

Correlation to the AP[®] United States Government & Politics Course and Exam Description (effective Fall 2020)

Correlation to the Course Content

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 1: Foundations of American Democracy	UNIT 1: ENDURING UNDERSTANDINGS, LEARNING OBJECTIVES, AND ESSENTIAL KNOWLEDGE		
	LOR—1 A balance between governmental power and individual rights has been a hallmark of American political development.		
	Topic 1.1: Ideals of Democracy	LOR—1.A Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.	pp. 23 #1–2, 24 #4–6, 5 TAPS, 6–7 FD, 9 EQ, 48 FD, 24 #1 FRQ, 337 #1 FRQ, 380 #1 FRQ, 388 #1 FRQ, 389 #3 FRQ
		LOR—1.A.1 The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.	pp. 3–5
		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 and 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.	pp. 5–8
		REQUIRED FOUNDATIONAL DOCUMENT: Declaration of Independence	pp. 6–7
	Topic 1.2: Types of Democracy	LOR—1.B Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.	pp. 14–15 TAPS, 15 REQ, 21 REQ, 28 FD, 24 #1, FRQ, 25 #2 FRQ, 90 #7 MCQ, 91 #8 MCQ, 337 #1 FRQ, 338 #2 FRQ, 380 #1 FRQ, 388 #1 FRQ, 389 #3 FRQ
		LOR—1.B.1 Representative democracies can take several forms along this scale: · Participatory democracy, which emphasizes broad participation in politics and civil society · Pluralist democracy, which recognizes group-based activism by nongovernmental interests striving for impact on political decision making · Elite democracy, which emphasizes limited participation in politics and civil society	pp. 10–12
		LOR—1.B.2 Different aspects of the U.S. Constitution as well as the debate between 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.	pp. 12–13
		LOR—1.B.3 The three models of representative democracy continue to be reflected in contemporary institutions and political behavior.	pp. 13–14
		REQUIRED FOUNDATIONAL DOCUMENT: Federalist No. 10	pp. 12, 17–18 FD
		REQUIRED FOUNDATIONAL DOCUMENT: Brutus No. 1	pp. 13, 19–20 FD

Unit 1: Foundations of American Democracy	CON—1 The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.		
	Topic 1.3: Government Power and Individual Rights	CON—1.A: Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.	pp. 23 #3, 17 FD, 20 FD, 89 #6 MCQ, 97 #4 AE
		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.	pp. 16–18
		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.	pp. 18–20
		REQUIRED FOUNDATIONAL DOCUMENT: Federalist No. 10	p. 17 FD
		REQUIRED FOUNDATIONAL DOCUMENT: Brutus No. 1	p. 17 FD
	Topic 1.4: Challenges of the Articles of Confederation	CON—1.B: Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.	pp. 31 TAPS, 31 REQ, 38 FD, 54 #1 FRQ, 122 TAPS,
		CON—1.B.1: Specific incidents and legal challenges that highlighted key weaknesses of the Articles of Confederation are represented by the: <ul style="list-style-type: none"> •Lack of centralized military power to address Shays’ Rebellion (p. 30) •Lack of tax-law-enforcement power (p. 29) 	pp.29–30
REQUIRED FOUNDATIONAL DOCUMENT: Articles of Confederation		p. 28 FD	
Unit 1: Foundations of American Democracy	Topic 1.5: Ratification of the U.S. Constitution	CON—1.C: Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.	pp. 52 #1, 53 #2–5, 54 #6, 35 TAPS, 55 #2 FRQ, 92 #11 MCQ, 92 #12 MCQ, 97 #4 AE
		CON—1.C.1: Compromises deemed necessary for adoption and ratification of the Constitution are represented by the: <ul style="list-style-type: none"> • Great (Connecticut) Compromise • Electoral College • Three-Fifths Compromise • Compromise on the importation of slaves 	pp. 32–34
		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.	p. 39
		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.	pp. 42–43
		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: <ul style="list-style-type: none"> • Debates about government surveillance resulting from the federal government’s response to the 9/11 attacks • The debate about the role of the federal government in public school education 	pp. 42–43
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	p. 36–38 FD

Unit 1: Foundations of American Democracy	PMI—1: The Constitution created a competitive policy-making process to ensure the people’s will is represented and that freedom is preserved.		
	Topic 1.6: Principles of American Government	PMI—1.A: Explain the constitutional principles of separation of powers and checks and balances.	pp.50 TAPS, 50 REQ, 65 REQ, 88 #1 MCQ, 88 #2 MCQ
		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 Constitution.	pp.45–47
		PMI—1.A.2: Federalist No. 51 explains how constitutional provisions of separation of powers and checks and balances control abuses by majorities.	p. 47
		PMI—1.B: Explain the implications of separation of powers and checks and balances for the U.S. political system.	pp. 50 REQ, 65 REQ
		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.	pp. 45–47
		PMI—1.B.2: Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of check and balances.	p. 49
		REQUIRED FOUNDATIONAL DOCUMENT: Federalist No. 51	p. 48 FD
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 36–38 FD

