

Central Bucks School District Education Committee Meeting

Thursday, October 1, 2026 6:00 PM

Board Room: Educational Services Center, 16 Welden Drive, Doylestown, PA 18901

1. **CALL TO ORDER**

2. **PUBLIC COMMENT**

3. **REVIEW OF PREVIOUS MEETING REPORT**

4. **INFORMATION ITEMS**

4.A. Grades K-5 and Grade 6 RELA Curriculum Resources Update and Next Steps

Speaker (s) : Ashley Christie and Michele Myers

4.B. LIEP Update

Speaker (s) : Stacy Gray

4.C. 2027-2028 District Calendar

Speaker (s) : Dr. Wexler and Dr. Zaleski

5. **RECOMMENDATIONS FOR APPROVAL AT NEXT SCHOOL BOARD MEETING**

5.A. Course of Study Approval: AP US Government and Politics

Speaker (s) : Chris Johnson

6. **ADJOURNMENT**

6.A. Next scheduled Education Committee Meeting: November 5, 2026

CBSD EDUCATION COMMITTEE MEETING

PUBLIC SPEAKER SIGN-UP SHEET—PLEASE PRINT



Recognition of Persons Wishing to Address the Board

This portion of the agenda is for citizens to address any questions or comments to the Board. The Board will listen, take comments and questions under advisement, and not respond at this time. The presiding officer will refer questions to the Superintendent for research and response.

October 1, 2026

Please Print

	Name	Municipality	Agenda Item
1.	Zara Mahmud	Doylestown	Calender.
2.	Nasda Qureshi	Doylestown	Thankyou calender
3.	Yasmin Bahim	Warwick	Thank you, Calender.
4.	Sarah Umer	Chalfont	
5.	Ayesha Umer	Chalfont	Thankyou Calender!
6.	[REDACTED]		
7.			
8.			
9.			
10.			
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12.			
13.			
14.			
15.			
16.			
17.			

Speakers will be taken in order of sign-in.
CENTRAL BUCKS SCHOOL DISTRICT IS RECORDING THIS MEETING

EDUCATION COMMITTEE MEETING REPORT

Thursday, September 3, 2026 6:00 PM

Board Room: Educational Services Center

16 Welden Drive, Doylestown, PA 18901

IN ATTENDANCE:

AMANDA O'CONNOR, CHAIRPERSON

DANA FOLEY, COMMITTEE MEMBER*

HEATHER REYNOLDS, COMMITTEE MEMBER

KAREN SMITH, BOARD MEMBER

DR. JOANNA WEXLER, SUPERINTENDENT

DR. CHARLES MALONE, ASSISTANT SUPERINTENDENT

DR. HELEN ZALESKI, ASSISTANT SUPERINTENDENT

RICHARD KRATZ, DIRECTOR OF TEACHING & LEARNING

WAYNE GEHRIS, CHIEF FINANCIAL OFFICER

STEPHANIE RADCLIFFE, SCHOOL BOARD SECRETARY

*Note: Mrs. Foley was present virtually via Microsoft TEAMS from the start of the meeting until she arrived in-person at 6:20 p.m.

1. CALL TO ORDER

Chairperson O'Connor called the meeting to order at 6:03 p.m.

2. PUBLIC COMMENT

There was no public comment at the September 3, 2026 committee meeting.

3. REVIEW OF PREVIOUS MEETING REPORT

The Report from the previous meeting reviewed.

4. INFORMATION ITEMS

4.A. 2025 Pennsylvania Youth Survey (PAYS) Review

This item was Tabled to be discussed at a future meeting because the person who planned to present was unable to attend.

4.B. QUEST Program and K – 5 Course of Study Revisions

Teacher and QUEST Department Coordinator Amy Logue presented to the Committee regarding revisions to QUEST curriculum. QUEST teachers worked together to make adjustments to the curriculum related to grade realignment. Fabrication lessons were written and added to the existing curriculum. Kindergarten curriculum was tested and revised based on teacher feedback and Digital Literacy lessons were created for each grade level. Next steps include implementing the revised curriculum and collecting information to determine the efficacy of the new units of study. Mrs. O'Connor spoke about adapting the "Day of AI" lessons to be customized for CB.

4.C. Family Consumer Science 7, Family Consumer Science 8, and Food For Life Courses of Study Revisions

Teacher and Family & Consumer Science Department

Coordinator Betsey Coyne presented to the Committee regarding revisions to the FCS curriculum for grades 7 and 8 and the Food for Life course. Curriculum for FCS 7 and FCS 8 courses were revised to align with new Pennsylvania FCS standards, and the Food for Life course that was previously offered as a 9th-grade cooking course has been redesigned for grade realignment; the course has been redesigned for the block schedule format and has been expanded to be accessible to students in grades 9-12.

5. RECOMMENDATIONS FOR APPROVAL AT NEXT SCHOOL BOARD MEETING

5.A. Personal Finance 1 Revision and Compass 6, Compass 7, Compass 8, and Integrated Technology 6 Courses of Study Teacher and Business, Integrated Technology, & Compass Department Coordinator Hannah Woodring and Secondary Staff Developer Matt Palmer presented to the Committee regarding revisions to Personal Finance 1 and courses of study approval for Compass 6, 7, & 8 and Integrated Technology 6. New content for Personal Finance 1 includes consumer protection, behavioral biases, risk and insurance, and Wills and Power of Attorneys. Compass 6/7/8 Units include academic, personal, and social skills, career readiness and preparation, and digital citizenship. Integrated Technology 6 standards include ISTE Standards for Students, Career & Technical Education (CTE) Career Awareness, 21st Century Skills Framework, and Supporting standards PA Core ELA and PA Core Math.

The Integrated Technology 6 and Compass 6, 7, and 8 courses of study approval requests will move forward to the full Board for a vote.

5.B. Grade 3 Art Revision, Grade 4 Art Revision, Sculpture Revision, and Ceramics 4 Course of Study Teacher and Art Department Coordinator Deborah Thomas presented to the Committee regarding revisions to Grades 3 & 4 Art and Sculpture (formerly titled 9th-Grade 3D Art) and approval for course of study Ceramics 4. All Art courses will be converted from the four strands of DBAE to Common Units of Study with embedded Standards. Courses will include pacing guides that reflect the Creative Process Continuum, updated technology, terminology, suggested artists, vocabulary, and learning principles. The Grades 3 & 4 Art courses will provide consistent, developmentally appropriate art curriculum and embed the artistic processes of creating, presenting, responding, and connecting and will support student access, engagement, and growth through meaningful artmaking. The Sculpture course builds upon the former 9th-Grade 3D Art course by expanding creative problem solving, material exploration, craftsmanship, and visual communication. This course provides students with a foundational three-dimensional art experience and introduces functional, sculptural, abstract, and installation-based approaches while aligning with CBSD curriculum goals as well as Pennsylvania and National Visual Arts Standards. The Ceramics 4 course supports independent studio practice, advanced craftsmanship, portfolio development, and personal artistic voices while aligning with CBSD curriculum goals as well as Pennsylvania and National Visual Arts Standards.

The Ceramics 4 course of study approval request will move forward to the full Board for a vote.

5.C. Biology Revision and Environmental Science Course of Study Science Supervisor Mary Courtney presented to the Committee regarding revisions to Biology and approval for the Environmental Science course of study. The Biology course is offered at Practical, Academic, and Honors levels and builds a strong foundation in life science through the study

of cells, energy, genetics, evolution, and biodiversity and aligns with STEELS Life Science Standards. The Environmental Science course aligns with STEELS Earth Science, Life, and Science standards, ELS standards, and is offered at Academic and Honors levels. This course provides students with a deeper understanding of how Earth's systems, eco-systems, and human actions are interconnected and builds critical thinking, scientific literacy, and responsible decision-making skills.

The Environmental Science course of study approval request will move forward to the full Board for a vote.

6. ADJOURNMENT

The meeting was adjourned at 6:56 p.m.

6.A. Next scheduled Education Committee Meeting: October 1, 2026



K – 5 and Grade 6 RELA Resource Update

October 1, 2026



Goal of Presentation



Provide an update on the status of our K – 5 and Grade 6 RELA resource review and share next steps.



