

**AP U.S. GOVERNMENT
AND POLITICS**

UNIT 1

**Foundations
of American
Democracy**



15–22%
AP EXAM WEIGHTING



~16/~8
CLASS PERIODS

The icon consists of the letters 'AP' in a bold, blue font, centered within a white square. This square is set against a larger, light blue circular background. Below the square, there are two small horizontal lines, suggesting a computer monitor or a digital interface.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 1

Multiple-choice: ~20 questions

Free-response: 3 questions

- Concept Application
- Argument Essay (partial)
- Argument Essay (partial)

Foundations of American Democracy



Developing Understanding

BIG IDEA 1

Constitutionalism **CON**

- Why are there debates about the balance of power between the federal and state governments?

BIG IDEA 2

Liberty and Order **LOR**

- Is the Bill of Rights necessary? Why or why not?

BIG IDEA 4

Competing Policy-Making Interests **PMI**

- How does the Constitution affect you and the choices you make?

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

Building the Disciplinary Practices

4.A 4.B 5.A 5.B

In the study of government and political science, text-based qualitative sources help political scientists understand how governmental and political institutions and actors function and the reasons for their behaviors. These sources are often actually arguments about what the government does (or should do) and how these actions impact citizens and other people in the country.

In this course, students also learn to write their own arguments. Arguments should be organized around a specific reasoning process that aligns to the purpose for writing (e.g., to explain similarities and differences among political principles, or to explain political processes). Choosing the right reasoning process allows students to establish the line of reasoning for the argument and helps them organize the essay.

In their arguments, students should write claims that take a position, going beyond simply stating facts. Claims should also include additional information that sets

up the evidence. This is usually developed through a “because” statement, as in “My claim is the strongest because . . .”, which is then followed by specific relevant evidence. Evidence is relevant when it relates to and supports the claim.

Preparing for the AP Exam

The AP U.S. Government and Politics course requires students to apply their knowledge in a variety of contexts and to real-world scenarios. It’s not enough for students to know the definition of governmental terms and concepts. On the AP Exam, they will be asked to show a deeper understanding of how these concepts actually work, often by describing and explaining an interaction or application within a given scenario on both multiple-choice and free-response questions.

Students often struggle with explanations. They may define or describe a concept but not fully explain the how or why in the context of the question. Have students practice by asking them to explain the steps, stages, and interactions of processes; explain and link causes and effects; or explain the significance of similarities and differences.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods
			~16/~8 CLASS PERIODS
LOR-1	1.1 Ideals of Democracy 	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	
	1.2 Types of Democracy 	4.A Describe the author’s claim(s), perspective, evidence, and reasoning.	
CON-1	1.3 Government Power and Individual Rights 	1.A Describe political principles, institutions, processes, policies, and behaviors.	
	1.4 Challenges of the Articles of Confederation 	4.B Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	
	1.5 Ratification of the U.S. Constitution 	1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	
PMI-1	1.6 Principles of American Government 	4.B Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	
CON-2	1.7 Relationship Between the States and Federal Government 	5.A Articulate a defensible claim/thesis.	
	1.8 Constitutional Interpretations of Federalism  	2.A Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.	
	1.9 Federalism in Action	5.B Support the argument using relevant evidence.	
	Go to AP Classroom to assign the Personal Progress Check for Unit 1. Review the results in class to identify and address any student misunderstandings.		

 Required Foundational Document

 Required Supreme Court Case

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching the content and skills in this unit. Please refer to the Instructional Approaches section beginning on p. 139 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.2 and 1.3	Close Reading When students are reading the required foundational documents, such as <i>Federalist No. 10</i> and <i>Brutus No. 1</i> , 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.
2	1.3 and 1.6	Think-Pair-Share Give students a question that requires them to connect Madison's argument in <i>Federalist No. 51</i> to a) the structure of the three branches of government established in the Constitution and b) his argument about factions in <i>Federalist No. 10</i> .
3	1.8	Case Notes Have students create case notes for <i>McCulloch v. Maryland</i> and <i>United States v. Lopez</i> 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.
4	1.9	Making Connections Write concepts related to one of the course 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.



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how to introduce your students to the required documents, including the Constitution, and its development and principles.

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SUGGESTED SKILL

 *Concept Application*

1.D

Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.


OPTIONAL READINGS AND ILLUSTRATIVE EXAMPLES (NOT REQUIRED)

- Thomas Hobbes's definition of an anarchic "state of nature" in the absence of government, as in the failed state of Somalia
- The Mayflower Compact (1620)
- John Locke's *Second Treatise of Civil Government* (1690)
- Baron de Montesquieu's ideas about separating powers in government found in *The Spirit of the Laws* (1748)

AVAILABLE RESOURCE

- Classroom Resources > [Analytical Reading \(Declaration of Independence\)](#)

TOPIC 1.1

Ideals of Democracy

Required Course Content

ENDURING UNDERSTANDING

LOR-1

A balance between governmental power and individual rights has been a hallmark of American political development.

LEARNING OBJECTIVE

LOR-1.A

Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.

ESSENTIAL KNOWLEDGE

LOR-1.A.1

The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.

LOR-1.A.2

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.

REQUIRED FOUNDATIONAL DOCUMENT

- Declaration of Independence

TOPIC 1.2

Types of Democracy

SUGGESTED SKILL

 *Source Analysis*

4.A

Describe the author's claim(s), perspective, evidence, and reasoning.



AVAILABLE RESOURCE

- Classroom Resources > [Analytical Reading \(Federalist No. 10 and Brutus No. 1\)](#)

Required Course Content

ENDURING UNDERSTANDING

LOR-1

A balance between governmental power and individual rights has been a hallmark of American political development.

LEARNING OBJECTIVE

LOR-1.B

Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.

ESSENTIAL KNOWLEDGE

LOR-1.B.1

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

LOR-1.B.2

Different aspects of the **U.S. Constitution** as well as the debate between ***Federalist No. 10*** and ***Brutus No. 1*** reflect the tension between the broad participatory model and the more filtered participation of the pluralist and elite models.

LOR-1.B.3

The three models of representative democracy continue to be reflected in contemporary institutions and political behavior.

REQUIRED FOUNDATIONAL DOCUMENTS

- Federalist No. 10*
- Brutus No. 1*

SUGGESTED SKILL

 *Concept Application*

1.A

Describe political principles, institutions, processes, policies, and behaviors.



OPTIONAL READING

- "Letters from the Federal Farmer #1" (Anti-Federalist publication)

AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Unit 1: Source Analysis and Argumentation](#)

TOPIC 1.3

Government Power and Individual Rights

Required Course Content

ENDURING UNDERSTANDING

CON-1

The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.

LEARNING OBJECTIVE

CON-1.A

Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.

ESSENTIAL KNOWLEDGE

CON-1.A.1

Madison's arguments in *Federalist No. 10* focused on the superiority of a large republic in controlling the "mischiefs of faction," delegating authority to elected representatives and dispersing power between the states and national government.

CON-1.A.2

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 a large, centralized government.

REQUIRED FOUNDATIONAL DOCUMENTS

- *Federalist No. 10*
- *Brutus No. 1*

TOPIC 1.4
**Challenges of
the Articles of
Confederation**

Required Course Content

ENDURING UNDERSTANDING

CON-1

The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.

LEARNING OBJECTIVE

CON-1.B

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.

ESSENTIAL KNOWLEDGE

CON-1.B.1

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

REQUIRED FOUNDATIONAL DOCUMENT

- Articles of Confederation

SUGGESTED SKILL

 *Source Analysis*

4.B

Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.



ILLUSTRATIVE EXAMPLES (NOT REQUIRED)

- State constitutions during the postcolonial period

AVAILABLE RESOURCE

- Classroom Resources > [Analytical Reading \(Articles of Confederation\)](#)

SUGGESTED SKILL

 Concept Application

1.E

Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

TOPIC 1.5

Ratification of the U.S. Constitution

Required Course Content

ENDURING UNDERSTANDING

CON-1

The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.

LEARNING OBJECTIVE

CON-1.C

Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.

ESSENTIAL KNOWLEDGE

CON-1.C.1

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

CON-1.C.2

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.

CON-1.C.3

The compromises necessary to secure ratification of the **Constitution** left some matters unresolved that continue to generate discussion and debate today.

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LEARNING OBJECTIVE

CON-1.C

Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.

ESSENTIAL KNOWLEDGE

CON-1.C.4

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

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

SUGGESTED SKILL

 Source Analysis

4.B

Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.

ILLUSTRATIVE EXAMPLES
(NOT REQUIRED)

- Religious Freedom Restoration Act of 1993
- Impeachment proceedings against Presidents Andrew Johnson, Richard Nixon, and Bill Clinton
- Congressional response to the Obama administration's executive actions on immigration

AVAILABLE RESOURCE

- Classroom Resources > [Analytical Reading \(Federalist No. 51\)](#)

TOPIC 1.6

Principles of American Government

Required Course Content

ENDURING UNDERSTANDING

PMI-1

The Constitution created a competitive policy-making process to ensure the people's will is represented and that freedom is preserved.

LEARNING OBJECTIVE

PMI-1.A

Explain the constitutional principles of separation of powers and "checks and balances."

PMI-1.B

Explain the implications of separation of powers and "checks and balances" for the U.S. political system.

