education's digital curriculum and instruction resource site. SAS is comprised of six distinct elements which provide a common framework for continuous student, teacher, and school and district growth. The elements are Standards, Assessment, Curriculum Framework, Instruction, Materials and Resources, and Safe and Supportive Schools.

Available on SAS are resources for teaching and developing high quality social studies programs. The Pennsylvania Academic Standards, which can be found on SAS, that relate to social studies are:

- **Civics and Government** is the teaching and presentation of the principles and ideals of the American republican representative form of government as portrayed and experienced by the acts and policies of the framers of the Declaration of Independence, Constitution of the United States and Bill of Rights.
- **Economics** is concerned with the behavior of individuals and institutions engaged in the production, exchange, and consumption of goods and services. Students will learn how economic activity impacts the forces of everyday life which is essential as they become adults entering the work force.
- **Geography** is the science of space and place on Earth's surface. Its subject matter is the physical and human phenomena that make up the world's environments and places. Geography helps students understand spatial contexts, recognize places and regions as human concepts, understand physical processes that have shaped the Earth's surface and the patterns resulting from those processes.
- **History** provides a framework that helps instill in each student an ability to develop historical comprehension, to evaluate historical interpretation and to understand and conduct historical research.

Drawn from the Pennsylvania Department of Education.

Central Bucks School District – Course of Study

Course Overview

Desired Results

Course Description:

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. This course satisfies the required social studies credit for 11th grade when taken during the 11th grade year. AP weighted-grade course.

Prerequisite: A or B in AP European History or Modern World History-Honors; A in Modern World History-Academic.

Committee Members:

- Jeff Clifford, Jeff Layton, and Frank McVey served as Lead Writers
- Greg Maigur and Karen Wiley served as Reviewers
- The committee's work was supported by Chris Johnson, Supervisor for K-12 Social Studies. Mr. Johnson employed Microsoft Copilot to assist with editing the document.

Central Themes, Skills, and Documents

The College Board's Curriculum Design for AP U.S. Government & Politics centers instruction and learning around a set of key ideas, skills, documents, and Supreme Court Cases.

Big Ideas in AP United States Government & Politics

Big Idea 1 – Constitutionalism (The U.S. 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 between majority rule and minority rights.)

Big Idea 2 – 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.)

Big Idea 3 – Civic Participation in a Representative Democracy (Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policymaking and assume citizens will engage and participate.)

Big Idea 4 – Competing Policymaking Interests (Multiple actors and institutions to produce and implement possible policies)

Big Idea 5 – 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.)

Course Skills in AP United States Government & Politics

Skill 1: Concept Application – apply political concepts and processes to scenarios in context.

Skill 2: SCOTUS Application – apply Supreme Court decisions.

Skill 3: Data Analysis – analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.

Skill 4: Source Analysis – read, analyze, and interpret foundational documents and other text-based and visual sources.

Skill 5: Argumentation – develop an argument in essay format.

Required Foundational Documents and Supreme Court Cases

Required Foundational Documents

- Federalist No. 10
- Brutus No. 1
- The Declaration of Independence
- Articles of Confederation
- Federalist No. 51
- The Constitution of the United States (including the Bill of Rights and following Amendments)
- “Letter from a Birmingham Jail” (Martin Luther King, Jr.)
- Federalist No. 70
- Federalist No. 78
- Federalist No. 39
- Emancipation Proclamation
- Gettysburg Address
- Core Principles from Adam Smith’s “Wealth of Nations”

Required Supreme Court Cases

- Marbury v. Madison (1803)
- McCulloch v. Maryland (1819)
- Schenck v. United States (1919)
- Brown v. Board of Education (1954)
- Baker v. Carr (1961)
- Engel v. Vitale (1962)
- Gideon v. Wainwright (1963)
- Tinker v. Des Moines Independent Community School District (1969)
- New York Times Company v. United States (1971)
- Wisconsin v. Yoder (1972)
- Shaw v. Reno (1993)
- United States v. Lopez (1995)
- McDonald v. Chicago (2010)
- Citizens United v. Federal Election Commission (FEC) (2010)

Acceptable Evidence.

Common Summative Assessments

Common Summative 1 Title: Concept Application FRQ

Common Summative 1 Description: The Concept Application FRQ presents students with an authentic scenario. This question assesses student ability to describe and explain the effects of a political institution, behavior, or process. This free-response question will be completed during Unit 1 (Foundations of American Democracy).

Common Summative 1 Grading Criteria:

- Teachers will use a 3-point scoring rubric based on AP College Board expectations.

Common Summative 2 Title: SCOTUS Comparison FRQ

Common Summative 2 Description: The SCOTUS Comparison presents students with information about a non-required Supreme Court Case. For the required Supreme Court case, students should know the facts, the issue(s), the holdings, and the reasoning behind the decisions. Students will need to apply this information to a real-world scenario or in comparison to another case. This free-response question will be completed during Unit 3 (Civil Liberties and Civil Rights).

Common Summative 2 Criteria:

- Teachers will use a 4-point scoring rubric based on AP College Board expectations.

Common Summative 3 Title: Quantitative Analysis FRQ

Common Summative 3 Description: The Quantitative Analysis presents students with quantitative data in the form of a table, graph, map, or infographic. This question assesses students' ability to perform the following: describe the data presented, describe a pattern, trend, similarity, or difference in the data presented, draw a conclusion based on the data, and explain how the data demonstrate a political principle, institution, process, policy, or behavior. This free-response question will be completed during Unit 4 (American Political Ideologies and Beliefs).

Common Summative 3 Criteria:

- Teachers will use a 4-point scoring rubric based on AP College Board expectations.

Common Summative 4 Title: Argument Essay FRQ

Common Summative 4 Description: The argument assesses students' ability to do the following: articulate a defensible claim or thesis that responds to the question and establishes a line of reasoning, provide evidence from one of the foundational documents listed in the question to support the claim, provide evidence from a second foundational document or from knowledge of course concepts to support the claim, use reasoning to explain why the evidence supports the claim, respond to an opposing or alternate perspective using rebuttal or refutation. This free-response question will be completed during Unit 5 (Political Participation).

Common Summative 4 Criteria:

- Teachers will use a 6-point scoring rubric based on AP College Board expectations.

Final Exam and Course Grading

Final Exam

Objective exam modeled on the National Exam administered by College Board. This exam will consist of a multiple-choice section (55 questions) and a free-response section.

Course Grading:

Teachers of this course will abide by the expectations set forth from the Teaching and Learning Team for summative and formative assessment practices as well as composition of the gradebook.

- Marking period grades count for 90% of course grade.
- The final exam will count for 10% of the course grade.

Pacing Guide

AP U.S. Government and Politics

Content	Days
Unit 1 – Foundations of American Democracy	
Topics • Ideals of Democracy • Types of Democracy • Government Power and Individual Rights • Challenges of the Articles of Confederation • Ratification of the U.S. Constitution • Principles of American Government • Relationships between the States and National Government • Constitutional Interpretations of Federalism • Federalism in Action	9 Days
Formative Assessment	1-2 Days
Intervention and Enrichment	1-2 Days
Common Assessment # 1: Concept Application FRQ	½ Day
Summative Assessment	1 Day
Unit 2 – Interactions Among the Branches of Government	
Topics • Congress: The Senate and the House of Representatives • Structures, Powers, and Functions of Congress • Congressional Behavior • Roles and Powers of the President • Checks on the Presidency • Expansion of Presidential Power • Presidential Communication • The Judicial Branch • The Role of the Judicial Branch • The Court in Action • Checks on the Judicial Branch • The Bureaucracy • Discretionary and Rulemaking Authority • Holding the Bureaucracy Accountable • Policy and the Branches of Government	15 Days
Formative Assessment	1-2 Days
Intervention and Enrichment	1-2 Days
Summative Assessment	1 Day

Unit 3 – Civil Liberties and Civil Rights	
Topics • The Bill of Rights • First Amendment: Freedom of Religion • First Amendment: Freedom of Speech • First Amendment: Freedom of the Press • Second Amendment: Right to Bear Arms • Amendments: Balancing Individual Freedom with Public Order and Safety • Selective Incorporation • Amendments: Due Process and the Rights of the Accused • Amendments: Due Process and the Right to Privacy • Social Movements and Equal Protection • Government Responses to Social Movements • Balancing Minority and Majority Rights • Affirmative Action	13 Days
Formative Assessment	1-2 Days
Intervention and Enrichment	1-2 Days
Common Assessment # 2: SCOTUS Comparison FRQ	½ Day
Summative Assessment	1 Day
Unit 4 – American Political Ideologies and Beliefs	
Topics • American Attitudes About Government and Politics • Political Socialization • Changes in Ideology • Influence of Political Events on Ideology • Measuring Public Opinion • Evaluating Public Opinion Data • Ideologies of Political Parties • Ideology and Policymaking • Ideology and Economic Policy • Ideology and Social Policy	10 Days
Formative Assessment	1-2 Days
Intervention and Enrichment	1-2 Days
Common Assessment # 3: Quantitative Analysis FRQ	½ Day
Summative Assessment	1 Day

