

Course of Study:
AP U.S. Government & Politics
(Grades 11-12)



Social Studies (High School) - Spring 2023

AP US Government and Politics- Grades 11-12

All Standards come from AP Government and Politics (College Board) -

<https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description.pdf>

Topic: Foundations of Democracy (Unit 1)

<p>Content Statement 1: 1.1 Ideals of Democracy -Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.</p>	<p>How Taught? Direct instruction; small groups; AP Topic Questions, Practice Guides, AP Classroom MCQ & FRQ questions, and AP instructional videos</p> <p>Close Reading When students are reading the required foundational documents, such as Federalist No. 10 and Brutus No. 1, have them highlight relevant words and passages that support the authors' claims. Ask students to connect ideas outlined in the documents to the Federalist and Antifederalist views of how our government was founded.</p> <p>Knowledge Goals: Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.</p> <p>The Declaration of Independence, drafted by Jefferson with help from Adams and Franklin, provides a foundation for popular sovereignty, while the U.S. Constitution drafted at the Philadelphia Convention and led by George Washington, with important contributions from Madison, Hamilton, and members of the "Grand Committee," provides the blueprint for a unique form of political democracy in the U.S.</p>
<p>Materials: AP Classroom AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson Declaration of Independence (primary source)</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets</p> <p>How Re-Taught? *teacher directed instruction</p>

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Topic: Foundations of Democracy (Unit 1)

<p>Content Statement 2: 1.2 Types of Democracy</p> <p>Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.</p>	<p>How Taught? Direct instruction; small groups; AP Topic Questions, Practice Guides, AP Classroom MCQ & FRQ questions, and AP instructional videos</p> <p>Close Reading: When students are reading the required foundational documents, such as Federalist No. 10 and Brutus No. 1, have them highlight relevant words and passages that support the authors' claims. Ask students to connect ideas outlined in the documents to the Federalist and Antifederalist views of how our government was founded</p> <p>Knowledge/Skills Goals: Describe the author's claim(s), perspective, evidence, and reasoning.</p> <p>Representative democracies can take several forms along this scale: -Participatory democracy, which emphasizes broad participation in politics and civil society § - Pluralist democracy, which recognizes group-based activism by nongovernmental interests striving for impact on political decision making § -Elite democracy, which emphasizes limited participation in politics and civil society</p>
<p>Materials: AP Classroom AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson REQUIRED FOUNDATIONAL DOCUMENTS § Federalist No. 10 § Brutus No. 1 (primary source documents)</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

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Topic: Foundations of Democracy (Unit 1)

<p>Content Statement 3: 1.3 Government Power and Individual Rights</p> <p>Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.</p>	<p>How Taught? Direct instruction; small groups; AP Topic Questions, Practice Guides, AP Classroom MCQ & FRQ questions, and AP instructional videos</p> <p>Close Reading: When students are reading the required foundational documents, such as Federalist No. 10 and Brutus No. 1, have them highlight relevant words and passages that support the authors' claims. Ask students to connect ideas outlined in the documents to the Federalist and Antifederalist views of how our government was founded</p> <p>Knowledge/Skills Goals: Describe political principles, institutions, processes, policies, and behaviors.</p> <p>Anti-Federalist writings, including Brutus No. 1, adhered to popular democratic theory that emphasized the benefits of a small, decentralized republic while warning of the dangers to personal liberty from</p>
<p>Materials: AP Classroom AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p> <p>REQUIRED FOUNDATIONAL DOCUMENTS § Federalist No. 10 § Brutus No. 1</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

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Topic: Foundations of Democracy (Unit 1)

<p>Content Statement 4: 1.4 Challenges of the Articles of Confederation</p> <p>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.</p>	<p>How Taught? Direct instruction; small groups; AP Topic Questions, Practice Guides, AP Classroom MCQ & FRQ questions, and AP instructional videos</p> <p>Knowledge/Skills Goals: -Specific incidents and legal challenges that highlighted key weaknesses of the Articles of Confederation are represented by the: -Lack of centralized military power to address Shays' Rebellion -Lack of tax law enforcement power</p>
<p>Materials: AP Classroom AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson Articles of Confederation (primary source)</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Foundations of Democracy (Unit 1)

<p>Content Statement 5: 1.5 Ratification of the U.S. Constitution</p> <p>The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.</p>	<p>How Taught? Direct instruction; small groups; AP Topic Questions, Practice Guides, AP Classroom MCQ & FRQ questions, and AP instructional videos</p> <p>Knowledge/Skills Goals:</p>
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	<p>Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context</p> <p>Compromises deemed necessary for adoption and ratification of the Constitution are represented by the: Great (Connecticut) Compromise, Electoral College, Three-Fifths Compromise § Compromise on the importation of slaves</p> <p>Debates about self-government during the drafting of the Constitution necessitated the drafting of an amendment process in Article V that entailed either a two-thirds vote in both houses or a proposal from two-thirds of the state legislatures, with final ratification determined by three-fourths of the states.</p> <p>The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today</p>
<p>Materials: AP Classroom AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson REQUIRED FOUNDATIONAL DOCUMENT The Constitution of the United States</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets</p> <p>The debate over the role of the central government, the powers of state governments, and the rights of individuals remains at the heart of present-day constitutional issues about democracy and governmental power, as represented by: § Debates about government surveillance resulting from the federal government’s response to the 9/11 attacks § The debate about the role of the federal government in public school education</p>

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	<p>How Re-Taught? *teacher directed instruction</p>
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Topic: Foundations of Democracy (Unit 1)

<p>Content Statement 6: 1.6 Principles of American Government</p> <p>The Constitution created a competitive policy-making process to ensure the people’s will is represented and that freedom is preserved.</p>	<p>How Taught? Direct instruction; small groups; AP Topic Questions, Practice Guides, AP Classroom MCQ & FRQ questions, and AP instructional videos</p> <p>Knowledge/Skills Goals: Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors</p> <p>The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the Constitution.</p> <p>Federalist No. 51 explains how constitutional provisions of separation of powers and checks and balances control abuses by majorities.</p> <p>Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances.</p> <p>Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances.</p>
<p>Materials: AP Classroom AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson REQUIRED FOUNDATIONAL DOCUMENTS Federalist No. 51 § The Constitution of the United States</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets</p>
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<p>Content Statement 7: 1.7 Relationship Between the States and Federal Government</p> <p>Federalism reflects the dynamic distribution of power between national and state governments.</p>	<p>How Taught? Direct instruction; small groups; AP Topic Questions, Practice Guides, AP Classroom MCQ & FRQ questions, and AP instructional videos</p> <p>Knowledge/Skills Goals: Articulate a defensible claim/thesis.</p> <p>Explain how societal needs affect the constitutional allocation of power between the national and state governments.</p> <p>The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels</p> <p>The distribution of power between federal and state governments to meet the needs of society changes, as reflected by grants, incentives, and aid programs, including federal revenue sharing, mandates, categorical grants, and block grants.</p>
<p>Materials: AP Classroom AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson REQUIRED FOUNDATIONAL DOCUMENT The Constitution of the United States</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Articulate a defensible claim/thesis via Argument Essay FRQ</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Foundations of Democracy (Unit 1)

<p>Content Statement 8:</p>	<p>How Taught?</p>
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1.8 Constitutional Interpretations of Federalism

Federalism reflects the dynamic distribution of power between national and state governments.

