

Process for New Course Offering - All Schools

This form is to be completed for a course that has never been approved by the Curriculum Council.

STEP ONE: Requesting professional (teacher/counselor) completes the written request.	
STEP TWO: Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p>Recommended / Not Recommended</p> <p><i>J. J. Jorgensen</i> 10/2/2024 <small>Department Chair / Date</small></p> <p>10/2/2024 <small>Date of Department Mtg.</small></p>
STEP THREE: Request is sent to the Head Principal for consideration.	<p>Recommended / Not Recommended</p> <p><i>[Signature]</i> 10-2-24 <small>Head Principal Signature / Date</small></p>
STEP FOUR: Counselors complete Skyward Course Information on the written request form.	<p>Skyward Course Information Completed</p> <p><i>[Signature]</i> <small>Department Chair</small></p>
STEP FIVE: Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p>Recommended / Not Recommended**</p> <p>_____ <small>Curriculum Council Chair Signature / Date</small></p>
STEP SIX: Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p>Recommended / Not Recommended</p> <p>_____ <small>Asst./Deputy Superintendent Signature / Date</small></p>
STEP SEVEN: Request is presented to BOE for approval	<p>Approved / Not Approved</p>
STEP EIGHT: If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p>_____ <small>Date Zendesk Submitted</small></p> <p>_____ <small>Date Forms Delivered</small></p>
STEP NINE: GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p>_____ <small>Date Changes Complete</small></p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction</p>

****Course Not Approved (Notes from Curriculum Council):**

Request for New Course Offering - All Schools

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR

Professional Submitting Request: Logan Bevis Department of Submission: Social Studies Date Completed by Professional: 10/2/2024	Building Submitting Request: Garden City High School Date Submitted to Department Chair:
Course Name: A.P. United States Government and Politics	SKYWARD INFORMATION: Short description of course (15 characters) <i>prints on transcripts</i> AP U.S. Gov't/Pol Long description of course (30 characters) AP U.S. Government and Politics
Kansas Course Code (KCCMS):04157	
Please attach the following: <input type="checkbox"/> Standards/Course Objectives <input type="checkbox"/> Syllabus <input type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased <u>for additional credit to be offered</u> ? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost.</i> <i>**If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i> Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
List any pre-requisite courses: <div style="font-size: 1.2em; font-family: cursive;">11, 12 grade grade</div>	Indicate the following: <input type="checkbox"/> Required Course <input type="checkbox"/> Elective Course <input checked="" type="checkbox"/> Either (depends on grad reqs)

BELOW TO BE COMPLETED BY COUNSELOR

Course Length: <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: <u>.5</u> Is this a dual credit course? YES / NO Is this a GCCC course? YES <input checked="" type="checkbox"/> NO Number of USD 457 Credits: _____ (3 GCCC credit hours = 0.5 credit at USD 457) GPA Set: <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed Skyward Filter:	NOTES:
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LA OC FA MA SS PE

SCI CO GE FL STEM *OR*

***TECHNOLOGY ON BACK**

BELOW TO BE COMPLETED BY TECHNOLOGY

KCCMS Mapping Confirmed

Skyward Updates including any Course Code Assigned → _____

Grad Requirements & Filtering Confirmed

GCHS Registrar/Counseling Department Notified of Completion

Forms Returned to Office of Curriculum & Instruction

***ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM
AND INSTRUCTION.***

AP U.S. Government and Politics Course Description:

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course.

Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Curriculum Costs:

At the time of this Syllabus creation we do not have a set textbook, we are open to working with the district/building administration for the most feasible options and to work through the adoption process. The regular TCI textbook is not an AP approved book so it would not be an option for this class. Here are the two main options we are looking at right now, depending on teacher review of books, student enrollment numbers, and what the district is willing to pay

Something to consider: Enrollment is likely to be low, especially early on for this course. Accordingly a small amount of textbooks will likely suffice. Also because this course would only be offered in the second semester we would have time after adoption to explore these options and see what enrollment looks like.

Option 1, traditional hardcover textbook with an AP focus:

Abernathy, Scott and Waples, Karen, "American Government: Stories of a Nation, 1st Edition" (2019).
Bedford, Freeman, & Worth

Hardcover copy cost listed at 144.98. Digital copy listed at \$55 per year per student.

Option 2: Free, open source online textbook and a supporting paperback text that has an AP focus

Krutz, Glen and Waskiewicz, Sylvie, "American Government, 3rd Edition" (2021). eTextbooks for Students. 397.

