
AP United States Government and Politics

Curriculum Guide

Dunmore School District

Dunmore, PA



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Curriculum Guide**

AP United States Government and Politics

Prerequisite: Successful completion American Cultures II or AP United States History.

Course Overview

- The AP United States Government and Politics course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policymaking. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens.
- This is a college-level class and is designed to be the equivalent of a freshman college course. The primary goal of this course is to help prepare you to pass the AP US Government and Politics exam on Thursday, May 10th, 2018. Students who pass this exam can earn college credits.

By the end of the course, you should be able to:

- Explain how government impacts your daily life;
- Recognize and evaluate the basic debates and issues in American government and American political history;
- Explain and critically assess the formal and informal political institutions, and their respective roles, in American politics;
- Identify and describe the key functions of the three branches of government; and
- Assess the causes and consequences of different forms of political participation, and outline the ways in which individuals and groups can affect political outcomes in the United States

Required Text

- George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. Government in America: People, Politics, and Policy, 2016 Edition. (New York: Pearson).

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Year-at-a-glance

Subject: AP United States Government and Politics	Grade Level: 12	Date Completed: 5/8/2018
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1st Quarter

Topic	Resources	Standards
Unit 1: Foundations of American Government (Part 1)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	LOR-1.A.1, LOR-1.A.2, LOR-1.B.1, LOR-1.B.2, LOR-1.B.3, CON-1.A.1, CON-1.A.2, CON-1.B.1, CON-1.C.2, CON-1.C.3, CON-1.C.4, PMI-1.A.1, PMI-1.A.2, PMI-1.B.1, PMI-1.B.2 , CON-2.A.1, CON-2.A.2, CON-2.B.1, CON-2.B.2, CON-2.C.1, CON-2.C.2
Unit 1: Foundations of American Government (Part 2)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	LOR-1.A.1, LOR-1.A.2, LOR-1.B.1, LOR-1.B.2, LOR-1.B.3, CON-1.A.1, CON-1.A.2, CON-1.B.1, CON-1.C.2, CON-1.C.3, CON-1.C.4, PMI-1.A.1, PMI-1.A.2, PMI-1.B.1, PMI-1.B.2 , CON-2.A.1, CON-2.A.2, CON-2.B.1, CON-2.B.2, CON-2.C.1, CON-2.C.2

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Unit II: Civil Liberties and Civil Rights (Part 1)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	LOR-2.A.1, LOR-2.A.2, LOR-2.A.3, LOR-2.B.1, LOR-2.C.1 , LOR-2.C.2, LOR-2.C.3, LOR-2.C.4, LOR-2.C.5, LOR-2.D.1 , LOR-2.D.2, LOR-3.A.1, LOR-3.B.1, LOR-3.B.2, LOR-3.B.3 , LOR-3.B.4, LOR-3.B.5, PRD-1.A.1, PRD-1.A.2, PMI-3.A.1 , CON-6.A.1, CON-6.A.2
Unit II: Civil Liberties and Civil Rights (Part 2)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	LOR-2.A.1, LOR-2.A.2, LOR-2.A.3, LOR-2.B.1, LOR-2.C.1 , LOR-2.C.2, LOR-2.C.3, LOR-2.C.4, LOR-2.C.5, LOR-2.D.1 , LOR-2.D.2, LOR-3.A.1, LOR-3.B.1, LOR-3.B.2, LOR-3.B.3 , LOR-3.B.4, LOR-3.B.5, PRD-1.A.1, PRD-1.A.2, PMI-3.A.1 , CON-6.A.1, CON-6.A.2

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2nd Quarter

Topic	Resources	Standards
Unit III: Political Parties and the Public (Part 1)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	CON-3.A.1, CON-3.A.3, CON-3.A.4, CON-3.B.1, CON-3.B.2, CON-3.B.3, CON-3.B.4, CON-3.B.5, CON-3.C.1, CON-4.A.2, CON-4.B.1, CON-4.B.2, CON-4.B.3, CON-4.C.1, CON-4.C.2, CON-4.C.3, CON-4.D.1, CON-5.A.1, CON-5.B.1, CON-5.B.2, CON-5.B.3, CON-5.B.4, CON-5.C.1, PMI-2.A.1, PMI-2.A.2, PMI-2.B.1, PMI-2.C.1, PMI-2.C.2, PMI-2.D.2, PMI-2.E.1
Unit III: Political Parties and the Public (Part 2)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	CON-3.A.1, CON-3.A.3, CON-3.A.4, CON-3.B.1, CON-3.B.2, CON-3.B.3, CON-3.B.4, CON-3.B.5, CON-3.C.1, CON-4.A.2, CON-4.B.1, CON-4.B.2, CON-4.B.3, CON-4.C.1, CON-4.C.2, CON-4.C.3, CON-4.D.1, CON-5.A.1, CON-5.B.1, CON-5.B.2, CON-5.B.3, CON-5.B.4, CON-5.C.1, PMI-2.A.1, PMI-2.A.2, PMI-2.B.1, PMI-2.C.1, PMI-2.C.2, PMI-2.D.2, PMI-2.E.1

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Unit IV: Campaigning and Elections (Part 1)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	5.2.C MPA-1.A.1, MPA-1.B.1, MPA-1.B.2., MPA-1.B.3, MPA-1.B.4, MPA-2.A.1, MPA-2.B.1, PMI-4.A.1, PMI-4.B.1, 4.B.2, PMI-4.C.1, PMI-4.D.1, PMI-4.E.1, PMI-4.F.1, MPA-3.A.1, MPA-3.B.1, MPA-3.C.1
Unit IV: Campaigning and Elections (Part 2)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	MPA-3.C.2, MPA-3.C.3, PMI-5.A.1, PMI-5.B.1, PMI-5.C.1, PMI-5.C.4, PMI-5.D.1, PMI-5.D.2, PMI-5.E.1, PMI-5.E.2, PMI-5.F.1, PMI-5.G.1, PMI-5.G.2, PMI-5.G.3, PRD-2.A.1, PRD-2.B.1, PRD-2.C.1, PRD-2.D.1, PRD-2.E.1, PRD-2.E.2, PRD-2.E.3, PRD-3.A.1, PRD-3.A.2, PRD-3.B.1, PRD-3.B.2, PRD-3.B.3

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3rd Quarter

Topic	Resources	Standards
Unit V: Institutions of National Government: The Congress (Part 1)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	CON-3.A.1, CON-3.A.3, CON-3.A.4, CON-3.B.1, CON-3.B.2, CON-3.B.3, CON-3.B.4, CON-3.B.5, CON-3.C.1, CON-4.A.2, CON-4.B.1, CON-4.B.2, CON-4.B.3, CON-4.C.1, CON-4.C.2, CON-4.C.3, CON-4.D.1
Unit V: Institutions of National Government: The Congress (Part 2)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	PMI-2.A.1, PMI-2.A.2, PMI-2.B.1, PMI-2.C.1, PMI-2.C.2, PMI-2.D.1, PMI-2.D.2, PMI-2.E.1
Unit VI: Institutions of National Government: Presidency, Bureaucracy, and Federal Budget (Part 1)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	CON-4.A.1, PMI-2.A.1, PMI-2.A.2, PMI-2.B.1
Unit VI: Institutions of National Government: Presidency, Bureaucracy, and Federal Budget (Part 2)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	PMI-2.C.1, PMI-2.C.2, PMI-2.D.1, PMI-2.D.2, PMI-2.E.1

