

**District Overview:**

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching and analyzing information, and contributing to discussions. Students study will focus on history, geography, economics, civics and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason and examine and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics and the rights and responsibilities of citizens.

**AP U.S. Government and Politics Description:**

Advanced Placement U.S. Government and Politics is a year-long course offered in place of the traditional semester U.S. Government course. The course is designed to give students a critical perspective on the institutions of American Government. Studies will focus on the functions of and relationships within our American government. The goal of this course is to extend student interest in federalism, the roles of the federal bureaucracy, mass media and political parties and the historical impact of government decisions on Americans today. Therefore, it requires familiarity with various institutions, groups, and beliefs that lay the foundation of American politics. Those who wish to enroll in the course will be completing studies equivalent to an introductory college course in American Government and Politics. In May, students are encouraged to take the AP exam.

**Units of Study:**

- Unit 1: Foundations of American Democracy
- Unit 2: Interaction Among Branches of Government
- Unit 3: Policy Making: Domestic, Foreign and Economic Policy
- Unit 3: Civil Liberties and Civil Rights
- Unit 4: American Political Ideologies and Beliefs
- Unit 5: Political Participation



**Subject:** AP Government & Politics

**Grade:** 12<sup>th</sup>

**Suggested Timeline:** 5 weeks

**Unit Title:**

Foundations of American Democracy

**Unit Overview/Essential Understanding:**

Students will be learning about the roots of American government and the philosophies and belief systems incorporated into its inception. Federalism is the bedrock foundation of the operations of how our government functions, and this will be the most important conversation to be had at the beginning of the year, enabling students to move from there in future conversations about the role of government at each level of government. Students will also role play landmark court cases to gain insight into federalist driven Marshall Court.

**Essential Questions:**

- Why is a strong central government necessary?
- What is the role of a central government?
- How does federalism operate?
- What is the role of the courts in interpreting the power of the federal government?

**Unit Objectives:**

- The students will be able to trace the origins of American government.
- The students will be able evaluate the different types of governments countries may employ.
- The students will be able to explain the function of American government.
- The students will be able to describe American political culture, and identify the basic tenets of American democracy.
- The students will be able to analyze the changing characteristics of the American public.
- The students will be able to assess the role of political ideology in shaping American politics.
- The students will be able to characterizes changes in Americans' attitudes toward and expectations of government.
- The students will be able to trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nations.
- The students will be able to identify the key components of the Articles of Confederation and the reasons why it failed.
- The students will be able to outline the issues and compromises that were central to the writing of the U.S. Constitution.
- The students will be able to analyze the underlying principles of the U.S. Constitution.
- The students will be able to explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

- The students will be able to distinguish between the methods for proposing and ratifying amendments to the U.S. Constitution.
- The students will be able to trace the roots of the federal system and the Constitution's allocation of powers between the national and state governments.
- The students will be able to determine the impact of the Marshall Court on federalism.
- The students will be able to describe the emergence and decline of dual federalism.
- The students will be able to explain how cooperative federalism led to the growth of the national government at the expense of the states.
- The students will be able to describe how the federal budget is used to further influence state and local governments' policies.
- The students will be able to explore the role of the judiciary as arbiter of federal-state conflicts.
- The students will be able to assess the challenges in balancing national and state powers and the consequences for policy making.
- The students will be able to answer short answer questions relative to the foundations of American government, in preparation for the national exam.
- The students will be able to write an essay exploring the processes for establishing the foundations of American government.

**Focus Standards Addressed in this Unit:**

- 5.1.12.A - Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good
- 5.1.12.B - Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government
- 5.1.12.C - Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality
- 5.1.12.D - Evaluate state and federal powers based on significant documents and other critical sources. • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented

**Important Standards Addressed in this Unit:**

- 5.3.12.J - Evaluate critical issues in various contemporary governments
- 5.1.12.F - Evaluate the role of nationalism in uniting and dividing citizens

**Misconceptions:**

- Students do not realize that they already know what federalism is, they have learned it since elementary school. However, when faced with the official title of “federalism” it is unrelatable to the way they have processed it over the years. We break down their fear of learning the jargon and concentrate on how it is applicable.

