

# Fairfield Public Schools Social Studies Curriculum

## Advanced Placement United States Government and Politics



**FAIRFIELD**  
**PUBLIC SCHOOLS**

## AP United States Government and Politics: Description

Advanced Placement United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political and governmental system of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This course is designed to be equivalent to an introductory United States Government and Politics course at the college level.

Objectives and Standards:

**Civic Understandings:** Shown as content objectives, these goals define what students should know and be able to do upon completion of each unit. These understandings are drawn from the standards established by the College Board, as well as from the *Connecticut Social Studies Frameworks* (2015), the *C3 Social Studies for the Next Generation National Framework* (2013), and the *National Standards for Civics and Government* (2000) developed by the Center for Civic Education. They provide students with the knowledge and skills required to analyze key concepts surrounding the structures and powers of the American political system and make informed decisions about public policy and modern issues.

**Critical Thinking / Inquiry Skills:** These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks* (2015) and the *C3 Social Studies for the Next Generation National Framework* (2013), these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives.

# AP United States Government and Politics: Overview

## Central Understandings

- Explain and compare important facts, concepts, and theories pertaining to U.S. government and politics.
- Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).
- Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).
- Critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.
- Analyze and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry.
- Analyze the importance of context and point of view in historical and political interpretation (e.g. interpret events and issues in context rather than in terms of national norms and values).
- Analyze and evaluate sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
- Utilize research strategies, methods, and sources to obtain, organize, and interpret historical and political data.
- Compose arguments / positions, and participate in debates on different interpretations of events, issues, and theories; synthesize primary and secondary sources to justify a claim.
- Identify, analyze, and understand elements of cause and effect; recognize and understand patterns of change and continuity.
- Develop open-ended questions that can be addressed through research, analysis, and interpretation.

## Course Compelling Questions

- What are the sources of sovereignty, authority and power in the American political and governmental system?
- What are the various ways in which citizens participate in the political process in the United States?
- Is the American political, economic, and governmental system just?
- How does our country's historical experience influence its modern political, governmental, and economic systems?
- How do various elements of our society deal with issues of political and economic change?
- How can government effectively address important economic and social issues?

# AP United States Government and Politics: Year-at-a Glance

| Unit | Title  | Unit Compelling Questions  |
|------|--|--|
| 1    | Constitutional Underpinnings of United States Government | <ul style="list-style-type: none"> <li>• What is government and why is it necessary?</li> <li>• What considerations influenced the formulation and adoption of the United States Constitution?</li> <li>• How is power separated between the branches and institutions of government and how does each branch check the power of the others?</li> <li>• How is power and authority shared between the federal, state, and local governments?</li> </ul>  |
| 2    | Institutions of National Government                      | <ul style="list-style-type: none"> <li>• How is power both formally and informally exercised in various governmental institutions?</li> <li>• What constitutional structures and informal practices dictate the relationships between the institutions of government?</li> <li>• How do the voters, interest groups, political parties, the media, and subnational governments influence each institution of the national government?</li> </ul>   |
| 3    | Civil Rights and Civil Liberties                         | <ul style="list-style-type: none"> <li>• How do we define citizenship at the national, state, and local levels?</li> <li>• How have civil liberties and civil rights evolved by executive and legislative action and judicial interpretation?</li> <li>• What has been the impact of the Fourteenth Amendment on the constitutional development of right and liberties?</li> <li>• Is the United States a just society?</li> </ul>   |
| 4    | Political Beliefs and Behaviors                          | <ul style="list-style-type: none"> <li>• What are the various beliefs citizens hold about their government and its leaders? How do we express these beliefs?</li> <li>• How do citizens learn / acquire their political beliefs? What are the primary agents of political socialization?</li> <li>• What are the various ways citizens participate in political life? What methods are most effective?</li> </ul>  |
| 5    | Political Parties, Interest Groups, and Mass Media       | <ul style="list-style-type: none"> <li>• How do political parties influence the political process?</li> <li>• How do interest groups influence the political process? Why are some groups able to exert more / less influence?</li> <li>• What are the ethical issues associated with the power of political parties and interest groups?</li> <li>• What is the role of the media in the political process? How has the role of the media changed?</li> </ul>                                 |
| 6    | Public Policy  | <ul style="list-style-type: none"> <li>• How does government make a market economy possible?</li> <li>• What are the goals, tools, and politics of economic policy?</li> <li>• What are the foundations of the social welfare system? What are the controversies surrounding the social welfare system?</li> <li>• How can government create opportunity?</li> <li>• What are the values in American foreign policy? What are the ways in which modern foreign policy is conducted?</li> </ul> |

## Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of course content; provide an accurate summary that makes clear the relationships among the key details and ideas (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.2).
2. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the content as a whole (INQ DIM 1-4; CCSS.ELA-LITERACY.RH11-12.1).
3. Evaluate differing points of view on the same historical event or issue by assessing various claims, reasoning, and evidence (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.6).
4. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.7)
5. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.9).
6. Produce arguments (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.1).
7. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.2).
8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (INQ DIM 1-4; CCSS.ELA-LITERACY.WHST.11-12.7).
9. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively; avoid plagiarism and overreliance on any one source and follow a standard format for citation (INQ DIM 1-4; CSS.ELA-LITERACY.WHST.11-12.8).
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinary-specific tasks, purposes, and audiences (INQ DIM 4; CCSS.ELA-LITERACY.WHST.11-12.10)

# Constitutional Underpinnings of United States Government

## Overview

The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances. Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew. Such understanding addresses specific concerns of the framers (e.g. why did Madison fear factions? What were the reasons for the swift adoption of the Bill of Rights?). Familiarity with the United States Supreme Court's interpretation of key provisions of the Constitution will aid student understanding of theoretical and practical features of federalism, separation of powers, and checks and balances. Students should be familiar with a variety of theoretical perspectives relating to the Constitution, such as democratic theory, theories of republican government, pluralism, and elitism.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the political theories and ideologies that led to the formulation and adoption of the Constitution.
- Analyze the reasons for the separation of powers and how the balance between the branches of government has changed over the course of American history.
- Demonstrate an understanding of the evolution of Federalism and analyze contemporary challenges.
- Demonstrate how democratic government evolves and changes.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What is government and why is it necessary?
- What considerations influenced the formulation and adoption of the United States Constitution?
- How is power separated between the branches and institutions of government and how does each branch check the power of the others?
- How is power and authority shared between the federal, state, and local governments?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Government and Politics will individually and with others:

### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

### Perspectives

**HIST 9–12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9–12.6** Explain how the perspectives of people in the present shape interpretations of the past.

### Historical Sources and Evidence

**HIST 9–12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**HIST 9–12.9** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**HIST 9–12.10** Critique the appropriateness of the historical sources used in a secondary interpretation.

### Causation and Argumentation

**HIST 9–12.11** Analyze multiple and complex causes and effects of events in the past.

### Civic and Political Institutions

**CIV 9-12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9-12.2** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present

**CIV 9-12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9-12.4** Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over

time and that are still contested.

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9-12.6** Critique relationships among governments, civil societies, and economic markets.

#### Participation and Deliberation

**CIV 9-12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9-12.8** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**CIV 9-12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9-12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

#### Processes, Rules, and Laws

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9-12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9-12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9-12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

#### Economic Decision-Making

**ECO 9-12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

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### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9-12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9-12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9-12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9-12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***



#### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Institutions of National and Subnational Government

## Overview

Students must become familiar with the organization and powers, both formal and informal, of the major political institutions in the United States: the Congress, the presidency, the bureaucracy, and the federal courts. Students should understand that these are separate institutions sharing powers and the implications of that arrangement. The functions these institutions perform and do not perform, as well as the powers that they do and do not possess, are important. It is necessary for students to understand that power balances and relationships between these institutions may evolve gradually or change dramatically as a result of crisis. Students are also expected to understand ties between the various branches of national government and political parties, interest groups, the media, and state and local governments. For example, a study of the conflicting interests and powers of the president and Congress may help explain repeated struggles to adopt a national budget.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the formal and informal arrangements of power.
- Analyze the relationships among the four institutions: Congress, the presidency, the federal courts, and the bureaucracy, and the varying balances of power.
- Demonstrate an understanding of the linkages between these four institutions and the following: public opinion and voters, interest groups, political parties, the media, and subnational government.
- Demonstrate an understanding of the structure of governmental institutions at the state and local levels.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How is power both formally and informally exercised in various governmental institutions?
- What constitutional structures and informal practices dictate the relationships between the institutions of government?
- How do the voters, interest groups, political parties, the media, and subnational governments influence each institution of the national government?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school U.S. History students will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Causation and Argumentation

**HIST 9–12.11** Analyze multiple and complex causes and effects of events in the past.

**HIST 9–12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

#### Civic and Political Institutions

**CIV 9-12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9-12.2** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present

**CIV 9-12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9-12.4** Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9-12.6** Critique relationships among governments, civil societies, and economic markets.