Unit 1: Foundations of American Democracy	CON—2: Federalism reflects the dynamic distribution of power between national and state governments.		
	Topic 1.7: Relationship Between the States and Federal Government	CON—2.A: Explain how societal needs affect the constitutional allocation of power between the national and state governments.	pp. 60 TAPS, 65 REQ, 83 #1,3,4,6, 85 #1 FRQ, 89 #4 MCQ, 91 #10 MCQ, 93 #1 FRQ, 94 #2 FRQ
		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.	pp. 58–60
		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.	pp. 59–61
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	p. 60 TAPS
	Topic 1.8: Constitutional Interpretations of Federalism	CON—2.B: Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.	p. 86 #3 FRQ, 89 #5 MCQ,, 91 #9 MCQ, 93 #1 FRQ, 94 #2 FRQ, 95 #3 FRQ
		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.	p. 67
		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: · <i>McCulloch v. Maryland</i> (1819), which declared that Congress has implied powers necessary to implement its enumerated powers and established supremacy of the Constitution and federal laws over state laws · <i>United States v. Lopez</i> (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	pp. 69-74
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	p. 66-69 FD
		REQUIRED SUPREME COURT CASE: <i>McCullouch v. Maryland</i> (1819)	p. 69 MKSCC
		REQUIRED SUPREME COURT CASE: <i>United States v. Lopez</i> (1995)	p. 74 MKSCC
		Topic 1.9: Federalism in Action	CON—2.C Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.
		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.	pp. 75–79
		CON—2.C.2 National policy making is constrained by the sharing of power between and among the three branches and state governments.	pp. 77–80

Unit 2: Interactions Among Branches of Government	UNIT 2: ENDURING UNDERSTANDINGS, LEARNING OBJECTIVES, AND ESSENTIAL KNOWLEDGE		
	CON—3: The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.		
	Topic 2.1: Congress: The Senate and the House of Representatives	CON—3.A: Describe the different structures, powers, and functions of each house of Congress.	pp. 104 TAPS, 107 REQ, 134 #1–2 MCQ, 135 #4–5 MCQ
		CON—3.A.1: The Senate is designed to represent states equally, while the House is designed to represent the population.	pp. 100–101
		CON—3.A.2: Different chamber sizes and constituencies influence formality of debate.	p. 102–103
		CON—3.A.3: Coalitions in Congress are affected by term-length differences.	p. 102–104
		CON—3.A.4: The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes: · Passing a federal budget, raising revenue, and coining money · Declaring war and maintaining the armed forces (pp. 82–83) · Enacting legislation that addresses a wide range of economic, environmental, and social issues based on the necessary and proper clause (p. 83)	p. 105
REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States		p. 104–107	
Unit 2: Interactions Among Branches of Government	Topic 2.2: Structures, Powers, and Functions of Congress	CON—3.B: Explain how the structure, powers, and functions of both houses of Congress affect the policymaking process.	pp. 123 REQ, 135 #6 MCQ, 134 #3 MCQ, 255 #2 FRQ
		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.	pp. 108–111
		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.	pp.110–115
		CON—3.B.3: Chamber-specific procedures, rules, and roles that impact the policy-making process. · Number of chamber and debate rules that set the bar high for building majority support · Roles of Speaker of the House, President of the Senate, party leadership, and committee leadership in both chambers · Filibuster and cloture · Holds and unanimous consent in the Senate · Role of Rules Committee, Committee of the Whole, and discharge petitions in the House · Treaty ratification and confirmation role of the U.S. Senate	pp. 108–111, 113–115
		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.	pp.119–122
		CON—3.B.5: Pork barrel legislation and logrolling affect lawmaking in both chambers.	p. 117

Unit 2: Interactions Among Branches of Government	Topic 2.3: Congressional Behavior	CON—3.C: Explain how congressional behavior is influenced by election processes, partisanship, and divided government.	pp. 126–128 MKSCC, 129–130 MKSCC, 131 TAPS, 12 REQ, 251 #5 MCQ, 252 #9 MCQ, 258 #4 FRQ
		CON—3.C.1 Congressional behavior and governing effectiveness are influenced by: <ul style="list-style-type: none"> · Ideological divisions within Congress that can lead to gridlock or create the need for negotiation and compromise · Gerrymandering, redistricting, and unequal representation of constituencies have been partially addressed by the Supreme Court decision in <i>Baker v. Carr</i> (1962), which opened the door to equal protection challenges to redistricting and started the “one person, one vote” doctrine, and the no-racial-gerrymandering decision in <i>Shaw v. Reno</i> (1993) · 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 · Different role conceptions of “trustee,” “delegate,” and “politico” as related to constituent accountability in each chamber 	pp. 124–131
		REQUIRED SUPREME COURT CASE: Baker v. Carr (1962)	pp. 126–128 MKSCC
		REQUIRED SUPREME COURT CASE: Shaw v. Reno (1993)	pp. 129–130 MKSCC
Unit 2: Interactions Among Branches of Government	Topic 2.4: Roles and Powers of the President	CON—4: The presidency has been enhanced beyond its expressed constitutional powers.	
		CON—4.A: Explain how the president can implement a policy agenda.	pp. 142 TAPS, 147 REQ, 174 #3–5 MCQ, 175 #1 FRQ, 174 #3–5 MCQ, 175 #1 FRQ, 250 #4 MCQ, 254 #1 FRQ, 255 #2 FRQ, 256 #3 FRQ, 258 #4 FRQ
		CON—4.A.1: Presidents use powers and perform functions of the office to accomplish a policy agenda.	pp. 140–144
		CON—4.A.2 Formal and informal powers of the president include: <ul style="list-style-type: none"> · Vetoes and pocket vetoes—formal powers that enable the president to check Congress · Foreign policy—both formal (commander-in-chief and treaties) and informal (executive agreements) powers that influence relations with foreign nations · Bargaining and persuasion—informal power that enables the president to secure congressional action · Executive orders—implied from the president’s vested “executive power,” or from power delegated by Congress, executive orders allow the president to manage the federal government · 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 	pp. 140–141
	REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 139–144	