Direct instruction; small groups;
AP Topic Questions, Practice Guides, AP Classroom
MCQ & FRQ questions, and AP instructional videos

Case Notes Have students create case notes for McCulloch v. Maryland and United States v. Lopez that include the following information: facts of the case, majority opinion, and the reasoning (constitutional question) for the majority opinion. Make sure students focus on the constitutional reasoning behind the Court's decision.

Knowledge/Skills Goals:

Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases

Explain how the appropriate balance of power between national and state governments has been interpreted differently over time

The interpretation of the Tenth and Fourteenth Amendments, the commerce clause, the necessary and proper clause, and other enumerated and implied powers is at the heart of the debate over the balance of power between the national and state governments.

The balance of power between the national and state governments has changed over time based on U.S. Supreme Court interpretation of such cases as: § McCulloch v. Maryland (1819), which declared that Congress has implied powers necessary to implement its enumerated powers and established supremacy of the Constitution and federal laws over state laws § United States v. Lopez (1995), which ruled that Congress may not use the commerce clause to make possession of a gun in a school zone a federal crime, introducing a new phase of federalism that recognized the importance of state sovereignty and local control

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<p>Materials: AP Classroom AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p> <p>REQUIRED FOUNDATIONAL DOCUMENT- The Constitution of the United States REQUIRED SUPREME COURT CASES- McCulloch v. Maryland (1819) § United States v. Lopez (1995)</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Foundations of Democracy (Unit 1)

<p>Content Statement 9: 1.9 Federalism in Action</p> <p>Federalism reflects the dynamic distribution of power between national and state governments.</p>	<p>How Taught? Direct instruction; small groups; AP Topic Questions, Practice Guides, AP Classroom MCQ & FRQ questions, and AP instructional videos</p> <p>Knowledge/Skills Goals: Support the argument using relevant evidence.</p> <p>Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making</p> <p>Multiple access points for stakeholders and institutions to influence public policy flows from the allocation of powers between national and state governments.</p> <p>National policy making is constrained by the sharing of power between and among the three branches and state governments.</p>
<p>Materials: AP Classroom AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets</p>

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	<p>Write concepts related to one of the course's big ideas on index cards, place them in a box, and have students pick a card at random. Give students a few minutes to gather and recall information about the term, and then pair students and ask them to find the connection between their concepts. Finally, ask the pairs to write a brief explanation of how the concepts are related.</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 10: 2.1 Congress: The Senate and the House of Representatives</p> <p>Describe the different structures, powers, and functions of each house of Congress.</p>	<p>How Taught? Direct instruction; small groups; AP Topic Questions, Practice Guides, AP Classroom MCQ & FRQ questions, and AP instructional videos</p> <p>Knowledge/Skills Goals: Compare political principles, institutions, processes, policies, and behaviors</p> <ul style="list-style-type: none"> - The Senate is designed to represent states equally, while the House is designed to represent the population. -Different chamber sizes and constituencies influence formality of debate. - Coalitions in Congress are affected by term-length differences. - The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes: <ul style="list-style-type: none"> -Passing a federal budget, raising revenue, and coining money -Declaring war and maintaining the armed forces -Enacting legislation that addresses a wide range of economic, environmental, and social issues based on the necessary and proper clause
<p>Materials: AP Classroom AP Textbook- <i>AP Government: Institutes and Policies</i></p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions</p>

