**AP U.S. GOVERNMENT & POLITICS**

Mrs. Dorcy  
Building 7 Room 206  
2022-2023 School Year

**I. United States Government and Politics**

Curricular Requirements

CR1 The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). [See page 4, 12]

CR2 The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). [See page 6, 7]

CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). [See page 7, 9]

CR4 The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). [See page 11]

CR5 The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs). [See page 14]

CR6 The course integrates public policy within each unit. [See pages 4, 5, 10, 11, 12, 14, 15]

CR7 The course addresses the big ideas by connecting enduring understandings across one or more units. [See pages 2, 7, 8, 10, 14, 15]

CR8 The course provides opportunities to analyze and compare political concepts. [See pages 4, 5, 7, 10, 12, 14, 15]

CR9 The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors. [See pages 6, 7, 8, 11, 14, 15] [https://prezi.com/p/gx7wrg0bdww/the-quantitative-analysis-frq/](https://prezi.com/p/gx7wrg0bdww/the-quantitative-analysis-frq/)

CR10 The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts. [See pages 1, 4, 5, 7, 11, 12]

CR11 The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors. [See pages 1, 2, 6, 7]

CR12 The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios. [See pages 2, 4, 5, 6, 7, 8, 10, 11, 12, 14]
The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*. [See pages 7, 10, 11, 12, 14, 15]

Students are provided with an opportunity to engage in a political science research or applied civics project tied to the *AP U.S. Government and Politics Curriculum Framework* that culminates in a presentation of findings. [See page 15]

Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases. [See pages 1, 2, 5, 10]

Students and teachers have access to a college-level U.S. government and politics textbook. [See page 1]

**AP United States Government and Politics Syllabus**

**Instructional Schedule**

**IMPORTANT**
Students who take an Advanced Placement course are required to sit for the A.P. Exam in May for that course. If for any reason you do not take the A.P. Exam, you will be assessed an obligation from DeLand High School and the name of your course will be changed to an “honors” or “regular” designation rather than “A.P.” This will also result in a change of weighting for the course from a 5.0 to either a 4.5 or a 4.0, which could affect your class rank and weighted grade point average.

Due to Covid-19, if any student becomes quarantined, it is essential that you make sure that you are checking the “Quarantine Plans” module on Canvas for your assignments, due dates and instructions. Canvas will be used to house our course material and MS Teams for communicating with each other.

This AP U.S. Government and Politics class is taught in one semester using a traditional school day schedule. Each class period is 50 minutes long. There are approximately 18 weeks of instruction in each semester.

Unit 1: Foundations of American Democracy (3 weeks)
Unit 2: Interactions Among Branches of Government (4 weeks)
Unit 3: Civil Liberties and Civil Rights (3 weeks)
Unit 4: American Political Ideologies and Beliefs (3 weeks)
Unit 5: Political Participation (4 weeks)

One week is left unaccounted for to allow for flexibility if this course is taught in the Spring semester.

**Primary Textbook**


[CR16] — Students and teachers have access to a college-level U.S. government and politics textbook.

**Supplemental Readings**

The primary text will be heavily supplemented by outside readings, including the 15 required Supreme Court cases and nine foundational documents which will all be assigned during the course. [CR10: foundational historical documents] [CR15: Supreme Court cases]

In addition to the required cases and documents, recent articles regarding political science concepts and current political issues will be provided to students to supplement the primary text. Links to the supplemental readings will be posted on the course website or provided to students in hard copy.

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

**Major Class Activities**

**Current events presentations**: Students, individually or as a pair, will prepare a current events presentation that they will share with the class at the start of their assigned week. The presentation must include at least one story that links one or more of the big ideas to each of the five units in the *AP U.S. Government and Politics Curriculum Framework*. The current events presentation also must include at least one relevant visual source (photo, political cartoon, or infographic) for each story with a caption that explains its connection to the big idea and/or unit that story covers. [CR11]

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

**Analytical paper assignment**: Students will be required to write three analytical papers about important topics in United States government and politics. These papers will be due on varying dates during the semester. Each paper must be no more than four pages in length. In each paper, the students must briefly summarize the assigned readings, connect the readings to the current unit of study (how they do this will vary depending on the resources provided for each paper and the unit of study in which it is due), and make a connection between the readings and a current political issue. One to two analytical paper assignments will require students to also examine how the assigned article and a required case/foundational document corroborate or contradict one another. [CR7] [CR12]

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.
[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

**Monster vocabulary exam:** Using the *AP U.S. Government and Politics Curriculum Framework*, a list of important political science and government terms has been generated for use in this course, such as political culture, etc. At the start of the semester, each student will be assigned two or more terms. Students will use their assigned terms to create a study presentation, such as a Google Slides presentation, a Quizlet presentation, or a Kahoot quiz that can be used by the entire class as a study aid. At a later date, students will take an exam over these terms. On this exam, they must score a 90% or better in order to earn credit. They can take the exam up to three times in order to earn credit.