Unit 2: Interactions Among Branches of Government	Topic 2.5: Checks on the Presidency	CON—4.B: Explain how the president’s agenda can create tension and frequent confrontations with Congress.	pp. 155 TAPS, 157 REQ, 175 #6 MCQ, 175 #1 FRQ, 175 #6 MCQ, 175 #1 FRQ, 176 #2 FRQ, 250 #2–3 MCQ, 251 #6 MCQ, 253 #10 MCQ, 254 #1 FRQ, 256 #3 FRQ
		CON—4.B.1: The potential for conflict with the Senate depends upon the type of executive branch appointments, including: <ul style="list-style-type: none"> · Cabinet members · Ambassadors · White House staff 	pp. 148–152
		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.	pp. 153–155
		CON—4.B.3: Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda.	p. 146
Unit 2: Interactions Among Branches of Government	Topic 2.6: Expansion of Presidential Power	CON—4.C: Explain how presidents have interpreted and justified their use of formal and informal powers.	pp. 158 FD, 163 TAPS, 165 REQ, 256 #3 FRQ, 258 #4 FRQ
		CON—4.C.1: Justifications for a single executive are set forth in Federalist No. 70.	pp. 158–159
		CON—4.C.2: Term-of-office and constitutional-power restrictions, including the passage of the Twenty-second Amendment, demonstrate changing presidential roles.	p.164
		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.	p. 164
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 159–162
		REQUIRED FOUNDATIONAL DOCUMENT: Federalist No. 70	pp.158–159
Unit 2: Interactions Among Branches of Government	Topic 2.7: Presidential Communication	CON—4.D: Explain how communication technology has changed the president’s relationship with the national constituency and other branches.	p. 168 TAPS, 171 REQ, 173 #1–2 MCQ, , 175 #1 FRQ, 176 #2 FRQ, 173 #1–2 MCQ, 175 #1 FRQ, 258 #4 FRQ
		CON—4.D.1: The communication impact of the presidency can be demonstrated through such factors as: <ul style="list-style-type: none"> · Modern technology, social media, and rapid response to political issues · Nationally broadcast State of the Union messages and the president’s bully pulpit used as tools for agenda setting 	pp. 129, 146–149, 167, 169–170

Unit 2: Interactions Among Branches of Government	CON—5: The design of the judicial branch protects the Supreme Court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.		
	Topic 2.8: The Judicial Branch	CON—5.A: Explain the principle of judicial review and how it checks the power of other institutions and state governments.	pp. 179 FD, 184 MKSCC, 186 TAPS, 187 REQ, 212 #2 MCQ, 213 #3 MCQ, 214 #1 FRQ, 216 #3 FRQ, 254 #1 FRQ
		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: · Article III of the Constitution · Federalist No. 78 · Marbury v. Madison (1803)	pp. 178–181, 184–186
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 178–187
		REQUIRED FOUNDATIONAL DOCUMENT: Federalist No. 78	p.179 FD
	REQUIRED SUPREME COURT CASE: Marbury v. Madison (1803)	p. 184–186 MKSCC	
Unit 2: Interactions Among Branches of Government	Topic 2.9: Legitimacy of the Judicial Branch	CON—5.B: Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power.	pp. 191 TAPS, 193 REQ, 199 TAPS, 210 REQ, 203 TAPS, 210 REQ, 212 #1 MCQ, 213 #4 MCQ, 215 #2 FRQ, 216 #3 FRQ, 221 TAPS
		CON—5.B.1: Precedents and stare decisis play an important role in judicial decision-making.	pp. 188–190
		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.	pp. 190–193
Unit 2: Interactions Among Branches of Government	Topic 2.10: The Court in Action	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.	pp. 194–199
Unit 2: Interactions Among Branches of Government	Topic 2.11: Checks on the Judicial Branch	CON—5.B.4: Political discussion about the Supreme Court’s power is illustrated by the ongoing debate over judicial activism versus judicial restraint.	pp. 202–203
		CON—5.C: Explain how other branches in the government can limit the Supreme Court’s power.	pp. 210 REQ, 214 #5–6 MCQ, 214 #1 FRQ, 216 #3 FRQ, 221 TAPS, 253 #11 MCQ, 254 #1 FRQ
		CON—5.C.1: Restrictions on the Supreme Court are represented by: · Congressional legislation to modify the impact of prior Supreme Court decisions · Constitutional amendments · Judicial appointments and confirmations · Legislation impacting court jurisdiction	pp. 198, 204–205, 209
Unit 2: Interactions Among Branches of Government	PMI—2: The federal bureaucracy implements federal policies.		
	Topic 2.12: The Bureaucracy	PMI—2.A: Explain how the bureaucracy carries out the responsibilities of the federal government.	pp. 227 REQ, 245 #1 MCQ, 247 #5 MCQ, 247 #1 FRQ, 248 #2 FRQ
		PMI—2.A.1: Tasks performed by departments, agencies, commissions, and government corporations are represented by: · Writing and enforcing regulations · Issuing fines · Testifying before Congress · Issue networks and “iron triangles”	pp. 222, 223, 231, 235, 224
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. 224–226	