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4th Quarter

Topic	Resources	Standards
Unit VII: Institutions of National Government: The Judiciary (Part 1)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	CON-5.A.1, CON-5.B.1, CON-5.B.2, CON-5.B.3, CON-5.B.4, CON-5.C.1
Unit VII: Institutions of National Government: The Judiciary (Part 2)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	CON-5.A.1, CON-5.B.1, CON-5.B.2, CON-5.B.3, CON-5.B.4, CON-5.C.1
Unit VIII: Public Policy (Part 1)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	LOR-1.A.1, LOR-1.A.2, LOR-1.B.1, LOR-1.B.2, LOR-1.B.3, CON-1.A.1, CON-1.A.2, CON-1.B.1, CON-1.C.1, CON-1.C.2, CON-1.C.3, CON-1.C.4,
Unit VIII: Public Policy (Part 2)	George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i> , 2016 Edition. (New York: Pearson).	PMI-1.A.1, PMI-1.A.2, PMI-1.B.1, PMI-1.B.2, CON-2.A.1, CON-2.A.2, CON-2.B.1, CON-2.B.2, CON-2.C.1, CON-2.C.2
Review and Final Exam		

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General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Unit 1: Foundations of American Government</p>	<p>Learning Objectives: Students should understand the doctrines and historical background to the Constitution; key principles, such as federalism and separation of powers; the ideological and philosophical underpinnings of American government; and theories informing interpretations of the Constitution, including democratic theory, republicanism, pluralism, and elitism. [SC1]</p> <p>Pre-read Edwards et al., pp. 32–37</p> <p>Vocabulary: Government, Collective Goods, Politics, Political Participation, Single-Issue Groups, Policymaking System, Linkage Institutions, Policy Agenda, Political Issue, Policymaking Institutions, Bureaucracy, Public Policy, Policy Impacts, Democracy, Majority Rule, Minority Rights, Representation, Pluralism, Elitism, Hyperpluralism, Policy Gridlock, Political Culture, Gross Domestic Product, Liberty, Egalitarianism, Individualism, Free Market, Laissez Faire, Populism, PAC</p>	<p>Approved textbook George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i>, 2016 Edition. (New York: Pearson).</p>	<p>Chapter Pre-Test Chapter Post Test Chapter Key Term Matching Exam Chapter Multiple Choice Exam</p>	<p>19 Days</p>

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AP Standards:

LOR-1.A.1: The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.

LOR-1.A.2: The Declaration of Independence, drafted by Jefferson with help from Adams and Franklin, provides a foundation for popular sovereignty, while the U.S. Constitution drafted at the Philadelphia convention led by George Washington, with important contributions from Madison, Hamilton, and members of the “grand committee,” provides the blueprint for a unique form of political democracy in the U.S.

LOR-1.B.1: Representative democracies can take several forms along this scale: w Participatory democracy, which emphasizes broad participation in politics and civil society w Pluralist democracy, which recognizes group-based activism by nongovernmental interests striving for impact on political decision making w Elite democracy, which emphasizes limited participation in politics and civil society.

LOR-1.B.2: Different aspects of the U.S. Constitution, as well as the debate between the Federalist No. 10 and Brutus No. 1, reflect the tension between the broad participatory model and the more filtered participation of the pluralist and elite models.

LOR-1.B.3: The three models of representative democracy continue to be reflected in contemporary institutions and political behavior.

CON-1.A.1: Madison’s arguments in Federalist No. 10 focused on the superiority of a large republic in controlling the “mischiefs of faction,” delegating authority to elected representatives and dispersing power between the states and national government.

CON-1.A.2: Anti-Federalist writings, including Brutus No. 1, adhered to popular democratic theory that emphasized the benefits of a small decentralized republic while warning of the dangers to personal liberty from a large, centralized government.

CON-1.B.1: Specific incidents and legal challenges that highlighted key weaknesses of the Articles of Confederation are represented by the: w Lack of centralized military power to address Shays’ Rebellion w Lack of tax-law enforcement power.

CON-1.C.1: Compromises deemed necessary for adoption and ratification of the Constitution are represented by the: w Great (Connecticut) Compromise, w Electoral College, w Three-Fifths Compromise, w Compromise on the importation of slaves

CON-1.C.2: Debates about self-government during the drafting of the Constitution necessitated the drafting of an amendment process in Article V that entailed either a two-thirds vote in both houses or a proposal from two-thirds of the state legislatures, with final ratification determined by three-fourths of the states.

CON-1.C.3: The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today.

CON-1.C.4: The debate over the role of the central government, the powers of state governments, and the rights of individuals remains at the heart of present-day constitutional issues about democracy and governmental power, as represented by: w Debates about government surveillance resulting from the federal government’s response to the 9/11 attacks w The debate about the role of the federal government in public school education

PMI-1.A.1: The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the U.S. Constitution.

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PMI-1.A.2: Federalist No. 51 explains how constitutional provisions of separation of powers and checks and balances control abuses by majorities.

PMI-1.B.1: Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances.

PMI-1.B.2: Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances.

CON-2.A.1: The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels.

CON-2.A.2: The distribution of power between federal and state governments to meet the needs of society changes, as reflected by grants, incentives, and aid programs, including federal revenue sharing, mandates, categorical grants, and block grants.

CON-2.B.1: The interpretation of the Tenth and Fourteenth Amendments, the commerce clause, the necessary and proper clause, and other enumerated and implied powers is at the heart of the debate over the balance of power between the national and state governments.

CON-2.B.2: The balance of power between the national and state governments has changed over time based on U.S. Supreme Court interpretation of such cases as: *w McCulloch v. Maryland (1819)*, which declared that Congress has implied powers necessary to implement its enumerated powers and established supremacy of the U.S. Constitution and federal laws over state laws *w United States v. Lopez (1995)*, which ruled that Congress may not use the commerce clause to make possession of a gun in a school zone a federal crime, introducing a new phase of federalism that recognized the importance of state sovereignty and local control.

CON-2.C.1: Multiple access points for stakeholders and institutions to influence public policy flows from the allocation of powers between national and state governments.

CON-2.C.2: National policymaking is constrained by the sharing of power between and among the three branches and state governments.