Unit 5 – Political Participation	
Topics • Voting Rights and Models of Voting Behavior • Voter Turnout • Political Parties • How and Why Political Parties Change and Adapt • Third Party Politics • Interest Groups and Influencing Policymaking • Groups Influencing Policymaking • Electing a President • Congressional Elections • Modern Campaigns • Campaign Finance • The Media • Changing Media	13 Days
Formative Assessment	1-2 Days
Common Summative # 4: Argument Essay FRQ	1 Day
Intervention and Enrichment	1-2 Days
Summative Assessment	1 Day
Research and Inquiry Unit	
Review of themes (big ideas), skills, and documents.	1 day
Brainstorming, planning, research.	3-5 days
Final product drafting, revision, and editing followed by submission.	2-3 days
Final Assessments and Review	
Course Review	2 Days
Final Exam (Multiple-Choice and Free-Response)	

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course may be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities may also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers. Advanced Placement courses provide a level of rigor like that of a college-level course. Instructional pacing and assessment practices may not provide the flexibility for remediation and reassessment that exists in non-AP courses.

Required Texts and Software

Scott Abernathy and Karen Waples, *American Government: Stories of a Nation*. For the AP Course. New York: BFW Publishers, 2025.

Online electronic resources accompanying the Abernathy/Waples text (and provided by the publisher)

AP Classroom, a suite of electronic resources made available by the College Board

Supplementary Online Resources Include:

- National Constitution Center
- C-Span Classroom
- Bill of Rights Institute
- Annenberg Classroom
- Educating for American Democracy
- District Approved News Media Subscriptions (Gale, ABC-CLIO, NY Times, Wall Street Journal, Newsbank)

Unit 1 – “Foundations of American Democracy”

Central Bucks School District – Course of Study – AP U.S. Government & Politics

More than 200 years after the U.S. Constitution was ratified, the compromises that were necessary for ratification—which in some instances led to ambiguity—continue to fuel debate and discussion over how best to protect liberty, equality, order, and private property. This first unit sets the foundation for the course by examining how the framers of the Constitution set up a structure of government intended to stand the test of time. Compromises were made during the Constitutional Convention and ratification debates, and these compromises focused on the proper balance between individual freedom, social order, and equality of opportunity. In subsequent units, students will apply their understanding of the Constitution to the institutions of government and people’s daily lives.

Desired Results

Essential Questions:

- Why are there debates about the balance of power between the federal and state governments?
- Is the Bill of Rights necessary? Why or why not?
- How does the Constitution affect you and the choices you make?

Enduring Understandings:

- The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government. (Constitutionalism)
- Federalism reflects the dynamic distribution of power between national and state governments. (Constitutionalism)
- A balance between governmental power and individual rights has been a hallmark of American political development. (Liberty and Order)
- The Constitution created a competitive policy making process to ensure the people’s will is represented and that freedom is preserved. (Competing Policy-Making Interests)

Students will understand . . . (Knowledge)

Topics:

- 1.1 Ideals of Democracy
- 1.2 Types of Democracy
- 1.3 Government Power and Individual Rights
- 1.4 Challenges of the Articles of Confederation
- 1.5 Ratification of the U.S. Constitution
- 1.6 Principles of American Government
- 1.7 Relationship between the States and National Government
- 1.8 Constitutional Interpretations of Federalism
- 1.9 Federalism in Action

Vocabulary:

- | | |
|-------------------------------|---------------------|
| • Politics | • Thomas Jefferson |
| • Government | • Benjamin Franklin |
| • Declaration of Independence | • John Adams |
| • Democracy | • George Washington |

- James Madison
- Popular sovereignty
- Limited government
- Representative government
- John Locke
- Social contract
- Divine right of kings
- Jean Jacques Rousseau
- David Hume
- Liberty
- Inalienable rights
- Participatory democracy
- Civil society groups
- Pluralist theory
- Elite theory
- Alexis de Tocqueville & "Democracy in America"
- Political institutions
- Federalists
- Anti-federalists
- Federalist No. 10
- Brutus No. 1
- Bill of Rights
- Federalist Papers
- Faction
- "Tyranny of the majority" / "Tyranny of the minority"
- Republics
- Articles of Confederation & Perpetual Union
- 2nd Continental Congress
- Sovereignty
- Unicameral
- Annapolis Convention
- Shay's Rebellion
- Debt
- Foreclosures
- Constitution
- Constitutional Convention
- Alexander Hamilton
- Writ of habeas corpus
- Bills of attainder
- Ex post facto laws
- Treason
- Bicameral
- Virginia Plan
- New Jersey Plan
- Great (Connecticut) Compromise
- Grand Committee
- 3/5ths Compromise
- Compromise on importation (slave trade)
- Separation of powers
- Baron de Montesquieu
- Legislative branch
- Executive branch
- Judicial branch
- Checks and balances
- Federalism
- Supremacy clause
- Revenue sharing
- Selective incorporation
- Federalist No. 51
- Necessary and proper (elastic) clause
- Expressed (enumerated) powers
- Implied powers
- 10th Amendment
- Reserved powers
- Concurrent powers
- Amendment (Article V)
- McCulloch v. Maryland (1819)
- U.S. v. Lopez (1995)
- Gibbons v. Ogden
- Marshall Court
- Block grants
- Categorical grants
- Federalist No. 39
- Gettysburg Address

Students will be able to . . . (Skills)

- Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
- Describe the argument, perspective, evidence, and reasoning presented in the source.
- Explain how the argument or perspective in the source relates to political principles, institutions, processes, policies, and behaviors.
- Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.
- Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.
- Explain Federalist and Anti Federalist views on central government and democracy.
- 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.
- Explain the impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.
- Explain the constitutional principles of separation of powers and checks and balances.
- Explain the effects of separation of powers and checks and balances for the U.S. political system.
- Explain how the constitutional allocation of power between the national and state governments affects society.
- Explain how the balance of power between national and state governments has changed over time based on interpretations of the Supreme Court of the United States.
- Explain how the distribution of powers between national and state governments impacts policymaking.

Standards

Priority:

- | | |
|----------|--|
| 5.1.12.A | Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good. |
| 5.1.12.B | Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. |
| 5.1.12.C | Evaluate the application of the principles and ideals in contemporary civic life. <ul style="list-style-type: none">• Liberty / Freedom• Democracy• Justice• Equality |
| 5.1.12.D | Evaluate state and federal powers based on significant documents and other critical sources. <ul style="list-style-type: none">• Declaration of Independence• United States Constitution• Bill of Rights• Pennsylvania Constitution |
| 5.1.12.E | Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. |
| 5.1.12.F | Evaluate the role of nationalism in uniting and dividing citizens. |
| 5.2.12.A | Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments. |
| 5.2.12.B | Examine the causes of conflicts in society and evaluate techniques to address those conflicts. |
| 5.2.12.C | Evaluate political leadership and public service in a republican form of government. |

5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens.

Supporting:

8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

8.3.12.B Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.

8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

CC.8.5.11-12.A 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.

CC.8.5.11-12.B 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.

CC.8.5.11-12.C Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5.11-12.D 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).

CC.8.5.11-12.H Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.5.11-12.J By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

CC.8.6.11-12.A Write arguments focused on discipline-specific content.

CC.8.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CC.8.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Acceptable Evidence

Performance Tasks –

- Concept Application FRQ (challenges of the Articles of Confederation, federalism)
- AP Classroom progress checks
- Identify and interpret foundational documents related to the development of American democracy
- Multiple Choice Unit Assessment aligned to College Board

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment will take consist of short-form writing tasks, objective quizzes, text and supplemental reading checks, and answers elicited during discussion in class. Many tasks for assessing students' understanding are available through AP Classroom.