Unit 2: Interactions Among Branches of Government	Topic 2.13: Discretionary and Rule- Making Authority	PMI—2.B: Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.	pp. 232 TAP, 233 REQ, 246 #2–3 MCQ, 248 #2 FRQ, 252 #7–8 MCQ
		PMI—2.B.1: Discretionary and rule-making authority to implement policy are given to bureaucratic departments, agencies, and commissions, such as: · Department of Homeland Security · Department of Transportation · Department of Veterans Affairs · Department of Education · Environmental Protection Agency (EPA) · Federal Elections Commission (FEC) · Securities and Exchange Commission (SEC)	pp. 229– 231
Unit 2: Interactions Among Branches of Government	Topic 2.14: Holding the Bureaucracy Accountable	PMI—2.C: Explain how Congress uses its oversight power in its relationship with the executive branch.	pp. 236 TAPS, 238 REQ, 248 #2 FRQ, 249 #1 MCQ, 253 #12 MCQ
		PMI—2.C.1: Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by: · Committee hearings · Power of the purse	pp. 235, 236
		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. 235
		PMI—2.D: Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.	pp. 238 REQ, 247 #1 FRQ, 248 #2 FRQ
		PMI—2.D.1: Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration.	pp. 237–238
		PMI—2.D.2: Compliance monitoring can pose a challenge to policy implementation.	p. 238
Unit 2: Interactions Among Branches of Government	Topic 2.15: Policy and the Branches of Government	PMI—2.E: Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.	pp. 241 TAPS, 243 REQ, 246 #4 MCQ, 247 #6 MCQ, 248 #2 FRQ
		PMI—2.E.1: Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability.	pp. 239–243

Unit 3: Civil Liberties and Civil Rights	UNIT 3: ENDURING UNDERSTANDINGS, LEARNING OBJECTIVES, AND ESSENTIAL KNOWLEDGE		
	LOR—2: Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.		
	Topic 3.1: The Bill of Rights	LOR—2.A Explain how the U.S. Constitution protects individual liberties and rights.	pp. 264 TAPS, 265 REQ, 281 MKSCC, 307 #1-2 MCQ, 317 TAPS, 339 #3 FRQ
		LOR—2.A.1 The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights.	pp. 261-262
		LOR—2.A.2: Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference.	pp. 262
		LOR—2.A.3: The application of the Bill of Rights is continuously interpreted by the courts.	pp. 261-264
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 261-264
		LOR—2.B: Describe the rights protected in the Bill of Rights.	p. 264 TAPS, 265 REQ, 339 #3 FRQ, 383 #1 MCQ, 386 #8, 10 MCQ
		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.	pp. 41, 261-264
REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States		pp. 139–144, 139–144	
Unit 3: Civil Liberties and Civil Rights	Topic 3.2: First Amendment: Freedom of Religion	LOR—2.C: Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.	pp. 269 MKSCC, 271 MKSCC, 273 TAPS, 274 REQ, 277 MKSCC, 280 TAPS, 281 MKSCC, 283 REQ, 286 TAPS, 287 MKSCC, 288 REQ, 290 #1-3 MCQ, 291 #4-6 MCQ, 292 #1 FRQ, 293 #2 FRQ, 293 #3 FRQ, 296 TAPS, 299 REQ, 308 #5-6 MCQ, 309 #1 FRQ, 310 #2 FRQ, 315 MKSCC, 328 REQ, 339 #3 FRQ, 353 REQ, 365 REQ, 385 #5 MCQ, 387 #11, 12 MCQ, 389 #2 FRQ
		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: · Engel v. Vitale (1962), which declared school sponsorship of religious activities violates the establishment clause · Wisconsin v. Yoder (1972), which held that compelling Amish students to attend school past the eighth grade violates the free exercise clause	pp. 266-274
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 266–270, 273–274
		REQUIRED SUPREME COURT CASE: Engel v. Vitale (1962)	pp. 267-270 MKSCC
		REQUIRED SUPREME COURT CASE: Wisconsin v. Yoder (1972)	pp. 270-272 MKSCC