15 Minutes



Agenda



Background



Research and Review



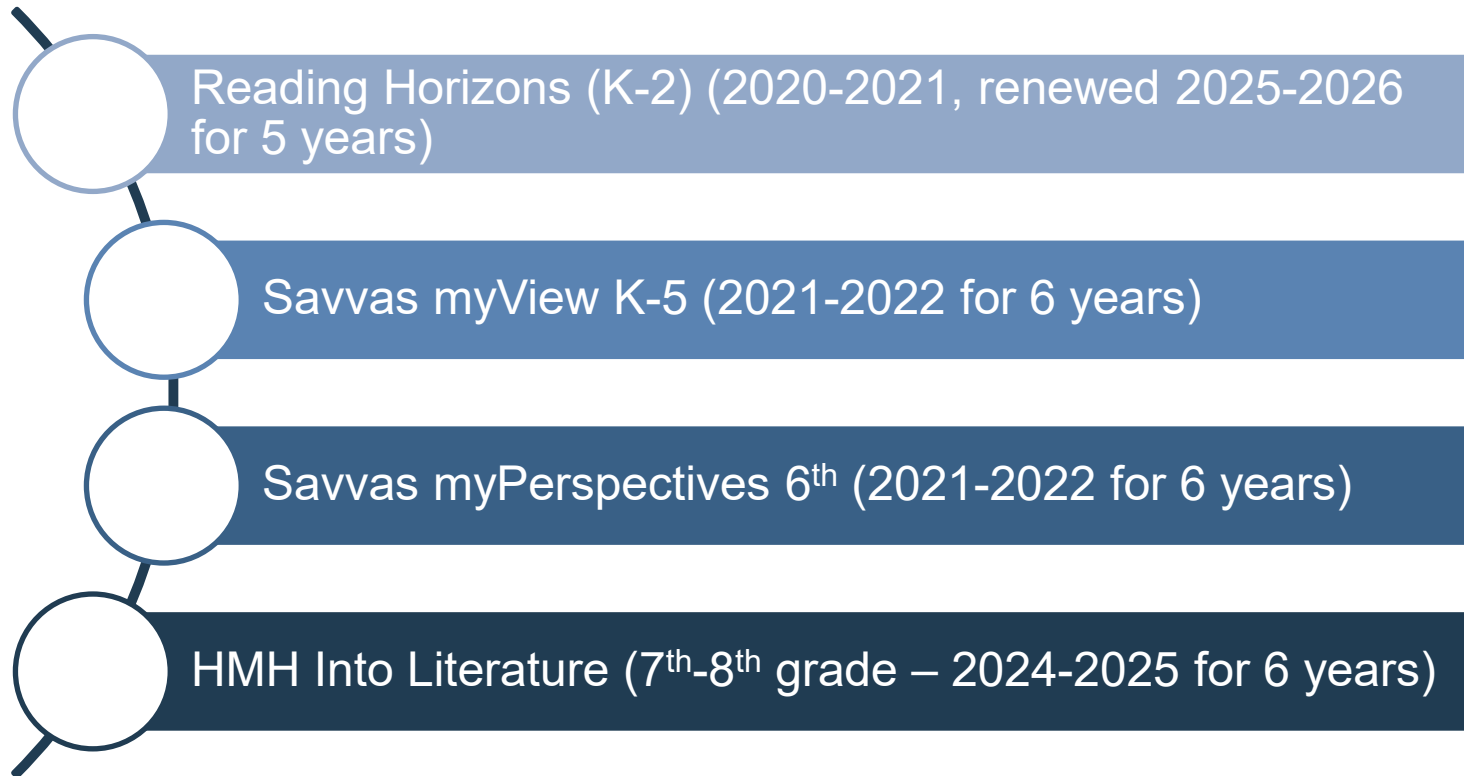
Data Review



Next Steps



Background





Structured Literacy Legislation

April 2022 – Chapter 49

PDE finalized update to Teacher certification regulations, **requiring structured literacy (SL) to be embedded in educator prep programs and incorporated into district induction and PD plans.**

October 2022 – Chapter 49 Update

PDE approved SL competencies aligned with the International Dyslexia Association's Knowledge and Practice Standards establishing a shared, research-based definition of effective literacy instruction.

October 2024 – Act 135

PDE created a formal structure intended to guide high-quality implementation. The law established a SL Council tasked with **developing statewide recommended lists of SL aligned reading curricula, PD programs, and universal screeners for identifying struggling readers.**

November 2025 – Act 47

Outlines **comprehensive literacy implementation requirements for schools and districts** and establishes a statewide grant program.

Note: Revisions to the RELA Standards may also occur in the next few years.



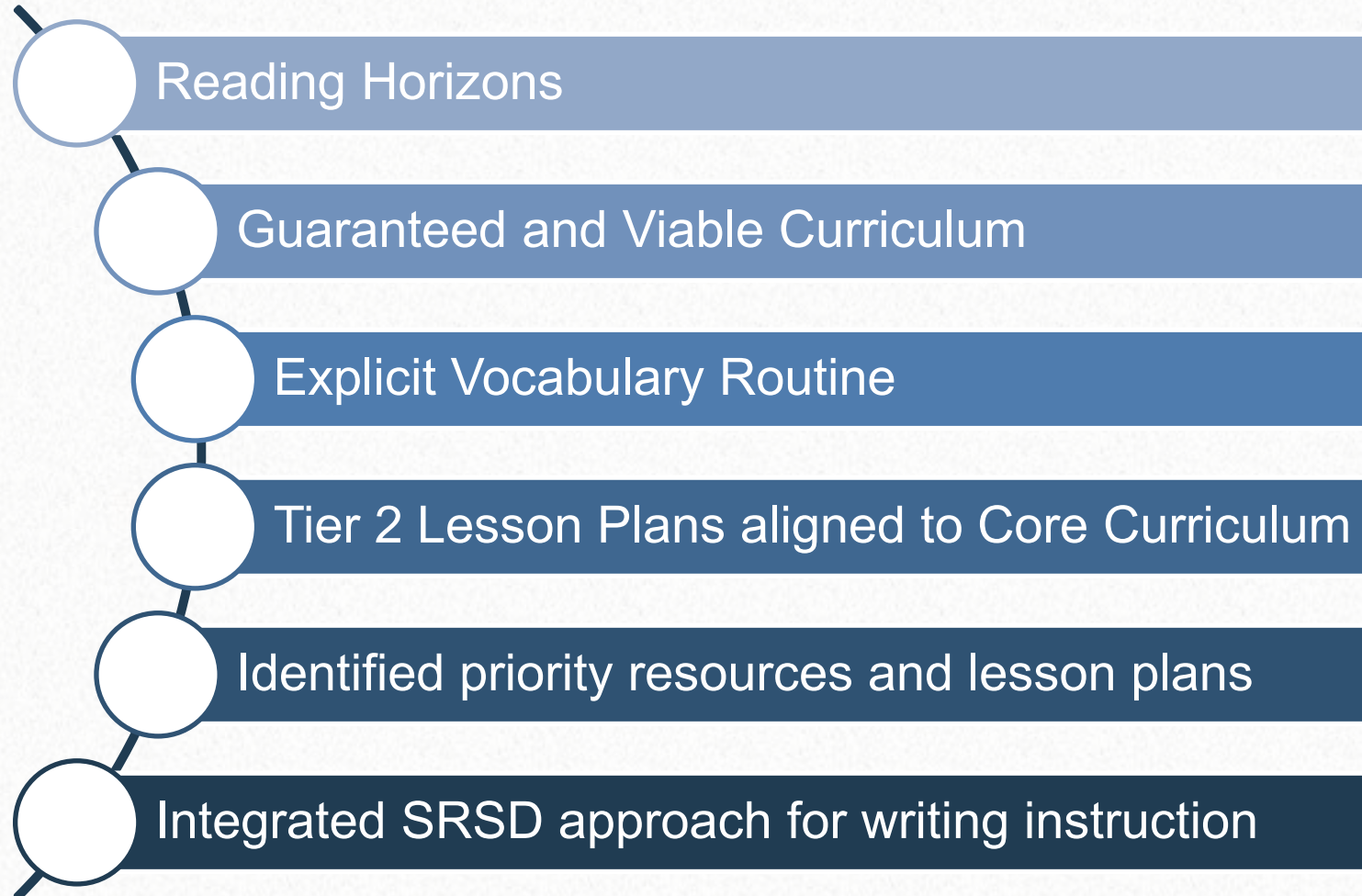
Background



K-5



Background – The past 5 years





Research and Review

McGraw Hill Wonders K-5 2023

Amplify Core Knowledge Language Arts
(CKLA) K-6 2026

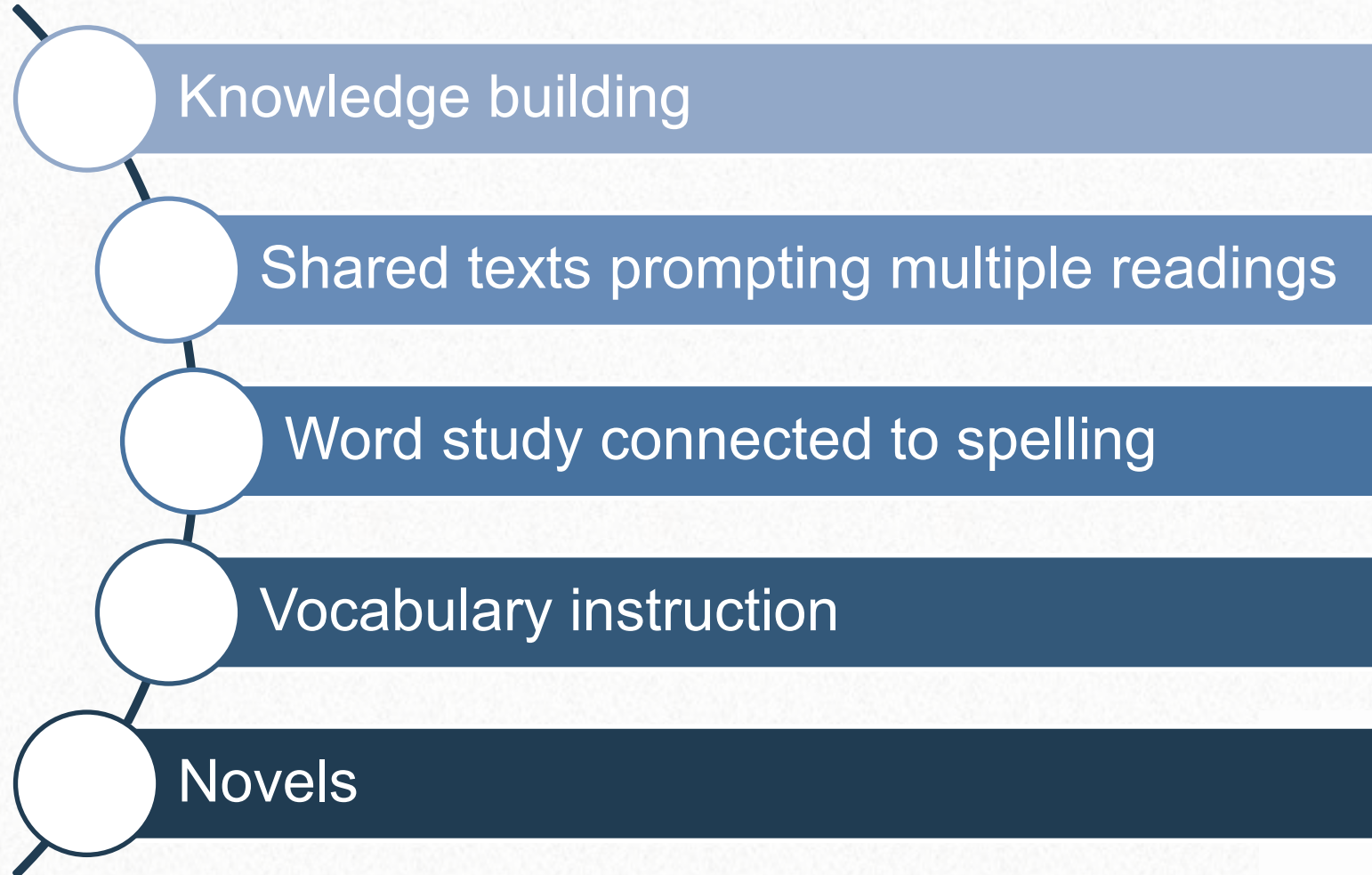
Benchmark Education Company Benchmark
Advance K-5 2026

HMH Into Reading 2025

Savvas myView K-5 2025



Research and Review





Data Review – DIBELS K-3

EOY District Wide DIBELS Grade Level Comparison % Benchmark or Above					
	21-22 EOY	22-23 EOY	23-24 EOY	24-25 EOY	25-26 EOY
Kdg	71%	78%	76%	82%	88%
1 st Grade	79%	83%	84%	86%	88%
2 nd Grade	79%	78%	81%	82%	83%
3 rd Grade	72%	77%	77%	77%	78%
Overall	75%	79%	80%	82%	84%

*Different cohorts of students represented horizontally. Same cohort of students represented diagonally.