Wolfford, David, "Advanced Placement United States Government & Politics, 3rd edition" (2020). Perfection Learning

American Government book is free online, AMSCO costs \$22.95 for softcover edition, Softcover plus interactive (online) edition is 29.95 for a 1 year license, e-book is \$22.95 for a year license.



AP U.S. GOVERNMENT AND POLITICS

Course Skills

This section presents the skills that students should develop during the AP U.S. Government and Politics course and that form the basis of the tasks on the AP Exam.

AP U.S. Government and Politics Course Skills

The AP U.S. Government and Politics course provides skills that describe what a student should be able to do while exploring course concepts. The table on the next page presents these skills.

The unit guides that follow embed and spiral these skills throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam.

More detailed information about teaching these skills can be found in the **Instructional Approaches** section of this publication.



Course Skills

Skill Category 1

Concept Application **1**

Apply political concepts and processes to scenarios in context.

Skill Category 2

SCOTUS Application **2**

Apply Supreme Court decisions.

Skill Category 3

Data Analysis **3**

Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.

Skill Category 4

Source Analysis **4**

Read, analyze, and interpret foundational documents and other text-based and visual sources.

Skill Category 5

Argumentation **5**

Develop an argument in essay format.

SKILLS

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

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

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

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

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

2.A Describe the facts, issue, holding, reasoning, decision, and majority opinion of required Supreme Court cases.

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

2.C Explain how the facts, issue, holding, reasoning, decision, and majority opinion of a required Supreme Court case compare to a non-required Supreme Court case.

2.D Explain how a required Supreme Court case relates to a relevant political principle, institution, process, policy, or behavior.

3.A Describe the data presented.

3.B Describe patterns and trends in data.

3.C Explain patterns and trends in data to draw conclusions.

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

3.E Explain possible limitations of the data provided.

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

4.A Describe the argument, perspective, evidence, and reasoning presented in the source.

4.B Explain how the argument or perspective in the source relates to political principles, institutions, processes, policies, and behaviors.

4.C Explain how the implications of the argument or perspective in the source may affect political principles, institutions, processes, policies, and behaviors.

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

5.A Articulate a defensible claim/thesis.

5.B Support an argument or claim/thesis using relevant evidence.

5.C Use reasoning to organize and analyze evidence, explaining its significance to justify an argument or claim/thesis.

5.D Respond to opposing or alternate perspectives with rebuttal or refutation.

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AP U.S. GOVERNMENT AND POLITICS

Course Content

This course framework provides a description of the course requirements necessary for student success. The framework specifies what students should know and be able to do. The framework also encourages instruction that prepares students for advanced political science coursework and active, informed participation in our constitutional democracy.

UNITS

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

Pacing recommendations at the unit level and on the Course at a Glance provide suggestions for how to teach the required course content and administer the Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

The five units in AP U.S. Government and Politics and their weighting on the multiple-choice section of the AP Exam are listed below.

Units	Exam Weighting
Unit 1: Foundations of American Democracy	15–22%
Unit 2: Interactions Among Branches of Government	25–36%
Unit 3: Civil Liberties and Civil Rights	13–18%
Unit 4: American Political Ideologies and Beliefs	10–15%
Unit 5: Political Participation	20–27%

TOPICS

Each unit is broken down into teachable segments called topics. The topic pages contain the required content for each topic. Although most topics can be taught in one or two class periods, teachers are again encouraged to pace the course to suit the needs of their students and school.

BIG IDEAS

The course focuses on five big ideas which allow students to create meaningful connections among concepts across the units. Connecting these big ideas across the different course units will help students develop a deeper conceptual understanding of the course content. Big ideas are spiraled throughout the curriculum through the topics. Below are the big ideas of the course and a brief description of each.

BIG IDEA 1: CONSTITUTIONALISM

The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.

BIG IDEA 2: LIBERTY AND ORDER

Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.

BIG IDEA 3: CIVIC PARTICIPATION IN A REPRESENTATIVE DEMOCRACY

Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policymaking and assume citizens will engage and participate

BIG IDEA 4: COMPETING POLICYMAKING INTERESTS
















Multiple actors and institutions interact to produce and implement possible policies.

BIG IDEA 5: METHODS OF POLITICAL ANALYSIS

Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

Spiraling the Big Ideas

The following table shows how the big ideas spiral across units.

Big Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	<i>Foundations of American Democracy</i>	<i>Interactions Among Branches of Government</i>	<i>Civil Liberties and Civil Rights</i>	<i>American Political Ideologies and Beliefs</i>	<i>Political Participation</i>
Constitutionalism					
Liberty and Order					
Civic Participation in a Representative Democracy					
Competing Policymaking Interests					
Methods of Political Analysis					

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP U.S. Government and Politics curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing options are provided for teaching the course for a full year and for a single semester.
- Progression of topics within each unit.
- Spiraling of the skills across all units.