Unit 3: Civil Liberties and Civil Rights	Topic 3.3: First Amendment: Freedom of Speech	LOR—2.C.2: The Supreme Court has held that symbolic speech is protected by the First Amendment, demonstrated by <i>Tinker v. Des Moines Independent Community School District</i> (1969), in which the court ruled that public school students could wear black armbands in school to protest the Vietnam War.	pp. 277-279, 281-283
		LOR—2.C.3: Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment that limit speech, including: · Time, place, and manner regulations (p. 243) · Defamatory, offensive, and obscene statements and gestures (pp. 247-249) · That which creates a “clear and present danger” based on the ruling in <i>Schenck v. United States</i> (1919) (p. 239-241)	pp. 276-277, 279-283
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 275, 281
		REQUIRED SUPREME COURT CASE: <i>Tinker v. Des Moines Independent Community School District</i> (1969)	pp. 277-279 MKSCC
		REQUIRED SUPREME COURT CASE: <i>Schenck v. United States</i> (1919)	pp. 281-283 MKSCC
Unit 3: Civil Liberties and Civil Rights	Topic 3.4: First Amendment: Freedom of the Press	LOR—2.C.4: In <i>New York Times Co. v. United States</i> (1971), the Supreme Court bolstered the freedom of the press, establishing a “heavy presumption against prior restraint” even in cases involving national security.	pp. 287-288
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 284-287
		REQUIRED SUPREME COURT CASE: <i>New York Times Co. v. United States</i> (1971)	pp. 287-288 MKSCC
Unit 3: Civil Liberties and Civil Rights	Topic 3.5: Second Amendment: Right to Bear Arms	LOR—2.C.5: The Supreme Court’s decisions on the Second Amendment rest upon its constitutional interpretation of individual liberty.	pp. 295-299
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 295-297
Unit 3: Civil Liberties and Civil Rights	Topic 3.6: Amendments: Balancing Individual Freedom with Public Order and Safety	LOR—2.D: Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.	pp. 302 TAPS, 306 REQ, 308 #3-4, 6 MCQ, 389 #2 FRQ
		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.	pp. 300-302
		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.	pp. 304-305
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 301, 304

Unit 3: Civil Liberties and Civil Rights	LOR—3: Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment's due process clause to prevent state infringement of basic liberties.		
	Topic 3.7: Selective Incorporation	LOR—3.A: Explain the implications of the doctrine of selective incorporation.	pp. 315 MKSCC, 318 REQ, 335 #1,3 MCQ, 336 #4 MCQ
		LOR—3.A.1: The doctrine of selective incorporation has imposed on state regulation of civil rights and liberties as represented by: <i>McDonald v. Chicago</i> (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.	pp.312-316
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 312–315
	REQUIRED SUPREME COURT CASE: <i>McDonald v. Chicago</i> (2010)	pp. 315-316 MKSCC	
Unit 3: Civil Liberties and Civil Rights	Topic 3.8: Amendments: Due Process and the Rights of the Accused	LOR—3.B: Explain the extent to which states are limited by the due process clause from infringing upon individual rights.	pp. 325 TAPS, 326 MKSCC, 330 MKSCC, 332 TAPS, 333 REQ, 335 #2 MCQ, 335 #5-6 MCQ, 339 #3 FRQ
		LOR—3.B.1: The Court has on occasion ruled in favor of states' power to restrict individual liberty, as, for example, when speech can be shown to increase the danger to public safety.	p. 325
		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 Court has sanctioned a public safety exception that allows unwarned interrogation to stand as direct evidence in court.	pp. 326-328
		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: · The right to legal counsel, a speedy and public trial, and an impartial jury · Protection against warrantless searches of cell phone data under the Fourth Amendment · Limitations placed on bulk collection of telecommunication metadata (Patriot and USA Freedom Acts)	pp. 324-328
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 319–321, 326
		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: · <i>Gideon v. Wainwright</i> (1963), which guaranteed the right to an attorney for the poor or indigent · The exclusionary rule, which stipulates evidence illegally seized by law enforcement officers in violation of the suspect's Fourth Amendment right to be free from unreasonable searches and seizures cannot be used against that suspect in criminal prosecution.	pp. 320-322
		REQUIRED SUPREME COURT CASE: <i>Gideon v. Wainwright</i> (1963)	pp. 326-328 MKSCC