Data Review –STAR Reading 2-6

EOY District Wide STAR Grade Level Comparison * Same cohort of students					
Current Grade Level	21-22 EOY	22-23 EOY	23-24 EOY	24-25 EOY	25-26 EOY
2 nd Grade				79.4%	81.4%
3 rd Grade			75.9%	81.5%	81.8%
4 th Grade		76.6%	79.4%	80.5%	80.2%
5 th Grade	69.9%	76.9%	76.7%	80.3%	81.7%
6 th Grade	79.8%	76.3%	79.1%	82.4%	83.7%
Overall (inclusive of all grades)	71.5%	72.2%	75.4%	80.8%	81.8%



Data Review– Quantitative - PSSA



In Pennsylvania, growth is measured in two ways:

GROWTH STANDARD METHODOLOGY is used for locally-selected assessments where there is a national norm against which to measure growth.

PREDICTIVE METHODOLOGY is used for state-provided assessments where the students' assessment history with the state-selected assessments is used to compare to their actual performance on state-selected assessments and yield measures of growth (PSSA, Keystone, CDT).

PVAAS Growth Color Indicators

PVAAS growth colors help us interpret a PVAAS growth, or value-added, measure – in other words, did the student group *maintain, gain, or fall behind* in terms of their achievement?

DARK BLUE	👤	👤	Gained**
LIGHT BLUE	👤	👤	Gained*
GREEN	👤	👤	Maintained
YELLOW	👤	👤	Fell Behind*
RED	👤	👤	Fell Behind**

*Moderate evidence
**Significant evidence

The colors help us know if our schools and our academic programs are making an impact on students that we teach, to ensure we meet the needs at all levels of achievement. The five PVAAS growth color indicators are the same at the LEA/district, school, and teacher levels.



Data Review– Quantitative - PSSA

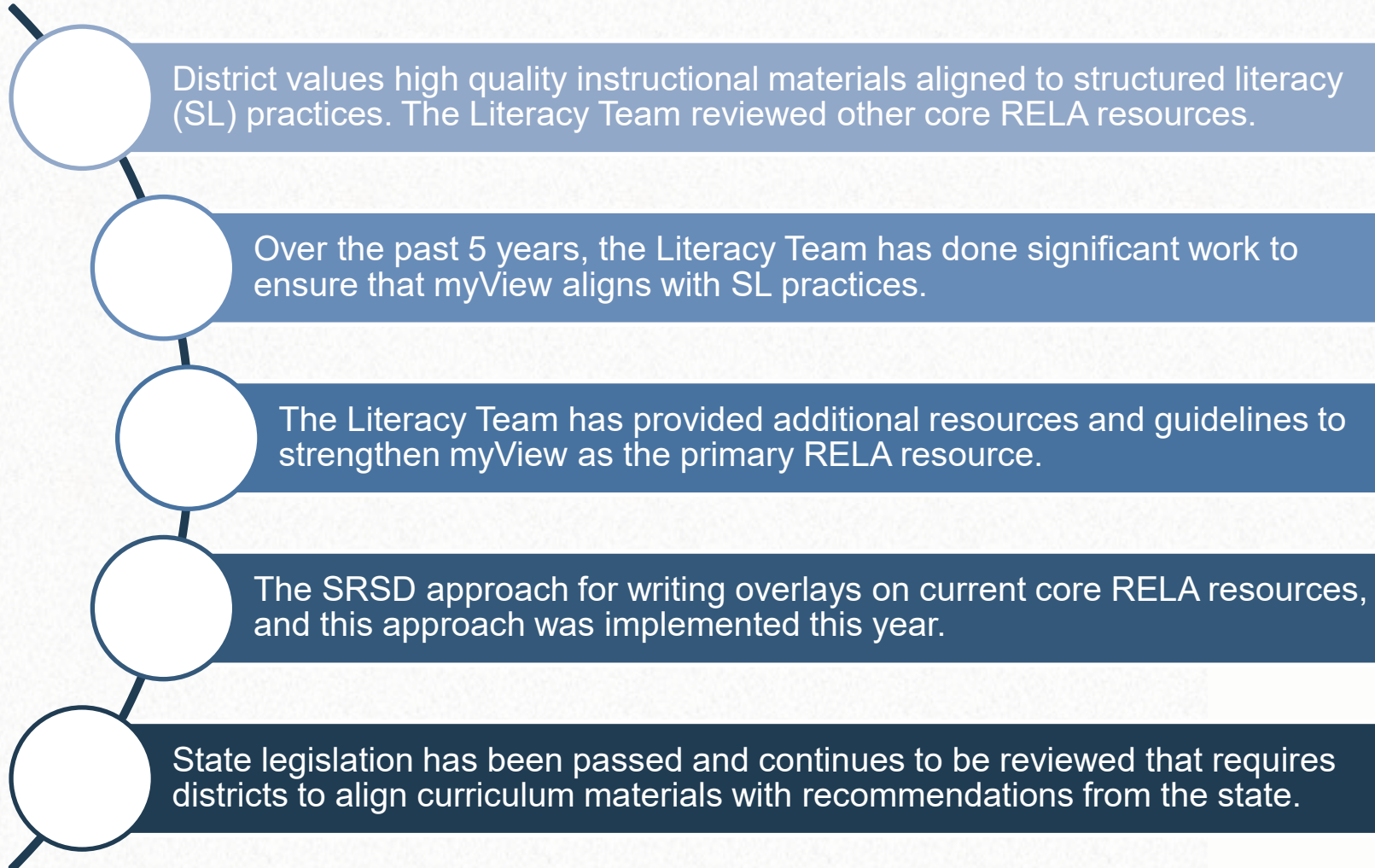
Grade 3			
Year	CB	PA	Difference
2021	74%	58%	+16%
2022	70%	52%	+18%
2023	73%	54%	+19%
2024	77%	56%	+21%
2025	73%	49%	+24%

Grade 4			
Year	CB	PA	Difference
2021	69%	57%	+12%
2022	68%	52%	+16%
2023	71%	52%	+19%
2024	78%	51%	+27%
2025	75%	48%	+27%

Grade 5			
Year	CB	PA	Difference
2021	69%	55%	+14%
2022	72%	54%	+18%
2023	70%	54%	+16%
2024	74%	52%	+22%
2025	72%	45%	+27%

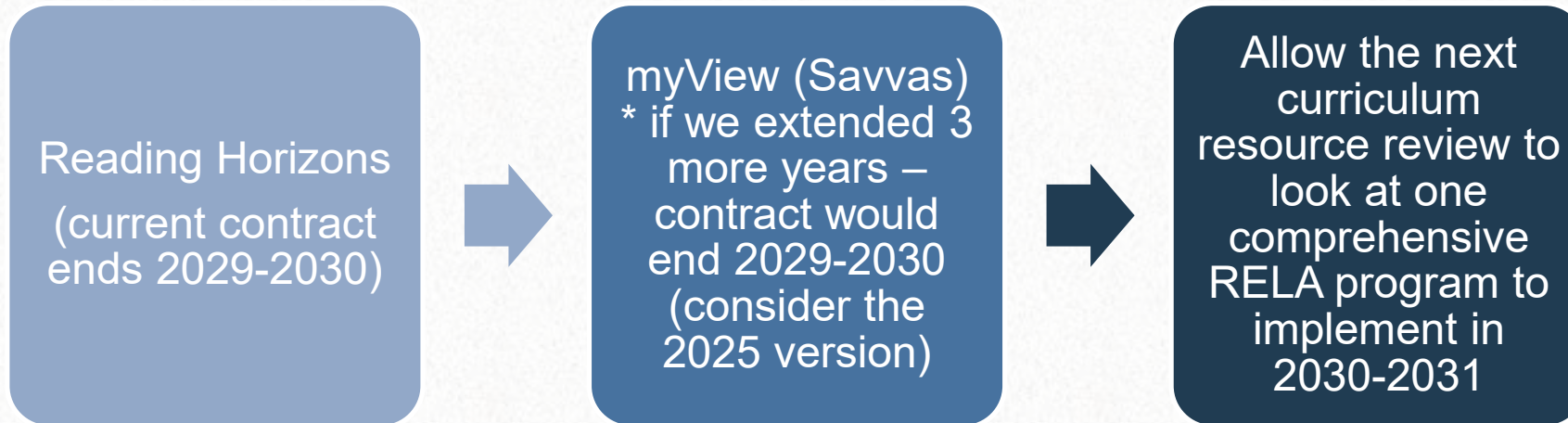
Grade 6			
Year	CB	PA	Difference
2021	78%	57%	+21%
2022	77%	56%	+21%
2023	78%	56%	+22%
2024	78%	53%	+25%
2025	77%	51%	+26%