**Debates:** Students, in teams of two or three, will compete in a debate about a current public policy or issue in American government and politics. Each team will get a five-minute opening statement, a five-minute cross examination period, and a five-minute closing statement. Students must also have a visual that helps support their main arguments. This visual can be a chart, graph, table, political cartoon, or infographic. Students will analyze the visuals presented by other teams as part of the debate. Finally, each team is responsible for providing an annotated works cited page of the resources used to develop their arguments and questions. [CR11]

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

**Thinglink assignment for required court cases:** In pairs, students will create a Thinglink interactive presentation for one of the 15 required Supreme Court cases using Thinglink.com. Their interactive presentation must include a summary of the constitutional issue involved in the case, a summary of the holding of the case, any significant dissents in the case, and connections to at least two similar cases (acting as precedent or overturning the original decision). In addition to the previous requirements, each student’s Thinglink should contain relevant visuals, such as political cartoons, photographs, or tables/charts and a caption that explains their relevance to the case. [CR11] [CR12] [CR15: activity]

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

**Overview of the AP Exam and Keys to AP Exam Success:**

The AP U.S. Government and Politics Exam will be comprised of the following sections:

**55 Multiple-Choice Questions:**

Structure – The questions on multiple choice will ask you to:
- Analyze and compare political concepts
- Analyze and interpret quantitative, text-based, and visual sources
• Apply course concepts, foundational documents, and Supreme Court decisions in a variety of hypothetical and real-world scenarios

Timing: One hour and 20 minutes Percentage of Total Exam: 50%

4 Free-Response Questions:
Structure – The four questions on the free response will ask students to:
• Apply political concepts in real-world scenarios
• Compare the decisions and implications of different Supreme Court cases
• Analyze quantitative data
• Develop an argument using required foundational documents as evidence Timing: One hour and 40 minutes

Percentage of Total Exam: 50%

As the breakdown of the AP Exam highlights, success in this course and on the AP Exam requires far more than the memorization of political knowledge. Success in this course and on the AP Exam requires connection-making with the aim of being able to analyze political information, regardless of the format the information is presented, and develop a factually accurate, thoughtful, and well-reasoned opinion regarding this information.

The different pieces of the course fit together in pursuit of this aim through course content and big ideas, reasoning processes, and disciplinary practices.

Course Content and Big Ideas:
The course content consists of the essential political knowledge that will be synthesized in the construction of enduring understandings and big ideas about American government and politics. The big ideas that connect the content in the course units include:

• Constitutionalism (CON)
• Liberty and Order (LOR)
• Civic Participation in a Representative Democracy (PRD)
• Competing Policy-Making Interests (PMI)
• Methods of Political Analysis (MPA)

Reasoning Processes:
The reasoning processes are the thought processes that will facilitate connection-making and analysis in the pursuit of effectively executing the disciplinary practices in the course. In other words, the reasoning processes form the cognitive bridge between the course content/big ideas and the disciplinary practices. The reasoning processes in this course include:

• Definition/Classification: Demonstrating knowledge of course concepts
• Explain - Process: Explaining political processes
• Explain - Causation: Explaining causes and effects of political principles, institutions, processes, and behaviors
• Explain - Comparison: Explaining similarities and differences among political principles, institutions, processes, and behaviors

Disciplinary Practices:
The disciplinary practices are the tasks students will apply to the course content using the reasoning processes. Becoming proficient in these disciplinary practices gives you the tools to analyze political information, regardless of the format, and develop a factually accurate, thoughtful,
and well-reasoned argument or opinion about an issue related to American government and politics. The **disciplinary practices** in this course include:

- Practice 1: Apply political concepts and processes to scenarios in context
- Practice 2: Apply Supreme Court decisions
- Practice 3: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics
- Practice 4: Read, analyze, and interpret foundational documents and other text-based and visual sources
- Practice 5: Develop an argument in essay format

Every AP Exam question fuses course content, reasoning processes, and disciplinary practices. Thus, in-class and outside of class assignments will focus on the acquisition of course content and the application of course content to disciplinary practices using reasoning skills.

**Required Supreme Court Cases:**

This course will incorporate the analysis of the following 15 required Supreme Court cases:

- Marbury v. Madison (1803)
- McCulloch v. Maryland (1819)
- Schenck v. United States (1919)
- Brown v. Board of Education (1954)
- Baker v. Carr (1961)
- Engel v. Vitale (1962)
- Gideon v. Wainwright (1963)
- Wisconsin v. Yoder (1972)
- Roe v. Wade (1973) **(USSC overturned and sent back to the states)**
- Shaw v. Reno (1993)
- McDonald v. Chicago (2010)

For each of these cases, the facts, issues, holdings, and reasoning underlying the majority and dissenting opinions can be found through the Oyez database online. Oyez also has an app that can be downloaded to smartphones. You will be required to complete multiple assignments analyzing and comparing these cases with other non-required cases.