ESSENTIAL KNOWLEDGE

PMI-1.A.1

The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the **Constitution**.

PMI-1.A.2

Federalist No. 51 explains how constitutional provisions of separation of powers and checks and balances control abuses by majorities.

PMI-1.B.1

Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances.

PMI-1.B.2

Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances.

REQUIRED FOUNDATIONAL DOCUMENTS

- *Federalist No. 51*
- The Constitution of the United States

TOPIC 1.7
Relationship Between the States and Federal Government

Required Course Content

ENDURING UNDERSTANDING

CON-2

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

LEARNING OBJECTIVE

CON-2.A

Explain how societal needs affect the constitutional allocation of power between the national and state governments.

ESSENTIAL KNOWLEDGE

CON-2.A.1

The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels.

CON-2.A.2

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.

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

SUGGESTED SKILL

 *Argumentation*

5.A

Articulate a defensible claim/thesis.



ILLUSTRATIVE EXAMPLES (NOT REQUIRED)

- National Recovery Act of 1933
- Devolution revolution of the 1980s
- Federal response to natural disasters such as Hurricanes Katrina and Sandy
- National Minimum Drinking Age Act of 1984
- State-level legalization of marijuana for personal use as in Colorado and Washington (2012)

AVAILABLE RESOURCES

- Classroom Resources >
 - ♦ [Argumentation \(Introduction to Federalism\)](#)
 - ♦ [Federalism, the Commerce Clause, and the Tenth Amendment](#)

SUGGESTED SKILL

 SCOTUS
Application

2.A

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



OPTIONAL READINGS AND ILLUSTRATIVE EXAMPLES (NOT REQUIRED)

- Daniel Elazar, "Opening the Third Century of American Federalism: Issues and Prospects," *Annals of the American Academy of Political and Social Science* (1990)
- New Deal legislation
- Defense of Marriage Act of 1996 and state marriage laws
- No Child Left Behind Act of 2001
- Violence Against Women Act of 1994 and *United States v. Morrison* (2000)

AVAILABLE RESOURCES

- Classroom Resources >
 - ♦ Analytical Reading (The Tenth Amendment to the United States)
 - ♦ SCOTUS Case Analysis (*McCulloch v. Maryland* [1819])
 - ♦ SCOTUS Case Analysis (*United States v. Lopez* [1995])
 - ♦ Federalism, the Commerce Clause, and the Tenth Amendment

TOPIC 1.8

Constitutional Interpretations of Federalism

Required Course Content

ENDURING UNDERSTANDING

CON-2

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

LEARNING OBJECTIVE

CON-2.B

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

ESSENTIAL KNOWLEDGE

CON-2.B.1

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.

CON-2.B.2

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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LEARNING OBJECTIVE

CON-2.B

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

ESSENTIAL KNOWLEDGE

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

REQUIRED SUPREME COURT CASES

- *McCulloch v. Maryland* (1819)
- *United States v. Lopez* (1995)

SUGGESTED SKILL

 Argumentation

5.B

Support the argument using relevant evidence.



AVAILABLE RESOURCES

- Classroom Resources >
 - Argumentation (Federalism in Action)
 - Federalism, the Commerce Clause, and the Tenth Amendment

TOPIC 1.9

Federalism in Action

Required Course Content

ENDURING UNDERSTANDING

CON-2

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

LEARNING OBJECTIVE

CON-2.C

Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.

ESSENTIAL KNOWLEDGE

CON-2.C.1

Multiple access points for stakeholders and institutions to influence public policy flows from the allocation of powers between national and state governments.

CON-2.C.2

National policy making is constrained by the sharing of power between and among the three branches and state governments.

**AP U.S. GOVERNMENT
AND POLITICS**

UNIT 2

**Interactions
Among
Branches of
Government**



25–36%
AP EXAM WEIGHTING



~28/~14
CLASS PERIODS

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue icon of a computer monitor.

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Personal Progress Check 2

Multiple-choice: ~45 questions

Free-response: 3 questions

- Concept Application
- Quantitative Analysis
- SCOTUS Comparison

Interactions Among Branches of Government



Developing Understanding

BIG IDEA 1

Constitutionalism **CON**

- Which branch of government is the most powerful? Why?
- Are there really checks and balances when one political party controls all three branches of government? Why or why not?

BIG IDEA 4

Competing Policy-Making Interests **PMI**

- In what ways has the evolution of government powers affected Americans and their daily lives?

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

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

Building the Disciplinary Practices

2.A 2.B 3.A 3.B

The gerrymandering cases in this unit provide an opportunity to introduce students to Supreme Court case analysis. It can help to start by having students describe the facts of the cases, focusing on the reasoning behind the majority opinion. Students often get stuck on the details of a case, or what they think is fair. Guide them to focus on the constitutional issues the justices applied when deciding the case. This focus will help students connect the details from a required case to other sources.

This unit also introduces students to data analysis. Provide opportunities for students to practice identifying data from different types of graphs. At this point in the course, you can have them practice identifying data, patterns, and trends in the data, and drawing conclusions. Students will need direction in order to know how to draw conclusions and apply information from data. Help them practice these skills by linking data to political behaviors using the different branches of government or budgets of bureaucratic agencies.

Preparing for the AP Exam

On the AP Exam, students will need to make connections between political concepts, Supreme Court cases, and arguments in text-based sources. One way that political scientists often think about those connections is to make comparisons between concepts, and students will need to make comparisons and draw conclusions on both the multiple-choice questions and the free-response questions.

When making comparisons, it's important for students to begin by identifying the relevant categories of comparison (i.e., what characteristic or attribute they should compare). Two common mistakes that students make are discussing similarities and differences that are 1) not relevant based on the given task or 2) not shared by the objects of comparison. Once students have identified an appropriate and relevant category of comparison, they can then develop their explanation of why the similarities or differences exist and why they are significant.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods
			~28/~14 CLASS PERIODS
CON-3	2.1 Congress: The Senate and the House of Representatives 📖	1.C Compare political principles, institutions, processes, policies, and behaviors.	
	2.2 Structures, Powers, and Functions of Congress 📖	3.A Describe the data presented.	
	2.3 Congressional Behavior 🗣️	2.A Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.	
CON-4	2.4 Roles and Powers of the President 📖	3.B Describe patterns and trends in data.	
	2.5 Checks on the Presidency	1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	
	2.6 Expansion of Presidential Power 📖	4.A Describe the author’s claim(s), perspective, evidence, and reasoning.	
	2.7 Presidential Communication	1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	
CON-5	2.8 The Judicial Branch 📖 🗣️	2.B Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.	
	2.9 Legitimacy of the Judicial Branch	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	
	2.10 The Court in Action	2.C Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.	
	2.11 Checks on the Judicial Branch	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	

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UNIT AT A GLANCE *(cont'd)*

Enduring Understanding	Topic	Suggested Skill	Class Periods
			~28/~14 CLASS PERIODS
PMI-2	2.12 The Bureaucracy	4.B Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	
	2.13 Discretionary and Rule-Making Authority	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	
	2.14 Holding the Bureaucracy Accountable	3.C Explain patterns and trends in data to draw conclusions.	
	2.15 Policy and the Branches of Government	3.D Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.	
 Go to AP Classroom to assign the Personal Progress Check for Unit 2. Review the results in class to identify and address any student misunderstandings.			

 Required Foundational Document

 Required Supreme Court Case

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching the content and skills in this unit. Please refer to the Instructional Approaches section beginning on p. 139 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	2.2	<p>Graphic Organizer</p> <p>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>
2	2.5	<p>Quickwrite</p> <p>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>
3	2.11	<p>Socratic Seminar</p> <p>Use one of the essential questions, such as <i>Which branch of government is the most powerful? Why?</i>, to initiate a discussion in which students can illustrate their understanding of the learning objectives and essential knowledge statements.</p>
4	2.15	<p>Match Claims and Evidence</p> <p>In early stages of practicing argumentation, ask small groups of students to write claims and supporting evidence statements based on a question that resembles the argument essay prompt (such as one about whether the President or Congress has more power over the bureaucracy). Have groups trade claims and evidence, revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you can introduce each branch of government and use the disciplinary practices to help students understand how they interact.

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TOPIC 2.1

Congress: The Senate and the House of Representatives

Required Course Content

ENDURING UNDERSTANDING

CON-3

The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.

LEARNING OBJECTIVE

CON-3.A

Describe the different structures, powers, and functions of each house of Congress.

ESSENTIAL KNOWLEDGE

CON-3.A.1

The Senate is designed to represent states equally, while the House is designed to represent the population.

CON-3.A.2

Different chamber sizes and constituencies influence formality of debate.

CON-3.A.3

Coalitions in Congress are affected by term-length differences.

CON-3.A.4

The enumerated and implied powers in the **Constitution** allow the creation of public policy by Congress, which includes:

- 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

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

SUGGESTED SKILL

 *Concept Application*

1.C

Compare political principles, institutions, processes, policies, and behaviors.



ILLUSTRATIVE EXAMPLE (NOT REQUIRED)

- Omnibus Budget Reconciliation Act of 1985

SUGGESTED SKILL

 Data Analysis

3.A

Describe the data presented.