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General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Unit II: Civil Liberties and Civil Rights</p>	<p>Learning Objectives: Students should understand the institutional guarantees to political and civil rights granted under the Constitution; the rights conferred by the American government system; key Supreme Court cases and arguments regarding constitutional protections; the impact of the Fourteenth Amendment on civil rights at the state level; and the impact of judicial decisions on American society. [SC8]</p> <p>Vocabulary: Federalism, Unitary Government, Intergovernmental Relations, Supremacy Clause, 10th Amendment, <i>McCulloch v. Maryland</i>, Enumerated Powers, Implied Powers, Elastic Clause, <i>Gibbons v. Ogden</i>, Full Faith and Credit, Extradition, Privileges and Immunities, Dual Federalism, Cooperative Federalism, Devolution, Fiscal Federalism, Categorical Grants, Project Grants, Formula Grants, Block Grants</p>	<p>Approved textbook George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i>, 2016 Edition. (New York: Pearson).</p>	<p>Chapter Pre-Test Chapter Post Test Chapter Key Term Matching Exam Chapter Multiple Choice Exam</p>	<p>19 Days</p>
<p>AP Standards: LOR-2.A.1: The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights. LOR-2.A.2: Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference. LOR-2.A.3: The application of the Bill of Rights is continuously interpreted by the courts.</p>				

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LOR-2.B.1: The Bill of Rights consists of the first ten Amendments to the Constitution, which enumerate the liberties and rights of individuals.

LOR-2.C.1: The interpretation and application of the First Amendment's establishment and free exercise clauses reflect an ongoing debate over balancing majoritarian religions practice and free exercise, as represented by such cases as: w Engel v. Vitale (1962), which declared school sponsorship of religious activities violates the establishment clause w Wisconsin v. Yoder (1972), which held that compelling Amish students to attend school past the eighth grade violates the free exercise clause

LOR-2.C.2: The Supreme Court has held that symbolic speech is protected by the First Amendment, demonstrated by Tinker v. Des Moines Independent Community School District (1969), in which the court ruled that public school students could wear black armbands in school to protest the Vietnam War.

LOR-2.C.3: Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment that limit speech, including: w Time, place, and manner regulations w Defamatory, offensive, and obscene statements and gestures w That which creates a "clear and present danger" based on the ruling in Schenck v. United States (1919)

LOR-2.C.4: In New York Times Co. v. United States (1971), the Supreme Court bolstered the freedom of the press, establishing a "heavy presumption against prior restraint" even in cases involving national security.

LOR-2.C.5: The Supreme Court's decisions on the Second Amendment rest upon its constitutional interpretation of individual liberty.

LOR-2.D.1: Court decisions defining cruel and unusual punishment involve interpretation of the Eighth Amendment and its application to state death penalty statutes over time.

LOR-2.D.2: The debate about the Second and Fourth Amendments involves concerns about public safety and whether or not the government regulation of firearms or collection of digital metadata promotes or interferes with public safety and individual rights.

LOR-3.A.1: The doctrine of selective incorporation has imposed on state regulation of civil rights and liberties as represented by: w McDonald v. Chicago (2010), which ruled the Second Amendment's right to keep and bear arms for self-defense in one's home is applicable to the states through the Fourteenth Amendment

LOR-3.B.1: The Supreme Court has on occasion ruled in favor of states' power to restrict individual liberty; for example, when speech can be shown to increase the danger to public safety.

LOR-3.B.2: The Miranda rule involves the interpretation and application of accused persons' due process rights as protected by the Fifth and Sixth Amendments, yet the Supreme Court has sanctioned a public safety exception that allows unwarned interrogation to stand as direct evidence in court.

LOR-3.B.3: Pretrial rights of the accused and the prohibition of unreasonable searches and seizures are intended to ensure that citizen liberties are not eclipsed by the need for social order and security, including: w The right to legal counsel, a speedy and public trial, and an impartial jury w Protection against warrantless searches of cell phone data under the Fourth Amendment w Limitations placed on bulk collection of telecommunication metadata (Patriot and USA Freedom Acts)

LOR-3.B.4: The due process clause has been applied to guarantee the right to an attorney and protection from unreasonable searches and seizures, as represented by: w Gideon v. Wainwright (1963), which guaranteed the right to an attorney for the poor or indigent w The exclusionary rule, which stipulates that evidence illegally seized by law enforcement officers in violation of the suspect's Fourth Amendment right to be free

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from unreasonable searches and seizures cannot be used against that suspect in criminal prosecution

LOR-3.B.5: While a right to privacy is not explicitly named in the Constitution, the Supreme Court has interpreted the due process clause to protect the right of privacy from state infringement. This interpretation of the due process clause has been the subject of controversy, such as has resulted from: *w* *Roe v. Wade* (1973), which extended the right of privacy to a woman's decision to have an abortion while recognizing compelling state interests in potential life and maternal health

[NOTE: The case of *Roe v. Wade* is widely considered required content in college courses, and while students are expected to understand that this case represents an instance in which the Supreme Court applied the due process clause, students are not expected or required to either agree or disagree with the Court's decision. Teachers should encourage students to be familiar with the legal arguments on both sides of leading constitutional cases and thoughtfully analyze the majority and dissenting opinions in cases relating to states' rights, the due process clause, and the Bill of Rights.]

PRD-1.A.1: Civil rights protect individuals from discrimination based on characteristics such as race, national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress.

PRD-1.A.2: The leadership and events associated with civil, women's, and LGBTQ rights are evidence of how the equal protection clause can support and motivate social movements, as represented by: *w* Dr. Martin Luther King's "Letter from a Birmingham Jail" and the civil rights movement of the 1960s *w* The National Organization for Women and the women's rights movement *w* The pro-life (anti-abortion) movement

PMI-3.A.1: The government can respond to social movements through court rulings and/or policies, as in: *w* *Brown v. Board of Education* (1954), which declared that race-based school segregation violates the Fourteenth Amendment's equal protection clause *w* The Civil Rights Act of 1964 *w* Title IX of the Education Amendments Act of 1972 *w* The Voting Rights Act of 1965

CON-6.A.1: Decisions demonstrating that minority rights have been restricted at times and protected at other times include: *w* State laws and Supreme Court holdings restricting African American access to the same restaurants, hotels, schools, etc., as the majority white population based on the "separate but equal" doctrine *w* *Brown v. Board of Education* (1954), which declared that race-based school segregation violates the Fourteenth Amendment's equal protection clause *w* The Supreme Court upholding the rights of the majority in cases that limit and prohibit majority-minority districting

CON-6.A.2: The debate on affirmative action includes justices who insist that the Constitution is colorblind and those who maintain that it forbids only racial classifications designed to harm minorities, not help them.

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General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Unit III: Political Parties and the Public</p>	<p>Learning Objectives: Students should understand the mechanisms of transmitting interests to government action, including interest groups, political action committees, and mass media; the role of media coverage and the press on elections and government actions; [SC3], [SC4] & [SC5] the different historical and ideological beliefs of political parties; demographic groups in the U.S. and their political beliefs; and ways of understanding political beliefs and behavior.</p> <p>Preread pp. 181–193</p> <p>Vocabulary: Civil Rights, 14th Amendment, Equal Protection of the Laws, 13th Amendment, Civil Rights Act of 1964, Suffrage, 15th Amendment, Poll Taxes, White Primary, Voting Rights Act of 1965, 19th Amendment, Equal Rights Amendment, Americans with Disabilities Act of 1990, Affirmative Action</p>	<p>Approved textbook George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i>, 2016 Edition. (New York: Pearson).</p>	<p>Chapter Pre-Test Chapter Post Test Chapter Key Term Matching Exam Chapter Multiple Choice Exam</p>	<p>19 Days</p>

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AP Standards:

CON-3.A.1: The Senate is designed to represent states equally, while the House is designed to represent the population.