**Concepts/Content:**

- Roots of American government
- Types of government
- Functions of American government
- American political culture
- Basic tenets of American democracy
- Changing American demographics
- Roots of the U.S. Constitution
- The Articles of Confederation
- The U.S. Constitution
- Ratifying the U.S. Constitution
- Roots of the Federal system
- The Marshall Court
- Dual federalism
- Cooperative federalism
- Federal grants to state and local governments

**Competencies/Skills:**

- Communicate effectively using both verbal, written and physical role play
- TDA skills in close reading foundational documents
- Real life application of how government impacts us on the local, state and federal level
- Real life application of how landmark court cases affect our lives

**Description of Activities:**

- Note-taking
- Socratic method discussion
- White board presentation on Google Slides for each chapter/unit
- Role play of landmark court cases, using Oyez.com as a source



<ul style="list-style-type: none"><li>• Judicial federalism</li></ul>		
<b>Assessments:</b> <ul style="list-style-type: none"><li>• Multiple choice test with short answer section</li><li>• Essay</li></ul>		
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"><li>• American history</li></ul>	<b>Additional Resources:</b> <ul style="list-style-type: none"><li>• District approved textbook</li><li>• District approved supplement resources like:<ul style="list-style-type: none"><li>○ Oyez.com</li><li>○ Articles of Confederation</li><li>○ U.S. Constitution</li><li>○ The Federalist Papers</li></ul></li></ul>	

<b>Subject:</b> AP Government & Politics	<b>Grade:</b> 12 <sup>th</sup>	<b>Suggested Timeline:</b> 5 weeks
<b>Unit Title:</b> Interactions Among Branches of Government		
<b>Unit Overview/Essential Understanding:</b> Another foundational unit, students will learn about the checks and balances system of the three branches of government. U.S. history will provide the vehicle that delivers this information, utilizing historic examples of the branches interaction. Students will learn what powers each branch is permitted via the U.S. Constitution and at what different periods of time in American history each branch was most powerful and why. Students will speculate as to what determines the power of a branch at any given time and what the founding fathers had in mind when they created them.		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• How do checks and balances work to promote democracy?</li> <li>• How do branches' powers ebb and flow over the course of American history?</li> <li>• What is the role of unelected bureaucratic officials in supporting the democracy?</li> </ul>		
<b>Unit Objectives:</b>		
<ul style="list-style-type: none"> <li>• The students will be able to trace the roots of the legislative branch outlined by the U.S. Constitution.</li> <li>• The students will be able to characterize the demographic attributes of members of Congress and identify factors that affect their chances for reelection.</li> <li>• The students will be able to assess the role of the committee system, political parties, and congressional leadership in organizing Congress.</li> <li>• The students will be able to identify three of the most significant powers of Congress.</li> <li>• The students will be able to analyze the factors that influence how members of Congress make decisions.</li> <li>• The students will be able to evaluate the strategic interactions between Congress, the president, the courts, and the people.</li> <li>• The students will be able to trace the development of the presidency and the provisions for choosing and replacing presidents.</li> <li>• The students will be able to identify and describe the constitutional powers of the president.</li> <li>• The students will be able to evaluate the development and expansion of presidential power.</li> <li>• The students will be able to explain the concept of presidential leadership and analyze the importance of public opinion.</li> <li>• The students will be able to assess the president's role as policy maker.</li> </ul>		

- The students will be able to trace the growth and development of the federal bureaucracy.
- The students will be able to describe modern bureaucrats and outline the structure of the modern bureaucracy.
- The students will be able to determine how the bureaucracy makes policy.
- The students will be able to evaluate controls designed to make agencies more accountable.
- The students will be able to trace the development of the federal judiciary and the origins of judicial review.
- The students will be able to explain the organization of the federal court system.
- The students will be able to outline the criteria and process used to select federal court judges.
- The students will be able to evaluate the Supreme Court's process for accepting, hearing, and deciding cases.
- The students will be able to analyze the factors that influence judicial decision making.
- The students will be able to assess the role of the Supreme Court in the policy-making process.
- The students will be able to write an essay reflecting an evaluation of the interaction between the three different branches of government and how they serve to govern America.
- The students will be able to answer short answer questions regarding the responsibilities, interactions, challenges, and triumphs of the different branches of government alternately working together and independently of one another.