Unit 3: Civil Liberties and Civil Rights	Topic 3.9: Amendments: Due Process and the Right to Privacy	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: · 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	pp. 330-333
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	p. 330
		REQUIRED SUPREME COURT CASE: Roe v. Wade (1973)	pp. 330-332 MKSCC
Unit 3: Civil Liberties and Civil Rights		PRD—1: The Fourteenth Amendment’s equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality.	
		PRD—1.A: Explain how constitutional provisions have supported and motivated social movements.	pp. 343 FD, 347 TAPS, 381 #2 FRQ, 391 #4 AE
		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.	pp. 341-350
		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: · Dr. Martin Luther King’s “Letter from a Birmingham Jail” and the civil rights movement of the 1960s · The National Organization for Women and the women’s rights movement · The pro-life (anti-abortion) movement	pp. 341-350
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 341, 342, 345, 348
		REQUIRED FOUNDATIONAL DOCUMENT: “Letter from a Birmingham Jail”	pp. 343-344 FD
Unit 3: Civil Liberties and Civil Rights	Topic 3.11: Government Responses to Social Movements	PMI—3: Public policy promoting civil rights is influenced by citizen–state interactions and constitutional interpretation over time.	
		PMI—3.A: Explain how the government has responded to social movements.	pp. 343 FD, 347 TAPS, 379 #3-4 MCQ, 380 #5-6 MCQ, 381 #2 FRQ, 382 #3 FRQ, 385 #6,7 MCQ, 386 #9 MCQ, 391 #4 AE
		PMI—3.A.1: The government can respond to social movements through court rulings and/or policies. · Brown v. Board of Education (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause · The Civil Rights Act of 1964 · Title IX of the Education Amendments Act of 1972 · The Voting Rights Act of 1965	pp. 354-362
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 354–356, 364
		REQUIRED SUPREME COURT CASE: Brown v. Board of Education (1954)	pp. 356-358 MKSCC

Unit 3: Civil Liberties and Civil Rights	CON—6: The Court’s interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen–state interactions. At times, it has restricted minority rights and, at others, protected them.		
	Topic 3.12: Balancing Minority and Majority Rights	CON—6.A: Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.	pp. 357 MKSCC, 371 TAPS, 372 REQ, 374 TAPS, 376 REQ, 378 #1-2 MCQ, 381 #2 FRQ, 382 #3 FRQ, 384 #2,3,4 MCQ, 386 #8 MCQ,
		CON—6.A.1: Decisions demonstrating that minority rights have been restricted at times and protected at other times include: · 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 (p. 303) · Brown v. Board of Education (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause (pp. 305–307) · The Supreme Court upholding the rights of the majority in cases that limit and prohibit majority-minority districting (pp. 107–109)	pp. 360–369
		REQUIRED SUPREME COURT CASE: Brown v. Board of Education (1954)	pp. 367–369
Unit 3: Civil Liberties and Civil Rights	Topic 3.13: Affirmative Action	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.	pp. 373–376
Unit 4: American Political Ideologies and Beliefs	UNIT 4: ENDURING UNDERSTANDINGS, LEARNING OBJECTIVES, AND ESSENTIAL KNOWLEDGE		
	MPA—1: Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.		
	Topic 4.1: American Attitudes About Government and Politics	MPA—1.A: Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.	pp. 399 TAPS, 400 REQ, 488 #3 FRQ
		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.	pp. 394–399
Unit 4: American Political Ideologies and Beliefs	Topic 4.2: Political Socialization	MPA—1.B: Explain how cultural factors influence political attitudes and socialization.	pp. 405 TAPS, 407 REQ, 410 TAPS, 413 REQ, 417 TAPS, 418 REQ, 420 #1-2 MCQ, 421 #3-5 MCQ, 422 #6 MCQ, 422 #1 FRQ, 422 #2 FRQ, 481 #2 MCQ, 487 #2 FRQ, 531 TAPS
		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.	pp.401–405
		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.	pp. 406–407
Unit 4: American Political Ideologies and Beliefs	Topic 4.3: Changes in Ideology	MPA—1.B.3: Generational and life cycle effects also contribute to the political socialization that influences an individual’s political attitudes.	pp. 408–413
Unit 4: American Political Ideologies and Beliefs	Topic 4.4: Influence of Political Events on Ideology	MPA—1.B.4: The relative importance of major political events to the development of individual political attitudes is an example of political socialization.	pp. 414–418

Unit 4: American Political Ideologies and Beliefs	MPA—2: Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.		
	Topic 4.5: Measuring Public Opinion	MPA—2.A: Describe the elements of a scientific poll.	pp. 430 TAPS, 432 REQ, 490 #4 AE, 545 TAPS
MPA—2.A.1: Public opinion data that can impact elections and policy debates is affected by such scientific polling types and methods as: · Type of poll (opinion polls, benchmark or tracking polls, entrance and exit polls) · Sampling techniques, identification of respondents, mass survey or focus group, sampling error · Type and format of questions		pp. 425-432	
Unit 4: American Political Ideologies and Beliefs	Topic 4.6: Evaluating Public Opinion Data	MPA—2.B: Explain the quality and credibility of claims based on public opinion data.	pp. 436 TAPS, 439 REQ, 440 #1-2 MCQ, 441 #3-5 MCQ, 442 #6 MCQ, 442 #1 FRQ, 443 #2 FRQ, 482 #3-4 MCQ, 483 #5-6 MCQ, 484 #7,9 MCQ, 490 #4 AE
		MPA—2.B.1: The relationship between scientific polling and elections and policy debates is affected by the: · Importance of public opinion as a source of political influence in a given election or policy debate · Reliability and veracity of public opinion data	pp. 433-436
Unit 4: American Political Ideologies and Beliefs	PMI—4: Widely held political ideologies shape policy debates and choices in American policies.		
	Topic 4.7: Ideologies of Political Parties	PMI—4.A: Explain how the ideologies of the two major parties shape policy debates.	pp. 450 TAPS, 451 REQ, 455 REQ, 478 #4 MCQ, 479 #1 FRQ, 485 #12 MCQ, 486 #1 FRQ
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.		pp. 449-450	
Unit 4: American Political Ideologies and Beliefs	Topic 4.8: Ideology and Policy Making	PMI—4.B: Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.	p. 455 TAPS, 478 #4 MCQ, 479 #1 FRQ
		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.	pp. 444-449
		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.	pp. 453-454
Unit 4: American Political Ideologies and Beliefs	Topic 4.9: Economy and Economic Policy	PMI—4.C: Describe different political ideologies on the role of government in regulating the marketplace.	pp. 463 TAPS, 466 REQ, 478 #4 MCQ, 481 #1 MCQ, 485 #10 MCQ, 486 #1 FRQ
		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.	pp. 456-465
		PMI—4.D: Explain how political ideologies vary on the government's role in regulating the marketplace.	pp. 463 TAPS, 466 REQ, 477 #1-2 MCQ, 478 #3 MCQ, 485 #11 MCQ
		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.	pp. 456-465