CON-3.A.3: Coalitions in Congress are affected by term-length differences.

CON-3.A.4: The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes: w Passing a federal budget, raising revenue, and coining money w Declaring war and maintaining the armed forces w Enacting legislation that addresses a wide range of economic, environmental, and social issues based on the Necessary and Proper Clause

CON-3.B.1: By design, the different structures, powers, and functions of the U.S. Senate and House of Representatives affect the policy-making process.

CON-3.B.2: Though both chambers rely on committees to conduct hearings and debate bills under consideration, different constitutional responsibilities of the House and Senate affect the policy-making process.

CON-3.B.3: Chamber-specific procedures, rules, and roles that impact the policy-making process include: w Number of chamber and debate rules that set the bar high for building majority support w Roles of Speaker of the House, President of the Senate, party leadership, and committee leadership in both chambers w Filibuster and cloture w Holds and unanimous consent in the Senate w Role of Rules Committee, Committee of the Whole, and discharge petitions in the House w Treaty ratification and confirmation role of the Senate

CON-3.B.4: Congress must generate a budget that addresses both discretionary and mandatory spending, and as entitlement costs grow, discretionary spending opportunities will decrease unless tax revenues increase or the budget deficit increases.

CON-3.B.5: Pork barrel legislation and logrolling affect lawmaking in both chambers.

CON-3.C.1: Congressional behavior and governing effectiveness are influenced by: w Ideological divisions within Congress that can lead to gridlock or create the need for negotiation and compromise w Gerrymandering, redistricting, and unequal representation of constituencies have been partially addressed by such Court decisions as Baker v. Carr (1961), which opened the door to equal protection challenges to redistricting and stated the “one person, one vote” doctrine, and the no-racialgerrymandering decision in Shaw v. Reno (1993) w Elections that have led to a divided government, including partisan votes against presidential initiatives and congressional refusal to confirm appointments of “lame-duck” presidents of the opposite party w Different role conceptions of “trustee,” “delegate,” and “politico” as related to constituent accountability in each chamber

CON-4.A.2: Formal and informal powers of the president include: w Vetoes and pocket vetoes – formal powers that enable the president to check Congress w Foreign policy – both formal (Commander-in-Chief and treaties) and informal (executive agreements) powers that influence relations with foreign nations w Bargaining and persuasion – informal power that enables the president to secure congressional action w Executive orders – implied from the president’s vested executive power, or from power delegated by Congress, executive orders are used by the president to manage the federal government w Signing statements – informal power that informs Congress and the public of the president’s interpretation of laws passed by Congress and signed by the president

CON-4.B.1: The potential for conflict with the Senate depends upon the type of executive branch appointments, including: w Cabinet members w

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Ambassadors w White House staff

CON-4.B.2: Senate confirmation is an important check on appointment powers, but the president's longest lasting influence lies in life-tenured judicial appointments.

CON-4.B.3: Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda.

CON-4.C.1: Justifications for a single executive are set forth in Federalist No. 70.

CON-4.C.2: Term-of-office and constitutional-power restrictions, including the passage of the Twenty-second Amendment, demonstrate changing presidential roles.

CON-4.C.3: Different perspectives on the presidential role, ranging from a limited to a more expansive interpretation and use of power, continue to be debated in the context of contemporary events.

CON-4.D.1: The communication impact of the presidency can be demonstrated through such factors as: w Modern technology, social media, and rapid response to political issues w Nationally broadcast State of the Union messages and the president's bully pulpit used as tools for agenda setting

CON-5.A.1: The foundation for powers of the judicial branch and how its independence checks the power of other institutions and state governments are set forth in: w Article III of the Constitution w Federalist No. 78 w Marbury v. Madison (1803)

CON-5.B.1: Precedents and stare decisis play an important role in judicial decision making.

CON-5.B.2: Ideological changes in the composition of the Supreme Court due to presidential appointments have led to the Court's establishing new or rejecting existing precedents.

CON-5.B.3: Controversial or unpopular Supreme Court decisions can lead to challenges of the Court's legitimacy and power which Congress and the president can address only through future appointments, legislation changing the Court's jurisdiction, or refusing to implement decisions.

CON-5.B.4: Political discussion about the Supreme Court's power is illustrated by the ongoing debate over judicial activism versus judicial restraint.

CON-5.C.1: Restrictions on the Supreme Court are represented by: w Congressional legislation to modify the impact of prior Supreme Court decisions w Constitutional amendments w Judicial appointments and confirmations w The president and states evading or ignoring Supreme Court decisions w Legislation impacting court jurisdiction

PMI-2.A.1: Tasks performed by departments, agencies, commissions, and government corporations are represented by: w Writing and enforcing regulations w Issuing fines w Testifying before Congress w Issue networks and "iron triangles"

PMI-2.A.2: Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality.

PMI-2.B.1: Discretionary and rule-making authority to implement policy are given to bureaucratic departments, agencies, and commissions, such as: w Department of Homeland Security w Department of Transportation w Department of Veterans Affairs w Department of Education w Environmental Protection Agency (EPA) w Federal Elections Commission (FEC) w Securities and Exchange Commission (SEC)

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PMI-2.C.1: Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by: w Committee hearings w Power of the purse

PMI-2.C.2: As a means to curtail the use of presidential power, congressional oversight serves as a check of executive authorization and appropriation.

PMI-2.D.2: Compliance monitoring can pose a challenge to policy implementation.

PMI-2.E.1: Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability.

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General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Unit IV: Campaigning and Elections	<p>Learning Objectives: Students should become familiar with the workings of the electoral process; the role of money and interest groups on campaigns; the laws governing elections; and the way individual campaigns operate on the local, state, and national level.</p> <p>Vocabulary: Public Opinion, Demography, Census, Melting Pot, Minority Majority, Political Culture, Reapportionment, Political Socialization, Sample, Random Sample, Sampling Error, Random-Digit Dialing, Exit Poll, Political Ideology, Gender Gap, Political Participation, Protest, Civil Disobedience</p>	<p>Approved textbook George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i>, 2016 Edition. (New York: Pearson).</p>	<p>Chapter Pre-Test Chapter Post Test Chapter Key Term Matching Exam Chapter Multiple Choice Exam</p>	<p style="text-align: center;">19 Days</p>
<p>AP Standards:</p> <p>MPA-1.A.1: Different interpretations of core values, including individualism, equality of opportunity, free enterprise, rule of law, and limited government, affect the relationship between citizens and the federal government and the relationships citizens have with one another.</p> <p>MPA-1.B.1: Family, schools, peers, media, and social environments (including civic and religious organizations) contribute to the development of an individual’s political attitudes and values through the process of political socialization. MPA-1.B.2: As a result of globalization, U.S. political culture has both influenced and been influenced by the values of other countries. MPA-1.B.3: Generational and lifecycle effects also contribute to the political socialization that influences an individual’s political attitudes. MPA-1.B.4: The relative importance of major political events to the development of individual political attitudes is an example of political socialization.</p> <p>MPA-2.A.1: Public opinion data that can impact elections and policy debates is affected by such scientific polling types and methods as: w Type of poll (opinion polls, benchmark or tracking polls, entrance and exit polls) w Sampling techniques, identification of respondents, mass survey or focus group, sampling error w Type and format of questions</p> <p>MPA-2.B.1: The relationship between scientific polling and elections and policy debates is affected by the: w Importance of public opinion as a</p>				

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source of political influence in a given election or policy debate w Reliability and veracity of public opinion data

PMI-4.A.1: The Democratic Party (D or DEM) platforms generally align more closely to liberal ideological positions, and the Republican Party (R or GOP) platforms generally align more closely to conservative ideological positions.