ILLUSTRATIVE EXAMPLES
(NOT REQUIRED)

- Whips
- Calendar assignment
- Rider amendments

AVAILABLE RESOURCE

- Classroom Resources > [Data Analysis \(Mandatory v. Discretionary Spending\)](#)

TOPIC 2.2

Structures, Powers, and Functions of Congress

Required Course Content

ENDURING UNDERSTANDING

CON-3

The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.

LEARNING OBJECTIVE

CON-3.B

Explain how the structure, powers, and functions of both houses of Congress affect the policy-making process.

ESSENTIAL KNOWLEDGE

CON-3.B.1

By design, the different structures, powers, and functions of the Senate and the House of Representatives affect the policy-making process.

CON-3.B.2

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.

CON-3.B.3

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

continued on next page

LEARNING OBJECTIVE

CON-3.B

Explain how the structure, powers, and functions of both houses of Congress affect the policy-making process.

ESSENTIAL KNOWLEDGE

CON-3.B.4

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.

CON-3.B.5

Pork-barrel legislation and logrolling affect lawmaking in both chambers.

SUGGESTED SKILL

 SCOTUS Application

2.A

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



OPTIONAL READINGS

- David Mayhew's "Is Congress 'the Broken Branch'?" *Boston University Law Review* (2009)
- Barbara Sinclair's "From Sam Rayburn to Newt Gingrich: The Development of the Partisan Congress," Chapter 1 of *Party Wars: Polarization and the Politics of National Policy Making* (2011)

AVAILABLE RESOURCES

- Classroom Resources >
 - ♦ SCOTUS Case Analysis (*Baker v. Carr* [1962])
 - ♦ SCOTUS Case Analysis (*Shaw v. Reno* [1993])
 - ♦ Analytical Reading (Visual – Map)

TOPIC 2.3

Congressional Behavior

Required Course Content

ENDURING UNDERSTANDING

CON-3

The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.

LEARNING OBJECTIVE

CON-3.C

Explain how congressional behavior is influenced by election processes, partisanship, and divided government.

ESSENTIAL KNOWLEDGE

CON-3.C.1

Congressional behavior and governing effectiveness are influenced by:

- 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 *Baker v. Carr* (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 *Shaw v. Reno* (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
- Different role conceptions of "trustee," "delegate," and "politico" as related to constituent accountability in each chamber

REQUIRED SUPREME COURT CASES

- *Baker v. Carr* (1962)
- *Shaw v. Reno* (1993)

TOPIC 2.4

Roles and Powers of the President

SUGGESTED SKILL
 *Data Analysis*
3.B

Describe patterns and trends in data.

**AVAILABLE RESOURCES**

- Classroom Resources > [Data Analysis \(Veto v. Overrides\)](#)
- Professional Development > [Teaching and Assessing Module—Unit 2: Concept Application and Data Analysis](#)

Required Course Content

ENDURING UNDERSTANDING

CON-4

The presidency has been enhanced beyond its expressed constitutional powers.

LEARNING OBJECTIVE

CON-4.A

Explain how the president can implement a policy agenda.

ESSENTIAL KNOWLEDGE

CON-4.A.1

Presidents use powers and perform functions of the office to accomplish a policy agenda.

CON-4.A.2

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

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

SUGGESTED SKILL *Concept Application***1.E**

Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

**ILLUSTRATIVE EXAMPLES (NOT REQUIRED)**

- Conflicts in Vietnam, Iraq, Kosovo, Libya, Syria
- No Child Left Behind Act (2001)
- Appointments of Sandra Day O'Connor and Thurgood Marshall
- Failed appointments: Robert Bork, John Tower, and Abe Fortas

AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Unit 2: Concept Application and Data Analysis](#)

TOPIC 2.5**Checks on the Presidency****Required Course Content****ENDURING UNDERSTANDING****CON-4**

The presidency has been enhanced beyond its expressed constitutional powers.

LEARNING OBJECTIVE**CON-4.B**

Explain how the president's agenda can create tension and frequent confrontations with Congress.

ESSENTIAL KNOWLEDGE**CON-4.B.1**

The potential for conflict with the Senate depends upon the type of executive branch appointments, including:

- Cabinet members
- Ambassadors
- White House staff

CON-4.B.2

Senate confirmation is an important check on appointment powers, but the president's longest lasting influence lies in life-tenured judicial appointments.

CON-4.B.3

Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda.

TOPIC 2.6

Expansion of Presidential Power

SUGGESTED SKILL

 Source Analysis

4.A

Describe the author's claim(s), perspective, evidence, and reasoning.



OPTIONAL READINGS AND ILLUSTRATIVE EXAMPLES (NOT REQUIRED)

- Franklin Delano Roosevelt's State of the Union Address (1941)
- William Howard Taft's *Our Chief Magistrate and His Powers* (1916)
- *Theodore Roosevelt: An Autobiography* (1913)

AVAILABLE RESOURCE

- Classroom Resources > [Analytical Reading \(Federalist No. 70\)](#)

Required Course Content

ENDURING UNDERSTANDING

CON-4

The presidency has been enhanced beyond its expressed constitutional powers.

LEARNING OBJECTIVE

CON-4.C

Explain how presidents have interpreted and justified their use of formal and informal powers.

ESSENTIAL KNOWLEDGE

CON-4.C.1

Justifications for a single executive are set forth in *Federalist No. 70*.

CON-4.C.2

Term-of-office and constitutional-power restrictions, including the passage of the **Twenty-Second Amendment**, demonstrate changing presidential roles.

CON-4.C.3

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 events.

REQUIRED FOUNDATIONAL DOCUMENTS

- The Constitution of the United States
- *Federalist No. 70*

SUGGESTED SKILL *Concept Application***1.E**

Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

**ILLUSTRATIVE EXAMPLE
(NOT REQUIRED)**

- President Reagan's televised "Address to the Nation on Federal Tax Reduction" (1981)

TOPIC 2.7**Presidential
Communication****Required Course Content****ENDURING UNDERSTANDING****CON-4**

The presidency has been enhanced beyond its expressed constitutional powers.

LEARNING OBJECTIVE**CON-4.D**

Explain how communication technology has changed the president's relationship with the national constituency and the other branches.

ESSENTIAL KNOWLEDGE**CON-4.D.1**

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

TOPIC 2.8

The Judicial Branch

SUGGESTED SKILL
 SCOTUS Application
2.B

Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.



Required Course Content

ENDURING UNDERSTANDING

CON-5

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.

LEARNING OBJECTIVE

CON-5.A

Explain the principle of judicial review and how it checks the power of other institutions and state governments.

ESSENTIAL KNOWLEDGE

CON-5.A.1

The foundation for powers of the judicial branch and how its independence checks the power of other institutions and state governments are set forth in:

- **Article III of the Constitution**
- ***Federalist No. 78***
- ***Marbury v. Madison* (1803)**

REQUIRED FOUNDATIONAL DOCUMENTS

- The Constitution of the United States
- *Federalist No. 78*

REQUIRED SUPREME COURT CASE

- *Marbury v. Madison* (1803)

AVAILABLE RESOURCES

- Classroom Resources >
- ♦ **SCOTUS Case Analysis (*Marbury v. Madison* [1803])**
- ♦ **Analytical Reading (*Federalist No. 78*)**

SUGGESTED SKILL *Concept Application***1.D**

Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.

**ILLUSTRATIVE EXAMPLES
(NOT REQUIRED)**

- *Martin v. Hunter's Lessee* (1816)
- New Deal conflict (Congress)
- *United States v. Nixon* (1974)

TOPIC 2.9

Legitimacy of the Judicial Branch

Required Course Content

ENDURING UNDERSTANDING**CON-5**

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.

LEARNING OBJECTIVE**CON-5.B**

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.

ESSENTIAL KNOWLEDGE**CON-5.B.1**

Precedents and *stare decisis* play an important role in judicial decision making.

CON-5.B.2

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.

TOPIC 2.10

The Court in Action

SUGGESTED SKILL

 SCOTUS Application

2.C

Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.

Required Course Content

ENDURING UNDERSTANDING

CON-5

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.

LEARNING OBJECTIVE

CON-5.B

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.

ESSENTIAL KNOWLEDGE

CON-5.B.3

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.

SUGGESTED SKILL

 *Concept Application*

1.D

Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.



**ILLUSTRATIVE EXAMPLES
(NOT REQUIRED)**

- *Swann v. Charlotte-Mecklenburg Board of Education* (1970)
- *Milliken v. Bradley* (1974)
- Franklin Roosevelt's court-packing plan
- Sixteenth Amendment and federal income tax

TOPIC 2.11

**Checks on the
Judicial Branch**

Required Course Content

ENDURING UNDERSTANDING

CON-5

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.

LEARNING OBJECTIVE

CON-5.B

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.

ESSENTIAL KNOWLEDGE

CON-5.B.4

Political discussion about the Supreme Court's power is illustrated by the ongoing debate over judicial activism versus judicial restraint.

CON-5.C

Explain how other branches in the government can limit the Supreme Court's power.

CON-5.C.1

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

TOPIC 2.12

The Bureaucracy

SUGGESTED SKILL

 *Source Analysis*

4.B

Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.