Unit 4: American Political Ideologies and Beliefs	Topic 4.10: Ideology and Social Policy	PMI—4.E: Explain how political ideologies vary on the role of the government in addressing social issues.	pp. 472 TAPS, 476 REQ, 479 #5-6 MCQ, 480 #2 FRQ 484 #8 MCQ
		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.	pp. 467-474
		PMI—4.F: Explain how different ideologies impact policy on social issues.	pp. 476 REQ, 480 #2 FRQ
		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.	pp. 467-474
Unit 5: Political Participation	UNIT 5: ENDURING UNDERSTANDINGS, LEARNING OBJECTIVES, AND ESSENTIAL KNOWLEDGE		
	MPA—3: Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.		
	Topic 5.1: Voting Rights and Models of Voting Behavior	MPA—3.A: Describe the voting rights protections in the Constitution and in legislation.	pp. 502 TAPS, 503 REQ, 521 #1 FRQ, 522 #2 FRQ
		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.	p. 494-497
		REQUIRED FOUNDATIONAL DOCUMENT: The Constitution of the United States	pp. 494-500
		MPA—3.B: Describe different models of voting behavior.	pp. 502 TAPS, 503 REQ, 521 #6 MCQ
MPA—3.B.1: Examples of political models explaining voting behavior include: <ul style="list-style-type: none"> · Rational choice—Voting based on what is perceived to be in the citizen's individual interest · Retrospective voting—Voting to decide whether the party or candidate in power should be reelected based on the recent past · Prospective voting—Voting based on predictions of how a party or candidate will perform in the future · Party-line voting—Supporting a party by voting for candidates from one political party for all public offices at the same level of government 		pp. 500-502	

Unit 5: Political Participation	Topic 5.2: Voter Turnout	MPA—3.C: Explain the roles that individual choice and state laws play in voter turnout in elections.	pp. 514 TAPS, 517 REQ, 519 #1-2 MCQ, 520 #3-5 MCQ, 521 #1 FRQ, 522 #2 FRQ, 548 REQ
		MPA—3.C.1 Structural barriers, political efficacy, and demographics can predict differences in voter turnout in the U.S., and the following can influence voter turnout among democracies worldwide: <ul style="list-style-type: none"> · National versus state-controlled elections · Voter registration laws and procedures · Voting incentives or penalties or fines Election type (midterm or presidential) 	pp. 504-509
		MPA—3.C.2: Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.	pp. 509-510
		MPA—3.C.3: Factors influencing voter choice include: <ul style="list-style-type: none"> · Party identification and ideological orientation · Candidate characteristics · Contemporary political issues · Religious beliefs or affiliation, gender, race and ethnicity, and other demographic characteristics 	pp. 511-514
Unit 5: Political Participation	PMI—5: Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policymakers.		
	Topic 5.3: Political Parties	PMI—5.A: Describe linkage institutions.	pp. 531 REQ, 541 REQ, 552 #6 MCQ
		PMI—5.A.1: Linkage institutions are channels that allow individuals to communicate their preferences to policy-makers: <ul style="list-style-type: none"> · Parties · Interest groups · Elections · Media 	pp. 524-531
		PMI—5.B: Explain the function and impact of political parties on the electorate and government.	pp. 531 REQ, 541 REQ, 550 #1 MCQ, 553 #2 FRQ
		PMI—5.B.1: The functions and impact of political parties on the electorate and government are represented by: <ul style="list-style-type: none"> · Mobilization and education of voters · Party platforms · Candidate recruitment · Campaign management, including fundraising and media strategy · The committee and party leadership systems in legislatures 	pp. 524-531
Unit 5: Political Participation	Topic 5.4: How and Why Political Parties Change and Adapt	PMI—5.C: Explain why and how political parties change and adapt.	pp. 541 TAPS, 550 #2 MCQ, 551 #3-5, 552 #1 FRQ, 553 #2 FRQ
		PMI—5.C.1: Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened.	pp. 533-534
		PMI—5.C.2: Parties modify their policies and messaging to appeal to various demographic coalitions.	pp. 534–535
		PMI—5.C.3: The structure of parties has been influenced by: <ul style="list-style-type: none"> · Critical elections and regional realignments · Campaign finance law · Changes in communication and data-management technology 	pp. 535-541
		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.	pp. 540-541