The list above is not an exhaustive list of the Supreme Court cases that will be analyzed and discussed in this course. Additionally, you will have access to information and majority/dissenting opinion excerpts for cases that complement the required cases, such as:

- **Gonzales v. Raich** (2005) to go along with the analysis of **McCulloch v. Maryland** (1819)
- **Heart of Atlanta Motels v. United States** (1964) to go along with the analysis of **United States v. Lopez** (1995)
- **Zelman v. Simmons-Harris** (2002) to go along with the analysis of **Engel v. Vitale** (1962)
- **Morse v. Frederick** (2007) to go along with the analysis of **Tinker v. Des Moines** (1969)
**Required Foundational Documents:**
This course will incorporate the analysis and discussion of nine required foundational documents to help understand the context and beliefs of the founders and their critics and the debates surrounding the writing and ratification of the U.S. Constitution:

- The Declaration of Independence
- The Articles of Confederation
- *Federalist No. 10*
- *Brutus No. 1*
- *Federalist No. 51*
- The Constitution of the United States
- *Federalist No. 70*
- *Federalist No. 78*
- “Letter from Birmingham Jail”

You will also be responsible for related readings, including:

- Excerpts from Locke’s *Second Treatise of Civil Government* to go along with the analysis of the Declaration of Independence
- “Letters from the Federal Farmer to the Republican I” to go along with the analysis of the Articles of Confederation
- Essays from the National Constitution Center’s “Matters of Debate” series (Interactive Constitution resource) to go along with the analysis of the Tenth Amendment
Unit 1: Foundations of American Democracy (3 weeks)

Essential Questions
• How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
• How have theory, debate, and compromise influenced the U.S. constitutional system?
• How does development and interpretation of the Constitution influence policies that impact U.S. citizens?

Key Terms
- Natural rights
- Popular sovereignty
- Republicanism
- Social contract
- Declaration of Independence
- Philadelphia Convention
- Participatory democracy
- Pluralist democracy
- Elite democracy
- Shays's Rebellion
- Great (Connecticut) Compromise
- Electoral College
- Three-Fifths Compromise
- Importation (slavery)
- compromise
- Separation of powers
- Checks and balances
- Federalism
- Exclusive powers
- Implied powers
- Concurrent powers
- Categorical grants
- Block grants
- Mandates (unfunded)
- Commerce clause

Readings
• Chapters 1-3 in O'Connor, et al. American Government: Roots and Reform
• John Locke’s Second Treatise, of Civil Government (Woll, p. 4)
• Magna Carta
• English Bill of Rights
• Rights of Man
• Rousseau’s Social Contract
• Hobbe’s Leviathan
• Montesquieu’s Spirit of Laws
• The Declaration of Independence
• Federalist No. 10
• Federalist No. 51
• Brutus No. 1
• The Articles of Confederation
• The Constitution of the United States (Articles I-VII, 10th and 14th Amendments)
• McCulloch v. Maryland (1819)
• McCulloch v. Maryland (1995)
• Lopez v. United States (1995)

Primary Lecture Topics [CR1]

• The philosophical foundations and documents of American democracy, including the Declaration of Independence, social contract theory, republicanism, types of democracy, and the tension between individual liberty and order/safety. (EU LOR-1)
• How the Articles of Confederation failed to adequately balance individual liberty and public order/safety, and how the framers wrestled with these questions in drafting the Constitution. (EU LOR-1)
• The compromises reached at the Constitutional Convention and the debate between the Federalists and Anti-Federalists during the ratification debate. (EU CON-1)
• The evolving relationship between the national and state governments, including the grant process, policy issues (ADA, Medicaid, marijuana), and the idea of devolution. (EU CON-1)

[CR1] — The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Federalism reading: https://www.docsoffreedom.org/student/readings/federalism

Crash Course on Federalism - https://www.youtube.com/watch?v=J0gosGXgsI
Common Interpretation: Article I, Sec. 8: Federalism and the Overall Scope of Federal Power - https://constitutioncenter.org/interactive-constitution/articles/article-i/art-i-sec-8-general-barnett-gerken/section/8

Instructional Activities for Unit 1

Socratic Seminar. Students will have a socratic seminar discussing the historical foundation documents and how it relates to our current government. They will discuss similarities and differences between the historical documents, and especially if they can identify any principles that we have incorporated into either the Declaration of Independence or the U.S. Constitution. (EU CON-1) [CR1:activity] [CR8] [CR10]

[CR1] — The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.
3-2-1 Activity/Seminar. Using the 3-2-1 seminar protocol, students discuss the “How American Politics Went Insane” article from The Atlantic. 
https://www.theatlantic.com/magazine/archive/2016/07/how-american-politics-went-insane/485570/ This will allow students to connect the current state of politics to important Unit 1 concepts such as popular sovereignty, republicanism, and social contract theory of government. This is a high interest article that will help “hook” students at the start of the semester. [CR10: activity] [CR12] 
[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts. 
[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Students brainstorm a list of things they believe government should do by asking the question, “What should government do?” Make a list of student responses on the board. Use this list to facilitate a discussion about order, liberty, and equality. Then share the Preamble to the Constitution and have students link their list to the language in the Preamble. (EU LOR-1) 

ThingLink Court cases assignment. See description in the major class activities section above. 