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<p>by John Q Wilson REQUIRED FOUNDATIONAL DOCUMENT- The Constitution of the United States</p>	<p>AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 11: 2.2 Structures, Powers, and Functions of Congress</p> <p>Explain how the structure, powers, and functions of both houses of Congress affect the policy-making process.</p>	<p>How Taught? Describe the data presented in AP provided questions</p> <p>Graphic Organizer Have students 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.”</p> <p>Knowledge/Skills Goals: By design, the different structures, powers, and functions of the Senate and the House of Representatives affect the policy-making process.</p> <ul style="list-style-type: none"> -Though both chambers rely on committees to conduct hearings and debate bills under consideration, different constitutional responsibilities of the House and Senate affect the policy-making process - Chamber-specific procedures, rules, and roles that impact the policy-making process include: § Number of chamber and debate rules that set the bar high for building majority support - Roles of Speaker of the House, President of the Senate, party leadership, and committee leadership in both chambers § Filibuster and cloture - Holds and unanimous consent in the Senate -Role of Rules Committee, Committee of the Whole, and discharge petitions in the House -Treaty ratification and confirmation role of the U.S. Senate
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	<p>-Congress must generate a budget that addresses both discretionary and mandatory spending, and as entitlement costs grow, discretionary spending opportunities will decrease unless tax revenues increase or the budget deficit increases.</p> <p>-Pork-barrel legislation and logrolling affect lawmaking in both chambers.</p>
<p>Materials: AP Classroom AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson REQUIRED FOUNDATIONAL DOCUMENT- The Constitution of the United States</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 12: 2.3 Congressional Behavior</p> <p>The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.</p> <p>Explain how congressional behavior is influenced by election processes, partisanship, and divided government.</p>	<p>How Taught? Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases</p> <p>Knowledge/Skills Goals: Congressional behavior and governing effectiveness are influenced by:</p> <ul style="list-style-type: none"> - Ideological divisions within Congress that can lead to gridlock or create the need for negotiation and compromise - Gerrymandering, redistricting, and unequal representation of constituencies have been partially addressed by the Supreme Court decision in <i>Baker v. Carr</i> (1962), which opened the door to equal protection challenges to redistricting and started the “one person, one vote” doctrine, and the no-racial-gerrymandering decision in <i>Shaw v. Reno</i> (1993) - Elections that have led to a divided government, including partisan votes against presidential initiatives and congressional refusal to confirm appointments of “lame-duck” presidents of the opposite party
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	<p>- Different role conceptions of “trustee,” “delegate,” and “politico” as related to constituent accountability in each chamber</p>
<p>Materials: AP Classroom AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson C-Span Recent House or Senate Subcommittee Hearing Teacher created gerrymandering worksheet REQUIRED FOUNDATIONAL DOCUMENT- The Constitution of the United States REQUIRED SUPREME COURT CASES § Baker v. Carr (1962) § Shaw v. Reno (1993)</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 13: 2.4 Roles and Powers of the President</p> <p>The presidency has been enhanced beyond its expressed constitutional powers.</p>	<p>How Taught? Describe patterns and trends in data provided by AP Government</p> <p>Explain how the president can implement a policy agenda</p> <p>Knowledge/Skills Goals: Presidents use powers and perform functions of the office to accomplish a policy agenda. - Formal and informal powers of the president include: § Vetoes and pocket vetoes—formal powers that enable the president to check Congress -Foreign policy—both formal (commander in-chief and treaties) and informal (executive agreements) powers that influence relations with foreign nations -Bargaining and persuasion—informal power that enables the president to secure congressional action -Executive orders—implied from the president’s vested “executive power,” or from power delegated by Congress, executive orders allow the president to manage the federal government -Signing statements—informal power that informs Congress and the public of the president’s interpretation of laws passed by Congress and signed by the president</p>
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<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -Roles of the President Slideshow-content comes from AP and AP Textbook -First 20 minutes of the most up-to-date State of the Union address (C-SPAN) -REQUIRED FOUNDATIONAL DOCUMENT The Constitution of the United States</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 14: 2.5 Checks on the Presidency</p> <p>Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in cont</p>	<p>How Taught? Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.</p> <p>Quickwrite 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.</p> <p>Knowledge/Skills Goals: The presidency has been enhanced beyond its expressed constitutional powers. -The potential for conflict with the Senate depends upon the type of executive branch appointments, including: Cabinet members, Ambassadors, White House staff -Senate confirmation is an important check on appointment powers, but the president’s longest lasting influence lies in life-tenured judicial appointments. - Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and</i></p>	<p>How Assessed?</p>

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<p><i>Policies</i> by John Q Wilson -Roles of the President Slideshow-content comes from AP and AP Textbook -First 20 minutes of the most up-to-date State of the Union address (C-SPAN)</p>	<p>End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 15: 2.6 Expansion of Presidential Power</p> <p>Explain how presidents have interpreted and justified their use of formal and informal powers.</p>	<p>How Taught? Describe the author’s claim(s), perspective, evidence, and reasoning in AP provided passages</p> <p>Knowledge/Skills Goals: The presidency has been enhanced beyond its expressed constitutional powers. -Justifications for a single executive are set forth in Federalist No. 70 - Term-of-office and constitutional-power restrictions, including the passage of the Twenty-Second Amendment, demonstrate changing presidential roles. -Different perspectives on the presidential role, ranging from a limited to a more expansive interpretation and use of power, continue to be debated in the context of contemporary event</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson REQUIRED FOUNDATIONAL DOCUMENTS: The Constitution of the United States & Federalist No. 70</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>

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Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 16: 2.7 Presidential Communication</p> <p>Explain how communication technology has changed the president's relationship with the national constituency and the other branches.</p>	<p>How Taught? Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.</p> <p>Knowledge/Skills Goals: The communication impact of the presidency can be demonstrated through such factors as: Modern technology, social media, and rapid response to political issues, Nationally broadcast State of the Union messages and the president's bully pulpit used as tools for agenda setting</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -Roles of the President Slideshow-content comes from AP and AP Textbook -First 20 minutes of the most up-to-date State of the Union address (C-SPAN)</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 17: 2.8 The Judicial Branch</p> <p>Explain how communication technology has changed the president's relationship with the national constituency and the other branches.</p>	<p>How Taught? Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.</p> <p>Knowledge/Skills Goals: The communication impact of the presidency can be demonstrated through such factors as: Modern technology, social media, and rapid response to political</p>
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	<p>issues, Nationally broadcast State of the Union messages and the president’s bully pulpit used as tools for agenda setting</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -One AP required Supreme Court case</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 18: 2.9 Legitimacy of the Judicial Branch</p> <p>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</p>	<p>How Taught? Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.</p> <p>Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power.</p> <p>Knowledge/Skills Goals: -Precedents and stare decisis play an important role in judicial decision making. -Ideological changes in the composition of the Supreme Court due to presidential appointments have led to the Court’s establishing new or rejecting existing precedents</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>

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	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 19: 2.10 The Court in Action</p> <p>Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case</p>	<p>How Taught? Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case</p> <p>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.</p> <p>Knowledge/Skills Goals: Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power.</p> <p>Controversial or unpopular court decisions can lead to challenges to the court’s legitimacy and power that Congress and the president can address only through future appointments, legislation changing the Court’s jurisdiction, or refusing to implement decisions.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

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<p>Content Statement 20: 2.11 Checks on the Judicial Branch</p> <p>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.</p>	<p>How Taught? Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.</p> <p>Socratic Seminar Use one of the essential questions, such as Which branch of government is the most powerful? Why?, to initiate a discussion in which students can illustrate their understanding of the learning objectives and essential knowledge statements.</p> <p>Knowledge/Skills Goals: Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power.</p> <p>Explain how other branches in the government can limit the Supreme Court’s power.</p> <p>Political discussion about the Supreme Court’s power is illustrated by the ongoing debate over judicial activism versus judicial restraint.</p> <p>Restrictions on the Supreme Court are represented by: -Congressional legislation to modify the impact of prior Supreme Court decisions -Constitutional amendments -Judicial appointments and confirmations The president and states evading or ignoring Supreme Court decisions - Legislation impacting court jurisdiction</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson (Emphasis on Franklin Roosevelt’s court-packing plan) Sixteenth Amendment (US Constitution)</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