Research and Data Review Summary





Overview of K - 5 RELA Resource Adoption

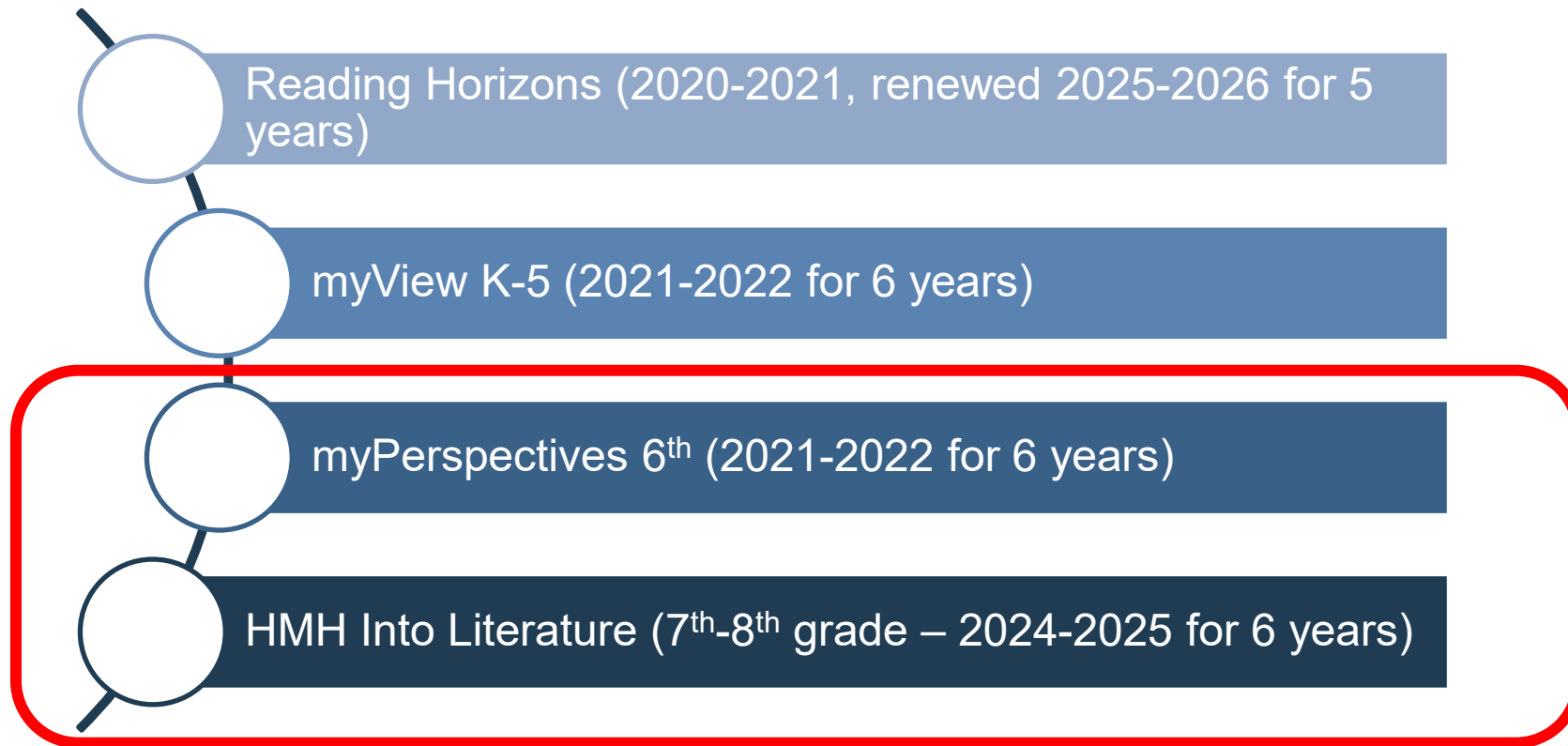




Questions



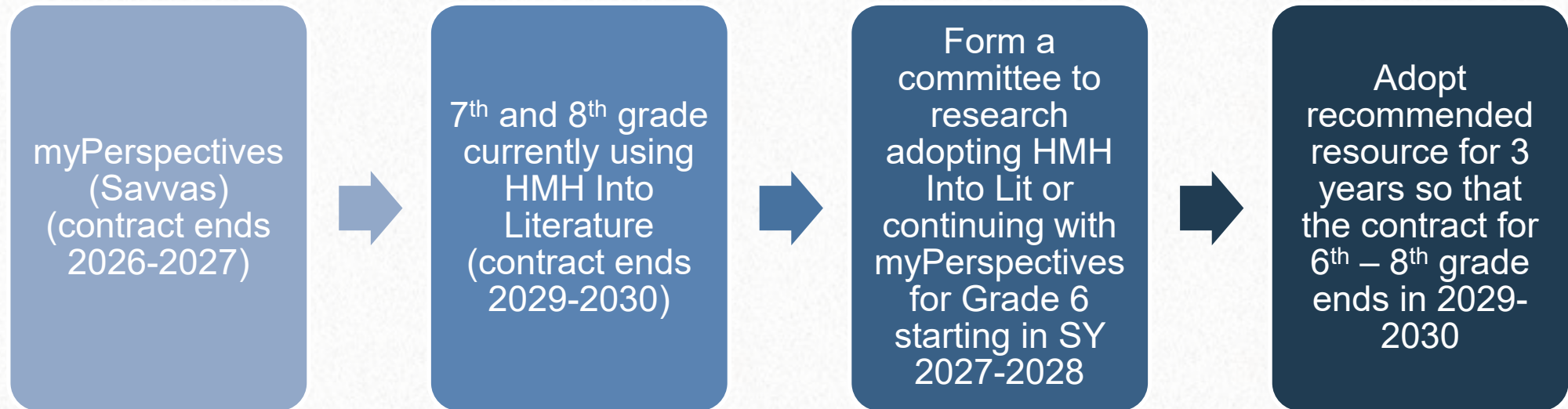
Background



6th



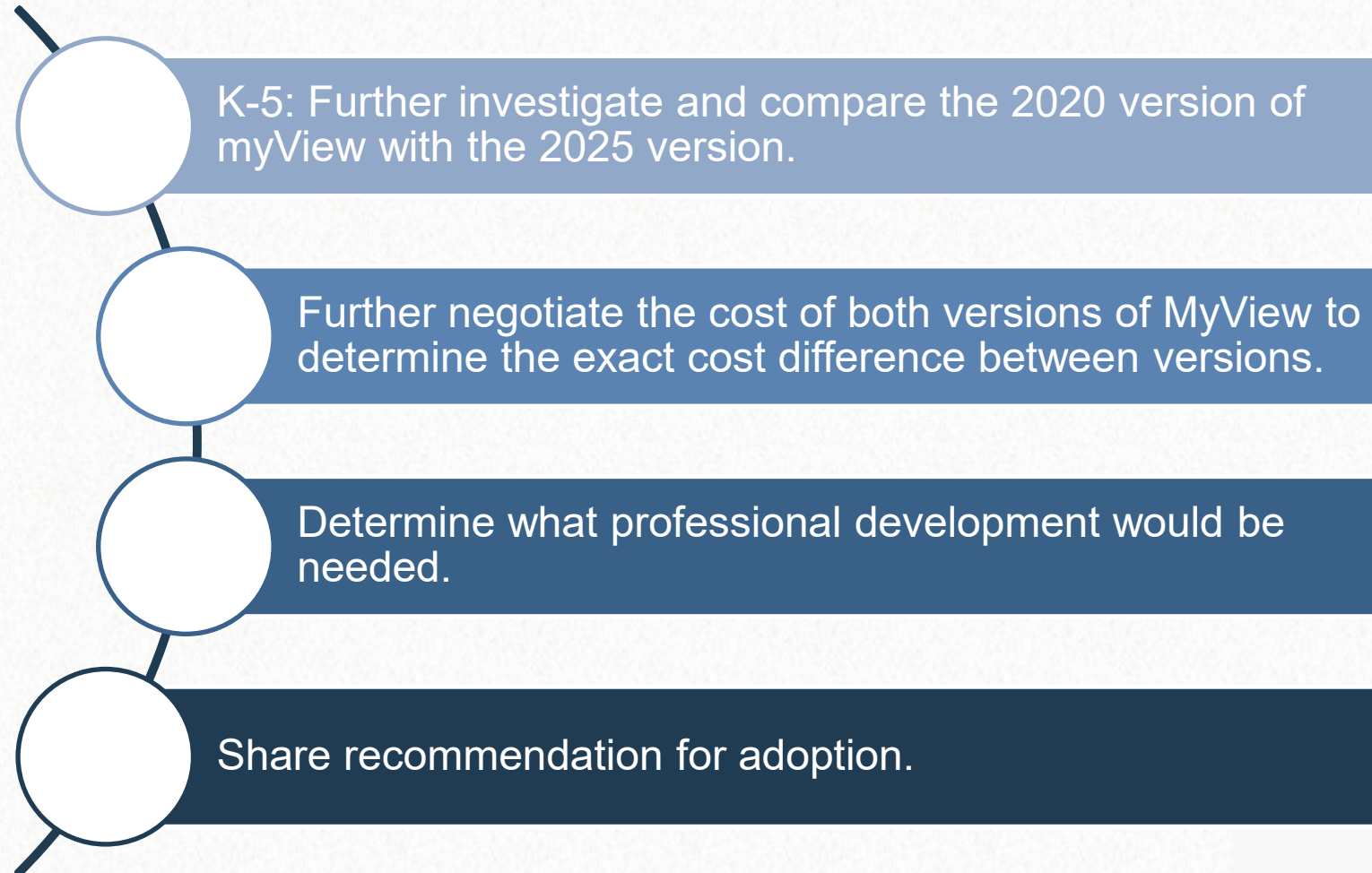
Overview of 6th Grade RELA Resource Adoption



The K – 5 plan and Grade 6 plan allow the district to adopt a set of K – 8 RELA resources that align to the end of existing contracts.