Monster vocabulary terms. See description in the major class activities section above. 

Debate. Two teams of two to three students each debate the resolution, “States have exceeded their authority in legalizing recreational marijuana use, and the federal government should reassert its national supremacy over drug policy.” (EU CON-2) [CR6] [CR12] 
https://constitutioncenter.org/blog/filter/article-vi

[CR6] — The course integrates public policy within each unit. 
[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios. 

Analytical paper “Our Broken Constitution” due. The purpose of this analytical paper is to allow the students to examine criticisms of how the U.S. Constitution operates in modern America. Student papers must connect the issues the author explores to arguments made by the Anti-Federalists, in particular, Brutus No. 1. (EU CON-1, CON-3, CON-4) [CR10: activity] 
[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts. Students engage in a Deliberative Discussion using Federalist No. 51 and Brutus No. 1. (EU CON-1) [CR10: activity] 

Checks and balances graphic organizer. During class lectures and their reading of the Constitution, students create a graphic organizer detailing the system of checks and balances. In addition to the basic checks and balances system, students annotate their organizer with a list of Supreme Court cases and public policies that gave one or more branches the opportunity to check another. (EU PMI-1) 

Free-Response Question (FRQ). Students respond to a textual, qualitative-based FRQ comparing the McCulloch and the Lopez decisions. The FRQ will include an excerpt from the McCulloch and/or
the *Lopez* decision. The FRQ will require the students to understand and make connections to the concepts of enumerated, implied powers, and federalism. (EU CON-2) [CR8] [CR15: activity]

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.
Unit 4: American Political Ideologies and Beliefs (3 weeks)

Essential Questions
- How are American political beliefs formed and how do they evolve over time?
- How do political ideology and core values influence government policy making?

Key Terms
Political ideology
Demographics
Political culture
Political socialization
Scientific polling
Party platform
Liberal ideology
Conservative ideology

Readings
- Chapters 1, 4 & 11 in O'Connor, et al. American Government: Roots and Reform
- The Monkey Cage series on political polarization in America found at The Washington Post.
- Selections from Rick Shenkman's, “How Stupid Are We?: Facing the Truth about the American Voter.”

Primary Lecture Topics [CR4]
- Elements of a scientific poll, the different types of polls, and how they are used in U.S. government and politics. (EU MPA-2, PRD-3)
- The basic tenets of American political culture, the conservative and liberal political ideologies, and how these are acquired (political socialization). (EU MPA-1)

[CR4] — The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Instructional Activities for Unit 4
Using Gallup.com, Polling Report.com, and the Pew Research Center, students study different polls regarding a variety of policy issues in the United States. Students are provided several examples of polls with questionable reliability. Students must write a comparison of what makes one poll reliable and another unreliable and explain how public policy is affected by the accuracy and reliability of polls. (EU MPA-2) [CR6] [CR9]
The course integrates public policy within each unit. The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

Students take the Pew Research Center’s Political Typology quiz. This quiz places the students into one of nine political typologies – it divides the traditional left/right spectrum into several subgroups (four on each side of the center and one for non-engaged quiz takers). After the students have completed the quiz, they write their names on the class political spectrum, as does the teacher. Then as a class they discuss how the class does or does not reflect the larger community and what might account for the class’s overall political ideology. (EU MPA-1)

Analytical paper "Polarized or Sorted? Just What’s Wrong with Our Politics, Anyway?" and "America’s Missing Moderates: Hiding in Plain Sight" due. The purpose of this analytical paper is to allow students to compare the competing views on partisan polarization in American political culture. In this paper, students must evaluate which argument regarding polarization best reflects the reality in American political culture today. (EU PMI-4) [CR1: activity] [CR2] [CR3] [CR10: activity] [CR12] [CR13]

The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.

Socratic Seminar. Students will discuss selections from the book and specifically address the author’s contention that even though American democracy is more direct than ever, the voters are misusing their political power and neglecting their responsibilities. Americans are paying less attention to politics at a time when they need to pay much more. Today’s voters are far less equipped than their grandparents were to grapple with the challenges facing the nation and thus far more susceptible to soothing myths, bumper sticker slogans, and raw emotional appeals. (EU CON-1) [CR1] [CR8: socratic seminar] [CR10]

The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

The course provides opportunities to analyze and compare political concepts.