ILLUSTRATIVE EXAMPLES (NOT REQUIRED)

- Federal Communications Commission (FCC)
- Pendleton Civil Service Act (1883)
- Transportation Safety Administration (TSA)

Required Course Content

ENDURING UNDERSTANDING

PMI-2

The federal bureaucracy implements federal policies.

LEARNING OBJECTIVE

PMI-2.A

Explain how the bureaucracy carries out the responsibilities of the federal government.

ESSENTIAL KNOWLEDGE

PMI-2.A.1

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”

PMI-2.A.2

Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality.

SUGGESTED SKILL *Concept Application***1.D**

Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.

TOPIC 2.13

Discretionary and Rule-Making Authority

Required Course Content

ENDURING UNDERSTANDING**PMI-2**

The federal bureaucracy implements federal policies.

LEARNING OBJECTIVE**PMI-2.B**

Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.

ESSENTIAL KNOWLEDGE**PMI-2.B.1**

Discretionary and rule-making authority to implement policy are given to bureaucratic agencies, including:

- 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)

TOPIC 2.14
**Holding the
Bureaucracy
Accountable**

SUGGESTED SKILL

 *Data Analysis*

3.C

Explain patterns and trends in data to draw conclusions.



**ILLUSTRATIVE EXAMPLES
(NOT REQUIRED)**

- Oversight of intelligence agencies following the 9/11 terrorist attacks
- Joint committees
- Budget and Impoundment Control Act (1974)
- Lyndon B. Johnson's Executive Order 11246 (Affirmative Action and Government Contracts)
- EPA Superfund management under the Reagan administration

AVAILABLE RESOURCE

- Classroom Resources > [Data Analysis \(Budget of Bureaucratic Agency\)](#)

Required Course Content

ENDURING UNDERSTANDING

PMI-2

The federal bureaucracy implements federal policies.

LEARNING OBJECTIVE

PMI-2.C

Explain how Congress uses its oversight power in its relationship with the executive branch.

ESSENTIAL KNOWLEDGE

PMI-2.C.1

Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by:

- Committee hearings
- Power of the purse

PMI-2.C.2

As a means to curtail the use of presidential power, congressional oversight serves as a check of executive authorization and appropriation.

PMI-2.D

Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.

PMI-2.D.1

Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration.

PMI-2.D.2

Compliance monitoring can pose a challenge to policy implementation.

SUGGESTED SKILL *Data Analysis***3.D**

Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.

**ILLUSTRATIVE EXAMPLE
(NOT REQUIRED)**

- Legislative veto

AVAILABLE RESOURCE

- Classroom Resources > [Data Analysis \(Budget of Bureaucratic Agency\)](#)

TOPIC 2.15

Policy and the Branches of Government

Required Course Content

ENDURING UNDERSTANDING**PMI-2**

The federal bureaucracy implements federal policies.

LEARNING OBJECTIVE**PMI-2.E**

Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.

ESSENTIAL KNOWLEDGE**PMI-2.E.1**

Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability.

**AP U.S. GOVERNMENT
AND POLITICS**

UNIT 3

**Civil Liberties
and Civil
Rights**



13–18%
AP EXAM WEIGHTING



~26/~13
CLASS PERIODS

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue computer monitor icon.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 3

Multiple-choice: ~30 questions

Free-response: 3 questions

- SCOTUS Comparison
- Argument Essay (partial)
- Argument Essay (partial)

Civil Liberties and Civil Rights



Developing Understanding

BIG IDEA 1

Constitutionalism **CON**

- In what ways does the Constitution attempt to limit abuse of government powers?

BIG IDEA 3

Civic Participation in a Representative Democracy **PRD**

- How can individuals and groups help protect civil liberties and civil rights?

BIG IDEA 4

Competing Policy-Making Interests **PMI**

- Why have Supreme Court decisions about civil liberties and civil rights changed over time?

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

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

Building the Disciplinary Practices

2.C 5.A 5.B

This unit focuses on the analysis and application of SCOTUS cases. In addition to knowing the facts and decision of the required SCOTUS cases, students should analyze the majority opinion, focusing on the constitutional issues (such as the various interpretations of the Bill of Rights, including the due process clause) considered by the justices. This level of knowledge allows students to think like political scientists and compare two cases that relate to the same constitutional issue and draw conclusions about why the Supreme Court may have ruled in a similar or different way in each case.

Students continue to develop the practice of argumentation in this unit by using relevant evidence to support their claim. When using documents as evidence, students should not focus on summarizing the content of a document, but instead on explaining the significance of the evidence and explaining how and why it supports the claim and line of reasoning.

Preparing for the AP Exam

The SCOTUS comparison free-response question on the AP Exam asks students to go beyond simply identifying the similarities and differences between cases. They apply information from a required case and explain how that information is relevant to a non-required case. Then, students demonstrate the ability to transfer understanding of political concepts, behaviors, or processes from a required Supreme Court case to a non-required one.

Students should be able to use the required Supreme Court cases in other ways, such as applying knowledge about a required case to a reading, a scenario, and possibly a political cartoon. Students often struggle with analyzing political cartoons. They should practice interpreting visual clues and then using these clues to determine the argument and relate it to political principles, institutions, processes, or behaviors.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods
			~26/~13 CLASS PERIODS
LOR-2	3.1 The Bill of Rights [E]	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	
	3.2 First Amendment: Freedom of Religion [E] [A]	2.A Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.	
	3.3 First Amendment: Freedom of Speech [E] [A]	5.A Articulate a defensible claim/thesis.	
	3.4 First Amendment: Freedom of the Press [E] [A]	4.D Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.	
	3.5 Second Amendment: Right to Bear Arms [E]	4.A Describe the author’s claim(s), perspective, evidence, and reasoning.	
	3.6 Amendments: Balancing Individual Freedom with Public Order and Safety [E]	5.B Support the argument using relevant evidence.	
LOR-3	3.7 Selective Incorporation [E] [A]	2.B Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources	
	3.8 Amendments: Due Process and the Rights of the Accused [E] [A]	5.C Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.	
	3.9 Amendments: Due Process and the Right to Privacy [E] [A]	2.A Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.	
PRD-1	3.10 Social Movements and Equal Protection [E]	4.C Explain how the implications of the author’s argument or perspective may affect political principles, institutions, processes, policies, and behaviors.	
PMI-3	3.11 Government Responses to Social Movements [E] [A]	2.B Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.	

continued on next page

UNIT AT A GLANCE *(cont'd)*

Enduring Understanding	Topic	Suggested Skill	Class Periods
			~26/~13 CLASS PERIODS
CON-6	3.12 Balancing Minority and Majority Rights 	2.C Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.	
	3.13 Affirmative Action	1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	
 Go to AP Classroom to assign the Personal Progress Check for Unit 3. Review the results in class to identify and address any student misunderstandings.			

 Required Foundational Document

 Required Supreme Court Case

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching the content and skills in this unit. Please refer to the Instructional Approaches section beginning on p. 139 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	3.2	<p>Graphic Organizer</p> <p>To practice comparing required Supreme Court cases to a related case, give students a pair of cases—for example, <i>Wisconsin v. Yoder</i> (1972) and <i>Oregon v. Smith</i> (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>
2	3.3	<p>Think-Pair-Share</p> <p>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>
3	3.10	<p>Fishbowl</p> <p>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>
4	3.11	<p>Matching Claims and Evidence</p> <p>Ask small groups of students to write claims and supporting evidence statements based on an argument essay question (such as <i>Which had more of an impact on the expansion of civil rights: an activist Supreme Court, a motivated legislature, or movements by citizens?</i>). 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>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your teaching of the many required Supreme Court cases in this unit so students have time to fully understand them.

.....

.....

.....

TOPIC 3.1

The Bill of Rights

SUGGESTED SKILL

 *Concept Application*

1.D

Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.

Required Course Content

ENDURING UNDERSTANDING

LOR-2

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.

LEARNING OBJECTIVE

LOR-2.A

Explain how the U.S. Constitution protects individual liberties and rights.

LOR-2.B

Describe the rights protected in the Bill of Rights.

ESSENTIAL KNOWLEDGE

LOR-2.A.1

The **U.S. Constitution** includes a **Bill of Rights** specifically designed to protect individual liberties and rights.

LOR-2.A.2

Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference.

LOR-2.A.3

The application of the **Bill of Rights** is continuously interpreted by the courts.

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

LOR-2.B.1

The **Bill of Rights** consists of the first ten Amendments to the **Constitution**, which enumerate the liberties and rights of individuals.

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

SUGGESTED SKILL

 SCOTUS Application

2.A

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



AVAILABLE RESOURCES

- Classroom Resources >
 - ♦ SCOTUS Case Analysis (*Marbury v. Madison* [1803])
 - ♦ SCOTUS Case Analysis (*Engel v. Vitale* [1962])
 - ♦ The Development and Application of the First Amendment

TOPIC 3.2

First Amendment: Freedom of Religion

Required Course Content

ENDURING UNDERSTANDING

LOR-2

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.

LEARNING OBJECTIVE

LOR-2.C

Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.

ESSENTIAL KNOWLEDGE

LOR-2.C.1

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

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

REQUIRED SUPREME COURT CASES

- *Engel v. Vitale* (1962)
- *Wisconsin v. Yoder* (1972)

TOPIC 3.3

**First Amendment:
Freedom of Speech**

SUGGESTED SKILL

 Argumentation

5.A

Articulate a defensible claim/thesis.