PMI-4.B.1: Because the U.S. is a democracy with a diverse society, public policies generated at any given time reflect the attitudes and beliefs of citizens who choose to participate in politics at that time. PMI-4.B.2: The balancing dynamic of individual liberty and government efforts to promote stability and order has been reflected in policy debates and their outcomes over time.

PMI-4.C.1: Liberal ideologies favor more governmental regulation of the marketplace, conservative ideologies favor fewer regulations, and libertarian ideologies favor little or no regulation of the marketplace beyond the protection of property rights and voluntary trade.

PMI-4.D.1: Ideological differences on marketplace regulation are based on different theoretical support, including Keynesian and supply-side positions on monetary and fiscal policies promoted by the president, Congress, and the Federal Reserve.

PMI-4.E.1: Liberal ideologies tend to think that personal privacy—areas of behavior where government should not intrude—extends further than conservative ideologies do (except in arenas involving religious and educational freedom); conservative ideologies favor less government involvement to ensure social and economic equality; and libertarian ideologies disfavor any governmental intervention beyond the protection of private property and individual liberty.

PMI-4.F.1: Policy trends concerning the level of government involvement in social issues reflect the success of conservative or liberal perspectives in political parties.

MPA-3.A.1: Legal protections found in federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments relate to the expansion of opportunities for political participation.

MPA-3.B.1: Examples of political models explaining voting behavior include: w Rational-choice voting—Voting based on what is perceived to be in the citizen's individual interest w Retrospective voting—Voting to decide whether the party or candidate in power should be re-elected based on the recent past w Prospective voting—Voting based on predictions of how a party or candidate will perform in the future w Party-line voting—Supporting a party by voting for candidates from one political party for all public offices across the ballot

MPA-3.C.1: In addition to the impact that demographics and political efficacy can have on voter choice and turnout, structural barriers and type of election also affect voter turnout in the U.S., as represented by: w State voter registration laws w Procedures on how, when, and where to vote w Mid-term (congressional) or general presidential elections

MPA-3.C.2: Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.

MPA-3.C.3: Factors influencing voter choice include: w Party identification and ideological orientation w Candidate characteristics w Contemporary political issues w Religious beliefs or affiliation, gender, race and ethnicity, and other demographic characteristics

PMI-5.A.1: Linkage institutions are channels, such as the following, that allow individuals to communicate their preferences to policy-makers: w Parties w Interest Groups w Elections w Media

PMI-5.B.1: The functions and impact of political parties on the electorate and government are represented by: w Mobilization and education of

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voters w Party platforms w Candidate recruitment w Campaign management, including fundraising and media strategy w The committee and party leadership systems in legislatures

PMI-5.C.1: Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened. PMI-5.C.2: Parties modify their policies and messaging to appeal to various demographic coalitions. PMI-5.C.3: The structure of parties has been influenced by: w Critical elections and regional realignments w Campaign finance law w Changes in communication and data-management technology PMI-5.C.4: Parties use communication technology and voter-data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts

PMI-5.D.1: In comparison to proportional systems, winner-take-all voting districts serve as a structural barrier to third-party and independent candidate success. PMI-5.D.2: The incorporation of third-party agendas into platforms of major political parties serves as a barrier to third-party and independent candidate success.

PMI-5.E.1: Interest groups may represent very specific or more general interests, and can educate voters and office holders, draft legislation, and mobilize membership to apply pressure on and work with legislators and government agencies. PMI-5.E.2: In addition to working within party coalitions, interest groups exert influence through long-standing relationships with bureaucratic agencies, congressional committees, and other interest groups; such relationships are described as “iron triangles” and issue networks and they help interest groups exert influence across political party coalitions.

PMI-5.F.1: Interest group influence may be impacted by: w Inequality of political and economic resources w Unequal access to decision makers w “Free rider” problem

PMI-5.G.1: Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making. PMI-5.G.2: Competing actors such as interest groups, professional organizations, social movements, the military, and bureaucratic agencies influence policy making, such as the federal budget process, at key stages and to varying degrees. PMI-5.G.3: Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies.

PRD-2.A.1: The process and outcomes in U.S. presidential elections are impacted by: w Incumbency advantage phenomenon w Open and closed primaries w Caucuses w Party conventions w Congressional and State elections w The Electoral College

PRD-2.B.1: The winner-take-all allocation of votes per state (except Maine and Nebraska) under the setup of the Electoral College compared with the national popular vote for president raises questions about whether the Electoral College facilitates or impedes democracy.

PRD-2.C.1: The process and outcomes in U.S. Congressional elections are impacted by: w Incumbency advantage phenomenon w Open and closed primaries w Caucuses w General (presidential and mid-term) elections

PRD-2.D.1: The benefits and drawbacks of modern campaigns are represented by: w Dependence on professional consultants w Rising campaign costs and intensive fundraising efforts w Duration of election cycles w Impact of and reliance on social media for campaign communication and fundraising

PRD-2.E.1: Federal legislation and case law pertaining to campaign finance demonstrate the ongoing debate over the role of money in political and free speech, as set forth in: w Bipartisan Campaign Reform Act of 2002, which was an effort to ban soft money and reduce attack ads with “Stand

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by Your Ad” provision: “I’m [candidate’s name] and I approve this message” w Citizens United v. Federal Election Commission (2010), which ruled that political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment PRD-2.E.2: Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, PACs, and political parties). PRD-2.E.3: Different types of political action committees (PACs) influence elections and policy making through fundraising and spending.

PRD-3.A.1: Traditional news media, new communication technologies, and advances in social media have profoundly influenced how citizens routinely acquire political information, including new events, investigative journalism, election coverage, and political commentary. PRD-3.A.2: The media’s use of polling results to convey popular levels of trust and confidence in government can impact elections by turning such events into “horse races” based more on popularity and factors other than qualifications and platforms of candidates.

PRD-3.B.1: Political participation is influenced by a variety of media coverage, analysis, and commentary on political events.

PRD-3.B.2: The rapidly increasing demand for media and political communications outlets from an ideologically diverse audience have led to debates over media bias and the impact of media ownership and partisan news sites.