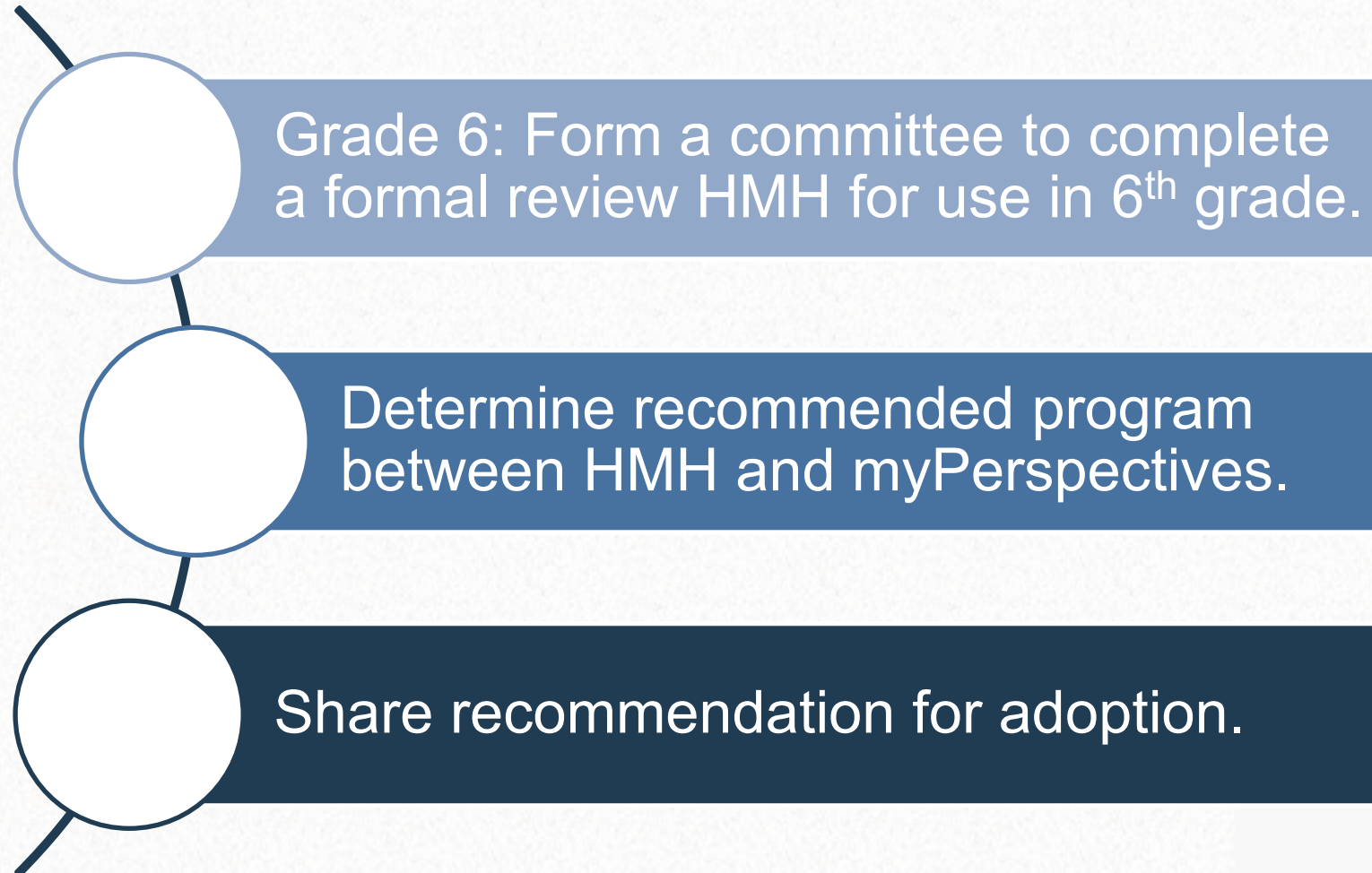


Next Steps





Next Steps: Grade 6 RELA





Questions



Central Bucks School District Language Instruction Educational Program (LIEP)

English Language Development

September 2026

Introductions



Stacy Gray
WL & K-12 ELD
Supervisor



Goal of Presentation



Present updated and digitized CBSD Language Instruction Educational Program Manual (LIEP) and share updates from ELD and WL Departments



10 minutes



Agenda



Updates to LIEP



**Updates from WL and ELD
Departments**



Overview

This LIEP provides the Central Bucks School District with a guide for effectively supporting the education of multilingual learners (English Learners). This manual was developed to:

- offer guidance in implementing instructional programs and strategies that best serve the needs of multilingual learners and their families.
- assist administrators and teachers in implementing effective Language Instruction Educational Programs (LIEPs) for MLs (Multilingual Learners).
- serve as a reference tool to clarify CBSD Policy 138 and program requirements.

The district's **Language Instruction Educational Program (LIEP), a comprehensive program of language instruction and support for English Learners**, provides multilingual learners with equitable access to grade-level academic content while developing English language proficiency through targeted language instruction, ongoing progress monitoring, and services designed to promote academic success and meaningful participation in school.



Updates

- Contact Information and Title (ESL/ELD, EL/ML)
- Legal Compliance
- Identification of Els- procedures have changed
- Standards and Assessment - changed since 2015
- Instructional Program Design- de-regionalization in 24-25, increased staffing, more student support
- Reclassification/Progress Monitoring- changes at the state level that must be implemented



Updates

- Parent/Family Engagement - improved tools, the way we communicate and engage has changed
- Staffing/Professional Development - always changing
- Program Evaluation - improved and updated tracking tools
- Glossary - new
- Format – digitized

Any questions about the LIEP?



World Languages and ELD Updates

✓ Spain 2027 – set for June 26-July 3 2027 in Santander

✓ Exciting news!

The Jack and Rosemarie Schieber Scholarship is designed to support promising seniors enrolled in the Central Bucks School District (CBSD) English Language Development (ELD) program who plan to continue their education after high school. The scholarship aims to reduce financial barriers and encourage students to pursue their college and career goals.

Award

- Three scholarships will be awarded each year.
- Each recipient will receive a **one-time award of \$1,500**.
- One student (senior) will be selected from each CBSD high school.



Thank you!



Language Instruction Educational Program (LIEP) Manual

Central Bucks School District

Introduction

This manual provides the Central Bucks School District with a guide for effectively supporting the education of multilingual learners (English Learners). This manual was developed to:

- offer guidance in implementing instructional programs and strategies that best serve the needs of multilingual learners and their families.
- assist administrators and teachers in implementing effective Language Instruction Educational Programs (LIEPs) for MLs (Multilingual Learners).
- serve as a reference tool to clarify CBSD Policy 138 and program requirements.

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2. Legal Foundation and Compliance
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4. Language Instruction Educational Program (LIEP) Models
5. English Language Proficiency Standards and Assessment
6. Instructional Program Design
7. Progress Monitoring and Reclassification
8. Parent and Family Engagement
9. Staffing and Professional Development
10. Program Evaluation
11. Glossary



1. Contact Information & Mission Statement

Dr. Joanna Wexler, Superintendent

Dr. Charles Malone, Assistant Superintendent of Secondary Education

Dr. Helen Sclama Zaleski, Assistant Superintendent of Elementary Education

Richard Kratz, Director of Teaching and Learning

Stacy Gray, K-12 ELD and World Languages Supervisor

Mission Statement

The mission of the CBSD English Language Development (ELD) Department is to foster inclusive, equitable learning environments where students develop strong linguistic skills and cultural understanding. We recognize that language is a dynamic process of human communication, shaped by individual experiences and communal contexts, bridging cultures through verbal and non-verbal expressions. We are committed to supporting students in their language acquisition journey, knowing that this is a natural, long-term process that progresses in stages. Our approach emphasizes the interdependence of speaking, listening, reading, writing, and acculturation, while honoring the vital role of native language proficiency. We believe bilingualism and multilingualism enrich both the individual and society, and through meaningful interaction with challenging content, we empower students to become confident communicators and active participants in a global community.

2. Legal Foundation and Compliance

- ELD Teachers each hold Level 1 or Level II PA Teaching certificates as well as an ELD Specialist certification. Teachers use a variety of curricular materials, including district and supplemental programs. The level of support is determined by the LEA and/or placement school with input from the ELD teachers.
- Federal laws: ESSA, Title I & III, Civil Rights Act (OCR 1974)



- ESSA, the Every Student Succeeds Act, is the current iteration of the Elementary and Secondary Education Act (ESEA). Title I and Title III are key components of ESSA. Title I focuses on improving the education of disadvantaged students, particularly in high-poverty schools, by providing supplemental funding for programs and resources. Title III, on the other hand, is specifically dedicated to supporting English Language Learners (ELLs) and immigrant students, ensuring they attain English language proficiency and meet challenging state academic standards.
- Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.
- Commonwealth of Pennsylvania regulation 22 Pa. Code § 4.26, declares:
Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.
- **Communication with Parents**

LEAs are required to provide all essential information to parents who are not proficient in English in a language or mode of communication that they understand. If it is not practicable for the LEA to provide a written translation because the parents' language is not a common language, then the LEA may use a cover page explaining in the parents' language how they may have the document translated orally.



3. Identification of English Learners

Screening, Identification, and Placement of ELs:

- The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts/charter schools/comprehensive CTC's to identify EL students. LEAs have a responsibility under federal law to serve ELs who need ESL/bilingual instruction as well as academic support in order to be successful in school.
- LEAs in Pennsylvania are required to complete the steps outlined in the English Learner Identification Procedure to identify English learners at the time of enrollment. **These steps must be completed within 30 calendar days of the start of school for students who enroll prior to the start of the school year or 14 calendar days for students who enroll during the school year.**
- [English Learner Identification Procedure - K-12](#) (Word)
- [English Learner Identification Procedure - Pre-K](#) (PDF)
- [Home Language Survey](#) (Word)
- The Home language survey may be downloaded in multiple languages from the *General Education* section of the [Translation Library](#) in the ELD SAS Portal.
- Students who arrive from other countries may present transcripts from their previous school(s). LEAs may need to have these transcripts translated and/or consult with the family to review them and award appropriate credits. LEAs should follow the same procedure for awarding credits from countries outside of the U.S. as they do for other states in the U.S. or other school districts within Pennsylvania. The [Evaluating Foreign Transcripts](#) document is intended as a reference tool to assist school staff members with evaluating foreign transcripts for students newly enrolled from other countries.
- Initial placement notification sent to parent/guardian within 30 days of enrollment. Parent notification letter templates can be found in English and other languages on the [SAS portal PDE Translation Library](#). These letters will be saved in both languages in the ELD Teams folder.



- Each time there is a change in student status (student is reclassified, opts out etc), a notification letter must be sent home to parents/guardians. Each school year opt out letters and continuation of placement letters must be sent. When a new student qualifies for ELD support, an initial placement letter must be sent to the family.
- CBSD has our procedures with links outlined and available in the CBSD ELD Department Procedures for new Students K - 12 document.
- Parent permission to identify students as ELs, including screening for English language proficiency, is NOT required. Source: [Educating English Learners ELs | Department of Education | Commonwealth of Pennsylvania](#)

4. Language Instruction Educational Program (LIEP) Models

PDE requires that the program be identified by one of six categories:

LIEP Classifications

Classifications are from the point of view of services provided for each individual EL.

New LIEPs	Definition
EL Bilingual	Language Focus: Students should gain proficiency in both their native language and English with at least some instruction provided in the native language. Class Composition: ELs share the same native language
Mixed Bilingual	Language Focus: Approximately equal focus to English and a partner language, including content instruction in the partner language Class Composition: ELs and non-ELs are placed together in the same classroom
EL-Specific Transitional Instruction	Language Focus: The student's native language is used to support English proficiency acquisition, but proficiency in a student's native language is not a program goal Class Composition: ELs only
Mixed Classes with Native Language Support	Language Focus: The student's native language is used to support English proficiency acquisition, but most instruction is provided in English. Support could be provided either inside or outside of the regular classroom. Class Composition: ELs and non-ELs are placed together in the same classroom
EL-Specific English-only Instruction	Language Focus: English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support Class Composition: ELs only
Mixed Classes with English-only Support	Language Focus: English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom. Class Composition: ELs and non-ELs are placed together in the same classroom

*CBSD has a program model of mixed classes with English-only support.