Summative Assessment will often model the types of tasks required by the College Board, namely Multiple-Choice Questions (MCQ) and both short-form (concept application, quantitative analysis, and Supreme Court comparison) and longer free response questions (argument essay); Teachers may also draw on other material to formulate exam tasks and projects demonstrating mastery over the content and skills pertinent to the concepts, terminology, and skills taught in this unit.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Close reading of foundational documents - ie. Federalist No. 10 compared to Brutus No. 1, Declaration of Independence
- Create case notes of foundational Supreme Court Cases - ie. McCulloch v. Maryland (1819) and U.S. v. Lopez (1993)
- Connect course concepts with big ideas
- Constitutional Convention Simulation
- Comparison of Articles of Confederation and U.S. Constitution
- Case studies on Federalism in practice

Instructional Strategies:

- Lectures, mini-lessons, and direct instruction to introduce and clarify government and political concepts, historical examples, case studies, primary and secondary sources and Supreme Court cases.
- AP-style skill development activities (e.g., multiple choice question strategies, concept application, source analysis and quantitative analysis, Supreme Court cases comparison, argument development and FRQ writing workshops).
- Close reading (and guided discussion) of foundational – and supplemental documents – in addition to justice opinions on foundational Supreme Court cases.
- Analysis of quantitative data represented in tables, charts, graphs, maps, and infographics.
- Collaborative activities such as group problem-solving, peer teaching, and simulations.
- Matching claims and evidence to analyze and develop argumentation.
- Reading and dialogue based on textbook chapters, current political news, and supplemental articles to build vocabulary and connect concepts to real-world events.
- Case studies and real-world scenarios to apply government and political concepts.
- Presentations, discussions and debates on government policy, global events, or political controversies.
- Formative assessments such as quizzes, exit tickets, and AP Classroom resources to monitor understanding and provide feedback.
- Vocabulary notebooks or concept maps to reinforce key terms and relationships.

Differentiation/Intervention/Enrichment Options:

- Note that Advanced Placement courses provide a level of rigor like that of a college-level course. Instructional pacing and assessment practices may not provide the flexibility for remediation and reassessment that exists in non-AP courses. Enrichment opportunities may also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.
- Small-group instruction is available during Lunch & Learn and other independent learning times.
- Review videos and alternative texts on AP Classroom, Princeton review resources, reading guides for foundational documents and required Supreme Court cases, as well as supplemental resources at teacher discretion are available.
- Short- and long-term projects on topics relevant to the topics uncovered in this unit are possible.

For Language Development:

- MLL Learners: Translation software, Lexile scaling, emphasis on vocabulary acquisition, write to learn.
- English Language Learners will benefit from instruction on academic vocabulary (listed below) that often characterize discussion related to politics and American government.
 - Principle
 - Foundation
 - Origin
 - Purpose
 - Theory
 - Concept
 - Influence
 - Establish
 - Justification
 - Framework
 - Agreement
 - Conflict
 - Compromise

Unit 2 – “Interactions Among the Branches of Government”

Central Bucks School District – Course of Study – AP U.S. Government & Politics

In this unit, students continue to explore policymaking, focusing on its complexity and the idea that it is a process involving multiple governmental institutions and actors. Students will look at issues or policies from several different perspectives and then apply their knowledge to better understand the complexity of the policymaking process.

The Constitution grants specific powers to Congress, the presidency, and the courts, each of which exercises informal powers (developed through political practice, tradition, and legislation). Because power is widely distributed, and checks prevent one branch from overreaching or usurping powers from the others, institutional actors are in the position where they must both compete and cooperate in order to govern.

Desired Results

Essential Questions:

- Which branch of government is the most powerful? Why?
- Are there really checks and balances when one political party controls all three branches of government? Why or why not?
- In what ways has the evolution of government powers affected Americans and their daily lives?

Enduring Understandings:

- The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch. (Constitutionalism)
- The presidency has been enhanced beyond its expressed constitutional powers. (Constitutionalism)
- The design of the judicial branch protects the Supreme Court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice. (Constitutionalism)
- The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability. (Competing Policy-Making Interests)

Students will understand . . . (Knowledge)

Topics:

- 2.1 Congress: The Senate and the House of Representatives
- 2.2 Structures, Powers and Functions of Congress
- 2.3 Congressional Behavior
- 2.4 Roles and Powers of the President
- 2.5 Checks on the Presidency
- 2.6 Expansion of Presidential Power
- 2.7 Presidential Communication
- 2.8 The Judicial Branch
- 2.9 The Role of the Judicial Branch
- 2.10 The Court in Action
- 2.11 Checks of the Judicial Branch
- 2.12 The Bureaucracy

- 2.13 Discretionary and Rulemaking Authority
- 2.14 Holding the Bureaucracy Accountable
- 2.15 Policy and the Branches of Government

Vocabulary:

- Senate
- House of Representatives
- Speaker of the House
- Political Action Committee
- House Majority Leader
- Senate Majority Leader
- Whip
- Minority leader
- Committee chairs
- Standing committee
- Joint committee
- Conference committee
- Confirmation
- Impeachment
- Budgeting and appropriation
- Pork barrel spending
- Logrolling
- Oversight
- Filibuster
- Cloture
- Veto
- Pocket veto
- Entitlement programs
- Mandatory spending
- Discretionary spending
- Budget surplus
- Budget deficit
- National debt
- Baker v. Carr (1962)
- Redistricting
- Gerrymandering
- Malapportionment
- Shaw v. Reno (1993)
- Incumbency / incumbency advantage
- Majority-minority districts
- Constituency
- Apportionment
- Census
- Federalist No. 70
- Executive branch
- Presidential pardon
- Executive privilege
- Executive agreements
- Executive orders
- Treaties
- State of the Union
- War Powers Resolution (1973)
- Impeachment
- Vice-Presidency
- First Spouse
- Executive Office of the President (EOP)
- White House Press Secretary
- “Bully Pulpit”
- Federal judiciary
- Supreme Court
- Federalist No. 78
- Original jurisdiction
- Appellate jurisdiction
- Judiciary Act of 1801
- Marbury v. Madison (1803)
- Judicial review
- Stare decisis / precedent
- Majority opinion
- Concurring opinion
- Dissenting opinion
- Brutus No. 11
- Judicial restraint
- Judicial activism
- Appointment process
- Federal bureaucracy
- Presidential cabinet
- Political patronage
- Federal civil service
- Iron triangle
- Issue network
- Regulation
- Compliance monitoring
- Federal Employees Political Activities Act of 1993
- Government Accountability Office (GAO)

Students will be able to . . . (Skills)

- Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
- Describe the different structures, powers, and functions of each house of Congress.
- Explain how the structure, powers, and functions of both houses of Congress affect the policymaking process.
- Explain how congressional behavior is influenced by election processes, partisanship, and divided government.
- Explain how the president can implement 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 the principle of judicial review and how it checks the power of other branches.
- Explain the role of legal precedent in judicial decision making.
- Explain how life tenure can lead to debate about the Supreme Court's power.
- Explain how the exercise of judicial review can lead to debate about the Supreme Court's power.
- Explain how other branches in the 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 rulemaking and implementation.
- Explain how Congress uses its oversight power in its relationship with the executive branch.
- 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 extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.
- Explain how the distribution of powers among the three branches of government impacts policymaking.

Standards

Priority:

- | | |
|----------|--|
| 5.1.12.A | Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good. |
| 5.1.12.B | Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. |
| 5.1.12.C | Evaluate the application of the principles and ideals in contemporary civic life. <ul style="list-style-type: none">• Liberty / Freedom• Democracy• Justice• Equality |
| 5.1.12.D | Evaluate state and federal powers based on significant documents and other critical sources. <ul style="list-style-type: none">• Declaration of Independence• United States Constitution• Bill of Rights• Pennsylvania Constitution |

- 5.1.12.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens.
- 5.3.12.A Analyze the changes in power and authority among the three branches of government over time.
- 5.3.12.B Compare and contrast policy-making in various contemporary world governments.
- 5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.
- 5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
- 5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.
- 5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
- 5.3.12.G Evaluate the impact of interest groups in developing public policy.
- 5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.
- 5.3.12.I Evaluate tax policies of various states and countries.
- 5.3.12.J Evaluate critical issues in various contemporary governments.

Supporting:

- 5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism.
- 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 5.4.12.C Evaluate the effectiveness of international organizations, both governmental and non-governmental.
- 5.4.12.D Evaluate the role of mass media in world politics.
- 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
- 6.1.9-12.A Evaluate the strengths and weaknesses of traditional, command, and market economies.
- 6.1.9-12.B Analyze the impact of traditional, command, and market economies on the United States economy.
- 6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.
- 6.1.9-12.E Evaluate the allocation of resources used to produce goods and services.
- 6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.
- 6.1.9-12.H Evaluate in terms of marginal analysis how incentives influence decisions of consumers, producers, and policymakers.
- 6.1.9-12.J Analyze the relationships between trade, competition, and productivity.
- 6.1.9-12.K Evaluate how a country might benefit by lowering or removing trade barriers.
- 6.1.9-12.L Analyze how consumers and producers participate in the global production and consumption of goods or services.
- 6.1.9-12.M Explain that individuals and nations have a comparative advantage in the production of goods or services if they can produce a product at a lower opportunity cost than other individuals or nations.
- 6.3.9-12.A Evaluate the relationship between economic growth and changes in macroeconomic indicators such as the Consumer Price Index (CPI), gross domestic product (GDP), and unemployment rate.
- 6.3.9-12.B Compare current and historical examples of expansion, recession, and depression.
- 6.3.9-12.C Identify fiscal and monetary policies that address inflation, unemployment, or economic growth.