PRD-3.B.3: The nature of democratic debate and the level of political knowledge among citizens is impacted by: w Increased media choices w Ideologically oriented programming w Consumer-driven media outlets and emerging technologies that reinforce existing beliefs w Uncertainty over the credibility of news sources and information

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General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Unit V: Institutions of National Government: The Congress</p>	<p>Learning Objectives: Students should understand the workings of the legislative process; the functions and powers of Congress; the relationship to other branches of government under the Constitution; and the change and evolution of congressional powers as a result of specific events in American history. [SC6]</p> <p>Vocabulary: Party Polarization, Political Party, Linkage Institutions, Rationale-Choice Theory, Party Image, Party Identification, Ticket Splitting, Party Machines, Patronage, Closed Primaries, Open Primaries, National Convention, National Committee, National Chairperson, Coalition, Party Eras, Critical Election, Party Realignment, New Deal Coalition, Party Dealignment, Third Parties, Winner-Take-All System, Proportional Representation, Coalition Government, Responsible Party Model</p>	<p>Approved textbook George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i>, 2016 Edition. (New York: Pearson).</p>	<p>Chapter Pre-Test Chapter Post Test Chapter Key Term Matching Exam Chapter Multiple Choice Exam</p>	<p style="text-align: center;">19 Days</p>
<p>AP Standards: CON-3.A.1: The Senate is designed to represent states equally, while the House is designed to represent the population. CON-3.A.3: Coalitions in Congress are affected by term-length differences. CON-3.A.4: The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes: w Passing a federal budget, raising revenue, and coining money w Declaring war and maintaining the armed forces w Enacting legislation that addresses a wide range of economic, environmental, and social issues based on the Necessary and Proper Clause</p>				

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CON-3.B.1: By design, the different structures, powers, and functions of the U.S. Senate and House of Representatives affect the policy-making process.

CON-3.B.2: Though both chambers rely on committees to conduct hearings and debate bills under consideration, different constitutional responsibilities of the House and Senate affect the policy-making process.

CON-3.B.3: Chamber-specific procedures, rules, and roles that impact the policy-making process include: w Number of chamber and debate rules that set the bar high for building majority support w Roles of Speaker of the House, President of the Senate, party leadership, and committee leadership in both chambers w Filibuster and cloture w Holds and unanimous consent in the Senate w Role of Rules Committee, Committee of the Whole, and discharge petitions in the House w Treaty ratification and confirmation role of the Senate

CON-3.B.4: Congress must generate a budget that addresses both discretionary and mandatory spending, and as entitlement costs grow, discretionary spending opportunities will decrease unless tax revenues increase or the budget deficit increases.

CON-3.B.5: Pork barrel legislation and logrolling affect lawmaking in both chambers.

CON-3.C.1: Congressional behavior and governing effectiveness are influenced by: w Ideological divisions within Congress that can lead to gridlock or create the need for negotiation and compromise w Gerrymandering, redistricting, and unequal representation of constituencies have been partially addressed by such Court decisions as Baker v. Carr (1961), which opened the door to equal protection challenges to redistricting and stated the “one person, one vote” doctrine, and the no-racialgerrymandering decision in Shaw v. Reno (1993) w Elections that have led to a divided government, including partisan votes against presidential initiatives and congressional refusal to confirm appointments of “lame-duck” presidents of the opposite party w Different role conceptions of “trustee,” “delegate,” and “politico” as related to constituent accountability in each chamber

CON-4.A.2: Formal and informal powers of the president include: w Vetoes and pocket vetoes – formal powers that enable the president to check Congress w Foreign policy – both formal (Commander-in-Chief and treaties) and informal (executive agreements) powers that influence relations with foreign nations w Bargaining and persuasion – informal power that enables the president to secure congressional action w Executive orders – implied from the president’s vested executive power, or from power delegated by Congress, executive orders are used by the president to manage the federal government w Signing statements – informal power that informs Congress and the public of the president’s interpretation of laws passed by Congress and signed by the president

CON-4.B.1: The potential for conflict with the Senate depends upon the type of executive branch appointments, including: w Cabinet members w Ambassadors w White House staff

CON-4.B.2: Senate confirmation is an important check on appointment powers, but the president’s longest lasting influence lies in life-tenured judicial appointments.

CON-4.B.3: Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda.

CON-4.C.1: Justifications for a single executive are set forth in Federalist No. 70.

CON-4.C.2: Term-of-office and constitutional-power restrictions, including the passage of the Twenty-second Amendment, demonstrate changing

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presidential roles.

CON-4.C.3: Different perspectives on the presidential role, ranging from a limited to a more expansive interpretation and use of power, continue to be debated in the context of contemporary events.

CON-4.D.1: The communication impact of the presidency can be demonstrated through such factors as: w Modern technology, social media, and rapid response to political issues w Nationally broadcast State of the Union messages and the president's bully pulpit used as tools for agenda setting

PMI-2.A.1: Tasks performed by departments, agencies, commissions, and government corporations are represented by: w Writing and enforcing regulations w Issuing fines w Testifying before Congress w Issue networks and "iron triangles"

PMI-2.A.2: Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality.

PMI-2.B.1: Discretionary and rule-making authority to implement policy are given to bureaucratic departments, agencies, and commissions, such as: w Department of Homeland Security w Department of Transportation w Department of Veterans Affairs w Department of Education w Environmental Protection Agency (EPA) w Federal Elections Commission (FEC) w Securities and Exchange Commission (SEC)

PMI-2.C.1: Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by: w Committee hearings w Power of the purse

PMI-2.C.2: As a means to curtail the use of presidential power, congressional oversight serves as a check of executive authorization and appropriation.

PMI-2.D.1: Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration.

PMI-2.D.2: Compliance monitoring can pose a challenge to policy implementation.

PMI-2.E.1: Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability.

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General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Unit VI: Institutions of National Government:</p> <p>Presidency, Bureaucracy, and Federal Budget</p>	<p>Learning Objectives: Students should understand the functions and powers of the executive branch; its relationship to other branches of government under the Constitution; the change and evolution of the executive branch and the bureaucracy as a result of specific events in American history; the relationship between the national government and state and local government bureaucracies; and the role of the bureaucracy in formulating the federal budget.</p> <p>Vocabulary: Nomination, Campaign Strategy, National Party Convention, McGovern-Fraser Commission, Superdelegates, Invisible Primary, Caucus, Presidential Primaries, Frontloading, Party Platform, Direct Mail, Campaign Contributions, Independent Expenditures, Federal Election Campaign Act, Political Action Committee, Federal Election Commission, Soft Money, 527 Groups, Citizens United v. Federal Election Commission, 501 (c) Groups, Super PACs, Selective Perception, Suffrage, Political Efficacy, Civic Duty, Voter Registration, Motor Voter Act, Mandate Theory of Elections, Policy</p>	<p>Approved textbook George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i>, 2016 Edition. (New York: Pearson).</p>	<p>Chapter Pre-Test Chapter Post Test Chapter Key Term Matching Exam Chapter Multiple Choice Exam</p>	<p>19 Days</p>