Required Course Content

ENDURING UNDERSTANDING

LOR-2

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.

LEARNING OBJECTIVE

LOR-2.C

Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.

ESSENTIAL KNOWLEDGE

LOR-2.C.2

The Supreme Court has held that symbolic speech is protected by the **First Amendment**, demonstrated by *Tinker v. Des Moines Independent Community School District* (1969), in which the court ruled that public school students could wear black armbands in school to protest the Vietnam War.

LOR-2.C.3

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 *Schenck v. United States* (1919)

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)

ILLUSTRATIVE EXAMPLES
(NOT REQUIRED)

- *West Virginia Board of Education v. Barnette* (1943)
- *Morse v. Frederick* (2007)

AVAILABLE RESOURCES

- Classroom Resources >
 - ♦ SCOTUS Case Analysis (*Tinker v. Des Moines Independent Community School District* [1969])
 - ♦ SCOTUS Case Analysis (*Schenck v. United States* [1919])
 - ♦ Argumentation (Have SCOTUS Ruling Expanded Rights, Part 1)
 - ♦ The Development and Application of the First Amendment
- Professional Development >
 - ♦ Teaching and Assessing Module—Unit 3: SCOTUS Analysis

SUGGESTED SKILL

 Source Analysis

4.D

Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.



AVAILABLE RESOURCES

- Classroom Resources >
 - ♦ SCOTUS Case Analysis (*New York Times Co. v. United States* [1971])
 - ♦ The Development and Application of the First Amendment

TOPIC 3.4

First Amendment: Freedom of the Press

Required Course Content

ENDURING UNDERSTANDING

LOR-2

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.

LEARNING OBJECTIVE

LOR-2.C

Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.

ESSENTIAL KNOWLEDGE

LOR-2.C.4

In *New York Times Co. v. United States* (1971), the Supreme Court bolstered the freedom of the press, establishing a "heavy presumption against prior restraint" even in cases involving national security.

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

REQUIRED SUPREME COURT CASE

- *New York Times Co. v. United States* (1971)

TOPIC 3.5

Second Amendment: Right to Bear Arms

SUGGESTED SKILL

 *Source Analysis*

4.A

Describe the author's claim(s), perspective, evidence, and reasoning.



ILLUSTRATIVE EXAMPLE (NOT REQUIRED)

- *District of Columbia v. Heller* (2008)

AVAILABLE RESOURCE

- Classroom Resources > [Social Order and Civil Liberties: Examining the Second and Fourth Amendments](#)

Required Course Content

ENDURING UNDERSTANDING

LOR-2

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.

LEARNING OBJECTIVE

LOR-2.C

Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.

ESSENTIAL KNOWLEDGE

LOR-2.C.5

The Supreme Court's decisions on the **Second Amendment** rest upon its constitutional interpretation of individual liberty.

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

SUGGESTED SKILL

 *Argumentation*

5.B

Support the argument using relevant evidence.



AVAILABLE RESOURCES

- Classroom Resources >
 - ♦ [Argumentation \(Have SCOTUS Ruling Expanded Rights, Part 2\)](#)
 - ♦ [Social Order and Civil Liberties: Examining the Second and Fourth Amendments](#)

TOPIC 3.6

Amendments: Balancing Individual Freedom with Public Order and Safety

Required Course Content

ENDURING UNDERSTANDING

LOR-2

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.

LEARNING OBJECTIVE

LOR-2.D

Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.

ESSENTIAL KNOWLEDGE

LOR-2.D.1

Court decisions defining cruel and unusual punishment involve interpretation of the **Eighth Amendment** and its application to state death penalty statutes.

LOR-2.D.2

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.

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

TOPIC 3.7

Selective Incorporation

SUGGESTED SKILL
 SCOTUS Application
2.B

Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.

**ILLUSTRATIVE EXAMPLE (NOT REQUIRED)**

- Bans on polygamy and use of peyote in religious ceremonies

AVAILABLE RESOURCE

- Classroom Resources > [SCOTUS Case Analysis \(McDonald v. Chicago \[2010\]\)](#)

Required Course Content

ENDURING UNDERSTANDING**LOR-3**

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.

LEARNING OBJECTIVE**LOR-3.A**

Explain the implications of the doctrine of selective incorporation.

ESSENTIAL KNOWLEDGE**LOR-3.A.1**

The doctrine of selective incorporation has imposed limitations on state regulation of civil rights and liberties as represented by *McDonald v. Chicago* (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**.

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

REQUIRED SUPREME COURT CASE

- *McDonald v. Chicago* (2010)

SUGGESTED SKILL

 Argumentation

5.C

Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.

ILLUSTRATIVE EXAMPLE
(NOT REQUIRED)

- *Riley v. California* (2014)

AVAILABLE RESOURCES

- Classroom Resources >
- ♦ SCOTUS Case Analysis (*Gideon v. Wainwright* [1963])
- ♦ Argumentation (Have SCOTUS Ruling Expanded Rights, Part 3)

TOPIC 3.8

Amendments: Due Process and the Rights of the Accused

Required Course Content

ENDURING UNDERSTANDING

LOR-3

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.

LEARNING OBJECTIVE

LOR-3.B

Explain the extent to which states are limited by the due process clause from infringing upon individual rights.

ESSENTIAL KNOWLEDGE

LOR-3.B.1

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.

LOR-3.B.2

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.

LOR-3.B.3

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:

- 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)

continued on next page

LEARNING OBJECTIVE

LOR-3.B

Explain the extent to which states are limited by the due process clause from infringing upon individual rights.

ESSENTIAL KNOWLEDGE

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

LOR-3.B.4

The due process clause has been applied to guarantee the right to an attorney and protection from unreasonable searches and seizures, as represented by:

- ***Gideon v. Wainwright*** (1963), which guaranteed the right to an attorney for the poor or indigent
- 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.

REQUIRED SUPREME COURT CASE

- ***Gideon v. Wainwright*** (1963)

SUGGESTED SKILL

 SCOTUS Application

2.A

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

ILLUSTRATIVE EXAMPLES
(NOT REQUIRED)

- *Pierce v. Society of Sisters* (1925)
- Hyde Amendment of 1976 barred the use of certain federal funds to pay for abortions outside of incest, rape, or endangerment to the life of the pregnant woman
- *Board of Education of Independent School District No. 92 of Pottawatomie County v. Earls* (2008)

AVAILABLE RESOURCE

- Classroom Resources > [SCOTUS Case Analysis \(Roe v. Wade \[1973\]\)](#)

TOPIC 3.9

Amendments: Due Process and the Right to Privacy

Required Course Content

ENDURING UNDERSTANDING

LOR-3

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.

LEARNING OBJECTIVE

LOR-3.B

Explain the extent to which states are limited by the due process clause from infringing upon individual rights.

ESSENTIAL KNOWLEDGE

LOR-3.B.5

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, such as has resulted from:

- *Roe v. Wade* (1973), which extended the right of privacy to a woman's decision to have an abortion while recognizing compelling state interests in potential life and maternal health

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

REQUIRED SUPREME COURT CASE

- *Roe v. Wade* (1973)

TOPIC 3.10

Social Movements and Equal Protection

SUGGESTED SKILL

 Source Analysis

4.C

Explain how the implications of the author's argument or perspective may affect political principles, institutions, processes, policies, and behaviors.

ILLUSTRATIVE EXAMPLES
(NOT REQUIRED)

- Equal treatment in public accommodations (Title II), equal employment opportunities (Title VII), and opportunities for women to participate in athletics (Title IX)
- *Reed v. Reed* (1971)
- Hatch Amendment (proposed 1981)

AVAILABLE RESOURCE

- Classroom Resources > [Analytical Reading \("Letter from a Birmingham Jail"\)](#)

Required Course Content

ENDURING UNDERSTANDING

PRD-1

The Fourteenth Amendment's equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality.

LEARNING OBJECTIVE

PRD-1.A

Explain how constitutional provisions have supported and motivated social movements.

ESSENTIAL KNOWLEDGE

PRD-1.A.1

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.

PRD-1.A.2

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

REQUIRED FOUNDATIONAL DOCUMENTS

- The Constitution of the United States
- "Letter from a Birmingham Jail"

SUGGESTED SKILL

 SCOTUS Application

2.B

Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources



AVAILABLE RESOURCE

- Classroom Resources > [SCOTUS Case Analysis \(Brown v. Board of Education \[1954\]\)](#)

TOPIC 3.11

Government Responses to Social Movements

Required Course Content

ENDURING UNDERSTANDING

PMI-3

Public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time.

LEARNING OBJECTIVE

PMI-3.A

Explain how the government has responded to social movements.

ESSENTIAL KNOWLEDGE

PMI-3.A.1

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

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

REQUIRED SUPREME COURT CASE

- Brown v. Board of Education** (1954)

TOPIC 3.12

Balancing Minority and Majority Rights

SUGGESTED SKILL

 SCOTUS Application

2.C

Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.



AVAILABLE RESOURCE

- Classroom Resources > [SCOTUS Case Analysis \(Brown v. Board of Education \[1954\]\)](#)

Required Course Content

ENDURING UNDERSTANDING

CON-6

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.

LEARNING OBJECTIVE

CON-6.A

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.