#### Participation and Deliberation

**CIV 9-12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9-12.8** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**CIV 9-12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9-12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

#### Processes, Rules, and Laws

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9-12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9-12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9-12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

#### Exchange and Markets

**ECO 9-12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

#### The National Economy

**ECO 9-12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9-12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

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### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9-12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9-12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9-12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9-12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

#### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school U.S. History students will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Civil Rights and Civil Liberties

## Overview

An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the United States Supreme Court and familiarity with its most significant decisions. Students should examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; and the rights of minority groups and women. For example, students should understand the legal, social, and political evolution following the Supreme Court's decisions regarding racial segregation. Students should also be aware of how the Fourteenth Amendment and the doctrine of selective incorporation have been used to extend protection of rights and liberties.

## Unit Content Objectives

### Unit Content Objectives:

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the evolution and implications of dual citizenship (federal and state) in the United States.
- Analyze the evolution of interpretations of the Fourteenth Amendment and the impact on American society.
- Analyze the historical development of civil liberties and civil rights by judicial interpretation and apply these concepts to modern issues.
- Demonstrate an understanding of the evolution substantive rights and liberties and apply these concepts of modern issues.
- Analyze the historical evolution of racial discrimination and the rise of the politics of rights in the United States.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How do we define citizenship at the national, state, and local levels?
- How have civil liberties and civil rights evolved by executive and legislative action and judicial interpretation?
- What has been the impact of the Fourteenth Amendment on the constitutional development of right and liberties?
- Is the United States a just society?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Government and Politics will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Perspectives

**HIST 9–12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9–12.4** Analyze how historical contexts shaped and continue to shape people’s perspectives.

**HIST 9–12.5** Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

**HIST 9–12.6** Explain how the perspectives of people in the present shape interpretations of the past.

**HIST 9–12.7** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

#### Historical Sources and Evidence

**HIST 9–12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**HIST 9–12.9** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**HIST 9–12.10** Critique the appropriateness of the historical sources used in a secondary interpretation.

Causation and Argumentation

**HIST 9–12.11** Analyze multiple and complex causes and effects of events in the past.

**HIST 9–12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Civic and Political Institutions

**CIV 9-12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9-12.2** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present

**CIV 9-12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9-12.4** Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9-12.6** Critique relationships among governments, civil societies, and economic markets.

Participation and Deliberation

**CIV 9-12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9-12.8** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**CIV 9-12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9-12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9-12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9-12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9-12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.



The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

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**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy

identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Political Beliefs and Behaviors

## Overview

Individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. political system in general; taken together, these beliefs form the foundation of U.S. political culture. It is important for students to understand how these beliefs are formed, how they evolve, and the processes by which they are transmitted. Students should know why U.S. citizens hold certain beliefs about politics, and how families, schools, and the media act to perpetuate or change these beliefs. Understanding the ways in which political culture affects and informs political participation is also critical. For example, students should know that individuals often engage in multiple forms of political participation, including voting, protest, and mass movements. Students should understand why individuals engage in various forms of political participation and how that participation may affect the political system. Finally, it is essential that students understand what leads citizens to differ from one another in their political beliefs and behaviors and the political consequences of these differences. To understand these differences, students should focus on the demographic features of the American population and the different views that people hold of the political process. They should be aware of group differences in political beliefs and behavior. Students should also understand how changes in political participation affect the political system.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Compare and analyze the various types of beliefs that citizens hold about their government and its leaders.
- Analyze and assess the processes by which citizens learn about politics.
- Analyze the nature, sources, and consequences of public opinion.
- Demonstrate an understanding of the ways in which citizens vote and otherwise participate in political life.
- Analyze the factors that influence citizens to differ from one another in terms of political beliefs and behaviors.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What are the various beliefs citizens hold about their government and its leaders? How do we express these beliefs?
- How do citizens learn / acquire their political beliefs? What are the primary agents of political socialization?
- What are the various ways citizens participate in political life? What methods are most effective?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Government and Politics will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Perspectives

**HIST 9–12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9–12.4** Analyze how historical contexts shaped and continue to shape people’s perspectives.

#### Causation and Argumentation

**HIST 9–12.11** Analyze multiple and complex causes and effects of events in the past.

**HIST 9–12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

#### Civic and Political Institutions

**CIV 9-12.2** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9-12.6** Critique relationships among governments, civil societies, and economic markets.