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<p>Content Statement 21 2.12 The Bureaucracy The federal bureaucracy implements federal policies.</p>	<p>How Taught? Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.</p> <p>Explain how the bureaucracy carries out the responsibilities of the federal government.</p> <p>Knowledge/Skills Goals: Tasks performed by departments, agencies, commissions, and government corporations are represented by: § Writing and enforcing regulations -Issuing fines -Testifying before Congress -Issue networks and “iron triangles” Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 22: 2.13 Discretionary and Rule-Making Authority The federal bureaucracy implements federal policies.</p>	<p>How Taught? Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.</p> <p>Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.</p> <p>Knowledge/Skills Goals:</p>
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	<p>Discretionary and rule-making authority to implement policy are given to bureaucratic agencies, including:</p> <ul style="list-style-type: none"> -Department of Homeland Security -Department of Transportation -Department of Veterans Affairs -Department of Education § Environmental Protection Agency (EPA) -Federal Elections Commission (FEC) -Securities and Exchange Commission (SEC)
<p>Materials:</p> <ul style="list-style-type: none"> -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson - Government Website the following departments and agencies -Department of Homeland Security -Department of Transportation -Department of Veterans Affairs -Department of Education § Environmental Protection Agency (EPA) -Federal Elections Commission (FEC) -Securities and Exchange Commission (SEC) 	<p>How Assessed?</p> <p>End of topic assessment; - AP Generated Questions</p> <p>AP Required primary readings guided reading</p> <p>Socratic Seminar</p> <p>Vocabulary Assessments-Student generated</p> <p>Kahoots and quizlets</p> <p>Graphic Organizer</p> <hr/> <p>How Re-Taught?</p> <p>*teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 23: 2.14 Holding the Bureaucracy Accountable</p> <p>The federal bureaucracy implements federal policies</p>	<p>How Taught?</p> <p>Explain patterns and trends in data to draw conclusions.</p> <p>Explain how Congress uses its oversight power in its relationship with the executive branch.</p> <p>Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.</p> <p>Knowledge/Skills Goals:</p> <p>Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by:</p> <ul style="list-style-type: none"> -Committee hearings -Power of the purse
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	<p>As a means to curtail the use of presidential power, congressional oversight serves as a check of executive authorization and appropriation.</p> <p>Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration.</p> <p>Compliance monitoring can pose a challenge to policy implementation.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Interaction Among Branches of Government (Unit 2)

<p>Content Statement 24: 2.15 Policy and the Branches of Government</p> <p>The federal bureaucracy implements federal policies.</p>	<p>How Taught? Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.</p> <p>Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.</p> <p>Knowledge/Skills Goals: Match Claims and Evidence 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),</p>
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	<p>match the claims and evidence, and write statements explaining why the evidence supports the claim.</p> <p>Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

<p>Content Statement 25 : 3.1 The Bill of Rights</p> <p>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.</p>	<p>How Taught? Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.</p> <p>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.</p> <p>Describe the rights protected in the Bill of Rights.</p> <p>Knowledge/Skills Goals: The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights.</p> <p>Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference.</p> <p>The application of the Bill of Rights is continuously interpreted by the courts.</p>
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<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson REQUIRED FOUNDATIONAL DOCUMENT § The Constitution of the United States</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

<p>Content Statement 26: 3.2 First Amendment: Freedom of Religion</p> <p>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.</p>	<p>How Taught? Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.</p> <p>Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty</p> <p>Knowledge/Skills Goals: The interpretation and application of the First Amendment’s establishment and free exercise clauses reflect an ongoing debate over balancing majoritarian religious practice and free exercise, as represented by such cases as: -Engel v. Vitale (1962), which declared school sponsorship of religious activities violates the establishment clause -Wisconsin v. Yoder (1972), which held that compelling Amish students to attend school past the eighth grade violates the free exercise clause</p> <p>Graphic Organizer To practice comparing required Supreme Court cases to a related case, give students a pair of cases—for example, Wisconsin v. Yoder (1972) and Oregon v. Smith (1990)—and have them use a Venn diagram to come up with similarities and differences between the cases. Guide students to use valid categories for comparison, such as facts, majority opinion, and the reasoning (constitutional question) for the majority opinion.</p>
<p>Materials: -AP Classroom</p>	<p>How Assessed?</p>

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<p>-AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson REQUIRED FOUNDATIONAL DOCUMENT -The Constitution of the United States REQUIRED SUPREME COURT CASES -Engel v. Vitale (1962) -Wisconsin v. Yoder (1972)</p>	<p>End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

<p>Content Statement 27: 3.3 First Amendment: Freedom of Speech</p> <p>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.</p>	<p>How Taught? Articulate a defensible claim/thesis.</p> <p>Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.</p> <p>Knowledge/Skills Goals: Think-Pair-Share To practice comparing required Supreme Court cases to a related case, give students a pair of cases—for example, <i>Tinker v. Des Moines Independent Community School District</i> (1969) and <i>Bethel School District No. 403 v. Fraser</i> and have them use Think-Pair-Share to come up with similarities, differences, and relevance to political institutions or processes.</p> <p>The Supreme Court has held that symbolic speech is protected by the First Amendment, demonstrated by <i>Tinker v. Des Moines Independent Community School District</i> (1969), in which the court ruled that public school students could wear black armbands in school to protest the Vietnam War.</p> <p>Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment that limit speech, including: -Time, place, and manner regulations -Defamatory, offensive, and obscene statements and gestures -That which creates a “clear and present danger” based on the ruling in <i>Schenck v. United States</i> (1919)</p>
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<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson REQUIRED FOUNDATIONAL DOCUMENT § The Constitution of the United States REQUIRED SUPREME COURT CASES -Tinker v. Des Moines Independent Community School District (1969) -Schenck v. United States (1919)</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

<p>Content Statement 28: 3.4 First Amendment: Freedom of the Press</p> <p>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</p>	<p>How Taught? Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.</p> <p>Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty</p> <p>Knowledge/Skills Goals: In <i>New York Times Co. v. United States</i> (1971), the Supreme Court bolstered the freedom of the press, establishing a “heavy presumption against prior restraint” even in cases involving national security</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -REQUIRED FOUNDATIONAL DOCUMENT The Constitution of the United States -REQUIRED SUPREME COURT CASE <i>New York Times Co. v. United States</i> (1971)</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

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<p>Content Statement 29: 3.5 Second Amendment: Right to Bear Arms</p> <p>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.</p>	<p>How Taught? Describe the author’s claim(s), perspective, evidence, and reasoning.</p> <p>Knowledge/Skills Goals: The Supreme Court’s decisions on the Second Amendment rest upon its constitutional interpretation of individual liberty.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -REQUIRED FOUNDATIONAL DOCUMENT The Constitution of the United States -REQUIRED SUPREME COURT CASE McDonald v Chicago (2010)</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

