



Advanced Placement (AP) Government
11th-12th Grade

Curriculum Committee Members

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Hazelwood School District

Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

Curriculum Overview

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 behavior. They will also engage in disciplinary practices that require 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.

AP U.S. Government and Politics offers students the opportunity to see how individuals and their ideas can shape the world in which they live; it invites them to explore central questions of liberty and justice in practice. The Supreme Court opinions explored in this course are not museum pieces but deeply felt expressions. They all represent real choices and decisions with enormous consequences. We aim for students to read them and discuss them with openness and insight.

The ideas at the heart of the American Founding remain as vital and urgent as they were more than 200 years ago; it is our task as educators to make them vivid once more. As we reflect on this course, five principles become clear:

1. Command of the Constitution lies at the center of this course, the touchstone for informed citizenship and scholarship.
2. Students are not spectators but analysts; they must analyze the documents and debates that formed our republic and animate public life today.
3. Knowledge matters; we define a focused body of shared knowledge while leaving room for the variety of state standards and the imaginations of individual teachers.
4. We can't avoid difficult topics, but we can insist on a principled attention to the best arguments on both sides as students read and write.
5. Civic knowledge is every student's right and responsibility; we therefore have the obligation to make the best learning resources, such as the National Constitution Center's Interactive Constitution, freely available for all.

While this course framework is new, its aims are timeless and its roots deeply embedded in the American experiment and the intellectual traditions that animated our founding.

<https://apcentral.collegeboard.org/>

COURSE TITLE: AP Government

GRADE LEVEL: 11th-12th

CONTENT AREA: Social Studies

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. They will also engage in disciplinary practices that require 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.

Course Rationale:

The Hazelwood School District offers AP U.S. Government & Politics for students who wish to challenge themselves with an intensive college-level curriculum. Students who take the Advanced Placement U.S. Government and Politics exam earning a score of 3 or better on the Advanced Placement test allows students to receive credit and advanced placement into Political Science courses at most universities or colleges nationwide.

Course Scope and Sequence

Unit 1: Foundations of American Government	Unit 2: Interactions Among Branches of Government	Unit 3: Civil Liberties & Civil Rights
15-Class periods	22-Class periods	10-Class periods
Unit 4: American Political Ideologies and Beliefs	Unit 5: Political Participation	
10-Class periods	17-Class periods	

Course Materials and Resources

- AMERICAN DEMOCRACY NOW.2019,6th edition, By Harrison,McGraw-Hill Education © 2019 (ISBN 9780076876921 Print and Online Text Resources)
- Brady, C. & Roden, P.(2013). Mini Qs in Civics. Evanston, IL: The DBQ Project.

Unit Objectives

Unit 1:

Students will be able to:

1. Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution
2. Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.
3. Explain and interpret how Federalist and Anti- Federalist views on central government and democracy are reflected in U.S. foundational documents.
4. 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.
5. Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.
6. Explain the constitutional principles and implications of separation of powers and checks and balances.
7. Explain how societal needs affect the constitutional allocation of power between the national and state governments
8. Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.
9. Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.

Unit 2:

Students will be able to:

1. Analyze the different structures, powers, and functions of each house of Congress.
2. Compare and contrast the different structures, powers, and functions of both houses of Congress and how it affect the policymaking process.
3. Explain how congressional behavior is influenced by election processes, partisanship, and divided government.
4. Explain how the president can implement a policy agenda.
5. Assess and identify how the president's agenda can create tension and frequent confrontations with Congress.
6. Analyze how presidents have interpreted and justified their use of formal and informal powers.
7. Construct an argument on how communication technology has changed the president's relationship with the national constituency and the other branches.

8. Critique the principle of judicial review and how it checks the power of other institutions and state governments.
9. 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.
10. Compare and contrast how other branches in the government can limit the Supreme Court's power.
11. Explain how the bureaucracy carries out the responsibilities of the federal government.
12. Assess how the federal bureaucracy uses delegated discretionary authority for rulemaking and implementation.
13. Explain how Congress uses its oversight power in its relationship with the executive branch.
14. Analyze how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.
15. Differentiate governmental branches that hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.

Unit 3:

Students will be able to:

1. Explain how the U.S. Constitution protects individual liberties and rights.
2. Describe the rights protected in the Bill of Rights.
3. Interpret the Supreme Court's ruling of the First and Second Amendments while assessing individual liberty.
4. Compare and contrast how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.
5. I can explain the implications of the doctrine of selective incorporation.
6. Explain the extent to which states are limited by the due process clause from infringing upon individual rights.
7. Differentiate how constitutional provisions have supported and motivated social movements
8. Assess how the government has responded to social movements.
9. Explain how the Supreme Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.