Teach

COURSE SKILLS

Course skills spiral across units.

1 Concept Application	3 Data Analysis
2 SCOTUS Application	4 Source Analysis
	5 Argumentation

Assess

Assign the Progress Checks—either as homework or in class—for each unit. Each Progress Check contains formative multiple-choice and free-response questions. The feedback from the Progress Checks shows students the areas where they need to focus.

UNIT 1 Foundations of American Democracy

~16/~8

Class Periods

15–22%

AP Exam Weighting

1	1.1 Ideals of Democracy
4	1.2 Types of Democracy
1	1.3 Government Power and Individual Rights
4	1.4 Challenges of the Articles of Confederation
1	1.5 Ratification of the U.S. Constitution
4	1.6 Principles of American Government
5	1.7 Relationship between the States and National Government
2	1.8 Constitutional Interpretations of Federalism
5	1.9 Federalism in Action

UNIT 2 Interactions Among Branches of Government

~28/~14

Class Periods

25–36%

AP Exam Weighting

1	2.1 Congress: The Senate and the House of Representatives
3	2.2 Structures, Powers, and Functions of Congress
2	2.3 Congressional Behavior
3	2.4 Roles and Powers of the President
1	2.5 Checks on the Presidency
4	2.6 Expansion of Presidential Power
1	2.7 Presidential Communication
2	2.8 The Judicial Branch
1	2.9 The Role of the Judicial Branch
2	2.10 The Court in Action
1	2.11 Checks on the Judicial Branch
4	2.12 The Bureaucracy
1	2.13 Discretionary and Rulemaking Authority
3	2.14 Holding the Bureaucracy Accountable
3	2.15 Policy and the Branches of Government

Progress Check 1

Multiple-choice: ~20 questions

Free-response: 3 questions

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

Progress Check 2

Multiple-choice: ~45 questions

Free-response: 3 questions

- Concept Application
- Quantitative Analysis
- SCOTUS Comparison

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

UNIT 3 Civil Liberties and Civil Rights

~26/~13 Class Periods | **13–18%** AP Exam Weighting

1	3.1 The Bill of Rights
2	3.2 First Amendment: Freedom of Religion
3	3.3 First Amendment: Freedom of Speech
4	3.4 First Amendment: Freedom of the Press
4	3.5 Second Amendment: Right to Bear Arms
5	3.6 Amendments: Balancing Individual Freedom with Public Order and Safety
2	3.7 Selective Incorporation
5	3.8 Amendments: Due Process and the Rights of the Accused
1	3.9 Amendments: Due Process and the Right to Privacy
4	3.10 Social Movements and Equal Protection
2	3.11 Government Responses to Social Movements
2	3.12 Balancing Minority and Majority Rights
1	3.13 Affirmative Action

Progress Check 3

Multiple-choice: ~30 questions

Free-response: 3 questions

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

UNIT 4 American Political Ideologies and Beliefs

~22/~11 Class Periods | **10–15%** AP Exam Weighting

1	4.1 American Attitudes About Government and Politics
3	4.2 Political Socialization
3	4.3 Changes in Ideology
4	4.4 Influence of Political Events on Ideology
3	4.5 Measuring Public Opinion
3	4.6 Evaluating Public Opinion Data
1	4.7 Ideologies of Political Parties
4	4.8 Ideology and Policymaking
3	4.9 Ideology and Economic Policy
4	4.10 Ideology and Social Policy

Progress Check 4

Multiple-choice: ~30 questions

Free-response: 3 questions

- Concept Application
- Quantitative Analysis
- Quantitative Analysis

UNIT 5 Political Participation

~18/~9 Class Periods | **20–27%** AP Exam Weighting

1	5.1 Voting Rights and Models of Voting Behavior
3	5.2 Voter Turnout
1	5.3 Political Parties
4	5.4 How and Why Political Parties Change and Adapt
3	5.5 Third-Party Politics
3	5.6 Interest Groups Influencing Policymaking
1	5.7 Groups Influencing Policy Outcomes
5	5.8 Electing a President
5	5.9 Congressional Elections
5	5.10 Modern Campaigns
2	5.11 Campaign Finance
5	5.12 The Media
2	5.13 Changing Media

Progress Check 5

Multiple-choice: ~30 questions

Free-response: 3 questions

- Quantitative Analysis
- Argument Essay
- Argument Essay

AP[®] United States Government and Politics Syllabus

Modified from AP Syllabus Sample #2

Curricular Requirements

CR1 The teacher and students have access to a college-level U.S. government and politics textbook and news media sources from multiple perspectives.