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	Voting, Electoral College, Battleground States			
<p>AP Standards: CON-4.A.1: Presidents use powers and perform functions of the office to accomplish a policy agenda.</p> <p>PMI-2.A.1: Tasks performed by departments, agencies, commissions, and government corporations are represented by: w Writing and enforcing regulations w Issuing fines w Testifying before Congress w Issue networks and “iron triangles”</p> <p>PMI-2.A.2: Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality.</p> <p>PMI-2.B.1: Discretionary and rule-making authority to implement policy are given to bureaucratic departments, agencies, and commissions, such as: w Department of Homeland Security w Department of Transportation w Department of Veterans Affairs w Department of Education w Environmental Protection Agency (EPA) w Federal Elections Commission (FEC) w Securities and Exchange Commission (SEC)</p> <p>PMI-2.C.1: Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by: w Committee hearings w Power of the purse</p> <p>PMI-2.C.2: As a means to curtail the use of presidential power, congressional oversight serves as a check of executive authorization and appropriation.</p> <p>PMI-2.D.1: Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration.</p> <p>PMI-2.D.2: Compliance monitoring can pose a challenge to policy implementation.</p> <p>PMI-2.E.1: Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability.</p>				

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General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Unit VII: Institutions of National Government: The Judiciary</p>	<p>Learning Objectives: Students should understand the workings of the judicial process; the functions and powers of the federal court system; the relationship of the Supreme Court to other branches of government under the Constitution; and the change and evolution of the judiciary as a result of specific events in American history. [SC6]</p> <p>Vocabulary: Interest Group, Pluralism, Elitism, Hyperpluralism, Iron Triangle, Potential Group, Actual Group, Collective Good, Free-Rider Problem, Selective Benefits, Single-Issue Group, Lobbying, Electioneering, Political Action Committee, Union Shop, Right-To-Work Laws, Public Interest Lobbies</p>	<p>Approved textbook George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i>, 2016 Edition. (New York: Pearson).</p>	<p>Chapter Pre-Test Chapter Post Test Chapter Key Term Matching Exam Chapter Multiple Choice Exam</p>	<p>19 Days</p>
<p>AP Standards: CON-5.A.1: The foundation for powers of the judicial branch and how its independence checks the power of other institutions and state governments are set forth in: w Article III of the Constitution w Federalist No. 78 w Marbury v. Madison (1803) CON-5.B.1: Precedents and stare decisis play an important role in judicial decision making. CON-5.B.2: Ideological changes in the composition of the Supreme Court due to presidential appointments have led to the Court’s establishing new or rejecting existing precedents. CON-5.B.3: Controversial or unpopular Supreme Court decisions can lead to challenges of the Court’s legitimacy and power which Congress and the president can address only through future appointments, legislation changing the Court’s jurisdiction, or refusing to implement decisions. CON-5.B.4: Political discussion about the Supreme Court’s power is illustrated by the ongoing debate over judicial activism versus judicial restraint. CON-5.C.1: Restrictions on the Supreme Court are represented by: w Congressional legislation to modify the impact of prior Supreme Court</p>				

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decisions w Constitutional amendments w Judicial appointments and confirmations w The president and states evading or ignoring Supreme Court decisions w Legislation impacting court jurisdiction

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General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Unit VIII: Public Policy This unit consists of group presentations on several areas of public policy, including: Foreign and Defense Policy Health Care Economic Policy Environmental Policy Social Welfare Policy</p>	<p>Learning Objectives: Students should understand the major policy areas and debates in American government today. [SC7]</p> <p>Vocabulary: Incumbents, Casework, Pork Barrel, Bicameral Legislature, Speaker of the House, Majority Leader, Whips, Minority Leader, Standing Committees, Conference Committees, Committee Chairs, Seniority System, Caucus (Congressional), Bill, Legislative Oversight, Filibuster</p>	<p>Approved textbook George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i>, 2016 Edition. (New York: Pearson).</p>	<p>Chapter Pre-Test Chapter Post Test Chapter Key Term Matching Exam Chapter Multiple Choice Exam</p>	<p style="text-align: center;">19 Days</p>
<p>AP Standards: LOR-1.A.1: The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract. LOR-1.A.2: The Declaration of Independence, drafted by Jefferson with help from Adams and Franklin, provides a foundation for popular sovereignty, while the U.S. Constitution drafted at the Philadelphia convention led by George Washington, with important contributions from Madison, Hamilton, and members of the “grand committee,” provides the blueprint for a unique form of political democracy in the U.S. LOR-1.B.1: Representative democracies can take several forms along this scale: w Participatory democracy, which emphasizes broad participation in politics and civil society w Pluralist democracy, which recognizes group-based activism by nongovernmental interests striving for impact on political decision making w Elite democracy, which emphasizes limited participation in politics and civil society. LOR-1.B.2: Different aspects of the U.S. Constitution, as well as the debate between the Federalist No. 10 and Brutus No. 1, reflect the tension between the broad participatory model and the more filtered participation of the pluralist and elite models. LOR-1.B.3: The three models of representative democracy continue to be reflected in contemporary institutions and political behavior. CON-1.A.1: Madison’s arguments in Federalist No. 10 focused on the superiority of a large republic in controlling the “mischiefs of faction,” delegating authority to elected representatives and dispersing power between the states and national government.</p>				

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CON-1.A.2: Anti-Federalist writings, including Brutus No. 1, adhered to popular democratic theory that emphasized the benefits of a small decentralized republic while warning of the dangers to personal liberty from a large, centralized government.

CON-1.B.1: Specific incidents and legal challenges that highlighted key weaknesses of the Articles of Confederation are represented by the: w Lack of centralized military power to address Shays' Rebellion w Lack of tax-law enforcement power.

CON-1.C.1: Compromises deemed necessary for adoption and ratification of the Constitution are represented by the: w Great (Connecticut) Compromise, w Electoral College, w Three-Fifths Compromise, w Compromise on the importation of slaves

CON-1.C.2: Debates about self-government during the drafting of the Constitution necessitated the drafting of an amendment process in Article V that entailed either a two-thirds vote in both houses or a proposal from two-thirds of the state legislatures, with final ratification determined by three-fourths of the states.

CON-1.C.3: The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today.

CON-1.C.4: The debate over the role of the central government, the powers of state governments, and the rights of individuals remains at the heart of present-day constitutional issues about democracy and governmental power, as represented by: w Debates about government surveillance resulting from the federal government's response to the 9/11 attacks w The debate about the role of the federal government in public school education

PMI-1.A.1: The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the U.S. Constitution.

PMI-1.A.2: Federalist No. 51 explains how constitutional provisions of separation of powers and checks and balances control abuses by majorities.

PMI-1.B.1: Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances.

PMI-1.B.2: Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances.

CON-2.A.1: The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels.

CON-2.A.2: The distribution of power between federal and state governments to meet the needs of society changes, as reflected by grants, incentives, and aid programs, including federal revenue sharing, mandates, categorical grants, and block grants.