#### Participation and Deliberation

**CIV 9-12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9-12.8** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**CIV 9-12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9-12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

#### Processes, Rules, and Laws

**CIV 9-12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9-12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9-12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

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### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Political Parties, Interest Groups, and Mass Media

## Overview

Students should understand the mechanisms that allow citizens to organize and communicate their interests and concerns. Among these are political parties, elections, political action committees (PACs), interest groups, and the mass media. Students should examine the significance of the historical evolution of the U.S. party system, the functions and structures of political parties, and the effects they have on the political process. Examination of issues of party reform and of campaign strategies and financing in the electronic age provides students with important perspectives. A study of elections, election laws, and election systems on the national and state levels will help students understand the nature of both party and individual voting behavior. Treatment of the development and the role of PACs in elections and the ideological and demographic differences between the two major parties, as well as third parties, forms an important segment of this material. Students must also consider the political roles played by a variety of lobbying and interest groups. Important features of this section of the course include an explanation for why some interests are represented by organized groups while others are not, and the consequences of this difference in representation. Students study what interest groups do, how they do it, and how this affects both the political process and public policy. Why are certain segments of the population able to exert pressure on political institutions and actors in order to obtain favorable policies?

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the evolution of political parties and the electoral process in the United States.
- Analyze the organization and evaluate the function of political parties in the American political system.
- Analyze the evolution of electoral laws and systems in the American political process.
- Analyze the function and strategies of political interest groups and their impact on the political process.
- Analyze the functions and structures of the news media and its impact on politics.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How do political parties influence the political process?
- How do interest groups influence the political process? Why are some groups able to exert more / less influence?
- What are the ethical issues associated with the power of political parties and interest groups?
- What is the role of the media in the political process? How has the role of the media changed?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Government and Politics will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Perspectives

**HIST 9–12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9–12.4** Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

#### Historical Sources and Evidence

**HIST 9–12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**HIST 9–12.9** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

#### Causation and Argumentation

**HIST 9–12.11** Analyze multiple and complex causes and effects of events in the past.



### Civic and Political Institutions

**CIV 9-12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9-12.2** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9-12.6** Critique relationships among governments, civil societies, and economic markets.

### Participation and Deliberation

**CIV 9-12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9-12.8** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**CIV 9-12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9-12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

### Processes, Rules, and Laws

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9-12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9-12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9-12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### Economic Decision-Making

**ECO 9-12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

### Exchange and Markets

**ECO 9-12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

### The National Economy

**ECO 9-12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

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## **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9-12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context,

and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

#### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# Public Policy

## Overview

Public policy is the result of interactions and dynamics among actors, interests, institutions, and processes. The formation of policy agendas, the enactment of public policies by Congress and the president, and the implementation and interpretation of policies by the bureaucracy and the courts are all stages in the policy process with which students should be familiar. Students should also investigate policy networks and issue networks in the domestic and foreign policy areas. The study of these will give students a clear understanding of the impact of federalism, interest groups, parties, and elections on policy processes and policymaking in the federal context. Students should be familiar with major public policies.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the government's role in managing economic policy and the effectiveness of institutions in implementing economic policy.
- Analyze the evolution of the social welfare system and the structures and effectiveness of the modern welfare system (e.g. social security, Medicare, public assistance programs).
- Analyze the institutions responsible for conducting foreign policy and the evolution of powers in this area.
- Assess American values in conducting foreign policy and evaluate current policies.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How does government make a market economy possible?
- What are the goals, tools, and politics of economic policy?
- What are the foundations of the social welfare system? What are the controversies surrounding the social welfare system?
- How can government create opportunity?
- What are the values in American foreign policy? What are the ways in which modern foreign policy is conducted?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

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### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in AP Government and Politics will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Perspectives

**HIST 9–12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

#### Historical Sources and Evidence

**HIST 9–12.9** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

#### Civic and Political Institutions

**CIV 9-12.1** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**CIV 9-12.2** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present

**CIV 9-12.3** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

**CIV 9-12.4** Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

**CIV 9-12.5** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**CIV 9-12.6** Critique relationships among governments, civil societies, and economic markets.

#### Participation and Deliberation

**CIV 9-12.7** Apply civic virtues and democratic principles when working with others.

**CIV 9-12.8** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**CIV 9-12.9** Use appropriate deliberative processes in multiple settings.

**CIV 9-12.10** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

#### Processes, Rules, and Laws

**CIV 9-12.11** Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

**CIV 9-12.12** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**CIV 9-12.13** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**CIV 9-12.14** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

#### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

#### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

#### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

#### The Global Economy

**ECO 9–12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

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### **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

#### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in AP Government and Politics will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***