CR2 The course includes the required foundational documents and required Supreme Court cases as described in the AP Course and Exam Description.

CR3 The course is structured to incorporate the big ideas and required content outlined in each of the units described in the AP Course and Exam Description.

CR4 The course provides opportunities for students to develop Skill Category 1: Concept Application—apply political concepts.

CR5 The course provides opportunities for students to develop Skill Category 2: SCOTUS Application—apply Supreme Court decisions.

CR6 The course provides opportunities for students to develop Skill Category 3: Data Analysis—analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.

CR7 The course provides opportunities for students to develop the text-based analysis skills in Skill Category 4: Source Analysis—read, analyze, and interpret foundational documents.

CR8 The course provides opportunities for students to develop the visual source analysis skills in Skill Category 4: Source Analysis—read, analyze, and interpret visual sources.

CR9 The course provides opportunities for students to develop Skill Category 5: Argumentation—develop an argument in essay format.

CR10 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP Course and Exam Description that culminates in a presentation of findings.

Instructional Schedule

U.S. Government and Politics is taught in one semester using a traditional school day schedule. Each class period is 40 minutes long. There are approximately 85 instructional days in each semester.

Course Units **CR3 CR3**

- ③ **Unit 1: Foundations of American Democracy** – 15 days (Big Idea: Constitutionalism)
- ③ **Unit 2: Interactions Among Branches of Government** – 22 days (Big Idea: Competing Policymaking Interests)
- ③ **Unit 3: Civil Liberties and Civil Rights** – 10 days (Big Idea: Liberty and Order)
- ③ **Unit 4: American Political Ideologies and Beliefs** – 10 days (Big Idea: Participation in a Representative Democracy)
- ③ **Unit 5: Political Participation** – 17 days (Big Idea: Participation in a Representative Democracy) *Big Idea: Methods of Political Analysis will be covered throughout the course. There are five days unaccounted for to allow for flexibility in the schedule.

Primary Textbook

At the time of this Syllabus creation we do not have a set textbook, we are open to working with the district/building administration for the most feasible options and to work through the adoption process. The regular TCI textbook is not an AP approved book so it would not be an option for this class. Here are the two main options we are looking at right now, depending on teacher review of books and what the district is willing to pay:

Option 1, traditional hardcover textbook with an AP focus:

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Option 2: Free, open source online textbook and a supporting paperback text that has an AP focus

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Wolfford, David, "Advanced Placement United States Government & Politics, 3rd edition" (2020). Perfection Learning

Supplemental Resources

③ Harvard Case Method Institute Case Studies

Sources for Quantitative and Qualitative Stimuli **CR1 CR1**

- ③ *The New York Times*
- ③ The Pew Research Center
- ③ BBC News
- ③ *The Week* (for political cartoons)
- ③ *The Washington Post*
- ③ *The Economist*
- ③ *The Wall Street Journal*

The following required foundational documents are incorporated throughout the course: **CR2 CR2**

- ③ The Declaration of Independence
- ③ The Articles of Confederation
- ③ *Federalist No. 10*
- ③ *Brutus No. 1*
- ③ *Federalist No. 51*
- ③ The Constitution of the United States
- ③ *Federalist No. 70*
- ③ *Federalist No. 78*
- ③ "Letter from a Birmingham Jail"

The following required Supreme Court cases are incorporated throughout the course: **CR2**

- ③ *McCulloch v. Maryland* (1819)
- ③ *Lopez v. United States* (1995)
- ③ *Marbury v. Madison* (1803)
- ③ *Engel v. Vitale* (1962)
- ③ *Wisconsin v. Yoder* (1972)
- ③ *Tinker v. Des Moines Independent Community School District* (1969) ③ *New York Times Company v. United States* (1971)
- ③ *Schenck v. United States* (1919)
- ③ *Gideon v. Wainwright* (1963)
- ③ *McDonald v. Chicago* (2010)
- ③ *Brown v. Board of Education, I* (1954)
- ③ *Citizens United v. Federal Election Commission (FEC)* (2010)
- ③ *Baker v. Carr* (1962)
- ③ *Shaw v. Reno* (1993)

Major Class Activities

- ③ Current events presentations
 - ⑩ 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. The current events presentation also must include at least one relevant visual source (political cartoon, quantitative data, or infographic) for each story with a caption that explains its connection to the big idea and/or unit that story covers.
- ③ Analytical paper assignment
 - ⑩ Students will be required to write several analytical papers about important topics in United States government and politics. These papers will be due on various dates throughout the semester. Each paper must be no more than four pages in length. 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
- ③ Key Concept Exams
 - ⑩ Using the course framework, I will create a list of important political science and government terms such as

political culture, etc. Students will take basic exams over these terms throughout the semester to demonstrate mastery of key concepts essential to the foundation of the AP Government and Politics course

③ Debates

⑩ Students, in teams of 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. Finally, each team is responsible for providing an annotated works cited page of the resources used to develop their arguments and questions.