CON-2.B.1: The interpretation of the Tenth and Fourteenth Amendments, the commerce clause, the necessary and proper clause, and other enumerated and implied powers is at the heart of the debate over the balance of power between the national and state governments.

CON-2.B.2: The balance of power between the national and state governments has changed over time based on U.S. Supreme Court interpretation of such cases as: w McCulloch v. Maryland (1819), which declared that Congress has implied powers necessary to implement its enumerated powers and established supremacy of the U.S. Constitution and federal laws over state laws w United States v. Lopez (1995), which ruled that Congress may not use the commerce clause to make possession of a gun in a school zone a federal crime, introducing a new phase of

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federalism that recognized the importance of state sovereignty and local control.

CON-2.C.1: Multiple access points for stakeholders and institutions to influence public policy flows from the allocation of powers between national and state governments.

CON-2.C.2: National policymaking is constrained by the sharing of power between and among the three branches and state governments.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
AP Review	<p>Learning Objectives: See Above Unit Learning Objectives</p> <p>Vocabulary: See Above Unit Key Terms</p>	<p>Approved textbook George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i>, 2016 Edition. (New York: Pearson).</p>	Practice Exams	14 Days

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General Topic	Learning Objective, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Review and Final Exam</p> <p>AP Final Project Topics: Gun Control Supreme Court Case Immigration Tax Policy</p>	<p>AP Final Project Topics:</p> <p>Gun Control Legislation: Analyze the effort to enact meaningful gun control legislation following recent school shootings and why the effort failed to produce any results despite the strong public pressure to pass such legislation.</p> <p>Supreme Court Case Choose a Supreme Court case that is being heard during the 2017-18 term to research and write a three page summary of the case. Identify the key issues involved with the case as it relates to either the Constitution or to the operation of the federal government. Identify the essential facts and the positions of each party to the case.</p> <p>Immigration Bill Debate: Prepare a paper outlining the key issues on both sides surrounding the passage of Immigration Reform and explain why it appears so difficult to pass any legislation on this issue.</p>	<p>Approved textbook George C. Edwards, Martin P. Wattenberg, and Robert L. Lineberry. <i>Government in America: People, Politics, and Policy</i>, 2016 Edition. (New York: Pearson).</p>	<p>Class Presentations</p>	<p>14 Days</p>

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AP Standards:

LOR-1.A.1: The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.

LOR-1.A.2: The Declaration of Independence, drafted by Jefferson with help from Adams and Franklin, provides a foundation for popular sovereignty, while the U.S. Constitution drafted at the Philadelphia convention led by George Washington, with important contributions from Madison, Hamilton, and members of the “grand committee,” provides the blueprint for a unique form of political democracy in the U.S.

LOR-1.B.1: Representative democracies can take several forms along this scale: w Participatory democracy, which emphasizes broad participation in politics and civil society w Pluralist democracy, which recognizes group-based activism by nongovernmental interests striving for impact on political decision making w Elite democracy, which emphasizes limited participation in politics and civil society.

LOR-1.B.2: Different aspects of the U.S. Constitution, as well as the debate between the Federalist No. 10 and Brutus No. 1, reflect the tension between the broad participatory model and the more filtered participation of the pluralist and elite models.

LOR-1.B.3: The three models of representative democracy continue to be reflected in contemporary institutions and political behavior.

CON-1.A.1: Madison’s arguments in Federalist No. 10 focused on the superiority of a large republic in controlling the “mischiefs of faction,” delegating authority to elected representatives and dispersing power between the states and national government.

CON-1.A.2: Anti-Federalist writings, including Brutus No. 1, adhered to popular democratic theory that emphasized the benefits of a small decentralized republic while warning of the dangers to personal liberty from a large, centralized government.

CON-1.B.1: Specific incidents and legal challenges that highlighted key weaknesses of the Articles of Confederation are represented by the: w Lack of centralized military power to address Shays’ Rebellion w Lack of tax-law enforcement power.

CON-1.C.1: Compromises deemed necessary for adoption and ratification of the Constitution are represented by the: w Great (Connecticut) Compromise, w Electoral College, w Three-Fifths Compromise, w Compromise on the importation of slaves

CON-1.C.2: Debates about self-government during the drafting of the Constitution necessitated the drafting of an amendment process in Article V that entailed either a two-thirds vote in both houses or a proposal from two-thirds of the state legislatures, with final ratification determined by three-fourths of the states.

CON-1.C.3: The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today.

CON-1.C.4: The debate over the role of the central government, the powers of state governments, and the rights of individuals remains at the heart of present-day constitutional issues about democracy and governmental power, as represented by: w Debates about government surveillance resulting from the federal government’s response to the 9/11 attacks w The debate about the role of the federal government in public school education

PMI-1.A.1: The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the U.S. Constitution.

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PMI-1.A.2: Federalist No. 51 explains how constitutional provisions of separation of powers and checks and balances control abuses by majorities.

PMI-1.B.1: Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances.

PMI-1.B.2: Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances.

CON-2.A.1: The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels.

CON-2.A.2: The distribution of power between federal and state governments to meet the needs of society changes, as reflected by grants, incentives, and aid programs, including federal revenue sharing, mandates, categorical grants, and block grants.

CON-2.B.1: The interpretation of the Tenth and Fourteenth Amendments, the commerce clause, the necessary and proper clause, and other enumerated and implied powers is at the heart of the debate over the balance of power between the national and state governments.

CON-2.B.2: The balance of power between the national and state governments has changed over time based on U.S. Supreme Court interpretation of such cases as: *w McCulloch v. Maryland (1819)*, which declared that Congress has implied powers necessary to implement its enumerated powers and established supremacy of the U.S. Constitution and federal laws over state laws *w United States v. Lopez (1995)*, which ruled that Congress may not use the commerce clause to make possession of a gun in a school zone a federal crime, introducing a new phase of federalism that recognized the importance of state sovereignty and local control.

CON-2.C.1: Multiple access points for stakeholders and institutions to influence public policy flows from the allocation of powers between national and state governments.

CON-2.C.2: National policymaking is constrained by the sharing of power between and among the three branches and state governments.

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Appendix:

AP U.S. Government and Politics

Scoring Components:

SC1 The course provides instruction in constitutional underpinnings of United States Government.

SC2 The course provides instruction in Political Beliefs, Political Behaviors, and Elections.

SC3 The course provides instruction in Interest Groups.

SC4 The course provides instruction in Political Parties.

SC5 The course provides instruction in Mass Media.

SC6 The course provides instruction in Institutions of National Government.

SC7 The course provides instruction in Public Policy and Public Policy Areas.

SC8 The course provides instruction in Civil Rights and Civil Liberties.

SC9 The course provides students with practice analyzing and interpreting data.

SC10 The course provides students with practice analyzing information relevant to US government and politics.

SC11 The course includes supplemental readings, including primary source materials (such as the Federalist Papers).

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SC12 The course includes supplemental readings, including contemporary news analyses that strengthen student understanding of the curriculum.

SC13 The course requires students to answer analytical and interpretive free response questions on a frequent basis.