ESSENTIAL KNOWLEDGE

CON-6.A.1

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.

REQUIRED SUPREME COURT CASE

- Brown v. Board of Education* (1954)

SUGGESTED SKILL

 Concept Application

1.E

Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

ILLUSTRATIVE EXAMPLES
(NOT REQUIRED)

- *Milliken v. Bradley* (1974)
- *Parents Involved in Community Schools v. Seattle School District No. 1* (2007)
- *Regents of the University of California v. Bakke* (1978)
- *Gratz v. Bollinger* and *Grutter v. Bollinger* (2003)

TOPIC 3.13

Affirmative Action

Required Course Content

ENDURING UNDERSTANDING

CON-6

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.

LEARNING OBJECTIVE

CON-6.A

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.

ESSENTIAL KNOWLEDGE

CON-6.A.2

The debate on affirmative action includes justices who insist that the **Constitution** is colorblind and those who maintain that it forbids only racial classifications designed to harm minorities, not help them.

**AP U.S. GOVERNMENT
AND POLITICS**

UNIT 4

**American
Political
Ideologies
and Beliefs**



10–15%
AP EXAM WEIGHTING



~22/~11
CLASS PERIODS

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue computer monitor icon.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 4

Multiple-choice: ~30 questions

Free-response: 3 questions

- Concept Application
- Quantitative Analysis
- Quantitative Analysis

American Political Ideologies and Beliefs



Developing Understanding

BIG IDEA 4 *Competing Policy-Making Interests* **PMI**

- How do our core beliefs about the role of government affect our behavior?
- How does our view of what freedom is shape our opinions?

BIG IDEA 5 *Methods of Political Analysis* **MPA**

- Why are some opinion polls better than others?
- How can policy-makers use information from political science to make decisions?

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

Building the Disciplinary Practices

3.C 3.D 4.C

This unit provides a great opportunity to integrate data analysis with an investigation of American attitudes about government and politics, how those attitudes develop and change over time, and how political scientists measure and evaluate political attitudes and behaviors. Students should be able to correctly interpret and connect what they see in the data to course concepts in order to draw conclusions. Drawing conclusions requires students to make inferences based on the patterns and trends in the data and their knowledge of political concepts.

This is also a good time to have students analyze political concepts from secondary sources and explain how they relate to a political concept. Books by political scientists, opinion pieces in major publications, and scholarly online articles will often connect to current events and be a great resource. Students should analyze the argument, considering how the author responds to opposing or differing perspectives.

Preparing for the AP Exam

The AP Exam requires students to analyze quantitative data presented visually and apply that analysis to their understanding of political concepts in both the multiple-choice and free-response sections.

In both types of questions, students will need to be able to: (1) identify and describe the data, (2) describe patterns or trends in data, (3) draw conclusions about patterns or trends in data, and (4) explain how the data relates or demonstrates a political concept, principle, or behavior.

Students often struggle to connect conclusions drawn from data to political concepts, such as behavior. Encourage them to take their conclusions further and explain the relationship. Political scientists use data and their knowledge of political institutions and processes to explain how, for example, members of a political party, voters, or interest groups may react to certain public opinion data.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skill	Class Periods
			~22/~11 CLASS PERIODS
MPA-1	4.1 American Attitudes About Government and Politics	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	
	4.2 Political Socialization	3.A Describe the data presented.	
	4.3 Changes in Ideology	3.B Describe patterns and trends in data.	
	4.4 Influence of Political Events on Ideology	4.B Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	
MPA-2	4.5 Measuring Public Opinion	3.C Explain patterns and trends in data to draw conclusions.	
	4.6 Evaluating Public Opinion Data	3.D Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.	
PMI-4	4.7 Ideologies of Political Parties	1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	
	4.8 Ideology and Policy Making	4.D Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.	
	4.9 Ideology and Economic Policy	3.E Explain possible limitations of the data provided.	
	4.10 Ideology and Social Policy	4.C Explain how the implications of the author’s argument or perspective may affect political principles, institutions, processes, policies, and behaviors.	
 Go to AP Classroom to assign the Personal Progress Check for Unit 4. Review the results in class to identify and address any student misunderstandings.			

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching the content and skills in this unit. Please refer to the Instructional Approaches section beginning on p. 139 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	4.1	<p>Close Read</p> <p>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.</p>
2	4.2	<p>Discussion Group</p> <p>Assign students to groups to discuss the learning objective from this topic—<i>Explain how cultural factors influence political attitudes and socialization</i>—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>
3	4.5	<p>Create Representation</p> <p>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.</p>
4	4.6 and 4.8	<p>Guided Discussion</p> <p>This topic offers a lot of fodder for discussion about how political actors use polling data. You can use brainstorming and quickwrite as strategies during a guided discussion in which you help students understand fiscal policy polling data and how the data may affect political behavior.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to scaffold your instruction of data analysis and encourage your students to make connections between what they learn from the data and specific political concepts.

.....

.....

.....

SUGGESTED SKILL

 Concept Application

1.D

Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.



OPTIONAL READINGS

- Alexis de Tocqueville's "The Origin of the Anglo-Americans" and "Social Condition of the Anglo-Americans," Chapters 2 and 3 of *Democracy in America* (1835)
- Suzanne Mettler's *Confronting the Submerged State* (2011)
- George Will's *Statecraft as Soulcraft: What Government Does* (1983)

TOPIC 4.1

American Attitudes About Government and Politics

Required Course Content

ENDURING UNDERSTANDING

MPA-1

Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.

LEARNING OBJECTIVE

MPA-1.A

Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.

ESSENTIAL KNOWLEDGE

MPA-1.A.1

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.

TOPIC 4.2

Political Socialization

SUGGESTED SKILL
 *Data Analysis*

3.A
 Describe the data presented.



Required Course Content

ENDURING UNDERSTANDING

MPA-1

Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.

LEARNING OBJECTIVE

MPA-1.B

Explain how cultural factors influence political attitudes and socialization.

ESSENTIAL KNOWLEDGE

MPA-1.B.1

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.

MPA-1.B.2

As a result of globalization, U.S. political culture has both influenced and been influenced by the values of other countries.

OPTIONAL READINGS

- Robert Putnam's "Bowling Alone: America's Declining Social Capital," *Journal of Democracy* (1995)
- Participating in Scouts or serving on a school board
- Thomas Friedman's *The World Is Flat 3.0* (2007) or Joseph Stiglitz's *Making Globalization Work* (2006)
- Matt Barreto and Gary Segura's *Latino America: How America's Most Dynamic Population Is Poised to Transform the Politics of the Nation* (2014)

AVAILABLE RESOURCE

- Classroom Resources > [Data Analysis \(Political Socialization\)](#)

SUGGESTED SKILL Data Analysis**3.B**

Describe patterns and trends in data.

**OPTIONAL READING**

- Cathy J. Cohen's *Democracy Remixed: Black Youth and the Future of American Politics* (2010)

AVAILABLE RESOURCE

- Classroom Resources > [Data Analysis \(Ideology by Generations\)](#)

TOPIC 4.3**Changes in Ideology****Required Course Content****ENDURING UNDERSTANDING****MPA-1**

Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.

LEARNING OBJECTIVE**MPA-1.B**

Explain how cultural factors influence political attitudes and socialization.

ESSENTIAL KNOWLEDGE**MPA-1.B.3**

Generational and life cycle effects also contribute to the political socialization that influences an individual's political attitudes.

TOPIC 4.4

Influence of Political Events on Ideology

SUGGESTED SKILL

 Source Analysis

4.B

Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.

Required Course Content

ENDURING UNDERSTANDING

MPA-1

Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.

LEARNING OBJECTIVE

MPA-1.B

Explain how cultural factors influence political attitudes and socialization.

ESSENTIAL KNOWLEDGE

MPA-1.B.4

The relative importance of major political events to the development of individual political attitudes is an example of political socialization.

SUGGESTED SKILL

 Data Analysis

3.C

Explain patterns and trends in data to draw conclusions.



AVAILABLE RESOURCE

- Classroom Resources >
[Data Analysis \(Measuring Public Opinion Data\)](#)

TOPIC 4.5

Measuring Public Opinion

Required Course Content

ENDURING UNDERSTANDING

MPA-2

Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.

LEARNING OBJECTIVE

MPA-2.A

Describe the elements of a scientific poll.

ESSENTIAL KNOWLEDGE

MPA-2.A.1

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

TOPIC 4.6

Evaluating Public Opinion Data

SUGGESTED SKILL

 *Data Analysis*

3.D

Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.



ILLUSTRATIVE EXAMPLES (NOT REQUIRED)

- Carter–Reagan election of 1980
- Obama–Romney election of 2012
- Clinton–Trump election of 2016

AVAILABLE RESOURCE

- Classroom Resources > [Data Analysis \(Evaluating Public Opinion Data\)](#)

Required Course Content

ENDURING UNDERSTANDING

MPA-2

Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.

LEARNING OBJECTIVE

MPA-2.B

Explain the quality and credibility of claims based on public opinion data.

ESSENTIAL KNOWLEDGE

MPA-2.B.1

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

SUGGESTED SKILL *Concept Application***1.E**

Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

TOPIC 4.7**Ideologies of Political Parties****Required Course Content****ENDURING UNDERSTANDING****PMI-4**

Widely held political ideologies shape policy debates and choices in American policies.