The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

Debate. Two teams of three students each debate the resolution, “Demographic changes represent a threat to the long-term electoral success of the Republican Party.” (EU MPA-1, PMI-4, MPA-3) [CR6]

The course integrates public policy within each unit.

Class poster presentations of party platforms. Divide the class in half – one half examines the Democratic Party platform and the other half examines the Republican Party platform. Within each platform, students pair to explore a particular topic, such as education, defense, entitlement spending, etc. and create a post that explains the party’s policy proposals for that particular topic. Students then present their findings to the class. As a follow-up homework assignment, students then research public opinion polls on their issue and write a summary of how the American public feels about their issue and evaluate whether or not their assigned party reflects the American
public. Finally, students must identify a policy from their assigned platform and determine if it has been implemented and how. (EU PMI-4, MPA-2) [CR6]

[CR6] — The course integrates public policy within each unit.

Students respond to a quantitative data FRQ regarding changing demographics in the United States. Students have to interpret data from the U.S. Census Bureau regarding racial and age composition of the United States and how they are changing. Students also link these demographic changes to representation in Congress. The final section of the FRQ will require students to assess the potential impacts of these changes on the two political parties and the policies each party promotes. (EU PMI-4, MPA-3) [CR6]

[CR6] — The course integrates public policy within each unit.
Unit 5: Political Participation (4 weeks)

Essential Questions
- How have changes in technology influenced political communication and behavior?
- Why do levels of participation and influence in politics vary?
- How effective are the various methods of political participation in shaping public policies?

Key Terms
- Rational choice theory
- Retrospective voting
- Prospective voting
- Party-line voting
- Political efficacy
- Midterm election
- Demographics
- Linkage institution
- Political party
- Interest group
- Critical election
- Political realignment
- Proportional electoral system
- Winner-take-all electoral system
- Iron triangles
- Free rider problem
- Single issue groups
- Participatory democracy
- Pluralist democracy
- Elite democracy
- Primaries (open v. closed)
- Caucuses
- Party convention
- General election
- Electoral College
- Incumbency advantage
- Federal Election Commission
- Federal Elections Campaign
- Act McCain-Feingold
- Citizens United v. FEC (2010)
- PACs
- SuperPACs
- Independent expenditures
- Media
- Social media
- Watchdog
- Gatekeeper
- Horse race journalism
- “Fake news”

Readings
- Woll: Berry, “Madison’s Dilemma” (p 220)
- Woll: Sabato, “The Misplaced Obsession with PACs” (p 245)
- *Federalist No. 10*
- Citizens United v. FEC (2010)
Primary Lecture Topics [CR5]

• The evolution of voting rights and the current state of voter turnout. (EU MPA-3, PMI-3, PMI-5)
• Factors that influence voter choice in elections. (EU MPA-3, MPA-1)
• The functions of political parties in the United States and third parties in United States government and politics. (EU PMI-5)
• The development of candidate-centered campaigns. (EU PMI-5, PRD-3)
• The theory of critical elections. (EU PMI-5)
• Interest groups in United States government and politics. (EU PMI-5)
• Nominations, campaigns, and elections in United States government and politics. (EU PRD-2)
• The media as a linkage institution, including changes in media, such as the growth of social media and partisan media sources. (EU PRD-3)

[CR5] — The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Instructional Activities for Unit 5

To better understand how state election laws impact voter turnout, students find voter turnout data from a state that has passed a strict voter ID law in the 21st century, such as Wisconsin, Indiana, or Texas. Prior to their research, students formulate a hypothesis about the impact voter ID laws have on voter turnout. Students then research voter turnout stats from the presidential election prior to the passage of that state’s voter ID law, and the presidential election immediately after the passage of voter ID laws. Students break the data down by major demographic groups, such as race, age, and education. Students write a summary of their findings, including an evaluation of their thesis and reasons why their thesis was correct/incorrect. (EU MPA-3) [CR6] [CR8] [CR9] [CR13]

[CR6] — The course integrates public policy within each unit.
[CR8] — The course provides opportunities to analyze and compare political concepts.
[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.
[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.

Debate. Two teams of three students each debate the resolution, “Interest groups have too much influence in the policy process and are detrimental to democracy.” (EU PMI-5) [CR6] [CR7] [CR8]

[CR6] — The course integrates public policy within each unit.
[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.
[CR8] — The course provides opportunities to analyze and compare political concepts.

Analytical paper "The Electoral College: How It Works in Contemporary Presidential Elections" due. The purpose of this analytical paper is to have students examine the original design and purpose of the Electoral College, and then assess how it works in modern U.S. politics, with special attention paid to the 2016 election. In this paper, students must examine the various proposals to reform the Electoral College and assess the advantages and disadvantages to each, explaining why
the current system should either be maintained, revised, or completely eliminated and replaced with election by national popular vote. (EU PRD-2) [CR6] [CR12] [CR13]

[CR6] — The course integrates public policy within each unit.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.