**Focus Standards Addressed in this Unit:**

- 5.2.12.C - Evaluate political leadership and public service in a republican form of government
- 5.3.12.A - Analyze the changes in power and authority among the three branches of government over time
- 5.3.12.C - Evaluate how government agencies create, amend, and enforce regulations
- 5.3.12.F - Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented

**Important Standards Addressed in this Unit:**

- 5.3.12.B - Compare and contrast policymaking in various contemporary world governments

**Misconceptions:**

- Students rarely understand before this unit that there are two court systems in our country; state and federal. By drawing a chart that explores what the differences and similarities are to compare and contrast each they discuss their understandings.
- Students would also benefit from talking about the differences between state and federal crimes in order to better understand our court systems. Out of the three branches, it is typically the judicial branch that mystifies students the most.

**Concepts/Content:**

- Roots of U.S. Congress
- Members of Congress
- Gerrymandering
- How Congress is organized
- Powers of Congress
- Decision making process of Congress
- Balancing Congressional power
- Roots of the Office of the POTUS
- Constitutional powers of the President
- The development and expansion of presidential power
- The presidential establishment
- Presidential leadership and public opinion
- The President as policy maker
- Roots of the federal bureaucracy
- The modern bureaucracy
- How the bureaucracy works
- Making the bureaucracy accountable
- Roots of the federal judiciary

**Competencies/Skills:**

- Communicate effectively using both verbal, written and physical role play
- TDA skills in close reading foundational documents
- Real life application of how government impacts us on the local, state and federal level
- Real life application of how landmark court cases affect our lives

**Description of Activities:**

- Note-taking
- Socratic method discussion
- White board presentation on Google Slides for each chapter/unit
- Role play of landmark court cases, using Oyez.com as a source
- Field trip to the county courthouse to sit in the well and view a court case





<ul style="list-style-type: none"><li>• Judicial review</li><li>• The Federal Court system</li><li>• How federal court judges are selected</li><li>• The SCOTUS today</li><li>• Judicial philosophy and decision making</li><li>• Power, policy making and the court</li></ul>		
<p><b>Assessments:</b></p> <ul style="list-style-type: none"><li>• Multiple choice test with short answer section</li><li>• Essay</li></ul>		
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"><li>• American history</li><li>• Street law</li></ul>	<p><b>Additional Resources:</b></p> <ul style="list-style-type: none"><li>• District approved textbook</li><li>• District approved supplement resources like:<ul style="list-style-type: none"><li>○ Oyez.com</li><li>○ CSPAN</li><li>○ The Washington Journal</li><li>○ Twitter (legal Twitter)</li><li>○ U.S. Constitution</li></ul></li></ul>	



**Subject:** AP Government & Politics

**Grade:** 12<sup>th</sup>

**Suggested Timeline:** 4 weeks

**Unit Title:**

Policy Making: Domestic, Foreign and Economic Policy

**Unit Overview/Essential Understanding:**

Students will learn about the different areas of policy making that the federal government engages in for its citizens. Again, U.S. history and economics will help deliver this information via historical examples that illuminate how domestic, foreign, and economic policies have changed over time and why. Students will also learn about times of trouble and triumph in all three areas of policy making and what events led to those outcomes. Students will be able to think critically about the short- and long-term goals of these policy types and evaluate how they helped to shape America.

**Essential Questions:**

- How do global events shape America's foreign policy?
- How do economic events shape American domestic and foreign policy?
- Who effects policy in government?
- What is the role of policy in effective governance?

**Unit Objectives:**

- The students will be able to trace the stages of the policy-making process.
- The students will be able to describe health policy in the United States.
- The students will be able to outline education policy in the United States.
- The students will be able to explain energy and environmental policy in the United States.
- The students will be able to assess the ongoing challenges in U.S. domestic policy.
- The students will be able to trace the evolution of economic policy in the United States.
- The students will be able to assess the impact of the budget process on fiscal policy.
- The students will be able to analyze the effect of the Federal Reserve System on monetary policy.
- The students will be able to describe the evolution of income security policy in the United States.
- The students will be able to evaluate the role of fiscal, monetary, and income security policy in the economic recession and recovery.
- The students will be able to trace the evolution of U.S. foreign policy and defense policy.
- The students will be able to explain U.S. foreign policy as the country rose to become a world power.

- The students will be able to outline the factors that shape foreign and defense policy decision making.
- The students will be able to identify contemporary foreign and defense policy challenges confronting the United States.
- The students will be able to understand emerging challenges to American foreign policy that have arisen in recent years.
- The students will be able to write an essay reflecting how the U.S. makes foreign, domestic and economic policy and its impact on the American people.
- The students will be able to answer short answer questions regarding the use of domestic, foreign and economic policy in America.