LEARNING OBJECTIVE**PMI-4.A**

Explain how ideologies of the two major parties shape policy debates.

ESSENTIAL KNOWLEDGE**PMI-4.A.1**

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.

TOPIC 4.8

Ideology and Policy Making

SUGGESTED SKILL

 *Source Analysis*

4.D

Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.



OPTIONAL READINGS AND ILLUSTRATIVE EXAMPLES (NOT REQUIRED)

- Seymour Martin Lipset's "Ideology, Politics, and Deviance," Chapter 1 of *American Exceptionalism: A Double-Edged Sword* (1996)
- Personal Responsibility and Work Opportunity Act of 1996
- DREAM Act and debate over making English the official national language
- Multiculturalism versus assimilation

AVAILABLE RESOURCE

- Classroom Resources > [Analytical Reading \(Visual – Voting Patterns and Ideology\)](#)

Required Course Content

ENDURING UNDERSTANDING

PMI-4

Widely held political ideologies shape policy debates and choices in American policies.

LEARNING OBJECTIVE

PMI-4.B

Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.

ESSENTIAL KNOWLEDGE

PMI-4.B.1

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.

PMI-4.B.2

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.

SUGGESTED SKILL

 *Data Analysis*

3.E

Explain possible limitations of the data provided.



ILLUSTRATIVE EXAMPLES (NOT REQUIRED)

- Ideological positions on the inheritance tax
- Ideological positions on the minimum wage

AVAILABLE RESOURCES

- Classroom Resources > [Data Analysis \(Ideology and Economic Policy\)](#)
- Professional Development > [Teaching and Assessing Module—Unit 4: Data Analysis](#)

TOPIC 4.9

Ideology and Economic Policy

Required Course Content

ENDURING UNDERSTANDING

PMI-4

Widely held political ideologies shape policy debates and choices in American policies.

LEARNING OBJECTIVE

PMI-4.C

Describe different political ideologies on the role of government in regulating the marketplace.

PMI-4.D

Explain how political ideologies vary on the government's role in regulating the marketplace.

ESSENTIAL KNOWLEDGE

PMI-4.C.1

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.

PMI-4.D.1

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.

TOPIC 4.10

Ideology and Social Policy

SUGGESTED SKILL

 Source Analysis

4.C

Explain how the implications of the author’s argument or perspective may affect political principles, institutions, processes, policies, and behaviors.



ILLUSTRATIVE EXAMPLES (NOT REQUIRED)

- *Planned Parenthood v. Casey* (1992)
- Ideological positions on school vouchers litigated in *Zelman v. Simmons-Harris* (2002)
- Differing state requirements for marriage and *Obergefell v. Hodges* (2015) ruling on same-sex marriage

AVAILABLE RESOURCE

- Classroom Resources > [Analytical Reading \(Ideology and Social Policy\)](#)

Required Course Content

ENDURING UNDERSTANDING

PMI-4

Widely held political ideologies shape policy debates and choices in American policies.

LEARNING OBJECTIVE

PMI-4.E

Explain how political ideologies vary on the role of the government in addressing social issues.

PMI-4.F

Explain how different ideologies impact policy on social issues.

ESSENTIAL KNOWLEDGE

PMI-4.E.1

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.

PMI-4.F.1

Policy trends concerning the level of government involvement in social issues reflect the success of conservative or liberal perspectives in political parties.

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**AP U.S. GOVERNMENT
AND POLITICS**

UNIT 5

**Political
Participation**



20–27%
AP EXAM WEIGHTING



~18/~9
CLASS PERIODS

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue icon of a computer monitor.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 5

Multiple-choice: ~30 questions

Free-response: 3 questions

- Quantitative Analysis
- Argument Essay
- Argument Essay

Political Participation



Developing Understanding

BIG IDEA 3

Civic Participation in a Representative Democracy **PRD**

- Why do some people choose to participate in government while others do not?
- How does your social network affect your political beliefs?

BIG IDEA 4

Competing Policy-Making Interests **PMI**

- Why might you join a political party? Why might you choose not to?

BIG IDEA 5

Methods of Political Analysis **MPA**

- How does who you are affect whether you participate or not?

Students should understand the many ways that they can influence policy-makers and impact the decisions that will affect their daily lives.

The principle of rule by the people is the bedrock of the American political system and requires that citizens engage and participate in the development of policy. Under our Constitution, governing is achieved directly through citizen participation, although there are institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.

Building the Disciplinary Practices

3.D 5.A 5.B 5.C 5.D

Throughout the course, students have been gradually introduced to argumentation and have had regular opportunities to practice this skill. In this unit, students continue to write defensible claims, support claims with relevant evidence, and establish a line of reasoning, but now also use refutation, concession, or rebuttal when they respond to alternative perspectives.

Just as political scientists do in their arguments, students should be able to identify an opposing or alternate perspective about a political principle, institution, process, or behavior and use evidence to explain why that perspective is not as valid or credible as their own claim.

As students build toward more complex skills, it helps to ask them to identify and explain limitations they discover when analyzing and interpreting quantitative data. Limitations can include data from a limited demographic, opt-in polling (like on social media), a biased polling source, the way questions were asked, and more.

Preparing for the AP Exam

To complete their argument essays, students will respond to an opposing or alternative perspective. It is not enough for students to simply identify an opposing or alternative perspective. They must demonstrate a correct understanding of the perspective by briefly describing it, and then refute, concede, or rebut that perspective.

This task is often difficult for students. Many students can identify an opposing or alternative perspective, but they struggle to explain why the other perspective is incorrect or why another perspective might be equally as valid as their own argument. To help students master this skill, ask them to identify evidence that would support an alternative perspective when establishing their own claims. Then, have them explain why, in the face of this evidence, they still chose to support a different claim. This thought process shows students one way of effectively rebutting, refuting, or conceding an alternative perspective. Key phrases such as “while some may argue” or “even though some evidence supports” can help them frame their counterarguments.

UNIT AT A GLANCE

Enduring Understanding	Topic	Suggested Skills	Class Periods
			~18/~9 CLASS PERIODS
MPA-3	5.1 Voting Rights and Models of Voting Behavior 🗳️	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	
	5.2 Voter Turnout	3.C Explain patterns and trends in data to draw conclusions.	
PMI-5	5.3 Political Parties	1.B Explain political principles, institutions, processes, policies, and behaviors.	
	5.4 How and Why Political Parties Change and Adapt	4.B Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	
	5.5 Third-Party Politics	3.D Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.	
	5.6 Interest Groups Influencing Policy Making	3.F Explain possible limitations of the visual representation of the data provided.	
	5.7 Groups Influencing Policy Outcomes	1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	
PRD-2	5.8 Electing a President	5.A Articulate a defensible claim/thesis.	
	5.9 Congressional Elections	5.B Support the argument using relevant evidence.	
	5.10 Modern Campaigns	5.C Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.	
	5.11 Campaign Finance 🗳️	2.B Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.	

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UNIT AT A GLANCE *(cont'd)*

Enduring Understanding	Topic	Suggested Skills	Class Periods
			~18/~9 CLASS PERIODS
PRD-3	5.12 The Media	5.D Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.	
	5.13 Changing Media	2.D Explain how required Supreme Court cases apply to scenarios in context.	
 Go to AP Classroom to assign the Personal Progress Check for Unit 5. Review the results in class to identify and address any student misunderstandings.			

 Required Foundational Document

 Required Supreme Court Case

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. Teachers do not need to use these activities or instructional approaches and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching the content and skills in this unit. Please refer to the Instructional Approaches section beginning on p. 139 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	5.2	<p>Look for a Pattern</p> <p>Using a complex graph with at least two data sets—for example, showing voting patterns by age and gender—have students compare the data to find a trend and draw a conclusion. They should also explain their reasoning. 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 favored mostly by the young because young people are not as likely to vote as older people.</p>
2	5.7	<p>Debate</p> <p>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>
3	5.13	<p>Self/Peer Revision</p> <p>Ask students to write an argument based on the following prompt: <i>Which of the following factions have the most impact on national elections today: political parties, special interest groups, or the media?</i> Ask students to use evidence from <i>Federalist No. 10</i> 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.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to scaffold your student practice of argumentation in conjunction with the unit content. If teaching this unit near the beginning of the year, it helps to focus on teaching students to write claims and establish supporting evidence instead of writing full argument essays.

TOPIC 5.1

Voting Rights and Models of Voting Behavior

SUGGESTED SKILL

 *Concept Application*

1.D

Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.



AVAILABLE RESOURCE

- Classroom Resources > [Analytical Reading \(Fifteenth, Nineteenth, and Twenty-Sixth Amendments\)](#)

Required Course Content

ENDURING UNDERSTANDING

MPA-3

Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.

LEARNING OBJECTIVE

MPA-3.A

Describe the voting rights protections in the Constitution and in legislation.

ESSENTIAL KNOWLEDGE

MPA-3.A.1

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.

REQUIRED FOUNDATIONAL DOCUMENT

- The Constitution of the United States

MPA-3.B

Describe different models of voting behavior.

MPA-3.B.1

Examples of political models explaining voting behavior include:

- 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

SUGGESTED SKILL

 *Data Analysis*

3.C

Explain patterns and trends in data to draw conclusions.