- In CBSD elementary schools, students are in grade level classrooms with push-in, pull-out or small group instruction as needed.



- In CBSD middle and high schools offer sheltered ELD English classes and students are placed by language proficiency levels. Push-in, pull-out or small group instruction is provided as needed.

5. English Language Proficiency Standards and Assessment

State and federal rules require the inclusion of all public elementary and secondary ELs in the State's English Language Proficiency (ELP) assessment, including ELs with disabilities (dually identified students). ELs with the most significant cognitive disabilities may qualify for the Alternate annual ELP assessment (Alternate ACCESS) if they qualify or if they will qualify for the state alternate assessment. [This resource](#) can help decide if a dually identified student should take the Alternate ACCESS test.

Pennsylvania is a member of the multi-state WIDA Consortium. The WIDA Consortium develops the ACCESS and Alternate ACCESS assessments. The Pennsylvania Department of Education (PDE) uses the ACCESS and Alternate ACCESS as the required instrument for the annual assessment of English language proficiency. ACCESS and Alternate ACCESS are standards-based, criterion referenced English language proficiency assessments designed to measure English language learners' proficiency in English. They assess social and instructional English as well as the language associated with Language Arts, Mathematics, Science and Social Studies within the school context across the four language domains of listening, speaking, reading and writing. The ACCESS and Alternate ACCESS are used to assess the English language development (ELD) of English learners (ELs) reliably and validly in grades K–12. Results of the ACCESS and Alternate ACCESS are used by PDE and local education agencies (LEAs) for monitoring the progress of students, for making decisions about reclassifying students from language instruction educational programs (LIEPs), and for accountability. For more information about the technical characteristics and quality of the assessment, please visit the [WIDA webpage](#). Please see the [WIDA English Language Development Standards](#) for more information about the standards that the ACCESS and Alternate ACCESS measure. [WIDA ELD Standards Framework \(2020 Edition\)](#) are available to view online.



Additional district resources are available for domain-specific growth tracking in the four language domains; Listening, Speaking, Reading, Writing.

The district's English Language Development (ELD) program integrates the **Pennsylvania English Language Arts (ELA) Standards** with the **WIDA English Language Development (ELD) Standards Framework** to ensure that multilingual learners develop both academic content knowledge and English language proficiency simultaneously. The PA ELA Standards provide the grade-level expectations for reading, writing, speaking, listening, and critical thinking, while the WIDA Framework identifies the language knowledge and skills students need to access and engage with those expectations at varying levels of English proficiency. Through this integrated approach, ELD teachers use WIDA language expectations, key language uses, and proficiency level descriptors to scaffold instruction, differentiate supports, and provide meaningful opportunities for students to develop academic language within authentic literacy tasks aligned to Pennsylvania's curriculum standards. This ensures that multilingual learners can access rigorous grade-level content while advancing their English language development.

6. Instructional Program Design

The district's instructional program for multilingual learners is designed to ensure equitable access to grade-level content while supporting continued English language development. Teachers implement a variety of research-based instructional strategies, including scaffolding, visual supports, graphic organizers, pre-teaching, modeling, and flexible small-group instruction to make learning accessible and meaningful. Content and language objectives are integrated into instruction so that students develop academic knowledge and English proficiency simultaneously. District curriculum and supplemental resources are used to provide differentiated, standards-aligned learning experiences that support language development across content areas. Instruction incorporates culturally and linguistically responsive practices that recognize and value students' diverse backgrounds, languages, and experiences as assets in the learning process. In addition, multilingual learners receive appropriate accommodations and supports in all content classes, including differentiated materials, language scaffolds,



extended processing time, and opportunities for collaborative learning, ensuring full participation in the curriculum and access to rigorous academic expectations.

7. Progress Monitoring and Reclassification

- **Reclassification criteria:**
 - Any student with a 4.5 or higher on the WIDA ACCESS test will be considered for reclassification.
 - Students must have an ACCESS score of 4.5 or higher composite with satisfactory language inventories completed by ELD Specialist and classroom/content area teachers.
 - ELD Specialists will send a notice of reclassification in English and dominant language to parents/guardians and maintain copies of both.
- **Monitoring students who have been reclassified:**
 - Once ELs attain English proficiency as defined in the state reclassification procedure, they must be reclassified as former ELs. The academic progress of former ELs must be actively monitored by district personnel for a period of two (2) years after reclassification. Former ELs must be reported to the state as such for a period of four years after reclassification.
 - The ELD specialist will work with classroom/content area teachers, pupil services, administrators and support staff to monitor student progress. The team will look at weekly, quarterly or semester academic progress. Any academic areas of concern will be brought to the team. If language support is needed, the ELD specialist will provide support as needed.
 - Language development is not always linear; multilingual learners often experience periods of rapid growth and periods of slower progress, and their ability to understand and use language may vary from day to day based on context, confidence, fatigue, familiarity with the topic, and opportunities for meaningful interaction. A former English learner may be considered for re-entry into ELD services when a comprehensive review of academic,



linguistic, and instructional data indicates that language proficiency is a primary factor affecting the student's ability to access grade-level content and demonstrate academic success. Re-entry decisions will be based on multiple measures, including classroom performance, teacher observations, assessment data, language samples, and input from families and school staff, rather than on a single assessment or grade.

- The district must demonstrate that the Former EL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.
- Re-entry procedures:
 - If re-entry into the ELD program is deemed necessary and supported by evidence, the ELD Specialist will send a reinstatement request form ([found in the PDE SAS Translation Library](#)) to parents/guardians to complete. The ELD initial placement notification will be sent home in English and dominant language, and the student will be required to meet the same criteria for reclassification as previously described.
- Any dually identified EL who has not met the criteria outlined above may be considered for reclassification if:
 - The student has an IEP at the time of the reclassification decision (it is not necessary for the student to have had an IEP for the duration of their enrollment in the LIEP), **AND**
 - The student has been continuously enrolled in the LIEP for at least four years, **AND**
 - The student's overall composite SCALE SCORE* on the ACCESS has not increased by more than 10% between any two years **or** total over the three most recent testing cycles (the current year and the two preceding years), **AND**
 - The school has documented evidence** that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, **AND**



- A school-based team recommends reclassification. *See below for team composition and recommendation protocol.*
- The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify a dually identified EL:
 - At least one expert on the student's English language acquisition
 - At least one expert on the student's special education goals and services
 - At least one expert on the student's general education content achievement
 - At least one family member (and any requisite interpreters/liaisons)
 - Any related service providers who work with the student
 - A single team member may fill more than one of the roles identified above.
 - Also, the team members are not required to meet in-person at the same time, although that is ideal. As long as input from each team member is collected and considered and they are able to answer the questions in the [reclassification form provided by PDE](#), then any format or process is acceptable.
- SLIFE Students:
 - In some cases, students may be designated as SLIFE students (Students with Limited or Interrupted Formal Education).
 - A student may be identified as SLIFE if they meet all of the following (this is contained in the full [K-12 identification procedure](#)):
 - Is enrolling after grade two, **AND**
 - Has a literacy score of less than 3.5 on the MODEL Screener or WIDA Screener, **AND**
 - Has at least two fewer years of age-appropriate schooling than peers or has disenrolled from U.S. schools to enroll in schools in other



countries (or Puerto Rico) more than two times in the past four years, **AND**

- Has limited encoding/decoding skills in their native language (as indicated by the family interview and/or native language measures and/or review of academic records and/or local measures)
- CBSD will have a SLIFE committee made up of teachers, administrators, K-12 ELD Supervisor, Student Services representatives and other personnel who work with students to individually review each student before designating them as SLIFE. The committee will meet twice a year, school employees should reference the PDE [slife quick reference guidance.docx](#)
- If a student is designated as SLIFE, the ELD teacher, counselors, and administrators will create a personalized graduation plan for the student to be approved by the Superintendent.

8. Parent and Family Engagement

The district recognizes that meaningful family engagement is essential to the academic success and well-being of multilingual learners. To promote equitable access to information and opportunities for involvement, the district provides access to translated written materials and interpretation services in families' preferred languages whenever practicable. Families receive all required notifications regarding English learner identification, placement in the Language Instruction Educational Program (LIEP), program services, student progress, exit from services, and parent rights in a language they can understand.

Parents have the right to decline or opt their child out of direct ELD services at any time. The district provides information regarding the benefits of participation and the implications of opting out to ensure that parents can make informed decisions. If a parent chooses to opt out, the student remains identified as an English learner and will continue to be monitored for academic progress and English language development, and will take the annual English proficiency test (WIDA ACCESS) while the district remains responsible for ensuring the student has meaningful access to the educational program and can participate successfully in grade-level instruction.



9. Staffing and Professional Development

- Teacher certification requirements (ESL Program Specialist):
 - Teachers each hold Level 1 or Level II PA Teaching certificates as well as an ELD Specialist certification. Teachers use a variety of curricular materials, including district and supplemental programs. The level of support is determined by the LEA and/or placement school with input from the ELD teachers.
- Both professional staff and support staff will be offered training on communication tools, effective instructional support practices, and culturally responsive interactions.
- All professional staff will have access to CBSD Grading Guidelines for Teachers of Multilingual Students. Refer to Elementary Grading Guidelines for Teachers of Multilingual Students and CBSD Secondary Grading Guidelines for Teachers of Multilingual Students documents.
- Collaboration among ELD teachers, general education teachers, literacy specialists/coaches, math coaches, athletic directors, support staff and all district employees will result in positive academic and social language success.

10. Program Evaluation

- **Annual Review of Student Outcomes**
 - The district will annually review the effectiveness of its Language Instruction Educational Program (LIEP) by analyzing student outcomes related to:
 - **English language development:** ACCESS for ELLs growth, proficiency attainment, and reclassification rates.
 - **Academic achievement:** State and local assessment results, course performance, and progress toward grade-level standards.



- **Graduation and readiness:** Graduation rates, credit attainment, attendance, and participation in advanced coursework and postsecondary readiness opportunities.
- Student data will be reviewed across grade levels, schools, and student subgroups to identify strengths, address areas of need, and inform program improvements. Findings will be used to guide instructional practices, resource allocation, professional learning, and updates to the LIEP.
- The district actively fosters partnerships with families through school-based events, multilingual family engagement activities, and collaborations with community organizations that support students and their families. The district hosts an annual Title III stakeholder meeting to inform families about the district's language instruction program, student supports, available resources, and opportunities for parent involvement. Families are encouraged to provide input and participate in decisions affecting their children's education.
- The district will use findings from the annual review of student outcomes, stakeholder feedback, and program implementation data to identify areas for improvement and make revisions to the LIEP to better support multilingual learners and ensure compliance with state and federal requirements.