<p>Content Statement 30: 3.6 Amendments: Balancing Individual Freedom with Public Order and Safety</p> <p>Support the argument using relevant evidence</p>	<p>How Taught? Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety</p> <p>Knowledge/Skills Goals: Court decisions defining cruel and unusual punishment involve interpretation of the Eighth Amendment and its application to state death penalty statutes.</p> <p>The debate about the Second and Fourth Amendments involves concerns about public safety and whether or not the government regulation of firearms or collection of digital metadata promotes or interferes with public safety and individual rights.</p>
<p>Materials: -AP Classroom</p>	<p>How Assessed?</p>

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<p>-AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -REQUIRED FOUNDATIONAL DOCUMENT The Constitution of the United States</p>	<p>End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

<p>Content Statement 31: 3.7 Selective Incorporation</p> <p>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.</p>	<p>How Taught? Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.</p> <p>Explain the implications of the doctrine of selective incorporation.</p> <p>Knowledge/Skills Goals: The doctrine of selective incorporation has imposed limitations on state regulation of civil rights and liberties as represented by <i>McDonald v. Chicago</i> (2010), which ruled the Second Amendment’s right to keep and bear arms for self-defense in one’s home is applicable to the states through the Fourteenth Amendment.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson REQUIRED FOUNDATIONAL DOCUMENT The Constitution of the United States REQUIRED SUPREME COURT CASE <i>McDonald v. Chicago</i> (2010)</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

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<p>Content Statement 32: 3.8 Amendments: Due Process and the Rights of the Accused</p> <p>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.</p>	<p>How Taught?</p> <p>Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.</p> <p>Explain the extent to which states are limited by the due process clause from infringing upon individual rights.</p> <p>Knowledge/Skills Goals:</p> <p>The Court has on occasion ruled in favor of states’ power to restrict individual liberty, as, for example, when speech can be shown to increase the danger to public safety.</p> <p>The Miranda rule involves the interpretation and application of accused persons’ due process rights as protected by the Fifth and Sixth Amendments, yet the Court has sanctioned a “public safety” exception that allows unwarned interrogation to stand as direct evidence in court.</p> <p>Pretrial rights of the accused and the prohibition of unreasonable searches and seizures are intended to ensure that citizen liberties are not eclipsed by the need for social order and security, including:</p> <ul style="list-style-type: none"> -The right to legal counsel, speedy and public trial, and an impartial jury -Protection against warrantless searches of cell phone data under the Fourth Amendment -Limitations placed on bulk collection of telecommunication metadata (Patriot and USA Freedom Acts) <p>The due process clause has been applied to guarantee the right to an attorney and protection from unreasonable searches and seizures, as represented by:</p> <ul style="list-style-type: none"> -The exclusionary rule, which stipulates evidence illegally seized by law enforcement officers in violation of the suspect’s Fourth Amendment right to be free from unreasonable searches and seizures cannot be used against that suspect in criminal prosecution -Gideon v. Wainwright (1963), which guaranteed the right to an attorney for the poor or indigent
<p>Materials:</p> <ul style="list-style-type: none"> -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -REQUIRED FOUNDATIONAL DOCUMENT 	<p>How Assessed?</p> <p>End of topic assessment; - AP Generationed Questions</p> <p>AP Required primary readings guided reading</p>

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<p>The Constitution of the United States -REQUIRED SUPREME COURT CASE Gideon v. Wainwright (1963)</p>	<p>Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

<p>Content Statement 33: 3.9 Amendments: Due Process and the Right to Privacy</p> <p>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</p>	<p>How Taught? Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.</p> <p>Explain the extent to which states are limited by the due process clause from infringing upon individual rights.</p> <p>Knowledge/Skills Goals: While a right to privacy is not explicitly named in the Constitution, the court has interpreted the due process clause to protect the right of privacy from state infringement. This interpretation of the due process clause has been the subject of controversy.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -REQUIRED FOUNDATIONAL DOCUMENT The Constitution of the United States</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

<p>Content Statement 34: 3.10 Social Movements and Equal Protection</p> <p>The Fourteenth Amendment’s equal protection</p>	<p>How Taught? Explain how the implications of the author’s argument or perspective may affect political</p>
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<p>clause as well as other constitutional provisions have often been used to support the advancement of equality.</p>	<p>principles, institutions, processes, policies, and behaviors.</p> <p>Explain how constitutional provisions have supported and motivated social movements.</p> <p>Knowledge/Skills Goals: Civil rights protect individuals from discrimination based on characteristics such as race, national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress.</p> <p>The leadership and events associated with civil, women’s, and LGBT rights are evidence of how the equal protection clause can support and motivate social movements, as represented by: -Dr. Martin Luther King’s “Letter from a Birmingham Jail” and the civil rights movement of the 1960s -The National Organization for Women and the women’s rights movement -The pro-life (anti-abortion) movement</p> <p>Fishbowl Ask students to discuss the arguments presented in “Letter from a Birmingham Jail.” Have some students form an inner circle to discuss how the arguments relate to political activism and how citizens can affect our government and its policies. The remaining students will form an outer circle to listen, respond, and evaluate.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson REQUIRED FOUNDATIONAL DOCUMENTS -The Constitution of the United States -“Letter from a Birmingham Jail”</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

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<p>Content Statement 35: 3.11 Government Responses to Social Movements</p> <p>Public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time.</p>	<p>How Taught? Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.</p> <p>Explain how the government has responded to social movements.</p> <p>Knowledge/Skills Goals: The government can respond to social movements through court rulings and/ or policies. § Brown v. Board of Education (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause § The Civil Rights Act of 1964 § Title IX of the Education Amendments Act of 1972 § The Voting Rights Act of 1965</p> <p>Matching Claims and Evidence Ask small groups of 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.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -REQUIRED FOUNDATIONAL DOCUMENT The Constitution of the United States REQUIRED -SUPREME COURT CASE Brown v. Board of Education (1954)</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

<p>Content Statement 36: 3.12 Balancing Minority and Majority Rights</p> <p>The Court’s interpretation of the U.S. Constitution is</p>	<p>How Taught? Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.</p>
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<p>influenced by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights and, at others, protected them.</p>	<p>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.</p> <p>Knowledge/Skills Goals: Decisions demonstrating that minority rights have been restricted at times and protected at other times include: § State laws and Supreme Court holdings restricting African-American access to the same restaurants, hotels, schools, etc., as the majority white population based on the “separate but equal” doctrine. -Brown v. Board of Education (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause -The Supreme Court upholding the rights of the majority in cases that limit and prohibit majority-minority districting.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson REQUIRED SUPREME COURT CASE -Brown v. Board of Education (1954)</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Civil Rights and Civil Liberties (Unit 3)