OPTIONAL READINGS

- Rob Paral’s “Stepping Up: The Impact of the Newest Immigrant, Asian, and Latino Voters,” *Immigration Policy Center* (2013)
- “The Diversifying Electorate—Voting Rates by Race and Hispanic Origin in 2012 (and Other Recent Elections),” U.S. Census Bureau (May 2013)
- David RePass’s “Issue Salience and Party Choice,” *American Political Science Review* (1971)

AVAILABLE RESOURCE

- Classroom Resources > [Data Analysis \(Voter Turnout\)](#)

TOPIC 5.2

Voter Turnout

Required Course Content

ENDURING UNDERSTANDING

MPA-3

Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.

LEARNING OBJECTIVE

MPA-3.C

Explain the roles that individual choice and state laws play in voter turnout in elections.

ESSENTIAL KNOWLEDGE

MPA-3.C.1

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)

MPA-3.C.2

Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.

MPA-3.C.3

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

TOPIC 5.3

Political Parties

SUGGESTED SKILL

 *Concept Application*

1.B

Explain political principles, institutions, processes, policies, and behaviors.



ILLUSTRATIVE EXAMPLE (NOT REQUIRED)

- 2012 Democratic and Republican party platforms

Required Course Content

ENDURING UNDERSTANDING

PMI-5

Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.

LEARNING OBJECTIVE

PMI-5.A

Describe linkage institutions.

ESSENTIAL KNOWLEDGE

PMI-5.A.1

Linkage institutions are channels that allow individuals to communicate their preferences to policy-makers:

- Parties
- Interest groups
- Elections
- Media

PMI-5.B

Explain the function and impact of political parties on the electorate and government.

PMI-5.B.1

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

SUGGESTED SKILL

 *Source Analysis*

4.B

Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.



ILLUSTRATIVE EXAMPLE (NOT REQUIRED)

- Mitt Romney’s ORCA and Barack Obama’s Project Narwhal in the 2012 campaign

TOPIC 5.4

How and Why Political Parties Change and Adapt

Required Course Content

ENDURING UNDERSTANDING

PMI-5

Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.

LEARNING OBJECTIVE

PMI-5.C

Explain why and how political parties change and adapt.

ESSENTIAL KNOWLEDGE

PMI-5.C.1

Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened.

PMI-5.C.2

Parties modify their policies and messaging to appeal to various demographic coalitions.

PMI-5.C.3

The structure of parties has been influenced by:

- Critical elections and regional realignments
- Campaign finance law
- Changes in communication and data-management technology

PMI-5.C.4

Parties use communication technology and voter data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts.

TOPIC 5.5

Third-Party Politics

SUGGESTED SKILL

 *Data Analysis*

3.D

Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.



AVAILABLE RESOURCE

- Classroom Resources > [Data Analysis \(Third-Party Voting National Elections\)](#)

Required Course Content

ENDURING UNDERSTANDING

PMI-5

Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.

LEARNING OBJECTIVE

PMI-5.D

Explain how structural barriers impact third-party and independent candidate success.

ESSENTIAL KNOWLEDGE

PMI-5.D.1

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.

SUGGESTED SKILL

 *Data Analysis*

3.F

Explain possible limitations of the visual representation of the data provided.



OPTIONAL READINGS AND ILLUSTRATIVE EXAMPLES (NOT REQUIRED)

- Tobacco subsidies
- Tax cuts under George W. Bush
- Mancur Olson's *The Logic of Collective Action: Public Goods and the Theory of Groups* (1965)
- E. E. Schattschneider's *The Semisovereign People: A Realist's View of Democracy in America* (1960)

AVAILABLE RESOURCE

- Classroom Resources > [Data Analysis \(Data from Interest Groups\)](#)

TOPIC 5.6

Interest Groups Influencing Policy Making

Required Course Content

ENDURING UNDERSTANDING

PMI-5

Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.

LEARNING OBJECTIVE

PMI-5.E

Explain the benefits and potential problems of interest-group influence on elections and policy making.

ESSENTIAL KNOWLEDGE

PMI-5.E.1

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.

PMI-5.E.2

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.

PMI-5.F

Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.

PMI-5.F.1

Interest group influence may be impacted by:

- Inequality of political and economic resources
- Unequal access to decision makers
- “Free rider” problem

TOPIC 5.7

Groups Influencing Policy Outcomes

SUGGESTED SKILL

 *Concept Application*

1.E

Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.



ILLUSTRATIVE EXAMPLE (NOT REQUIRED)

- Club for Growth supporting limits on taxation

AVAILABLE RESOURCE

- Classroom Resources > [Analytical Reading \(Visual – Infographics\)](#)

Required Course Content

ENDURING UNDERSTANDING

PMI-5

Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policymakers.

LEARNING OBJECTIVE

PMI-5.G

Explain how various political actors influence public policy outcomes.

ESSENTIAL KNOWLEDGE

PMI-5.G.1

Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making.

PMI-5.G.2

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.

PMI-5.G.3

Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies.

SUGGESTED SKILL

 *Argumentation*

5.A

Articulate a defensible claim/thesis.



**ILLUSTRATIVE EXAMPLE
(NOT REQUIRED)**

- 2000 presidential election

AVAILABLE RESOURCES

- Classroom Resources > [Argumentation \(How Founders Viewed Role of President, Part 1\)](#)
- Professional Development > [Teaching and Assessing Module—Unit 5: Argumentation](#)

TOPIC 5.8

Electing a President

Required Course Content

ENDURING UNDERSTANDING

PRD-2

The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.

LEARNING OBJECTIVE

PRD-2.A

Explain how the different processes work in a U.S. presidential election.

PRD-2.B

Explain how the Electoral College facilitates and/or impedes democracy.

ESSENTIAL KNOWLEDGE

PRD-2.A.1

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

PRD-2.B.1

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.

TOPIC 5.9

Congressional Elections

SUGGESTED SKILL

 *Argumentation*

5.B

Support the argument using relevant evidence.



AVAILABLE RESOURCES

- Classroom Resources > [Argumentation \(How Founders Viewed Role of President, Part 2\)](#)
- Professional Development > [Teaching and Assessing Module—Unit 5: Argumentation](#)

Required Course Content

ENDURING UNDERSTANDING

PRD-2

The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.

LEARNING OBJECTIVE

PRD-2.C

Explain how the different processes work in U.S. congressional elections.

ESSENTIAL KNOWLEDGE

PRD-2.C.1

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

SUGGESTED SKILL *Argumentation***5.C**

Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.

**OPTIONAL READINGS AND ILLUSTRATIVE EXAMPLES (NOT REQUIRED)**

- Canvassing and phone banking
- Sasha Issenberg's *Victory Lab: The Secret Science of Winning Campaigns* (2012)

AVAILABLE RESOURCE

- Classroom Resources > [Argumentation \(How Founders Viewed Role of President, Part 3\)](#)

TOPIC 5.10**Modern Campaigns****Required Course Content****ENDURING UNDERSTANDING****PRD-2**

The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.

LEARNING OBJECTIVE**PRD-2.D**

Explain how campaign organizations and strategies affect the election process.

ESSENTIAL KNOWLEDGE**PRD-2.D.1**

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

TOPIC 5.11

Campaign Finance

SUGGESTED SKILL
 *SCOTUS Application*
2.B

Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.

**AVAILABLE RESOURCES**

- Classroom Resources >
 - ♦ Analytical Reading (Visual – Political Cartoon)
 - ♦ SCOTUS Case Analysis (*Citizens United v. Federal Election Commission* [2010])

Required Course Content

ENDURING UNDERSTANDING

PRD-2

The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.

LEARNING OBJECTIVE

PRD-2.E

Explain how the organization, finance, and strategies of national political campaigns affect the election process.

ESSENTIAL KNOWLEDGE

PRD-2.E.1

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:

- 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**

PRD-2.E.2

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).

PRD-2.E.3

Different types of PACs influence elections and policy making through fundraising and spending.

REQUIRED SUPREME COURT CASE

- *Citizens United v. Federal Elections Commission* (2010)

SUGGESTED SKILL

 *Argumentation*

5.D

Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.



OPTIONAL READINGS

- FiveThirtyEight.com blog by Nate Silver
- “Understanding the Participatory News Consumer,” A Pew Trust Report (March 1, 2010)

AVAILABLE RESOURCE

- Classroom Resources > [Argumentation \(How Founders Viewed Role of President, Part 4\)](#)

TOPIC 5.12

The Media

Required Course Content

ENDURING UNDERSTANDING

PRD-3

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

LEARNING OBJECTIVE

PRD-3.A

Explain the media’s role as a linkage institution.

ESSENTIAL KNOWLEDGE

PRD-3.A.1

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.

PRD-3.A.2

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.

TOPIC 5.13

Changing Media

SUGGESTED SKILL

 SCOTUS Analysis

2.D

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



OPTIONAL READING

- Malcolm Gladwell's "Small Change: Why the Revolution Will Not Be Tweeted," *The New Yorker* (Oct. 4, 2010)

Required Course Content

ENDURING UNDERSTANDING

PRD-3

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

LEARNING OBJECTIVE

PRD-3.B

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

ESSENTIAL KNOWLEDGE

PRD-3.B.1

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

PRD-3.B.2

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.

PRD-3.B.3

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

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