After the lecture regarding the theory of critical elections, students use presidential election data from the 20th and 21st centuries to classify each election as either a critical election or a deviating election. (EU PMI-5) [CR9]

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

Students write an essay, with an analytical thesis, that incorporates information from a select list of foundational documents that examines the influence of interest groups on the policy-making process in the United States. (EU PMI-5, PRD-2) [CR13]

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.

After the lecture on the media as a linkage institution, especially the part about partisan media and social media, students complete a media analysis assignment. Students are assigned to read two articles about a specific policy issue in the United States. One article is from a conservative source and one from a liberal source. They then analyze the two sources – making note of the facts provided, the viewpoints expressed in each, and other differences between the two sources. This will also allow students to make a connection to gridlock in the national government. (EU PRD-3, CON-4) [CR6] [CR7] [CR8]

[CR6] — The course integrates public policy within each unit.

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR8] — The course provides opportunities to analyze and compare political concepts.

Political Science Research Project. After reading “How to Spot Fake News” at FactCheck.org as homework, students work in groups to identify the fake news stories in their assigned packet (the packet contains both legitimate and fake news stories). Students first develop a list of indicators which they can use to determine if each story is fake news or not and then they conduct a content analysis of each report. Finally, they share the results with the class and assess the extent to which political science research provided in the course can provide guidance for discerning the difference between valid and invalid news stories. (EU PRD-3) [CR14]

[CR14] — Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics Curriculum Framework that culminates in a presentation of findings.
Unit 2: Interactions Among Branches of Government (4 weeks)

Essential Questions

• How do the branches of the national government compete and cooperate in order to govern?
• To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

Key Terms

Enumerated powers
Implied powers
Necessary and proper clause
Checks and balances
Bicameralism
Speaker of the House
President of the Senate
Senate Majority Leader
Filibuster
Cloture
Holds
Rules Committee
Committee of the Whole
Discharge petitions
Discretionary spending
Mandatory spending
Pork barrel legislation
Logrolling
Partisanship
Civil service
Iron triangles/issue networks

Gridlock
Gerrymandering
Divided government
Trustee
Delegate
Politico
Veto (including pocket veto)
Commander in Chief
Executive order
Signing statements
Nomination and confirmation
Treaty negotiation and ratification
22nd Amendment
Bully pulpit
Judicial review
Precedent/stare decisis
Judicial activism
Judicial restraint
Patronage
Congressional oversight

Readings

• Chapters 7-10 in O’Connor, et al. American Government: Roots and Reform
• The Constitution of the United States (Articles I-III)
• Baker v. Carr (1962)
• Shaw v. Reno (1993)
• Federalist No. 70
• Federalist No. 78
• Marbury v. Madison
Primary Lecture Topics [CR2]

- Structure of Congress, including significant differences between the chambers regarding organization, leadership, incumbency, and powers. (EU CON-3)
- Congressional representation and gerrymandering. (EU CON-3)
- The president’s formal and informal powers. (EU CON-4)
- Judicial independence, *Federalist No. 78*, *Marbury v. Madison*, and judicial decision-making. (EU CON-5)
- How the bureaucracy operates and its place in the checks and balances system. (EU PMI-1, PMI-2)
- The future of entitlement spending in the United States. (EU CON-3)

[CR2] — The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Instructional Activities for Unit 2

Budget simulation and class discussion. Using the Committee for a Responsible Federal Budget’s *The Debt Fixer* website and the quantitative data therein, students try to reduce the debt as a percentage of GDP. After completing the online simulation, students discuss the difficulties they encountered in reducing the size of the national debt. During this discussion students should link the budget process to important concepts such as entitlement spending and the political nature of the budget. (EU CON-3) [CR9] [CR11] [CR12]

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Debate. Two teams of three students each debate the resolution, “Congress has abandoned its role in the checks and balances system.” (EU PMI-1, CON-3, CON-4)

Debate: After discussing the Judicial Branch, students will be assigned roles to play in this activity, i.e., USSC justice or attorney. They will have Oral Arguments before the U.S. Supreme Court arguing a contemporary issue chosen by the students that has yet to be heard by the court. Students will formulate the issue, conduct research and argue the issue before the court. The USSC will then rule on the issue and publish their ruling and opinion(s). (EU PMI-1, CON-3, CON-4) [CR2] [CR3] [CR7] [CR9] [CR10] [CR12] [CR13]

[CR2] — The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

[CR3] — The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.
The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.