<p>Content Statement 37: 3.13 Affirmative Action</p> <p>The 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.</p>	<p>How Taught? Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.</p> <p>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.</p> <p>Knowledge/Skills Goals: The debate on affirmative action includes justices who insist that the Constitution is colorblind and those who</p>
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	maintain that it forbids only racial classifications designed to harm minorities, not help them.
Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson	How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer
	How Re-Taught? *teacher directed instruction

Topic: American Political Ideology and Beliefs (Unit 4)

Content Statement 38: 4.1 American Attitudes About Government and Politics Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.	How Taught? Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context. Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government. Close Read Have students read an excerpt from a secondary political source, such as a news article or a book by a political theorist, that is related to political socialization. Ideas can be found in the optional readings on the topic pages. Have students identify the writer’s argument and the evidence used to support that argument, and relate the argument to a political behavior. Students may select the article. Knowledge/Skills Goals: Different interpretations of core values, including individualism, equality of opportunity, free enterprise, rule of law, and limited government, affect the relationship between citizens and the federal government and that citizens have with each other.
Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson	How Assessed? End of topic assessment; - AP Generationed Questions

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	<p>AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: American Political Ideology and Beliefs (Unit 4)

<p>Content Statement 39: 4.2 Political Socialization</p> <p>Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.</p>	<p>How Taught? Explain how cultural factors influence political attitudes and socialization.</p> <p>Discussion Group Assign students to groups to discuss the learning objective from this topic—Explain how cultural factors influence political attitudes and socialization—with the view to help them develop new understandings by hearing the views of their classmates. After discussion, ask groups to present their conclusions on the factors and whether or not their group reached a consensus.</p> <p>Knowledge/Skills Goals: Family, schools, peers, media, and social environments (including civic and religious organizations) contribute to the development of an individual’s political attitudes and values through the process of political socialization.</p> <p>As a result of globalization, U.S. political culture has both influenced and been influenced by the values of other countries.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>

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	<p>How Re-Taught? *teacher directed instruction</p>
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Topic: American Political Ideology and Beliefs (Unit 4)

<p>Content Statement 40: 4.3 Changes in Ideology</p> <p>Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.</p>	<p>How Taught? Explain how cultural factors influence political attitudes and socialization.</p> <p>Knowledge/Skills Goals: Generational and life cycle effects also contribute to the political socialization that influences an individual's political attitudes.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: American Political Ideology and Beliefs (Unit 4)

<p>Content Statement 41: 4.4 Influence of Political Events on Ideology</p> <p>Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.</p>	<p>How Taught? Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.</p> <p>Explain how cultural factors influence political attitudes and socialization.</p> <p>Presidential Elections Project</p>
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<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer Presidential Elections Project</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: American Political Ideology and Beliefs (Unit 4)

<p>Content Statement 42: 4.5 Measuring Public Opinion</p> <p>Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.</p>	<p>How Taught? Explain patterns and trends in data to draw conclusions. Describe the elements of a scientific poll.</p> <p>Knowledge/Skills Goals: Public opinion data that can impact elections and policy debates is affected by such scientific polling types and methods as: -Type of poll (opinion polls, benchmark or tracking polls, entrance and exit polls) -Sampling techniques, identification of respondents, mass survey or focus group, sampling error -Type and format of questions</p> <p>Students will write and conduct their own poll</p> <p>Create Representation 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. (recent data)</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and</i></p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions</p>

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<p><i>Policies</i> by John Q Wilson -Democratic & Republican National Platforms (most recent version) -Data- Pew Institute- most recent election or opinion polls. Both major parties will be represented.</p>	<p>AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer Presidential Elections Project</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: American Political Ideology and Beliefs (Unit 4)

<p>Content Statement 43: 4.6 Evaluating Public Opinion Data</p> <p>Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.</p>	<p>How Taught? Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.</p> <p>Explain the quality and credibility of claims based on public opinion data.</p> <p>Knowledge/Skills Goals: The relationship between scientific polling and elections and policy debates is affected by the: § Importance of public opinion as a source of political influence in a given election or policy debate § Reliability and veracity of public opinion data</p> <p>Presidential Elections Project</p> <p>Guided Discussion This topic offers a lot of fodder for discussion about how political actors use polling data. Students can use brainstorming and quickwrite as strategies during a guided discussion in which students understand fiscal policy polling data and how the data may affect political behavior. Data will be current and sourced from the Congressional Budget Office.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -Congressional Budget Office most recent federal budget</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar</p>

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	<p>Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer Presidential Elections Project</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: American Political Ideology and Beliefs (Unit 4)

<p>Content Statement 44: 4.7 Ideologies of Political Parties</p> <p>Widely held political ideologies shape policy debates and choices in American policies.</p>	<p>How Taught? Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.</p> <p>Explain how ideologies of the two major parties shape policy debates.</p> <p>Knowledge/Skills Goals: The Democratic Party (D or DEM) platforms generally align more closely to liberal ideological positions, and the Republican Party (R or GOP) platforms generally align more closely to conservative ideological positions. *Use current major party platforms</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -Democratic & Republican National Platforms (most recent version) -Clips from the most recent* political party conventions - Major parties; equal time given to each party.</p> <p>*Due to the unique conventions of 2020, as a result of Covid, clips from the 2016 convention will be shown during the 2023-2024 school year</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: American Political Ideology and Beliefs (Unit 4)

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<p>Content Statement 45: 4.8 Ideology and Policy Making</p> <p>Widely held political ideologies shape policy debates and choices in American policies.</p>	<p>How Taught? Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.</p> <p>Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.</p> <p>Knowledge/Skills Goals: Because the U.S. is a democracy with a diverse society, public policies generated at any given time reflect the attitudes and beliefs of citizens who choose to participate in politics at that time.</p> <p>The balancing dynamic of individual liberty and government efforts to promote stability and order has been reflected in policy debates and their outcomes over time</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

Topic: American Political Ideology and Beliefs (Unit 4)