6.3.9-12.D	Explain how deficit spending by the federal government increases the national debt and the impact it has on the economy.
6.3.9-12.E	Evaluate the impact of different tax structures (progressive, proportional, and regressive) and different tax bases (income, wealth, property, etc.) on households and firms.
6.3.9-12.F	Analyze the social, political, and economic consequences of changes in tax policy.
6.3.9-12.G	Evaluate the economic roles of governments in a globalized economy (e.g., trade policy, income inequality, distribution of wealth).
6.3.9-12.H	Evaluate policies governments can use to address unintended consequences (i.e., externalities) of market activities.
6.3.9-12.I	Evaluate government decisions in prioritizing public goods and services.
8.3.12.A	Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
8.3.12.B	Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
8.3.12.C	Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
8.3.12.D	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
CC.8.5.11-12.A	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.
CC.8.5.11-12.B	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.
CC.8.5.11-12.C	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CC.8.5.11-12.D	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).
CC.8.5.11-12.H	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CC.8.5.11-12.J	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
CC.8.6.11-12.A	Write arguments focused on discipline-specific content.
CC.8.6.11-12.B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CC.8.6.11-12.C	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.H	Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.11-12.I	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Acceptable Evidence:

Performance Tasks –

- Concept Application FRQ (powers of and checks on the branches of government)
- AP Classroom progress checks
- Evaluation of historical and modern examples of legislative, executive, and judicial action
- Multiple Choice Unit Assessment aligned to College Board

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment will take consist of short-form writing tasks, objective quizzes, text and supplemental reading checks, and answers elicited during discussion in class. Many tasks for assessing students' understanding are available through AP Classroom.

Summative Assessment will often model the types of tasks required by the College Board, namely Multiple-Choice Questions (MCQ) and both short-form (concept application, quantitative analysis, and Supreme Court comparison) and longer free response questions (argument essay); Teachers may also draw on other material to formulate exam tasks and projects demonstrating mastery over the content and skills pertinent to the concepts, terminology, and skills taught in this unit.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Complete Venn diagrams comparing the structure, functions, and powers of the House of Representatives and the Senate. Make sure students use the graphic organizer thoughtfully and are not simply “filling in the blanks.”
- As preparation for a free-response question (FRQ) in which students explain political principles, institutions, processes, policies, and behaviors in different contexts (such as in FRQ 1), have them quickwrite ways the president’s agenda can affect congressional behavior.
- In early stages of practicing argumentation, ask small groups of students to write claims and supporting evidence statements based on a question that resembles the argument essay prompt (such as one about whether the President or Congress has more power over the bureaucracy). Have groups trade claims and evidence, revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.
- Quantitative analysis and/or arguments on the impact of gerrymandering.
- Create case notes on *Marbury v. Madison* (1803).

Instructional Strategies:

- Lectures, mini-lessons, and direct instruction to introduce and clarify government and political concepts, historical examples, case studies, primary and secondary sources and Supreme Court cases.
- AP-style skill development activities (e.g., multiple choice question strategies, concept application, source analysis and quantitative analysis, Supreme Court cases comparison, argument development and FRQ writing workshops).
- Close reading (and guided discussion) of foundational – and supplemental documents – in addition to justice opinions on foundational Supreme Court cases.
- Analysis of quantitative data represented in tables, charts, graphs, maps, and infographics.
- Collaborative activities such as group problem-solving, peer teaching, and simulations.
- Matching claims and evidence to analyze and develop argumentation.
- Reading and dialogue based on textbook chapters, current political news, and supplemental articles to build vocabulary and connect concepts to real-world events.
- Case studies and real-world scenarios to apply government and political concepts.

- Presentations, discussions and debates on government policy, global events, or political controversies.
- Formative assessments such as quizzes, exit tickets, and AP Classroom resources to monitor understanding and provide feedback.
- Vocabulary notebooks or concept maps to reinforce key terms and relationships.

Differentiation/Intervention/Enrichment Options:

- Note that Advanced Placement courses provide a level of rigor like that of a college-level course. Instructional pacing and assessment practices may not provide the flexibility for remediation and reassessment that exists in non-AP courses. Enrichment opportunities may also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.
- Small-group instruction is available during Lunch & Learn and other independent learning times.
- Review videos and alternative texts on AP Classroom, Princeton review resources, reading guides for foundational documents and required Supreme Court cases, as well as supplemental resources at teacher discretion are available.
- Short- and long-term projects on topics relevant to the topics uncovered in this unit are possible.

For Language Development:

- MLL Learners: Translation software, Lexile scaling, emphasis on vocabulary acquisition, write to learn.
- English Language Learners will benefit from instruction on academic vocabulary (listed below) that often characterize discussion related to politics and American government.
 - Structure
 - Function
 - Process
 - Role
 - Authority
 - Limit
 - Balance
 - Interaction
 - Decision-Making
 - Responsibility
 - Procedure
 - Approval
 - Outcome

Unit 3 – “Civil Liberties and Civil Rights”

Central Bucks School District – Course of Study – AP U.S. Government & Politics

Students will connect the founding principles of our government to the debates over the appropriate balance of liberty and order, noting how citizens and other groups have pursued policy solutions to protect the civil liberties and civil rights of all Americans, laying the foundation for later discussions about other ways citizens can participate in the government.

The U.S. Constitution, primarily through the Bill of Rights and the Fourteenth Amendment, protects the civil liberties and civil rights of citizens, though the extent of those protections and the need to protect the safety and general welfare of individuals has long been debated. Through social movements, legal challenges, and acts of Congress, citizens have attempted to restrict the government from unduly infringing on individual rights and from denying equal protection under the law.

Desired Results

Essential Questions:

- In what ways does the Constitution attempt to limit abuse of government powers?
- How can individuals and groups help protect civil liberties and civil rights?
- Why have Supreme Court decisions about civil liberties and civil rights changed over time?

Enduring Understandings:

- The Supreme Court’s interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen state interactions. At times, it has restricted minority rights and, at others, protected them. (Constitutionalism)
- Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals. (Liberty and Order)
- Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment’s due process clause to prevent state infringement of basic liberties. (Liberty and Order)
- The Fourteenth Amendment’s equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality. (Civic Participation in a Representative Democracy)
- Public policy promoting civil rights is influenced by citizen–state interactions and constitutional interpretation over time. (Competing Policy-Making Interests)

Students will understand . . . (Knowledge)

Topics:

- 3.1 The Bill of Rights
- 3.2 First Amendment: Freedom of Religion
- 3.3 First Amendment: Freedom of Speech
- 3.4 First Amendment: Freedom of the Press
- 3.5 Second Amendment: Right to Bear Arms
- 3.6 Amendments: Balancing Individual Freedom with Public Order and Safety
- 3.7 Selective Incorporation
- 3.8 Amendments: Due Process and the Rights of the Accused
- 3.9 Amendments: Due Process and the Right of Privacy
- 3.10 Social Movements and Equal Protection

- 3.11 Government Responses to Social Movements
- 3.12 Balancing Minority and Majority Rights
- 3.13 Affirmative Action

Vocabulary:

- Civil liberties
- Civil rights
- Selective incorporation
- Bill of Rights
- Engel v. Vitale (1962)
- Establishment clause
- Free exercise clause
- Lemon v. Kurtzman ("lemon test")
- Wisconsin v. Yoder (1972)
- Schenck v. United States (1919)
- "Clear and present danger"
- Oliver Wendell Holmes
- Espionage Act of 1917
- Symbolic speech
- Tinker v. Des Moines (1969)
- Prior restraint
- NY Times Company v. United States (1971)
- McDonald v. Chicago (2010)
- Hate speech
- Obscenity
- Defamation (libel/slander)
- 14th Amendment
- Due process clause
- Gideon v. Wainwright (1963)
- Ex post facto laws
- Bills of attainder
- Warrant
- Probable cause
- Exclusionary rule
- Grand jury
- Double jeopardy
- Miranda rights
- Capital punishment
- Substantive due process
- Brown v. Board of Education (1954)
- "Letter from a Birmingham Jail"
- Emancipation Proclamation

Students will be able to . . . (Skills)

- Explain how the U.S. Constitution protects individual liberties and rights.
- Describe the rights protected in the Bill of Rights.
- Explain the extent to which the Supreme Court's interpretation of the First Amendment reflects a commitment to religious liberty.
- Explain the extent to which the Supreme Court's interpretation of the First Amendment reflects a commitment to free speech.
- Explain the extent to which the Supreme Court's interpretation of the First Amendment reflects a commitment to individual liberty.
- Explain the extent to which the Supreme Court's interpretation of the Second Amendment reflects 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 implications of the doctrine of selective incorporation.
- Explain the extent to which the government is limited by procedural due process from infringing upon individual rights.
- Explain the extent to which the government is limited by substantive due process from infringing upon individual rights.
- Explain how constitutional provisions have supported and motivated social movements.
- Explain how the government has responded to social movements.
- Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.
- Describe Supreme Court debates about affirmative action policies.