11. Glossary

ACCESS for ELLs: The annual WIDA assessment used to measure English language proficiency in listening, speaking, reading, and writing.

Alternate ACCESS (Alt ACCESS): An English language proficiency assessment designed for multilingual learners with the most significant cognitive disabilities who meet eligibility requirements.

Dually Identified: A student who is identified both as an English Learner (EL) and as a student who qualifies for special education services (IEP/GIEP).

EL (English Learner): A student identified as needing support to develop English language proficiency.

ELL (English Language Learner): A student who is learning English and qualifies for language support services.

GIEP (Gifted Individualized Education Program): A plan developed to address the educational needs of students identified as gifted.

IEP (Individualized Education Program): A legally required plan outlining special education services and supports for a student with a disability.

LEA (Local Education Agency): A public school district or charter school responsible for providing educational programs and services.

LIEP (Language Instruction Educational Program): A program designed to help multilingual learners develop English language proficiency while providing access to grade-level academic content.

ML (Multilingual Learner): A student who is developing proficiency in English while also utilizing one or more additional languages.

MLP (Multilingual Program): Educational services and supports designed to meet the linguistic and academic needs of multilingual learners.

SLIFE (Students with Limited or Interrupted Formal Education): Multilingual learners who have experienced significant interruptions in schooling or have had limited access to formal education before enrolling in U.S. schools.

WIDA (World-Class Instructional Design and Assessment): The consortium that develops English language development standards and assessments used to support multilingual learners.

2027-2028 Central Bucks School District Calendar

August 2027						
Su	M	Tu	W	Th	F	Sa
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September 2027						
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October 2027						
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November 2027						
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December 2027						
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January 2028						
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August	
17-19	New Teacher Induction
23-26	Teacher In-Service
27	CBSD CLOSED-OFFICES OPEN -Teacher Day 194
30	First Day for K, 6th, and 9th grade students
31	All Students Report
Staff Days (7) Student Days (1) +1	

September	
3	No Kindergarten Classes
6	CBSD CLOSED - DISTRICT HOLIDAY (Labor Day)
Staff Days (21) Student Days (21) +1	

October	
1	Early Dismissal - Teacher In-Service in PM
11	CBSD CLOSED-DISTRICT HOLIDAY (Yom Kippur)
29	CBSD CLOSED-OFFICES OPEN (Diwali)
Staff Days (19) Student Days (19)+1	

November	
2	No School for Students-Teacher In-Service (Election Day)
5	End of 1st MP (Early Dismissal Gr. 6-12) - 44 days
22-23	Early Dismissal Elementary - Parent Conferences
24	No School for Students-Teacher In-Service
25-26	CBSD CLOSED - DISTRICT HOLIDAY (Thanks. Break)
Staff Days (20) Student Days (18)+1	

December	
3	End of 1st Trimester (Elem. Early Dismissal) - 61 days
23	Early Dismissal - Teacher In-Service in PM
24-31	CBSD CLOSED - DISTRICT HOLIDAY (Winter Break)
Staff Days (17) Student Days (17)+1	

January	
17	CBSD CLOSED - DISTRICT HOLIDAY (MLK Jr. Day)
21	End of 2nd MP (Early Dismissal Gr. 6-12) - 45 days
26	CBSD CLOSED-OFFICES OPEN (Lunar New Year)
Staff Days (18) Student Days (18)+1	

February 2028						
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February	
18	No School for Students/Teacher In-Service
21	CBSD CLOSED - DISTRICT HOLIDAY (Presidents' Day)
Staff Days (20) Student Days (19)+1	

March	
10	End of 2nd Trimester (Elem. Early Dismissal) - 60 days
31	End of 3rd MP (Early Dismissal Gr. 6-12) - 47 Days
Staff Days (23) Student Days (23)+1	

April	
6 & 7	Early Dismissal Elementary - Parent Conferences
10-13	CBSD CLOSED - OFFICES OPEN (Spring Break)
14	CBSD CLOSED - DISTRICT HOLIDAY (Good Friday)
Staff Days (16) Student Days (15)+1	

May	
5	CBSD CLOSED-OFFICES OPEN (Eid al-Adha)
9	No School for Students-Teacher In-Service (Election Day)
29	CBSD CLOSED - DISTRICT HOLIDAY (Memorial Day)
Staff Days (21) Student Days (20)+1	

June	
13	Early Dismissal - Class of 2028 Graduation
14	LAST DAY for STUDENTS/ Early dismissal/
	End of MP4 - 45 days/3rd Trimester End - 60 days
15-19	No School for Students-Teacher In-Service
20	CBSD CLOSED - OFFICES OPEN - Teacher Day 195
Staff Days (14) Student Days (10)+1	

NOTES:

1. Total Staff Days(195) Total Student Days(181) (+1 for Grades K, 6, & 9 on 8/30) 31-Mar-26



Snow Day #1 - Traditional Snow Day
Snow Day #2, 3, 4, 5, & 6,- Flexible Instruction Days
Snow Day #7+ - Added to End of Year

2027-2028 Central Bucks School District Calendar

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Snow Day #7+ - Added to End of Year



AP U.S. Government & Politics

Course of Study Approval

October 2026



Introductions



Christopher Johnson

Supervisor K-12
Social Studies

Course Developers Social Studies Teachers

Lead Writers:

- Jeff Clifford (C.B. South)
- Jeff Layton (C.B. West)
- Frank McVey (C.B. South)

Reviewers:

- Greg Maigur (C.B. East)
- Karen Wiley (C.B. East)



Goal of Presentation



Social Studies is seeking approval for the AP United States Government & Politics course of study, a new course, for the 2027-28 school year.



10-15 min

Agenda



Background



Course & Program Overview



Budget



Next Steps

Background



2024-25

**Scope &
Sequence
Review**

Fall 2025

**Dialogue with
Coordinators**

2025-26

**Review &
Writing Teams**

July 2026

**Course of
Study Draft &
Textbook
Review**

Fall 2026

**Course of
Study and
Program of
Studies**



Course Overview

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.

- Course Description in 27-28 Program of Studies

Units of Study

1. Foundations of American Democracy
2. Interactions Among the Branches of Government
3. Civil Liberties and Civil Rights
4. American Political Ideologies and Beliefs
5. Political Participation
6. Applied Civics Project



Course Overview

Units of Study	Big Ideas (Themes)
1. Foundations of American Democracy 2. Interactions Among the Branches of Government 3. Civil Liberties and Civil Rights 4. American Political Ideologies and Beliefs 5. Political Participation 6. Applied Civics Project	• Constitutionalism • Liberty and Order • Civic Participation in a Representative Democracy • Competing Policymaking Interests • Methods of Political Analysis

AP Government & Politics also calls for students to demonstrate an understanding of **13 Required Foundational Documents** and **14 Required Supreme Court Cases**.



Course Overview

Academic Skills Emphasized in AP U.S. Government & Politics	Assessment Skills Featured on the National Exam
• Concept Application • SCOTUS Application • Data Analysis • Source Analysis • Argumentation	Multiple-Choice Questions Short writing tasks featuring concept application, quantitative analysis, and comparison of Supreme Court cases. Long writing task (argumentative essay)

Course Overview

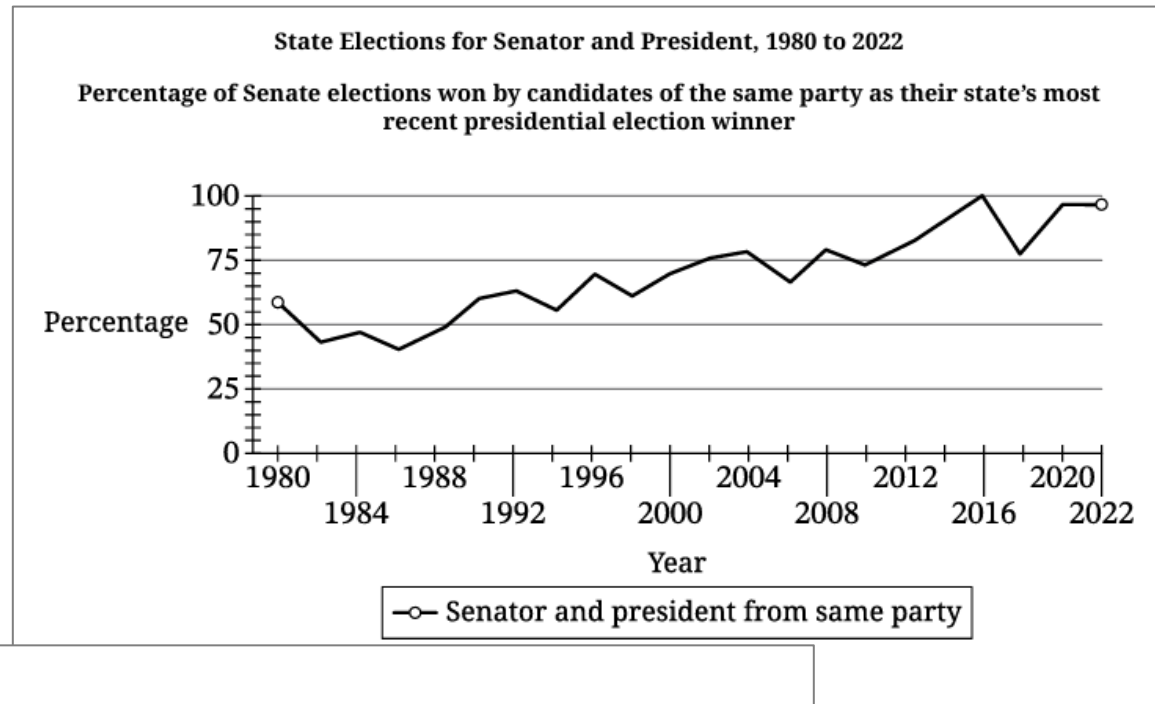


UNIT AT A GLANCE

Topic	Suggested Skill
1.1 Ideals of Democracy	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
1.2 Types of Democracy	4.A Describe the argument, perspective, evidence, and reasoning presented in the source.
1.3 Government Power and Individual Rights	1.A Describe political principles, institutions, processes, policies, and behaviors.
1.4 Challenges of the Articles of Confederation	4.B Explain how the argument or perspective in the source relates to political principles, institutions, processes, policies, and behaviors.
1.5 Ratification of the U.S. Constitution	1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.
1.6 Principles of American Government	4.B Explain how the argument or perspective in the source relates to political principles, institutions, processes, policies, and behaviors.
1.7 Relationship Between the States and National Government	5.A Articulate a defensible claim/thesis.
1.8 Constitutional Interpretations of Federalism	2.A Describe the facts, issue, holding, reasoning, decision, and majority opinion of required Supreme Court cases.
1.9 Federalism in Action	5.B Support an argument or claim/thesis using relevant evidence.