<p>Content Statement 46: 4.9 Ideology and Economic Policy</p> <p>Widely held political ideologies shape policy debates and choices in American policies.</p>	<p>How Taught? Explain possible limitations of the data provided, using the student written and generated polls.</p> <p>Describe different political ideologies on the role of government in regulating the marketplace. (*reference fiscal and monetary policy work/learning done in the adjacent Financial Literacy Course)</p>
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	<p>Explain how political ideologies vary on the government's role in regulating the marketplace.</p> <p>Knowledge/Skills Goals: Liberal ideologies favor more governmental regulation of the marketplace, conservative ideologies favor fewer regulations, and libertarian ideologies favor little or no regulation of the marketplace beyond the protection of property rights and voluntary trade.</p> <p>Ideological differences on marketplace regulation are based on different theoretical support, including Keynesian and supply-side positions on monetary and fiscal policies promoted by the president, Congress, and the Federal Reserve. (*reference and add o the fiscal and monetary policy work/learning done in the adjacent Financial Literacy Course)</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: American Political Ideology and Beliefs (Unit 4)

<p>Content Statement 47: 4.10 Ideology and Social Policy</p> <p>Widely held political ideologies shape policy debates and choices in American policies.</p>	<p>How Taught? Explain how the implications of the author's argument or perspective may affect political principles, institutions, processes, policies, and behaviors.</p> <p>Explain how political ideologies vary on the role of the government in addressing social issues. Explain how different ideologies impact policy on social issues.</p>
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	<p>Knowledge/Skills Goals: Liberal ideologies tend to think that personal privacy—areas of behavior where government should not intrude—extends further than conservative ideologies do (except in arenas involving religious and educational freedom); conservative ideologies favor less government involvement to ensure social and economic equality; and libertarian ideologies disfavor any governmental intervention beyond the protection of private property and individual liberty.</p> <p>Policy trends concerning the level of government involvement in social issues reflect the success of conservative or liberal perspectives in political parties.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Political Participation (Unit 5)

<p>Content Statement 48: 5.1 Voting Rights and Models of Voting Behavior</p> <p>Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.</p>	<p>How Taught? Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.</p> <p>Describe the voting rights protections in the Constitution and in legislation.</p> <p>Describe different models of voting behavior.</p> <p>Knowledge/Skills Goals: Legal protections found in federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments relate to the expansion of opportunities for political participation.</p>
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	<p>Examples of political models explaining voting behavior include:</p> <ul style="list-style-type: none"> -Rational choice—Voting based on what is perceived to be in the citizen’s individual interest -Retrospective voting—Voting to decide whether the party or candidate in power should be reelected based on the recent past -Prospective voting—Voting based on predictions of how a party or candidate will perform in the future -Party-line voting—Supporting a party by voting for candidates from one political party for all public offices at the same level of government
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -REQUIRED FOUNDATIONAL DOCUMENT The Constitution of the United States</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Political Participation (Unit 5)

<p>Content Statement 49: 5.2 Voter Turnout</p> <p>Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.</p>	<p>How Taught? Explain patterns and trends in data to draw conclusions.</p> <p>Explain the roles that individual choice and state laws play in voter turnout in elections.</p> <p>Using a complex, AP generated 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. For example, a graph may show that less than 40 percent of people under the age of 24 vote, but over 70 percent of people aged 65–74 vote. Students could conclude that candidates are unlikely to champion issues</p>
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	<p>favored mostly by the young because young people are not as likely to vote as older people.</p> <p>Knowledge/Skills Goals: Structural barriers, political efficacy, and demographics can predict differences in voter turnout in the U.S., and the following can influence voter turnout among democracies worldwide: -National versus state-controlled elections -Voter registration laws and procedures -Voting incentives or penalties or fines -Election type (midterm or presidential)</p> <p>Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.</p> <p>Factors influencing voter choice include: -Party identification and ideological orientation -Candidate characteristics -Contemporary political issues -Religious beliefs or affiliation, gender, race and ethnicity, and other demographic characteristics</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Political Participation (Unit 5)

<p>Content Statement 50: 5.3 Political Parties</p> <p>Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.</p>	<p>How Taught? Explain political principles, institutions, processes, policies, and behaviors.</p> <p>Describe linkage institutions.</p>
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	<p>Explain the function and impact of political parties on the electorate and government</p> <p>Knowledge/Skills Goals: Linkage institutions are channels that allow individuals to communicate their preferences to policy-makers: -Parties -Interest groups -Elections -Media</p> <p>The functions and impact of political parties on the electorate and government are represented by: -Mobilization and education of voters -Party platforms -Candidate recruitment -Campaign management, including fundraising and media strategy -The committee and party leadership systems in legislatures</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Political Participation (Unit 5)

<p>Content Statement 51: 5.4 How and Why Political Parties Change and Adapt</p> <p>Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.</p>	<p>How Taught? Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.</p> <p>Explain why and how political parties change and adapt.</p> <p>Knowledge/Skills Goals:</p>
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	<p>Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened.</p> <p>Parties modify their policies and messaging to appeal to various demographic coalitions.</p> <p>The structure of parties has been influenced by: § Critical elections and regional realignments -Campaign finance law -Changes in communication and datamanagement technology -Parties use communication technology and voter data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Political Participation (Unit 5)

<p>Content Statement 52:</p> <p>5.5 Third-Party Politics</p> <p>Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.</p>	<p>How Taught?</p> <p>Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.</p> <p>Explain how structural barriers impact third-party and independent candidate success.</p> <p>Knowledge/Skills Goals: In comparison to proportional systems, winner-take-all voting districts serve as a structural barrier to third-party and independent candidate success. PMI-5.D.2 The incorporation of third-party agendas into platforms of major political parties serves as a barrier to third-party and independent candidate success</p>
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<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Political Participation (Unit 5)

<p>Content Statement 53: 5.6 Interest Groups Influencing Policy Making</p> <p>Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.</p>	<p>How Taught? Explain possible limitations of the visual representation of the data provided.</p> <p>Explain the benefits and potential problems of interest-group influence on elections and policy making.</p> <p>Knowledge/Skills Goals: Interest groups may represent very specific or more general interests, and can educate voters and office holders, conduct lobbying, draft legislation, and mobilize membership to apply pressure on and work with legislators and government agencies.</p> <p>In addition to working within party coalitions, interest groups exert influence through long-standing relationships with bureaucratic agencies, congressional committees, and other interest groups; such relationships are described as “iron triangles” and “issue networks,” and they help interest groups exert influence across political party coalitions.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets</p>

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	Graphic Organizer
	How Re-Taught? *teacher directed instruction

Topic: Political Participation (Unit 5)

<p>Content Statement 54: 5.7 Groups Influencing Policy Outcomes</p> <p>Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policymakers.</p>	<p>How Taught? Explain how various political actors influence public policy outcomes.</p> <p>Debate- 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.</p> <p>Knowledge/Skills Goals: Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making.</p> <p>Competing actors such as interest groups, professional organizations, social movements, the military, and bureaucratic agencies influence policy making, such as the federal budget process, at key stages and to varying degrees.</p> <p>Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