**Focus Standards Addressed in this Unit:**

- 5.3.12.B - Compare and contrast policymaking in various contemporary world governments
- 5.3.12.I - Evaluate tax policies of various states and countries
- 5.3.12.J - Evaluate critical issues in various contemporary governments
- 5.4.12.A - Examine foreign policy perspectives, including realism, idealism, and liberalism
- 5.4.12.B - Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties)
- 5.4.12.C - Evaluate the effectiveness of international organizations, both governmental and non- governmental
- 5.4.12.D - Evaluate the role of mass media in world politics
- 5.4.12.E - Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented

**Important Standards Addressed in this Unit:**

- 6.3.C.B.- Assess the government's role in regulating and stabilizing the state and national economy
- 6.3.C.D - Explain why governments limit or promote international trade
- 6.4.C.A - Explain how specialization contributes to economic interdependence on a national and international level

**Misconceptions:**

- Students have many misconceptions about policy making in the U.S. They fail to realize that most civil servants who make policies for us are not elected officials but bureaucratic personnel who are not beholden to election cycles.
- Students also enter into domestic policy making not realizing that we have elements of socialism in our government already – socialism has a terrible reputation by name in America, and most Americans are somehow ignorant that our government uses tax dollars to benefit the whole.
- Students are also unaware that laissez faire economics caused the 2008 housing crisis and they are baffled as to how unregulated the banking system is in America.

**Concepts/Content:**

- Roots of domestic policy in the U.S.
- Health policy today
- Education policy today
- Energy and environmental policy today
- Ongoing challenges in domestic policy
- Roots of economic policy
- Fiscal policy
- Monetary policy
- Income security policy
- Recession and economic recovery
- Roots of U.S. foreign and defense policy
- U.S. as a world power
- Foreign and defense policy decision making
- Contemporary challenges in foreign and defense policy

**Competencies/Skills:**

- Communicate effectively using both verbal, written and physical role play
- TDA skills in close reading foundational documents
- Real life application of how domestic policy, foreign policy and economic policy dictate our lives

**Description of Activities:**

- Note-taking
- Socratic method discussion
- White board presentation on Google Slides for each chapter/unit
- Film “Inside Job” about the 2008 housing crisis



<ul style="list-style-type: none"><li>• New challenges in American foreign policy</li></ul>		
<b>Assessments:</b> <ul style="list-style-type: none"><li>• Multiple choice test with short answer section</li><li>• Essay</li></ul>		
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"><li>• American history</li><li>• Economics</li><li>• Debate club</li></ul>	<b>Additional Resources:</b> <ul style="list-style-type: none"><li>• District approved textbook</li><li>• District approved supplement resources like:<ul style="list-style-type: none"><li>○ CSPAN</li><li>○ The Washington Journal</li><li>○ U.S. Constitution</li></ul></li></ul>	



**Subject:** AP Government & Politics

**Grade:** 12<sup>th</sup>

**Suggested Timeline:** 4 weeks

**Unit Title:**

Civil Liberties and Civil Rights

**Unit Overview/Essential Understanding:**

Students will learn about the differences between civil liberties and civil rights in this unit. American history serves as the backdrop for the evolution of civil rights in America as to whom they were given to and why and at what time. Students will learn how different ethnic, cultural, gender and sexual orientation groups fought for civil rights and how the government responded with laws passed to protect them. Students will also explore the argument of how civil liberties are those unalienable rights and how they are different from civil rights.

**Essential Questions:**

- How do protests and opposition drive progressive movements and laws created to promote civil rights?
- What is the difference between a civil liberty and a civil right?
- What is the role of government in providing civil rights to its citizens?
- How has the Constitution shifted over time to include protections and rights over/for other groups of non-white males?
- How has the government protected the rights of its citizens over time? How has it failed?

**Unit Objectives:**

- The students will be able to trace the constitutional roots of civil liberties.
- The students will be able to describe the First Amendment guarantee of freedom of religion.
- The students will be able to outline the First Amendment guarantees of and limitations on freedom of speech, press, assembly, and petition.
- The students will be able to summarize changes in the interpretation of the Second Amendment right to keep and bear arms.
- The students will be able to analyze the rights of criminal defendants found in the Bill of Rights.
- The students will be able to Explain the origin and significance of the right to privacy.
- The students will be able to evaluate how reforms to combat terrorism have affected civil liberties.
- The students will be able to trace the efforts from 1800 to 1890 of African Americans and women to win the vote.
- The students will be able to outline developments in African Americans' and women's push for equality from 1890 to 1954.
- The students will be able to analyze the civil rights movement and effects of the Civil Rights Act of 1964.