Unit 4:

Students will be able to:

1. Interpret the relationship between core beliefs of U.S. citizens and attitudes about the role of government.
2. Compare and Contrast how cultural factors influence political attitudes and socialization.
3. Describe the elements of a scientific poll.
4. Critique the quality and credibility of claims based on public opinion data.
5. Explain how the ideologies of the two major parties shape policy debates.
6. Differentiate how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.

7. Evaluate different political ideologies regarding the role of government in regulating the marketplace.
8. Assess how political ideologies vary on the role of the government in addressing social issues.
9. Explain how different ideologies impact policy on social issues.

Unit 5:

Students will be able to:

1. Describe the voting rights protections in the Constitution and in legislation.
2. Interpret different models of voting behavior.
3. Assess the roles that individual choice and state laws play in voter turnout in elections.
4. Describe linkage institutions.
5. Compare and contrast the function and impact of political parties on the electorate and government.
6. Critique why and how political parties change and adapt.
7. Explain how structural barriers impact third-party and independent candidate success.
8. Explain the benefits and potential problems of interest-group influence on elections and policy making.
9. Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.
10. Differentiate how various political actors influence public policy outcomes.
11. Summarize how the different processes work in a U.S. presidential election.
12. Interpret how the Electoral College impacts democratic participation.
13. Assess how the different processes work in U.S. congressional elections.
14. Analyze how campaign organizations and strategies affect the election process.
15. Explain how the organization, finance, and strategies of national political campaigns affect the election process.
16. Summarize the media's role as a linkage institution.
17. Analyze how increasingly diverse choices of media and communication outlets influence political institutions and behavior.

Essential Terminology/Vocabulary

Unit 1:

Aid Programs, Amendment Process, Articles of Confederation, Block Grants, Brutus No. 1, Categorical Grants, Civic Participation in a Representative Democracy (PRD), Commerce Clause, Competing Policy Making Interest (PMI), Compromise on the importation of slaves, Concurrent Powers, Constitutional Convention, Constitutionalism (CON), Declaration of Independence, Electoral College, Elite Democracy, Enumerated Powers, Exclusive Powers, Factions, Federal Revenue Sharing, Federalism, Federalist No. 10, Federalist No. 51, Fourteenth Amendment, Grants, Great (Connecticut) Compromise, Impeachment, Implied Powers, Incentives, Liberty and Order (LOR), Mandates, *McCulloch v. Maryland* (1819), Methods of Political Analysis (MPA), Necessary and Proper Clause, Participatory Democracy, Pluralist Democracy, Public Policy, Ratification, Separation of Powers, Checks and Balances, Tenth Amendment, Three-Fifths Compromise, *United States v. Lopez* (1995), US Constitution

Unit 2:

Agenda Setting, Article III of the Constitution, *Baker v. Carr* (1961), Budget Deficit, Bully Pulpit, Civic Participation in a Representative Democracy (PRD), Civil Service, Committee Hearings, Communication Impact of the President, Competing Policy Making Interest (PMI), Compliance Monitoring, Confirmation Role of the Senate, Congress, Congressional Coalitions, Congressional Oversight, Constituencies, Constituent, Constitution, Constitutionalism (CON), Debate, Delegate, Department of Education, Department of Homeland Security, Department of Transportation, Department of Veterans Affairs, Discharge Petitions in the House, Discretionary Authority, Discretionary Spending, Economic Policy, Entitlement Costs, Enumerated Powers, Environmental Policy, Environmental Protection Agency (EPA), Executive Agreements, Executive Orders, Federal Bureaucracy, Federal Elections Commission (FEC), Federalist No. 78, Federalists No. 70, Formal & Informal Powers of the President, Gerrymandering, Holds & Unanimous Consent in the Senate, House of Representatives, Implied Powers, Issue Networks & Iron Triangles, Judicial Activism, Judicial Restraint, Judicial Review, Legislative Branch, Liberty and Order (LOR), Logrolling, Mandatory Spending, *Marbury v. Madison* (1803), Life Tenure, Merit System, Methods of Political Analysis (MPA), Necessary and Proper Clause, Partisanship, Party Leadership & Committee Leadership, Policy Agenda, Political Patronage, Politico, Pork Barrel Legislation, Power of the Purse, Precedent & Stare Decisis, Presidency, President of the Senate, Public Policy, Redistricting, Rule-making Authority, Rules Committee, Securities and Exchange Commission (SEC), Senate, *Shaw v. Reno* (1993), Speaker of the House, State of the Union, Supreme Court, Tax Revenue, Treaty Ratification (Senate), Trustee, Twenty-second Amendment, Veto & Pocket Veto, "lame duck" president