Standards

Priority:

- | | |
|----------|--|
| 5.1.12.A | Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good. |
| 5.1.12.B | Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. |
| 5.1.12.C | Evaluate the application of the principles and ideals in contemporary civic life. <ul style="list-style-type: none">• Liberty / Freedom• Democracy• Justice• Equality |
| 5.1.12.D | Evaluate state and federal powers based on significant documents and other critical sources. <ul style="list-style-type: none">• Declaration of Independence• United States Constitution• Bill of Rights• Pennsylvania Constitution |
| 5.1.12.E | Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. |
| 5.1.12.F | Evaluate the role of nationalism in uniting and dividing citizens. |
| 5.2.12.A | Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments. |
| 5.2.12.B | Examine the causes of conflicts in society and evaluate techniques to address those conflicts. |

5.2.12.C	Evaluate political leadership and public service in a republican form of government.
5.2.12.D	Evaluate and demonstrate what makes competent and responsible citizens.
5.3.12.A	Analyze the changes in power and authority among the three branches of government over time.
5.3.12.B	Compare and contrast policy-making in various contemporary world governments.
5.3.12.C	Evaluate how government agencies create, amend, and enforce regulations.
5.3.12.D	Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
5.3.12.E	Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.
5.3.12.F	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
5.3.12.G	Evaluate the impact of interest groups in developing public policy.
5.3.12.H	Evaluate the role of mass media in setting public agenda and influencing political life.
5.3.12.I	Evaluate tax policies of various states and countries.
5.3.12.J	Evaluate critical issues in various contemporary governments.

Supporting:

8.1.12.A	Evaluate patterns of continuity and rates of change over time, applying context of events.
8.1.12.B	Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.1.12.C	Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
8.3.12.A	Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
8.3.12.B	Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
8.3.12.C	Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
8.3.12.D	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
CC.8.5.11-12.A	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.
CC.8.5.11-12.B	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.
CC.8.5.11-12.C	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5.11-12.D	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).
CC.8.5.11-12.H	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CC.8.5.11-12.J	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
CC.8.6.11-12.A	Write arguments focused on discipline-specific content.
CC.8.6.11-12.B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CC.8.6.11-12.C	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.H	Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.11-12.I	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Acceptable Evidence

Performance Tasks –

- SCOTUS Comparison FRQ (there are a multitude of Supreme Court cases to utilize here)
- Concept Application FRQ (topics related to civil liberties and civil rights)
- AP Classroom progress checks
- Multiple Choice Unit Assessment aligned to College Board

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment will take consist of short-form writing tasks, objective quizzes, text and supplemental reading checks, and answers elicited during discussion in class. Many tasks for assessing students' understanding are available through AP Classroom.

Summative Assessment will often model the types of tasks required by the College Board, namely Multiple-Choice Questions (MCQ) and both short-form (concept application, quantitative analysis, and Supreme Court comparison) and longer free response questions (argument essay); Teachers may also draw on other material to formulate exam tasks and projects demonstrating mastery over the content and skills pertinent to the concepts, terminology, and skills taught in this unit.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Venn diagram / graphic organizer comparison of foundation Supreme Court cases.
- Discussion of arguments presented in “Letter from a Birmingham Jail.”
- Students to write claims and supporting evidence statements based on an argument essay question (such as Which had more of an impact on the expansion of civil rights: an activist Supreme Court, a motivated legislature, or movements by citizens?). Have groups trade claims and evidence, revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.
- Analysis of historical and modern examples of debates over civil liberties and civil rights

Instructional Strategies:

- Lectures, mini-lessons, and direct instruction to introduce and clarify government and political concepts, historical examples, case studies, primary and secondary sources and Supreme Court cases.
- AP-style skill development activities (e.g., multiple choice question strategies, concept application, source analysis and quantitative analysis, Supreme Court cases comparison, argument development and FRQ writing workshops).
- Close reading (and guided discussion) of foundational – and supplemental documents – in addition to justice opinions on foundational Supreme Court cases.
- Analysis of quantitative data represented in tables, charts, graphs, maps, and infographics.
- Collaborative activities such as group problem-solving, peer teaching, and simulations.
- Matching claims and evidence to analyze and develop argumentation.
- Reading and dialogue based on textbook chapters, current political news, and supplemental articles to build vocabulary and connect concepts to real-world events.
- Case studies and real-world scenarios to apply government and political concepts.
- Presentations, discussions and debates on government policy, global events, or political controversies.
- Formative assessments such as quizzes, exit tickets, and AP Classroom resources to monitor understanding and provide feedback.
- Vocabulary notebooks or concept maps to reinforce key terms and relationships.

Differentiation/Intervention/Enrichment Options:

- Note that Advanced Placement courses provide a level of rigor like that of a college-level course. Instructional pacing and assessment practices may not provide the flexibility for remediation and reassessment that exists in non-AP courses. Enrichment opportunities may also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.
- Small-group instruction is available during Lunch & Learn and other independent learning times.
- Review videos and alternative texts on AP Classroom, Princeton review resources, reading guides for foundational documents and required Supreme Court cases, as well as supplemental resources at teacher discretion are available.
- Short- and long-term projects on topics relevant to the topics uncovered in this unit are possible.

For Language Development:

- MLL Learners: Translation software, Lexile scaling, emphasis on vocabulary acquisition, write to learn.
- English Language Learners will benefit from instruction on academic vocabulary (listed below) that often characterize discussion related to politics and American government.
 - Interpret
 - Apply
 - Compare
 - Contrast
 - Distinguish
 - Analyze
 - Evaluate
 - Justify
 - Demonstrate
 - Establish
 - Restrict
 - Protect
 - Balance
 - Challenge
 - Advocate
 - Discriminate
 - Violate
 - Precedent
 - Implication
 - Consequence
 - Equality
 - Liberty
 - Protection
 - Limitation
 - Interpretation
 - Perspective
 - Majority
 - Minority
 - Individual
 - Collective

Unit 4 – “American Political Ideologies and Beliefs”

Central Bucks School District – Course of Study – AP U.S. Government & Politics

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

Desired Results

Essential Questions:

- How do our core beliefs about the role of government affect our behavior?
- How does our view of freedom’s meaning shape our opinions?
- Why are some opinion polls better than others?
- How can policymakers use information from political science to make decisions?

Enduring Understandings:

- Widely held political ideologies shape policy debates and choices in American policies. (Competing Policy-Making Interests)
- Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change. (Methods of Political Analysis)
- Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions. (Methods of Political Analysis)

Students will understand . . . (Knowledge)

Topics:

- 4.1 American Attitudes About Government and Politics
- 4.2 Political Socialization
- 4.3 Changes in Ideology
- 4.4 Influence of Political Events on Ideology
- 4.5 Measuring Public Opinion
- 4.6 Evaluating Public Opinion Data
- 4.7 Ideologies of Political Parties
- 4.8 Ideology and Policymaking
- 4.9 Ideology and Economic Policy
- 4.10 Ideology and Social Policy

Vocabulary:

- American political culture
- Individualism
- Equality of opportunity
- Free enterprise
- Alexis de Tocqueville
- “Democracy in America”
- Federalist No. 51
- Federalist No. 78
- Globalization
- Political socialization
- Political ideology
- Generational effect
- Life cycle effect
- Aggregating
- Civic literacy
- Scientific poll
- Core Principles from Adam Smith’s “Wealth of Nations”
- Sample
- Random selection
- Representative sample
- Weighting
- Sampling error
- Mass survey
- Benchmark poll
- Tracking poll
- Conservatism
- Liberalism
- Libertarian
- Command economy
- Mixed economy
- Gross domestic product
- Unemployment rate
- Inflation
- Consumer price index
- Business cycle
- Keynesian economics (demand-side)
- Supply-side economics
- Fiscal policy
- Monetary policy
- Federal Reserve System
- Medicare
- Medicaid
- Social Security

Students will be able to . . . (Skills)

- Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.
- Explain how cultural factors influence political socialization.
- Explain how social factors impact political ideology.
- Explain how major political events influence political ideology.
- Describe the elements of a scientific poll.
- Explain the quality and credibility of claims based on public opinion data.
- Explain how ideologies of the two major parties shape policy debates.
- Explain how U.S. political culture (e.g., democratic ideals, principles, and core values) influences the formation, goals, and implementation of public policy over time.
- Explain how different political ideologies affect the role of government in regulating the marketplace.
- Explain how fiscal and monetary policy actions influence economic conditions.
- Explain how political ideologies vary on the role of the government in addressing social issues.
- Explain how different ideologies affect policy on social issues.