- The students will be able to assess statutory and constitutional remedies for discrimination pursued and achieved by the women's right's movement.
- The students will be able to describe how other groups have mobilized in pursuit of their own civil rights.
- The students will be able to evaluate the ongoing debate concerning civil rights and affirmative action.
- The students will be able to write an essay reflecting the impact of the Civil Rights Movement on civil rights laws and judicial interpretation of civil liberties.
- The students will be able to answer short answer questions regarding how civil rights in America have progressed, why and what failures have occurred.

**Focus Standards Addressed in this Unit:**

- 5.1.12.E - Analyze and assess the rights of people as written in the PA Constitution and the US Constitution
- 5.2.12.A - Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments
- 5.2.12.B - Examine the causes of conflicts in society and evaluate techniques to address those conflicts
- CC.8.6.9-10.A. Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented

**Important Standards Addressed in this Unit:**

- 5.3.12.G - Evaluate the impact of interest groups in developing public policy
- 5.3.C.F - Explain the Supreme Court's role in interpreting the U.S. Constitution. • Individual rights • States' rights • Civil rights
- 5.3.C.C - Explain how government agencies create, amend, and enforce policies in local, state, and national governments

**Misconceptions:**

- Students typically do a good job of understanding civil rights in America, having had History II which discusses the movement in depth, however students are forgetful of the Feminist Movement and other 70's movements, particularly the Native American

movement and how it impacted their lives in America. The history of these events often need to be revisited and reinforced with the laws that were passed as a subsequent action to the movement.

**Concepts/Content:**

- Roots of civil liberties
- First Amendment guarantees
- Second Amendment
- The Rights of Criminal Defendants
- The Right to privacy
- Civil liberties and combating terrorism
- Roots of suffrage: 1800-1890
- The push for equality, 1890-1954
- The Civil Rights Movement
- The Women’s Rights Movement
- LGBTQ Rights Movement
- Hispanic Movement
- Native American Movement
- Americans with disabilities movement
- Civil rights and affirmative action

**Competencies/Skills:**

- Communicate effectively using both verbal, written and physical role play
- TDA skills in close reading foundational documents
- Role play landmark court cases
- Write a film review

**Description of Activities:**

- Note-taking
- Socratic method discussion
- White board presentation on Google Slides for each chapter/unit
- Film “Gideon’s Trumpet” about landmark court case Gideon v. Wainwright 1961
- Film “Iron Jawed Angels” about the early 1900’s feminist movement for the right to vote
- Film “Selma” about the 1965 Selma March for Black voting rights
- Close reading of the Declaration of Sentiments 1848 Seneca Falls convention
- Oyez.com for Bakke v. Regents landmark court case

**Assessments:**

- Multiple choice test with short answer section
- Essay

**Interdisciplinary Connections:**

- American history
- Street law

**Additional Resources:**

- District approved textbook
- District approved supplement resources like:
  - CSPAN





**pennsylvania**  
DEPARTMENT OF EDUCATION



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|  | <ul style="list-style-type: none"><li>○ The Washington Journal</li><li>○ U.S. Constitution</li></ul> |
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<b>Subject:</b> AP Government & Politics	<b>Grade:</b> 12 <sup>th</sup>	<b>Suggested Timeline:</b> 4 weeks
<b>Unit Title:</b> American Political Ideologies and Beliefs		
<b>Unit Overview/Essential Understanding:</b> Students will learn about American demographics and how they impact political affiliation. Students will also discover how stereotypes swing and at times belie poll outcomes due to their nature of simplifying the American people. Students will also explore how the political spectrum is divided by conservative and liberal perspectives where Americans are quantified by their religion, gender, location, level of education, ethnicity, marital status, etc.  <b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does where a citizen's lives, race, religions, gender, income, education all seemingly determine political affiliation?</li><li>• What is the role of opinion polls/straw polls in the study of political movements?</li><li>• How do the outcomes of polls provide the illusion of knowledge in any political event?</li><li>• Why aren't demographics a reliable factor in polling for political races?</li><li>• How can polls fail to predict political races?</li></ul>		
<b>Unit Objectives:</b> <ul style="list-style-type: none"><li>• The students will be able to trace the development of modern public opinion research.</li><li>• The students will be able to describe the methods for conducting and analyzing different types of public opinion polls.</li><li>• The students will be able to assess the potential shortcomings of polling.</li><li>• The students will be able to analyze the process by which people form political opinions.</li><li>• The students will be able to evaluate the effects of public opinion on politics.</li><li>• The students will be able to trace the evolution of the two-party system.</li><li>• The students will be able to outline the structure of American political parties at the national, state, and local levels.</li><li>• The students will be able to identify the functions performed by American political parties.</li><li>• The students will be able to analyze how political socialization and groups affiliations shape party identification.</li><li>• The students will be able to evaluate the role of minor parties in the American two-party system.</li><li>• The students will be able to assess party polarization in the modern era.</li><li>• The students will be able to write an essay reflecting the impact of polling on major elections in the United States.</li><li>• The students will be able to answer short answer questions regarding strategies, flaws and successes in types of polling.</li></ul>		