Course Overview



2. Respond to parts A, B, C, and D.

- Identify the percentage of Senate elections won by candidates of the same party as their state's most recent presidential election winner in 2018, according to the data in the line graph.
- Describe the overall trend in the data shown in the line graph.
- Draw a conclusion about the level of partisanship among voters since 1980, using the data shown in the line graph.
- Explain how the overall trend shown in the line graph could reflect changes in how people acquire political news.



Program Overview

Our goal is to promote choice while also building a program that offers a well-rounded experience for our students.

AP U.S. Government and Politics complements our existing program, offering an AP course that aligns with AGES, our on-level Social Studies course.

Our High School Program	
9th Grade Modern U.S. History	10th Grade Modern World History
11th Grade American Gov't and Economic Systems	12th Grade Global Relations
Advanced Placement Courses satisfy the credit requirements for certain grade levels in our High School Program. • Comparative Government • Economics (Macroeconomics and Microeconomics) • European History • Psychology • U.S. Government and Politics [starting in 2027-28] • U.S. History	
Elective Courses offer additional opportunities to better understand individuals, communities, systems, and their interactions across time and place. Geography Introduction to Law Psychology Sociology	



Program Overview

Civics & Politics in the High School Program (Changes since 1995)

Before 2009	American Political Systems 0.5-credit course for Grade 10 (AP U.S. History also satisfied this requirement)
Scope & Sequence Review, 2007-08	American Government and Economic Systems 1.0-credit course for Grade 11 (AP U.S. History also satisfied this requirement)
Act 35 of 2018	Civics Assessment required by PDE. We satisfy requirement by implementing that task in Grade 11.
Minor Program Change 2019-20	AP Macroeconomics, AP Microeconomics, or AP Comparative Government added as courses satisfying civics & politics requirement)



Program Overview

SOCIAL STUDIES SEQUENCES			
Grade 9	Grade 10	Grade 11	Grade 12
Advanced Placement Sequence / Most Rigorous This sequence is designed for college-bound students who are applying to colleges designated as most competitive and/or planning to major in history, business, law, social sciences, or humanities.			
U.S. History – Honors prepares grade 9 students for Advanced Placement coursework in grades 10-12.	AP European History	AP U.S. History AP U.S. Gov't & Politics AP Macroeconomics*	AP Comparative Gov't AP Microeconomics AP Psychology
Honors Sequence This sequence is designed for students who intend on immediately continuing their education in college after graduation from Central Bucks.			
U.S. History – Honors	Modern World History – Honors	American Government and Economic Systems – Honors	Global Relations – Honors
Academic Sequence A well-rounded understanding of history and the social sciences invites our students to an active and engaging life as citizens in their communities and country. This sequence prepares students for success in college, a career in the Armed Forces, or employment in the labor force.			
U.S. History – Academic	Modern World History – Academic	American Government – Economic Academic	Global Relations –Academic
*AP Macroeconomics can satisfy either the Grade 11 required social studies credit when taken in 11 th grade OR the Grade 12 required social studies credit if taken in 12 th Grade.			

Updated High School
Program based on 2024-
25 Scope & Sequence
Review



Program Overview

Changes to Program Offerings available to Grade 11 Students (effective Class of 2029)	Considerations for Grade 12
Core Required Course: Amer. Gov't & Econ. Systems – Academic and Honors	Core Required Course: Global Relations – Academic and Honors
AP Electives Satisfying the Grade 11 Credit for Social Studies • AP U.S. Government & Politics • AP Macroeconomics • AP U.S. History	AP Electives Satisfying the Grade 12 Credit for Social Studies • AP Comparative Government • AP Macroeconomics • AP Microeconomics • AP Psychology
Note: AP Microeconomics and AP Comparative Government no longer satisfy the Grade 11 Credit for Social Studies	



Program Overview

Program Considerations and Rationale **Promoting a well-balanced program with student choice**

- Address concern that many students are missing U.S. civics & politics instruction.
- Aligns AP Course Options with standards addressed in core course.
- Continues to offer choices to our students.
- Recognizes enrollment patterns in our current AP courses.
- Provides greater enrollment stability.

Budget



Anticipated Costs for AP U.S. Government & Politics

- Training (summer APSI no charge)
- Textbooks
- Changes in Enrollment Patterns



Budget



Anticipated Textbook Purchase

- 250 – 300 copies; will confirm after program planning
 - Print and Online Textbook: Approx. \$215
 - Online Only: Approx. \$190
- Anticipated cost; \$60,000
- Budgeted for 2026 – 2027 purchase

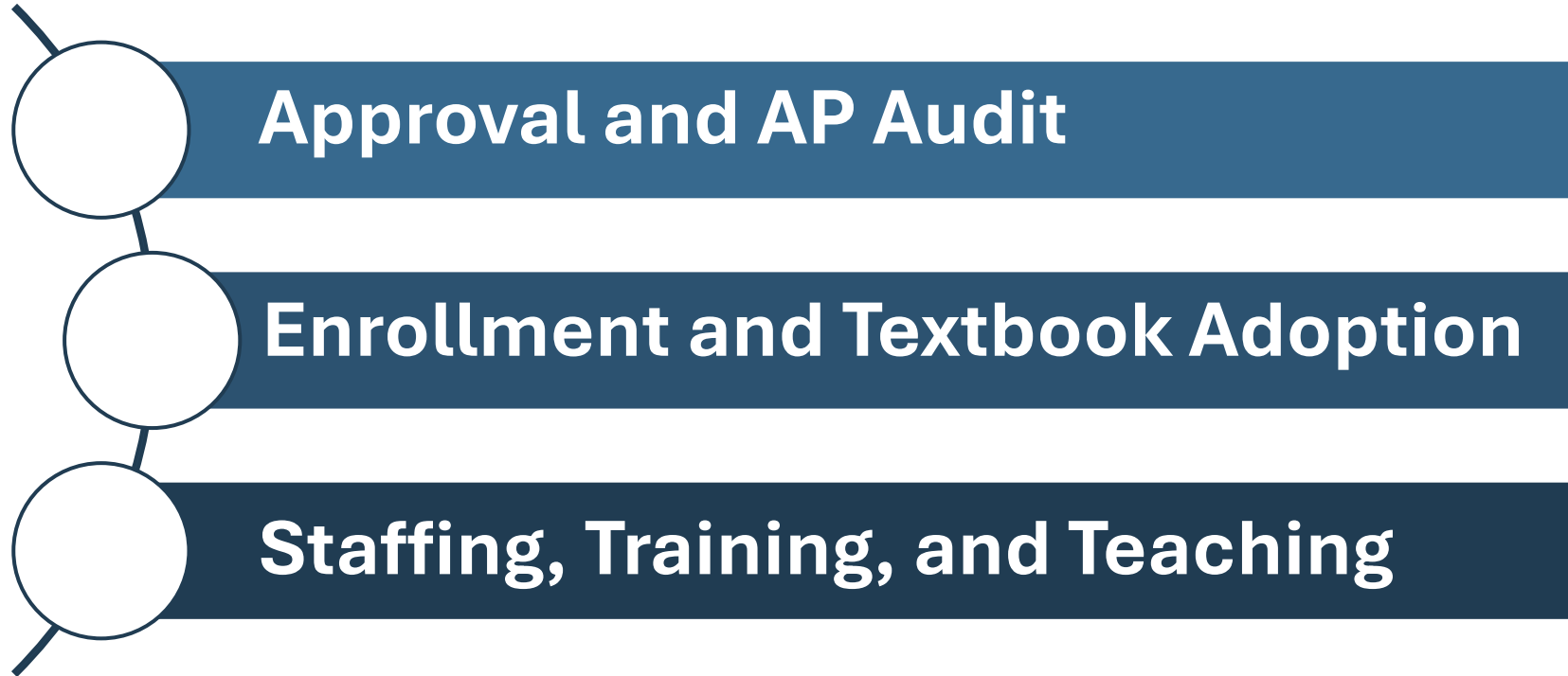
Budget



Course and Average Enrollment, 2020-2026	Notes
AGES-Honors (384) Grade 11 Only	Students who enroll in AP U.S. Government will likely come from groups that have enrolled in these courses.
AP U.S. History (222) Grade 11 Only	
AP Macroeconomics (393) Includes Grades 11-12	
AP Microeconomics (131) Includes Grades 11-12	These courses will become an exclusive Grade 12 option. We anticipate minor impact on enrollment.
AP Comparative Government (130) Includes Grades 11-12	



Next Steps





Advanced Placement United States Government and Politics

Course Number: 1001

Course Level: Advanced Placement

Grade: 11

Time/Credit: 90 blocks/1.0 Credit Course

Development Date: 2025-26

School Board Approval: Recommendation - October 2026

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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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:

- | | |
|--|---|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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:

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| 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:

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| 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:

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| 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

CENTRAL BUCKS SCHOOL DISTRICT

Course of Study

Recommendation for Adoption

Course: AP U.S. Government and Politics

Date: 10-01-2026

Student Level: High School

Grade Level: Grade 11

Characterization of Course of Study:

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 either a political science research project or an applied civics project.

The course will be a 1.0-credit course, satisfying the required social studies credit for 11th grade when taken during the 11th grade year. Along with AP Macroeconomics and AP U.S. History, it allows students to explore topics to a depth the core course does not permit.

Reasons for Proposed Adoption:

A scope and sequence review conducted in 2024-25 identified a missing option for in-depth study of U.S. Civics and Politics in grades 9-12 AP U.S. Government and Politics will provide such an opportunity for our students interested in studying the foundations and workings of American government. Students who complete this course will gain insight they can use as informed citizens upon attaining the age of majority. The course also offers a platform for enhancing research skills, particularly methodologies characteristic of the social sciences. Developing such skills will prepare students more thoroughly for 12th grade coursework as well as academic work students complete after graduation.

Principal Approval Date: _____

Curriculum Committee Approval Date: _____

School Board Approval Date: _____