Standards:

Priority:

- | | |
|----------|--|
| 5.2.12.A | Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments. |
| 5.2.12.B | Examine the causes of conflicts in society and evaluate techniques to address those conflicts. |
| 5.2.12.C | Evaluate political leadership and public service in a republican form of government. |
| 5.2.12.D | Evaluate and demonstrate what makes competent and responsible citizens. |
| 5.3.12.A | Analyze the changes in power and authority among the three branches of government over time. |
| 5.3.12.B | Compare and contrast policy-making in various contemporary world governments. |
| 5.3.12.C | Evaluate how government agencies create, amend, and enforce regulations. |
| 5.3.12.D | Evaluate the roles of political parties, interest groups, and mass media in politics and public policy. |
| 5.3.12.E | Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college. |
| 5.3.12.F | Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments. |
| 5.3.12.G | Evaluate the impact of interest groups in developing public policy. |
| 5.3.12.H | Evaluate the role of mass media in setting public agenda and influencing political life. |
| 5.3.12.I | Evaluate tax policies of various states and countries. |
| 5.3.12.J | Evaluate critical issues in various contemporary governments. |

Supporting:

- | | |
|------------|--|
| 6.2.9-12.A | Analyze the circular flow of products, resources, and money in a mixed economy. |
| 6.2.9-12.B | Define noncompetitive markets and explain how consumers and producers operate in those markets. |
| 6.2.9-12.C | Evaluate the economic roles of governments in promoting free markets (e.g., price controls, antitrust actions). |
| 6.2.9-12.D | Predict how changes in supply and demand affect equilibrium price and quantity sold. |
| 6.2.9-12.E | Explain how the location of resources, transportation, and technology have affected international economic patterns. |

6.2.9-12.F	Analyze the factors influencing wages, including demand for goods and services produced, productivity of labor, labor unions, and education and skills.
6.2.9-12.G	Evaluate how changes in education, incentives, technology, and capital investment alter productivity.
6.2.9-12.H	Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.
6.2.9-12.I	Analyze the role of profits and losses in the allocation of resources in a market economy.
6.2.9-12.J	Evaluate the impact of entrepreneurs on the economy.
6.3.9-12.A	Evaluate the relationship between economic growth and changes in macroeconomic indicators such as the Consumer Price Index (CPI), gross domestic product (GDP), and unemployment rate.
6.3.9-12.B	Compare current and historical examples of expansion, recession, and depression.
6.3.9-12.C	Identify fiscal and monetary policies that address inflation, unemployment, or economic growth.
6.3.9-12.D	Explain how deficit spending by the federal government increases the national debt and the impact it has on the economy.
6.3.9-12.E	Evaluate the impact of different tax structures (progressive, proportional, and regressive) and different tax bases (income, wealth, property, etc.) on households and firms.
6.3.9-12.F	Analyze the social, political, and economic consequences of changes in tax policy.
6.3.9-12.G	Evaluate the economic roles of governments in a globalized economy (e.g., trade policy, income inequality, distribution of wealth).
6.3.9-12.H	Evaluate policies governments can use to address unintended consequences (i.e., externalities) of market activities.
6.3.9-12.I	Evaluate government decisions in prioritizing public goods and services.
CC.8.5.11-12.A	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.
CC.8.5.11-12.B	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.
CC.8.5.11-12.C	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CC.8.5.11-12.D	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).
CC.8.5.11-12.H	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CC.8.5.11-12.J	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
CC.8.6.11-12.A	Write arguments focused on discipline-specific content.
CC.8.6.11-12.B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CC.8.6.11-12.C	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.H	Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.11-12.I	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Acceptable Evidence

Performance Tasks –

- Quantitative Analysis FRQ on polling data, public opinion, and political socialization
- Concept Application FRQ on economic and social policies, both historical and modern
- AP Classroom progress checks
- Multiple Choice Unit Assessment aligned to College Board

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment will take consist of short-form writing tasks, objective quizzes, text and supplemental reading checks, and answers elicited during discussion in class. Many tasks for assessing students' understanding are available through AP Classroom.

Summative Assessment will often model the types of tasks required by the College Board, namely Multiple-Choice Questions (MCQ) and both short-form (concept application, quantitative analysis, and Supreme Court comparison) and longer free response questions (argument essay); Teachers may also draw on other material to formulate exam tasks and projects demonstrating mastery over the content and skills pertinent to the concepts, terminology, and skills taught in this unit.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Give groups of students data from a few current public opinion polls and ask the groups to create a visual representation of the data. Let students decide the best type of visual (graph, table, etc.) to use and make sure they correctly label the visual. To ensure understanding, have groups trade with each other and review the graphs.
- Guided discussion about how political actors use polling data. You can use brainstorming and quickwrite as strategies during a guided discussion in which you help students understand fiscal policy polling data and how the data may affect political behavior.
- Analysis / discussion of historical and modern economic and social policies. Including a comparison of the influence and views of political parties.

Instructional Strategies:

- Lectures, mini-lessons, and direct instruction to introduce and clarify government and political concepts, historical examples, case studies, primary and secondary sources and Supreme Court cases.
- AP-style skill development activities (e.g., multiple choice question strategies, concept application, source analysis and quantitative analysis, Supreme Court cases comparison, argument development and FRQ writing workshops).
- Close reading (and guided discussion) of foundational – and supplemental documents – in addition to justice opinions on foundational Supreme Court cases.
- Analysis of quantitative data represented in tables, charts, graphs, maps, and infographics.
- Collaborative activities such as group problem-solving, peer teaching, and simulations.
- Matching claims and evidence to analyze and develop argumentation.
- Reading and dialogue based on textbook chapters, current political news, and supplemental articles to build vocabulary and connect concepts to real-world events.
- Case studies and real-world scenarios to apply government and political concepts.
- Presentations, discussions and debates on government policy, global events, or political controversies.
- Formative assessments such as quizzes, exit tickets, and AP Classroom resources to monitor understanding and provide feedback.
- Vocabulary notebooks or concept maps to reinforce key terms and relationships.

Differentiation/Intervention/Enrichment Options:

- Note that Advanced Placement courses provide a level of rigor like that of a college-level course. Instructional pacing and assessment practices may not provide the flexibility for remediation and reassessment that exists in non-AP courses. Enrichment opportunities may also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.
- Small-group instruction is available during Lunch & Learn and other independent learning times.
- Review videos and alternative texts on AP Classroom, Princeton review resources, reading guides for foundational documents and required Supreme Court cases, as well as supplemental resources at teacher discretion are available.
- Small – and long-range projects on topics relevant to the topics uncovered in this unit are possible.

For Language Development:

- MLL Learners: Translation software, Lexile scaling, emphasis on vocabulary acquisition, write to learn.
- English Language Learners will benefit from instruction on academic vocabulary (listed below) that often characterize discussion related to politics and American government.
 - Belief
 - Value
 - Opinion
 - Attitude
 - Perspective
 - Influence
 - Factor
 - Demographic
 - Trend
 - Variation
 - Priority
 - Interpret

Unit 5 – “Political Participation”

Central Bucks School District – Course of Study – AP U.S. Government & Politics

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

Desired Results

Essential Questions:

- Why do some people choose to participate in government while others do not?
- How does your social network affect your political beliefs?
- Why might you join a political party? Why might you choose not to?
- How does who you are affect whether you participate or not?

Enduring Understandings:

- The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum. (Civic Participation in a Representative Democracy)
- The various forms of media provide citizens with political information and influence the ways in which they participate politically. (Civic Participation in a Representative Democracy)
- Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers. (Competing Policy Making Interests)
- Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation. (Methods of Political Analysis)

Students will understand . . . (Knowledge)

Topics:

- 5.1 Voting Rights and Models of Voting Behavior
- 5.2 Voter Turnout
- 5.3 Political Parties
- 5.4 How and Why Political Parties Change and Adapt
- 5.5 Third-Party Politics
- 5.6 Interest Groups Influencing Policymaking
- 5.7 Groups Influencing Policy Outcomes
- 5.8 Electing a President
- 5.9 Congressional Elections
- 5.10 Modern Campaigns
- 5.11 Campaign Finance
- 5.12 The Media
- 5.13 Changing Media

Vocabulary:

Students will know vocabulary relevant to an understanding of Political Participation.