Analytical paper for “Unilateral Action and Presidential Power: A Theory” and Federalist No. 70 due. The purpose of this paper is for the students to examine the growth of presidential power and how the other two branches may attempt to check presidential power. See description of critical article reviews found above under major class activities. (EU CON-4) [CR7] [CR8] [CR10: activity] [CR12]

Checks and balances role play. Using a lesson from the National Constitution Center’s Separation of Powers Lesson Plan as a model, students engage in a simulation in which they develop a plan of action to ensure the creation/implementation of a policy based on the powers given to their assigned branch of government (legislative, executive, judicial). In addition to developing this plan of action for their own goal, students must develop a plan to either support or oppose another branch’s goal. (EU PMI-1) [CR7] [CR12]

Watch “The Stackhouse Filibuster” (Season 2, Episode 17) from The West Wing. Political concepts examined in this episode include the filibuster, the White House Staff, the presidential relationship with the press, and how legislation is developed by both the presidency and Congress. The West Wing is available on both Netflix and iTunes. (EU CON-3, CON-4)

Students complete at least two of the scenarios in The Redistricting Game found online. This is an online simulation that allows the students to draw and gerrymander imaginary congressional districts. The simulation has four different scenarios, each with a different take on the process of redistricting and gerrymandering. As students complete each of the scenarios, they respond to a set of questions about the process and the difficulties they encountered. All students must do scenario 1, a straight redistricting scenario. The second scenario is up to them. In addition to completing two of the scenarios, students read about proposed changes to the redistricting process and respond to these proposals. (EU CON-3) [CR12]

Students respond to a quantitative data FRQ regarding presidential vetoes and the interaction between the president and Congress. (EU CON-4) [CR9]
[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

Students respond to a scenario-based FRQ examining how the bureaucracy operates and its interactions with the presidency, Congress, and the courts. (EU PMI-1, CON-4, CON-5, PMI-2)

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
Unit 3: Civil Liberties and Civil Rights (3 weeks)

Essential Questions

• To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
• How have U.S. Supreme Court rulings defined civil liberties and civil rights?

Key Terms

Civil liberties
Civil rights
Bill of Rights
Judicial review
Selective incorporation
Establishment clause
Free exercise clause
Symbolic speech
“Clear and present danger”
Due process clause

Miranda Rights
Patriot Act
Exclusionary rule
Equal protection clause
National Organization for Women
Civil Rights Act 1964
Voting Rights Act 1965
Title IX of the Education Amendments Act of 1972 “Separate but equal”

Readings

• Chapters 5-6, 17-19 in O’Connor, et al. American Government: Roots and Reform
• The Bill of Rights
• The 14th Amendment’s due process and equal protection clauses
• Engel v. Vitale (1962)
• Wisconsin v. Yoder (1972)
• Tinker v. Des Moines Independent Community School District (1969)
• Schenck v. United States (1919)
• New York Times Co. v. United States (1971)
• McDonald v. Chicago (2010)
• Gideon v. Wainwright (1963)
• Roe v. Wade (1973)
• Brown v. Board of Education, Topeka Kansas (1954)
• “Letter from Birmingham Jail” (Martin Luther King, Jr.)

Primary Lecture Topics [CR3]

• The role of the courts, and the due process and equal protection clauses in the expansion of civil liberties and civil rights, including the idea of selective incorporation. (EU LOR-2, CON-5)
• The expansion of the liberties protected by the 1st and 2nd Amendments. (EU LOR-2, CON-5)
• The development of the right to privacy and its implications for reproductive rights and 4th Amendment protections. (EU LOR-3)
• A history of civil rights issues and how historically disadvantaged groups in American society have achieved greater equality and equitable treatment in society. (EU PRD-1, PMI-3)

[CR3] — The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

### Instructional Activities for Unit 3

**Bill of Rights scenarios.** Students write five hypothetical scenarios regarding civil liberties. Each scenario should be clearly tied to one of the amendments found in the Bill of Rights. Students must also create a “key” for their scenarios. In their key, students must identify the amendment the scenario involves, the required Supreme Court case that incorporated or clarified the application of the amendment in question, and finally the students must link the required case to a different case that deals with the same constitutional issue. (EU LOR-2) [CR12] [CR15: activity]

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

**Debate.** Two teams of two to three students each debate the resolution, “History has proven that affirmative action programs are necessary to safeguard equal opportunity in both education and employment for minorities.” (EU CON-6, PMI-4) [CR6] [CR7] Naturalization Test Questions Jay Leno youtube video [https://www.youtube.com/watch?v=WJlY9C7YWzl&feature=youtu.be](https://www.youtube.com/watch?v=WJlY9C7YWzl&feature=youtu.be)

[CR6] — The course integrates public policy within each unit.

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

**Analytical paper** “Jim Crow 2.0? Why States Consider and Adopt Restrictive Voter Access Policies” due. The purpose of this analytical paper is to allow students to explore the recent actions by many states that may have a negative impact on the right to vote in those states. In this analytical paper, students write a thesis and defend it with information from the article, the course, and recent political and social events. (EU PRD-1, PMI-3) [CR6] [CR8] [CR12] [CR13]

[CR6] — The course integrates public policy within each unit.