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Topic: Political Participation (Unit 5)

<p>Content Statement 55: 5.8 Electing a President</p> <p>The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</p>	<p>How Taught? Articulate a defensible claim/thesis via an AP created Argument Essay FRQ</p> <p>Explain how the different processes work in a U.S. presidential election.</p> <p>Explain how the Electoral College facilitates and/or impedes democracy</p> <p>Knowledge/Skills Goals: The process and outcomes in U.S. presidential elections are impacted by: -Incumbency advantage phenomenon -Open and closed primaries Caucuses -Party conventions -General (presidential) elections -The Electoral College</p> <p>The winner-take-all allocation of votes per state (except Maine and Nebraska) under the setup of the Electoral College compared with the national popular vote for president raises questions about whether the Electoral College facilitates or impedes democracy</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Political Participation (Unit 5)

<p>Content Statement 56: 5.9 Congressional Elections The impact of federal policies on campaigning and</p>	<p>How Taught? Support the argument using relevant evidence (see FRQ in Standard 5.8)</p>
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<p>electoral rules continues to be contested by both sides of the political spectrum</p>	<p>Knowledge/Skills Goals: The process and outcomes in U.S. congressional elections are impacted by: Incumbency advantage phenomenon Open and closed primaries -Caucuses -General (presidential and midterm) elections</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p> <p>How Re-Taught? *teacher directed instruction</p>

Topic: Political Participation (Unit 5)

<p>Content Statement 57: 5.10 Modern Campaigns</p> <p>The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</p>	<p>How Taught? Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis. Will use an AP created Argument Essay FRQ.</p> <p>Explain how campaign organizations and strategies affect the election process.</p> <p>Knowledge/Skills Goals: The benefits and drawbacks of modern campaigns are represented by: -Dependence on professional consultants -Rising campaign costs and intensive fundraising efforts -Duration of election cycles -Impact of and reliance on social media for campaign communication and fundraising</p>
<p>Materials: -AP Classroom</p>	<p>How Assessed?</p>

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<p>-AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>End of topic assessment; - AP Generated Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Political Participation (Unit 5)

<p>Content Statement 58: 5.11 Campaign Finance</p> <p>The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</p>	<p>How Taught?</p> <p>Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.</p> <p>Explain how the organization, finance, and strategies of national political campaigns affect the election process.</p> <p>Knowledge/Skills Goals:</p> <p>Federal legislation and case law pertaining to campaign finance demonstrate the ongoing debate over the role of money in political and free speech, as set forth in:</p> <ul style="list-style-type: none"> -Bipartisan Campaign Reform Act of 2002, which was an effort to ban soft money and reduce attack ads with “Stand by Your Ad” provision: “I’m [candidate’s name] and I approve this message” -Citizens United v. Federal Election Commission (2010), which ruled that political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment <p>Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, political action committees [PACs], and political parties).</p> <p>Different types of PACs influence elections and policy making through fundraising and spending.</p>
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<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson -Any AP Required Foundational Document -REQUIRED SUPREME COURT CASE Citizens United v. Federal Elections Commission (2010)</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught? *teacher directed instruction</p>

Topic: Political Participation (Unit 5)

<p>Content Statement 59: 5.12 The Media</p> <p>The various forms of media provide citizens with political information and influence the ways in which they participate politically</p>	<p>How Taught? Explain the media’s role as a linkage institution.</p> <p>Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives. Students will complete an AP created Argument Essay FRQ.</p> <p>Knowledge/Skills Goals: Traditional news media, new communication technologies, and advances in social media have profoundly influenced how citizens routinely acquire political information, including news events, investigative journalism, election coverage, and political commentary.</p> <p>The media’s use of polling results to convey popular levels of trust and confidence in government can impact elections by turning such events into “horse races” based more on popularity and factors other than qualifications and platforms of candidates.</p>
<p>Materials: -AP Classroom -AP Textbook- <i>AP Government: Institutes and Policies</i> by John Q Wilson</p>	<p>How Assessed? End of topic assessment; - AP Generationed Questions AP Required primary readings guided reading Socratic Seminar Vocabulary Assessments-Student generated Kahoots and quizlets Graphic Organizer</p>
	<p>How Re-Taught?</p>

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*teacher directed instruction

Topic: Political Participation (Unit 5)

Content Statement 60:
5.13 Changing Media

The various forms of media provide citizens with political information and influence the ways in which they participate politically.

How Taught?

Explain how required Supreme Court cases apply to scenarios in context.

Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.

Knowledge/Skills Goals:

Political participation is influenced by a variety of media coverage, analysis, and commentary on political events.

Self/Peer Revision Ask 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? Ask students to use evidence from Federalist No. 10 to support their claims. Have students perform self- and peer revisions of their practice argument essays so they have the opportunity to review their practice claims, supporting evidence, sourcing, and analysis and reasoning.

The rapidly increasing demand for media and political communications outlets from an ideologically diverse audience have led to debates over media bias and the impact of media ownership and partisan news sites.

The nature of democratic debate and the level of political knowledge among citizens is impacted by: § Increased media choices § Ideologically oriented programming § Consumer-driven media outlets and emerging technologies that reinforce existing beliefs § Uncertainty over the credibility of news sources and information

Materials:

- AP Classroom
- AP Textbook- *AP Government: Institutes and Policies* by John Q Wilson
- AP REQUIRED DOCUMENT
- Federalist Paper No. 10

How Assessed?

- End of topic assessment; - AP Generationed Questions
- AP Required primary readings guided reading
- Socratic Seminar
- Vocabulary Assessments-Student generated
- Kahoots and quizlets

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	Graphic Organizer
	How Re-Taught? *teacher directed instruction

NOTES:

AP Required Foundational Documents

- The Declaration of Independence
- The Articles of Confederation
- The Constitution
- The Bill of Rights
- Brutus No. 1
- Federalist No. 10
- Federalist No. 51
- Federalist No. 70
- Federalist Paper No. 78
- MLK's Letter from Birmingham Jail

AP 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* (1969)
- *New York Times Co. v. United States* (1971)
- *Wisconsin v. Yoder* (1972)
- *Roe v. Wade* (1973)
- *Shaw v. Reno* (1993)
- *United States v. Lopez* (1995)
- *Citizens United v. Federal Election Commission* (2010)
- *McDonald v. Chicago* (2010)