- Franchise /suffrage
- Elections clause
- 15th Amendment
- 17th Amendment
- 19th Amendment
- 24th Amendment
- Poll taxes
- Civil Rights Act of 1964
- Voting Rights Act of 1965
- Indian Citizen Act of 1924
- Rational choice voting
- Retrospective voting
- Prospective voting
- Straight-ticket voting
- National Voter Registration Act of 1993 (Motor Voter Act)
- Absentee voting
- Mail-in voting
- Voter turnout
- Political efficacy
- Linkage institutions
- Party platform
- Political consultants
- Democratic party
- Republican party
- Coalition
- Divided government
- Two-party system
- Proportional representation systems
- Single-member plurality system
- Third party
- Interest groups
- Pluralist theory
- Elite theory
- Policy agenda
- Free riders
- Selective benefits
- Lobbying
- “revolving door”
- Amicus curiae brief
- Iron triangle
- Issue network
- “grassroots”
- Civil disobedience
- Nomination
- Campaign
- Delegates / super delegates
- Primary election
- Open / closed primary
- Federal Election Commission
- Political Action Committee (PACs)
- Social media
- Partisan bias
- “digital divide”
- Mass media
- Print media

Students will be able to . . . (Skills)

- Describe the voting rights protections in the Constitution and in legislation.
- Describe different models of voting behavior.
- Explain the roles that individual choice and state laws play in voter turnout in elections.
- Describe linkage institutions.
- Explain the function and impact of political parties on the electorate and government.
- Explain why and how political parties change and adapt.
- Explain how structural barriers affect third-party and independent candidate success.
- Explain the benefits and potential problems of interest group influence on elections and policymaking.
- Explain how variation in types of interest groups and the resources interest groups possess affects their ability to influence elections and policymaking.
- Explain how various political actors influence public policy outcomes.
- Explain how the different processes work in a U.S. presidential election.
- Explain how the Electoral College affects U.S. presidential elections.
- Explain how the different processes work in U.S. congressional elections.
- Explain how campaign organizations and strategies affect the election process.
- Explain how the organization, finance, and strategies of national political campaigns affect the election process.
- Explain the media's role as a linkage institution.
- Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.

Standards

Priority:

- | | |
|----------|--|
| 5.1.12.A | Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good. |
| 5.1.12.B | Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government. |
| 5.1.12.C | Evaluate the application of the principles and ideals in contemporary civic life. <ul style="list-style-type: none">• Liberty / Freedom• Democracy• Justice• Equality |
| 5.1.12.D | Evaluate state and federal powers based on significant documents and other critical sources. <ul style="list-style-type: none">• Declaration of Independence• United States Constitution• Bill of Rights• Pennsylvania Constitution |
| 5.1.12.E | Analyze and assess the rights of people as written in the PA Constitution and the US Constitution. |
| 5.1.12.F | Evaluate the role of nationalism in uniting and dividing citizens. |
| 5.2.12.A | Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments. |
| 5.2.12.B | Examine the causes of conflicts in society and evaluate techniques to address those conflicts. |
| 5.2.12.C | Evaluate political leadership and public service in a republican form of government. |
| 5.2.12.D | Evaluate and demonstrate what makes competent and responsible citizens. |

- 5.3.12.A Analyze the changes in power and authority among the three branches of government over time.
- 5.3.12.B Compare and contrast policy-making in various contemporary world governments.
- 5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.
- 5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
- 5.3.12.E Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.
- 5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
- 5.3.12.G Evaluate the impact of interest groups in developing public policy.
- 5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.
- 5.3.12.I Evaluate tax policies of various states and countries.
- 5.3.12.J Evaluate critical issues in various contemporary governments.

Supporting:

- 7.3.12.A Analyze the human characteristics of places and regions using the following criteria:
- Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
- 8.3.12.B Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
- 8.3.12.C Evaluate how continuity and change in U.S. history are interrelated with the world.
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.
- Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability
- CC.8.5.11-12.A 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.
- CC.8.5.11-12.B 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.
- CC.8.5.11-12.C Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D 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).

CC.8.5.11-12.H	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CC.8.5.11-12.J	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
CC.8.6.11-12.A	Write arguments focused on discipline-specific content.
CC.8.6.11-12.B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CC.8.6.11-12.C	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.H	Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.11-12.I	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Acceptable Evidence

Performance Tasks –

- Argument based essay tasking students with taking a position on an issue, incorporating foundational documents.
- Analysis of models of voting behavior and voter turnout
- Evaluation of historical and modern examples on the role of media, elections, political parties

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment will take consist of short-form writing tasks, objective quizzes, text and supplemental reading checks, and answers elicited during discussion in class. Many tasks for assessing students' understanding are available through AP Classroom.

Summative Assessment will often model the types of tasks required by the College Board, namely Multiple-Choice Questions (MCQ) and both short-form (concept application, quantitative analysis, and Supreme Court comparison) and longer free response questions (argument essay); Teachers may also draw on other material to formulate exam tasks and projects demonstrating mastery over the content and skills pertinent to the concepts, terminology, and skills taught in this unit.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Look for a pattern using a complex graph with at least two data sets—for example, showing voting patterns by age and gender—have students compare the data to find a trend and draw a conclusion. They should also explain their reasoning.
- Facilitate a debate about the various groups that influence policy in our government today. Ask students to take a position on which group they believe has the most influence and to provide relevant supporting evidence to back up their claims.
- Complete a self/peer revision after asking students to write an argument based on the following prompt: Which of the following factions have the most impact on national elections today: political parties, special interest groups, or the media?
- Create a timeline of third parties in U.S. history.

Instructional Strategies:

- Lectures, mini-lessons, and direct instruction to introduce and clarify government and political concepts, historical examples, case studies, primary and secondary sources and Supreme Court cases.

- AP-style skill development activities (e.g., multiple choice question strategies, concept application, source analysis and quantitative analysis, Supreme Court cases comparison, argument development and FRQ writing workshops).
- Close reading (and guided discussion) of foundational – and supplemental documents – in addition to justice opinions on foundational Supreme Court cases.
- Analysis of quantitative data represented in tables, charts, graphs, maps, and infographics.
- Collaborative activities such as group problem-solving, peer teaching, and simulations.
- Matching claims and evidence to analyze and develop argumentation.
- Reading and dialogue based on textbook chapters, current political news, and supplemental articles to build vocabulary and connect concepts to real-world events.
- Case studies and real-world scenarios to apply government and political concepts.
- Presentations, discussions and debates on government policy, global events, or political controversies.
- Formative assessments such as quizzes, exit tickets, and AP Classroom resources to monitor understanding and provide feedback.
- Vocabulary notebooks or concept maps to reinforce key terms and relationships.

Differentiation/Intervention/Enrichment Options:

- Note that Advanced Placement courses provide a level of rigor like that of a college-level course. Instructional pacing and assessment practices may not provide the flexibility for remediation and reassessment that exists in non-AP courses. Enrichment opportunities may also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.
- Small-group instruction is available during Lunch & Learn and other independent learning times.
- Review videos and alternative texts on AP Classroom, Princeton review resources, reading guides for foundational documents and required Supreme Court cases, as well as supplemental resources at teacher discretion are available.
- Small – and long-range projects on topics relevant to the topics uncovered in this unit are possible.

For Language Development:

- MLL Learners: Translation software, Lexile scaling, emphasis on vocabulary acquisition, write to learn.
- English Language Learners will benefit from instruction on academic vocabulary (listed below) that often characterize discussion related to politics and American government.
 - Participation
 - Engagement
 - Process
 - Choice
 - Access
 - Opportunity
 - Impact
 - Outcome
 - Strategy
 - Support
 - Opposition
 - Mobilize
 - Influence

Applied Civics Project / Research and Inquiry Unit

Central Bucks School District – Course of Study – AP U.S. Government & Politics

In this culminating unit, students apply the knowledge and skills developed throughout the course to investigate a contemporary civic or political issue. Students will develop questions, conduct sustained research, evaluate credible sources and multiple perspectives, and use evidence to reach informed conclusions. Through a political science research or applied civics project, students will connect course concepts to a real-world context and communicate their findings to an appropriate audience. The unit emphasizes inquiry, evidence-based reasoning, informed civic participation, and reflection on how individuals can influence their communities and government.

Desired Results

Essential Questions:

- How can citizens use research and evidence to better understand a public issue?
- How do differing perspectives shape how people define and respond to civic problems?
- What makes a proposed response to a public issue informed, feasible, and effective?
- How can individuals and groups participate meaningfully in government and civic life?
- How should research findings be communicated to inform or influence an appropriate audience?

Enduring Understandings:

- Effective civic inquiry begins with meaningful questions about authentic public issues.
- Credible sources, relevant evidence, and multiple perspectives are essential to understanding complex civic problems.
- Government institutions, political processes, and civic organizations provide different pathways for addressing public issues.
- Informed civic participation requires citizens to evaluate alternatives, consider potential consequences, and justify their decisions with evidence.
- Individuals and groups can influence public policy and their communities through informed, responsible, and sustained civic action.
- Clear communication allows citizens to share conclusions, propose solutions, and engage others in civic life.