[CR8] — The course provides opportunities to analyze and compare political concepts.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

Students respond to a textual FRQ that uses one of the required Supreme Court cases and a non-required case. The FRQ will require students to examine the Court’s decision in both cases and apply the Court’s reasoning to a related course concept. (EU PRD-1, PMI-3) [CR12] [CR15: activity]

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

AP Government and Politics Exam Preparation
**Approximately 1-week Prep / Practice Tests**

**AP Government and Politics Exam is Monday, May 1, 2023 at 8:00 a.m.**

**Cram for the Exam videos & Other Review Resources:**
- [https://www.learnerator.com/ap-us-government-politics](https://www.learnerator.com/ap-us-government-politics)
DeLand High School Student Academic Integrity Policy

In a world of ever-changing priorities one constant is the need for ethical academic standards. The guidelines presented in the policy below show student expectations regarding cheating, plagiarism and academic honesty. These guidelines and expectations cover all school related projects, reports, tests, quizzes and assignments whether in or outside of class. By signing this statement students acknowledge their understanding of the stated expectations and possible consequences.

According to Merriam-Webster Dictionary (http://www.m-w.com/) to plagiarize is:
“To steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source. To commit literary theft: present as new and original an idea or product derived from an existing source.”

At DeLand High School plagiarism includes but is not limited to:
• Using another person’s words or ideas (written or spoken) without giving credit to the source.
• Copying and pasting material from any source including the Internet without giving attribution to the writer. You must put quotation marks around direct quotes and give credit in your works cited list.
• Changing the words or order of words from another source and submitting them as your own. Even with proper paraphrasing you must give credit to the source of the materials.

“When you use someone else’s words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note. Not giving due credit to the creator of an idea or writing is very much like lying.”
Dr. Robert Harris - Virtual Salt Anti-plagiarism Strategies - http://www.virtualsalt.com/antiplag.htm

According to Merriam-Webster Dictionary (http://www.m-w.com/) to cheat means: “to get something by dishonesty or deception.”

At DeLand High School cheating includes but is not limited to:
• Copying an assignment from another person without explicit permission from the teacher. This includes sharing work that should be individually produced and includes obtaining answers from another student with or without their permission.
• Using, supplying or communicating with unauthorized devices with the intent of deception. This will include but is not limited I-Pad, calculator, camera, textbook, recorder, computer, phone, etc.
• Failing to follow teacher guidelines regarding collaboration, parent help, etc. Students will be expected to complete work independently unless specifically directed otherwise by the teacher.

POSSIBLE CONSEQUENCES:
First Offense: Second Offense: Third Offense:
Zero on assignment First offense consequences plus: 1st and 2nd off. Cons. Plus:
Parent notification Parent/student/teacher/ Referral to administration,
Referral to counselor, counselor conference, Suspension from extracurricular activities, elected offices and/or Senior privileges.

Student Name (Print) ___________________________ Alpha Code: ______
Student Signature ____________________________________________
Parent Signature: _____________________________________________

Portions adapted from John F. Kennedy H.S., Norcross H.S. and Langley H.S. policies with their permission. Updated December 2007
Dear Parents and Students:

In an effort to “go green” at DHS, the syllabus, grading policies and procedures, and class rules for this class will be posted on Canvas as well as on the school website for you to access at any time.

If you do not have access to a computer, see me and I will run a copy of the information for your child. Please sign below indicating your receipt of this information. I am looking forward to a successful school year. Feel free to contact me by email me if you have any questions.

Sincerely,

Mrs. Graye Dorcy

SIGNATURE PAGE MUST BE RETURNED TO MRS. DORCY BY NEXT CLASS!

Student’s Printed Name: ___________________________ ALPHA Code: _____ Period: _____

I have read and understood the information on this page and on the website and understand the rules, policies and expectations of this course.

Parent or guardian signature: ________________________________________________ Dated: ______

Student’s Signature: _______________________________________________________ Dated: ______

Viewing of PG-13 Movie Release
Helping your student become a lifelong learner is a primary goal in my classroom. I want my students to discover that learning can be a source of enjoyment. As a result, I will use a wide range of non-traditional instructional materials of high academic merit including popular literature, appropriate and instructionally related movies such as documentaries and/or movie clips rated G, PG and PG-13. If you feel that certain material may not be appropriate for your student, please notify me now about your concerns. Your signature below will serve as your consent for your student to use all of the alternative instructional materials as described above.

Parent or guardian signature: ____________________________________________ Dated: ______

Contact Information

Parent Information (please print)
Full name of parent or guardian ________________________________________________

Address __________________________________________________________________________

Home phone number _______________ Best time to reach you __________

Cell phone number _______________ Best time to reach you __________

E-mail address (very important) ____________________________