③ Required Court Cases:

⑩ In pairs, students will create a interactive presentation for one of the required court cases. 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 Presentation should contain relevant visuals, such as political cartoons, photographs, or tables/charts and a caption that explains their relevance to the case.

③ Any time there is an activity that involves one of the required foundational documents, students are required to read the document ahead of time. As part of their reading, students are required to annotate the document and write a one paragraph summary of the document.

AP U.S. Government and Politics Course Plan

Unit 1: Foundations of American Democracy—15 Days

Essential Questions

- ③ How did the founders of the U.S. Constitution attempt to protect individual liberty while also promoting public order and safety?
- ③ How have theory, debate, and compromise influenced the U.S. Constitutional system? ③ 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' Rebellion
- Great (Connecticut) Compromise
- Electoral College
- Three-fifths Compromise
- Importation (slavery) compromise
- Separation of powers
- Checks and balances
- Federalism
- Exclusive powers/Enumerated
- Implied powers
- Concurrent powers
- Categorical grants
- Block grants
- Mandates (unfunded)
- Commerce clause

Required Readings

Textbook Readings

Federalist No. 10

Brutus No. 1

Federalist No. 51

The Articles of Confederation

The Declaration of Independence

The Constitution of the United States (Articles I–VII, Tenth and Fourteenth Amendments)

McCulloch v. Maryland (1819)

Lopez v. United States (1995)

Please note there will be additional supplemental readings that are required, sometimes optional for each unit. These will often deal with current events

Unit 2: Interaction Among the Branches—22 Days

Essential Questions

- ③ How do the branches of the national government compete and cooperate in order to govern?
- ③ 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 **CR7**

- 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
- 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
- Civil service
- Iron triangles/Issue networks Congressional oversight
-

Readings

Textbook Readings:

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

Moe, Terry M., and William G. Howell. "Unilateral Action and Presidential Power: A Theory."

Presidential Studies Quarterly, vol. 29, no. 4, Dec. 1999, pp. 850–73. Accessed 13 Dec. 2017.

Unit 3: Civil Liberties and Civil Rights—10 Days

Essential Questions

③ To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?

③ 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

Textbook Readings

The Bill of Rights

The Fourteenth 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 Company v. United States (1971)

McDonald v. Chicago (2010) *Gideon v. Wainwright* (1963)

Brown v. Board of Education (1954)

"Letter from a Birmingham Jail"

Supplemental Readings

Unit 4: American Political Ideologies and Beliefs—10 Days

Essential Questions

- ③ How are American political beliefs formed and how do they evolve over time?
- ③ How do political ideology and core values influence government policymaking?

Key Terms

Political ideology

Demographics

Political culture

Political socialization

Party platform

Liberal ideology

Conservative ideology

Readings

Textbook Readings

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Abramowitz, Alan I., and Morris P. Fiorina. “Polarized or Sorted? Just What’s Wrong With

Our Politics, Anyway?” *The American Interest*, 11 Mar. 2013. Accessed 18 Dec. 2017.

Fiorina, Morris P. “America’s Missing Moderates: Hiding in Plain Sight.” *The American*

Interest, vol. 8, no. 4, 12 Feb. 2013. Accessed 18 Dec. 2017.

Unit 5: Political Participation—17 Days

Essential Questions

④ How have changes in technology influenced political communication and behavior? ④

Why do levels of participation and influence in politics vary?

④ 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
- Primaries (open v. closed) Caucuses
- Party convention
- General election
- The Electoral College
- Free rider problem
- Single-issue groups
- Participatory democracy
- Pluralist democracy
- Elite democracy
- Winner-take-all (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”

Key Readings

Textbook Readings

Federalist No. 10

Desilver, Drew. “U.S. trails most developed countries in voter turnout.” *Pew Research Center*, Pew Charitable Trusts, 15 May 2017.

Citizens United v. FEC (2010)

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Kiely, Eugene, and Lori Robertson. “How to Spot Fake News.” *FactCheck.org*, Annenberg Public Policy Center, 18 Nov. 2016. Accessed 18 Dec. 2017.

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