Students will understand . . . (Knowledge)

- The five course big ideas—Constitutionalism; Liberty and Order; Civic Participation in a Representative Democracy; Competing Policymaking Interests; and Methods of Political Analysis—provide a framework for analyzing contemporary civic and political issues.
- Constitutional principles and democratic ideals shape how institutions, policymakers, groups, and citizens define and respond to public issues.
- Civic issues often involve competing interests, values, rights, responsibilities, and interpretations of government's proper role.
- Foundational documents—including the Declaration of Independence, U.S. Constitution and Bill of Rights, Federalist Papers, Brutus No. 1, and "Letter from a Birmingham Jail"—provide evidence and perspectives that can inform the analysis of contemporary issues.
- Supreme Court decisions and other authoritative sources demonstrate how constitutional principles are interpreted and applied in changing political contexts.
- Citizens can use research, evidence, political analysis, and civic participation to influence institutions, public policy, and their communities.

Students will be able to . . . (Skills)

- Identify a contemporary civic or political issue suitable for sustained inquiry.
- Develop focused, researchable questions that guide an investigation.
- Locate relevant information from credible primary and secondary sources.
- Evaluate sources for credibility, perspective, purpose, evidence, and limitations.
- Gather and organize information from multiple sources while documenting citations.
- Analyze quantitative and qualitative evidence related to a civic issue.
- Compare differing perspectives and explanations surrounding a public issue.
- Apply political concepts, institutions, processes, policies, and behaviors to a real-world context.
- Develop a defensible claim or proposed response supported by relevant evidence.
- Consider alternative perspectives, potential consequences, and limitations of proposed responses.
- Produce a clear, coherent research-based product appropriate to the task, purpose, and audience.
- Communicate findings and conclusions through written, oral, visual, or digital formats.
- Respond to questions and feedback by explaining and defending evidence-based conclusions.
- Collaborate effectively during research, planning, revision, and presentation.
- Reflect on the inquiry process, the completed project, and opportunities for informed civic participation.

Standards

- CC.8.5.11-12.A 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.
- CC.8.5.11-12.B 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.
- CC.8.5.11-12.C Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.D 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).
- CC.8.5.11-12.E 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.
- CC.8.5.11-12.F Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G 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.
- CC.8.5.11-12.H Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12.I Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
- CC.8.6.11-12.A Write arguments focused on discipline-specific content.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.
- CC.8.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- CC.8.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.8.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.8.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CC.8.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.11-12.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Acceptable Evidence

Performance Task –

Students will complete the political science research or applied civics project described on pages 48–50 and present their findings in a teacher-approved format. Students will investigate a civic, political, governmental, or public policy issue from multiple perspectives; gather, evaluate, and use credible evidence; and apply relevant AP U.S. Government and Politics concepts, foundational documents, Supreme Court cases, and course big ideas. Projects will be assessed using the common rubric, with emphasis on the quality of civic inquiry, evidence, AP content application, political analysis and reasoning, and clear communication of findings.

Teachers will use a common rubric to evaluate the students' work products.

Criteria	Excellent	Proficient	Developing	Beginning
1. Civic Engagement, Evidence & Findings (40 pts)	36–40: Demonstrates meaningful, sustained engagement with a real civic, political, or governmental issue. Collects, documents, and analyzes relevant evidence, data, or observations. Findings are specific and credible and effectively support conclusions. Student demonstrates an understanding of their potential role as a citizen.	31–35: Demonstrates meaningful participation or observation connected to a civic or governmental issue. Provides relevant evidence or observations and draws reasonable conclusions from them.	24–30: Participation is limited, superficial, or only loosely connected to civic engagement. Evidence or findings are limited, inconsistently explained, or only partially support conclusions.	0–23: Provides minimal evidence of meaningful civic participation, observation, or engagement. Provides little relevant evidence or relies primarily on unsupported assertions.
2. Application of AP Gov Concepts (25 pts)	23–25: Makes multiple specific and accurate connections to AP Gov concepts, institutions, processes, foundational documents, political behaviors, or course themes. Connections demonstrate understanding rather than simply naming vocabulary.	19–22: Makes accurate connections to relevant AP Gov concepts and demonstrates general understanding of their significance.	14–18: Includes some course concepts, but connections are vague, superficial, or occasionally inaccurate.	0–13: Makes few or inaccurate connections to AP Gov content.
3. Analysis & Reflection (20 pts)	18–20: Provides thoughtful analysis of how government/politics affects people and how citizens can affect government/politics. Addresses complexity, competing perspectives, limitations, or unexpected findings.	15–17: Clearly explains how the experience demonstrates the relationship between citizens and government/politics.	11–14: Provides basic reflection but gives limited analysis of the citizen-government relationship.	0–10: Primarily describes what happened without meaningful analysis or reflection.
4. Presentation & Communication (15 pts)	14–15: Presentation is organized, engaging, polished, and easy to follow. Visuals/evidence enhance the presentation. Student communicates findings confidently and effectively.	11–13: Presentation is organized and understandable, with appropriate supporting materials.	8–10: Presentation is understandable but may be disorganized, overly dependent on notes, or lacking effective supporting materials.	0–7: Presentation is difficult to follow, incomplete, or lacks adequate supporting materials.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment will take consist of short-form writing tasks, objective quizzes, text and supplemental reading checks, and answers elicited during discussion in class. Many tasks for assessing students' understanding are available through AP Classroom.

Summative Assessment will often model the types of tasks required by the College Board, namely Multiple-Choice Questions (MCQ) and both short-form (concept application, quantitative analysis, and Supreme Court comparison) and longer free response questions (argument essay); Teachers may also draw on other material to formulate exam tasks and projects demonstrating mastery over the content and skills pertinent to the concepts, terminology, and skills taught in this unit.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Examine model political science research and applied civics projects to identify characteristics of effective inquiry, evidence, analysis, and communication.
- Brainstorm contemporary civic, political, governmental, or public policy issues and evaluate their suitability for sustained inquiry.
- Develop and refine a focused research question, project proposal, and plan for completing the investigation.
- Conduct background research to establish the historical, constitutional, political, and policy context of the selected issue.
- Create an annotated bibliography or source log that evaluates sources for credibility, relevance, perspective, and usefulness.
- Analyze the issue from multiple stakeholder perspectives and identify areas of agreement, disagreement, and competing interests.
- Connect the project topic to the course big ideas and relevant content from each of the five units of study.
- Apply relevant foundational documents, Supreme Court decisions, political institutions, processes, behaviors, and data to the selected issue.
- Conduct interviews, surveys, observations, or other teacher-approved field research when appropriate to the project.
- Analyze qualitative and quantitative evidence and use it to develop defensible findings, conclusions, or recommendations.
- Participate in research conferences, peer-review sessions, and project checkpoints to receive feedback and revise work.
- Develop a teacher-approved final product, such as a paper, policy brief, presentation, podcast, video, website, portfolio, exhibit, or documentary.
- Present findings to an appropriate audience and respond to questions using evidence and AP U.S. Government knowledge.
- Reflect on the inquiry process, the effectiveness of the final product, and opportunities for informed civic participation.

Instructional Strategies:

- Lectures, mini-lessons, and direct instruction to introduce and clarify government and political concepts, historical examples, case studies, primary and secondary sources and Supreme Court cases.
- AP-style skill development activities (e.g., multiple choice question strategies, concept application, source analysis and quantitative analysis, Supreme Court cases comparison, argument development and FRQ writing workshops).
- Close reading (and guided discussion) of foundational – and supplemental documents – in addition to justice opinions on foundational Supreme Court cases.
- Analysis of quantitative data represented in tables, charts, graphs, maps, and infographics.
- Collaborative activities such as group problem-solving, peer teaching, and simulations.
- Matching claims and evidence to analyze and develop argumentation.
- Reading and dialogue based on textbook chapters, current political news, and supplemental articles to build vocabulary and connect concepts to real-world events.
- Case studies and real-world scenarios to apply government and political concepts.
- Presentations, discussions and debates on government policy, global events, or political controversies.
- Formative assessments such as quizzes, exit tickets, and AP Classroom resources to monitor understanding and provide feedback.
- Vocabulary notebooks or concept maps to reinforce key terms and relationships.

Differentiation/Intervention/Enrichment Options:

- Note that Advanced Placement courses provide a level of rigor like that of a college-level course. Instructional pacing and assessment practices may not provide the flexibility for remediation and reassessment that exists in non-AP courses. Enrichment opportunities may also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.
- Small-group instruction is available during Lunch & Learn and other independent learning times.
- Review videos and alternative texts on AP Classroom, Princeton review resources, reading guides for foundational documents and required Supreme Court cases, as well as supplemental resources at teacher discretion are available.
- Small – and long-range projects on topics relevant to the topics uncovered in this unit are possible.

For Language Development:

- MLL Learners: Translation software, Lexile scaling, emphasis on vocabulary acquisition, write to learn.
- English Language Learners will benefit from instruction on academic vocabulary (listed below) that often characterize discussion related to politics and American government.
 - Inquiry
 - Investigate
 - Credibility
 - Relevance
 - Perspective
 - Evidence
 - Interpret
 - Analyze
 - Synthesize
 - Corroborate
 - Evaluate
 - Justify
 - Implication
 - Conclusion
 - Communicate