Unit 3:

Affirmative Action, *Brown v. Board of Education* (1954), Civic Participation in a Representative Democracy (PRD), Civil Liberties, Civil Rights, Civil Rights Act of 1964, Clear and Present Danger, Competing Policy Making Interest (PMI), Constitutionalism (CON), Cruel and Unusual Punishment Eighth Amendment, Doctrine of Selective Incorporation, Due Process Clause, *Engle v. Vitale* (1962), Equal Protection Clause, Establishment Clause, Exclusionary Rule, Fifth Amendment, First Amendment, Fourteenth Amendment, Fourth Amendment, Free Exercise Clause, Freedom of the Press, *Gideon v. Wainwright* (1963), Individual Liberties, Individual Rights, Liberty and Order (LOR), *McDonald v. Chicago* (2010), Methods of Political Analysis (MPA), National Organization for Women (NOW), *New York Times Co. v. United States* (1971), Patriot Act, Prior Restraint, Pro-

Choice, Pro-Life, Roe v. Wade (1973), Schenck v. United States (1919), Second Amendment, Sixth Amendment, Symbolic Speech, The Voting Rights Act of 1965, Tinker v. Des Moines Independent Community School District (1969), Title IX (Education Amendments Act of 1972), U.S. Constitution's Bill of Rights, Unreasonable Search and Seizure, USA Freedom Act, Wisconsin v. Yoder (1972), "Letter from a Birmingham Jail", "Separate but Equal Doctrine"

Unit 4:

Benchmark Polls, Civic Participation in a Representative Democracy (PRD), Competing Policy Making Interest (PMI), Conservative Ideology, Constitutionalism (CON), Democratic Party Platform, Equality of Opportunity, Fiscal Policy, Focus Group, Free Enterprise, Generational Effects, Globalization, Identification of Respondents, Individualism, Keynesian Economic Policies, Liberal Ideology, Libertarian Ideology, Liberty and Order (LOR), Lifestyle Effects, Limited Government, Marketplace Regulation, Mass Survey, Methods of Political Analysis (MPA), Monetary Policy, Political Attitudes, Political Party Ideology, Political Socialization, Public Opinion Polls, Republican Party Platform, Rule of Law, Sampling Error, Sampling Techniques, Social Ideological Beliefs, Supply Side Economic Policies, The Federal Reserve, Tracking Polls Entrance & Exit Polls

Unit 5:

Bipartisan Campaign Reform Act of 2002, Bureaucratic Agencies, Campaign Finance, Campaign Finance Law, Campaign Management, Campaign Organizations, Campaign Strategy, Candidate Recruitment, Caucuses, Citizens United v. Federal Election Commission (2010), Civic Participation in a Representative Democracy (PRD), Competing Policy Making Interest (PMI), Congressional and State Elections, Congressional Committees, Constitutionalism (CON), Consumer-Driven Media Outlets, Credibility of News Sources, Demographics, Election Cycles, Election "Horse Races", Factors Influencing Voter Choice, Federal Budget Process, Fifteenth Amendment, First Amendment, Free Rider Problem, Fundraising, General Elections, Ideological Oriented Programing, Incumbency Advantage, Independent Candidates, Interest Group Influence, Iron Triangles, Liberty and Order (LOR), Linkage Institutions, Media as a Linkage Institution, Media Bias, Methods of Political Analysis (MPA), Midterm Elections, Military Influence, Nineteenth Amendment, Open and Closed Primaries, Partisan News Sites, Party Conventions, Party Platforms, Party-line Voting, Political Action Committees, Political Efficacy, Political Participation, Political Party Realignment, Presidential Elections, Professional Organizations, Proportional Systems, Prospective Voting, Protected Speech, Protest Movements, Rational Choice Voting, Realignment of Voting Constituencies, Retrospective Voting, Seventeenth Amendment, Single Issue Groups, Social Media for Campaign Communication, Social Movements, Structural Barriers to Voting, The Electoral College, Third Party Candidates, Twenty-Fourth Amendment, Twenty-Sixth Amendment, Voter Demographic Coalitions, Voter Turnout & Election Types, Voting Rights Protections, Winner-Take-All Districts, "Stand by your Ad" Provision