**Focus Standards Addressed in this Unit:**

- 5.3.12.H - Evaluate the role of mass media in setting public agenda and influencing political life
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented

**Important Standards Addressed in this Unit:**

- 5.3.C.B - Analyze the roles of local, state, and national governments in policy-making
- 5.3.12.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy

**Misconceptions:**

- Students never quite grasp how challenging it is to make a poll – until they are forced to do it themselves. I often find it's best to merely observe them crafting their poll, and then let them experience in real time where their poll failed and why. This opportunity gives them an authentic experience in poll work.
- Students are also baffled how polls can often misconstrue the outcome of an election, and we always need to hash out the long list of reasons why polls are not the end all, be all of how an election will turn out. We can reflect and discuss the situation with Hillary Clinton in 2016.

**Concepts/Content:**

- Roots of public opinion research
- Conducting and analyzing public opinion polls
- Shortcomings of polling
- Forming political opinions
- The effect of public opinion on politics

**Competencies/Skills:**

- Communicate effectively using both verbal, written and physical role play
- TDA skills in close reading foundational documents

**Description of Activities:**

- Note-taking
- Socratic method discussion
- White board presentation on Google Slides for each chapter/unit
- RealClearPolitics.com for national polls

<ul style="list-style-type: none"> <li>• Roots of the two-party system</li> <li>• The organization of American political parties</li> <li>• Activities of American political parties</li> <li>• Party identification in the electorate</li> <li>• Minor parties in the American two-party system</li> <li>• United or divided: American political polarization</li> </ul>		<ul style="list-style-type: none"> <li>• Student organized and operated school wide polling on political issues impacting the nation</li> <li>• Study of the 2016 campaign season – watch the YouTube Republican debates to study polarization</li> <li>• Study of the 2016 campaign – watch the presidential candidate debates between Hillary and Trump to study polarization</li> </ul>
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Multiple choice test with short answer section</li> <li>• Essay</li> </ul>		
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>• American history</li> </ul>	<p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• District approved textbook</li> <li>• District approved supplement resources like:             <ul style="list-style-type: none"> <li>○ CSPAN</li> <li>○ The Washington Journal</li> <li>○ Political ads/</li> <li>○ Major political party websites</li> </ul> </li> </ul>	



**Subject:** AP Government & Politics

**Grade:** 12<sup>th</sup>

**Suggested Timeline:** 7 weeks

**Unit Title:**

Political Participation

**Unit Overview/Essential Understanding:**

Students will learn in this unit about the political process of elections in America. Students will evaluate the role of media and political campaigns to reach out to potential voters to Get Out The Vote as linkage systems to citizens. Students will also analyze the impact and role of money in political campaigns, the use of PACS and how landmark court cases such as Citizens United enabled federal elections to be rife with cash. Students will discuss how free and fair elections are when major corporations and wealthy 1% individuals contribute so much money to the election cycles.

**Essential Questions:**

- What is the role of political parties as linkage systems in getting citizens to vote?
- What role do political campaigns play in getting candidates elected to office?
- What is the role of the media as a linkage system to American government?
- How do lobbyists impact governmental decisions?

**Unit Objectives:**

- The students will be able to trace the roots of American elections and distinguish among the four different types of elections.
- The students will be able to outline the electoral procedures for presidential and general elections.
- The students will be able to compare and contrast congressional and presidential elections and explain the incumbency advantage.
- The students will be able to identify seven factors that influence voter choice.
- The students will be able to identify six factors that affect voter turnout.
- The students will be able to explain why voter turnout is low and evaluate methods for improving voter turnout.
- The students will be able to trace the evolution of political campaigns in the U.S.
- The students will be able to assess the role of candidates and their staff in the campaign process.
- The students will be able to evaluate the ways campaign raise money.
- The students will be able to identify the ways campaigns use the media to reach potential voters.
- The students will be able to analyze the 2012 presidential campaign.
- The students will be able to trace the historical development of the news media in the United States.

- The students will be able to characterize four major trends in the news media today.
- The students will be able to summarize the ethical standards and federal regulations that govern the news media.
- The students will be able to assess how the news media cover politics.
- The students will be able to evaluate the influence of the news media on public policy and the impact of media bias.
- The students will be able to trace the roots of the American interest group system.
- The students will be able to describe the historical development of American interest groups.
- The students will be able to identify several strategies and tactics used by organized interests.
- The students will be able to analyze the factors that make an interest group successful.
- The students will be able to explain reform efforts geared toward regulating interest groups and lobbyists.
- The students will be able to write an essay reflecting on all of the different groups and elements of our mainstream culture that are participatory factors in our political elections.
- The students will be able to answer short answer questions analyzing and evaluating the role of the media, special interest groups, political campaigns and political parties in affecting voter turnout and citizen participation in elections.

**Focus Standards Addressed in this Unit:**

- 5.1.12.F - Evaluate the role of nationalism in uniting and dividing citizens
- 5.2.12.D - Evaluate and demonstrate what makes competent and responsible citizens
- 5.3.12.D - Evaluate the roles of political parties, interest groups, and mass media in politics and public policy
- 5.3.12.G - Evaluate the impact of interest groups in developing public policy
- 5.3.12.H - Evaluate the role of mass media in setting public agenda and influencing political life
- 5.3.12.E - Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college
- CC.8.6.9-10.A - Write arguments focused on discipline-specific content. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented

**Important Standards Addressed in this Unit:**

- 5.3.12.G - Evaluate the impact of interest groups in developing public policy

**Misconceptions:**

- Students often do not understand why people their age do not go out and vote. They recognize that they have more free time than perhaps any other generation except older Americans. We have to sort through why different age groups have different voter outcomes.
- Students also do not understand how the Voting Rights Act of 1965 is violated in today's world with obstacles to voting, whether it be the recent removal of mail boxes and letter sorters or moving polling places 25 miles away from your community.

**Concepts/Content:**

- Roots of American elections
- Presidential elections
- Congressional elections
- Patterns in vote choice
- Voter turnout
- Problems with voter turnout
- Roots of modern political campaigns
- Assembling a campaign staff
- Raising money
- Reaching voters
- The 2016 Presidential Campaign
- Roots of the news media in the United States
- Current news media trends
- Rules governing the news media
- How the news media cover politics
- News media influence, news media bias, and public confidence

**Competencies/Skills:**

- Communicate effectively using both verbal, written and physical role play
- TDA skills in close reading foundational documents

**Description of Activities:**

- Note-taking
- Socratic method discussion
- White board presentation on Google Slides for each chapter/unit
- Book "One Person, No Vote" by Carol Anderson
- Professor Allan Lichtman's "The Keys to the White House" about how to predict a presidential victory
- Film "The War Room" documentary about President Bill Clinton's 1<sup>st</sup> presidential campaign
- "I Like Ike" campaign commercial analysis
- The Living Room Candidate.com to watch old political campaign commercials
- Watch ANY presidential debate - the recommendation is Ford v. Carter because it relates to the COLD WAR
- Twitter for the GOP and the Democratic Party to see campaign agendas
- Watch CNN and FOX News and analyze how they cover news differently

		<ul style="list-style-type: none"><li>• Listen to podcasts and analyze how they are narrowcasting and to which audience</li></ul>
<b>Assessments:</b> <ul style="list-style-type: none"><li>• Multiple choice test with short answer section</li><li>• Essay</li></ul>		
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"><li>• American history</li></ul>	<b>Additional Resources:</b> <ul style="list-style-type: none"><li>• District approved textbook</li><li>• District approved supplement resources like:<ul style="list-style-type: none"><li>○ CSPAN</li><li>○ The Washington Journal</li><li>○ Political ads/</li><li>○ Major political party websites</li></ul></li></ul>	