Unit 5: Political Participation	Topic 5.5: Third-Party Politics	PMI—5.D: Explain how structural barriers impact third-party and independent candidate success.	p. 552 #1 FRQ
		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.	pp. 543-546
		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.	pp. 546-548
Unit 5: Political Participation	Topic 5.6: Interest Groups Influencing Policy Making	PMI—5.E: Explain the benefits and potential problems of interest-group influence on elections and policy making.	pp. 560 TAPS, 565 REQ, 581 REQ, 583 #1-2 MCQ, 584 #5 MCQ, 585 #1 FRQ
		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.	pp. 555-557
		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.	pp. 557-559
		PMI—5.F: Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.	pp. 584 #3 MCQ, 585 #1 FRQ, 586 #2 FRQ
		PMI—5.F.1: Interest group influence may be impacted by: · Inequality of political and economic resources · Unequal access to decision makers · “Free rider” problem	pp.558-563
		PMI—5.G: Explain how various political actors influence public policy outcomes.	pp. 579 TAPS, 584 #4 MCQ, 585 #6 MCQ, 585 #1 FRQ, 586 #2 FRQ
Unit 5: Political Participation	Topic 5.7: Groups Influencing Policy Outcomes	PMI—5.G.1: Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making.	pp. 574-578
		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.	pp. 555-558
		PMI—5.G.3: Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies.	pp. 576-578
		PRD—2: The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.	
Unit 5: Political Participation	Topic 5.8: Electing a President	PRD—2.A: Explain how the different processes work in a U.S. presidential election.	p. 594 TAPS, 595 REQ, 601 #1-2 MCQ, 602 #3 MCQ
		PRD—2.A.1: The process and outcomes in U.S. presidential elections are impacted by: · Incumbency advantage phenomenon · Open and closed primaries · Caucuses · Party conventions · General (presidential) elections · The Electoral College	pp. 588-593
		PRD—2.B: Explain how the Electoral College facilitates and/or impedes democracy.	p. 594 TAPS, 595 REQ, 654 #4 MCQ, 655 #5-6 MCQ
		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.	pp. 593-594

Unit 5: Political Participation	Topic 5.9: Congressional Elections	PRD—2.C: Explain how the different processes work in U.S. congressional elections	p. 598 TAPS, 599 REQ, 602 #4-6 MCQ, 603 #1 FRQ, 604 #2 FRQ
		PRD—2.C.1: The process and outcomes in U.S. Congressional elections are impacted by: · Incumbency advantage phenomenon · Open and closed primaries · Caucuses · General (presidential and mid-term) elections	pp. 596-600
Unit 5: Political Participation	Topic 5.10: Modern Campaigns	PRD—2.D: Explain how campaign organizations and strategies affect the election process.	pp. 612 TAPS, 614 REQ, 624 #2 MCQ, 625 #3 MCQ, 625 #6 MCQ, 626 #1 FRQ
		PRD—2.D.1: The benefits and drawbacks of modern campaigns are represented by: · Dependence on professional consultants · Rising campaign costs and intensive fundraising efforts · Duration of election cycles · Impact of and reliance on social media for campaign communication and fundraising	pp. 606-612
Unit 5: Political Participation	Topic 5.11: Campaign Finance	PRD—2.E: Explain how the organization, finance, and strategies of national political campaigns affect the election process.	pp. 617 MKSCC, 620 TAPS, 623 REQ, 624 #1 MCQ , 625 #4-5 MCQ, 627 #2 FRQ, 627 #3 FRQ
		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: · Bipartisan Campaign Reform Act of 2002, which was an effort to ban soft money and reduce attack ads with “Stand by Your Ad” provision: “I’m [candidate’s name] and I approve this message” · 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	pp. 615-619
		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, political action committees [PACs], and political parties).	pp. 615-619
		PRD—2.E.3: Different types of PACs influence elections and policy making through fundraising and spending.	pp. 619-622
		REQUIRED SUPREME COURT CASE: Citizens United v. Federal Elections Commission (2010)	pp. 617-619
		PRD—3: The various forms of media provide citizens with political information and influence the ways in which they participate politically.	
Unit 5: Political Participation	Topic 5.12: The Media	PRD—3.A: Explain the media’s role as a linkage institution.	pp. 636 TAPS, 637 REQ, 653 #1 MCQ, 654 #2-3 MCQ, 656 #1 FRQ, 656 #2 FRQ
		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.	pp. 630-634
		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.	pp. 635-636

Unit 5: Political Participation	Topic 5.13: Changing Media	PRD—3.B: Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.	pp. 647 TAPS, 651 REQ, 656 #1 FRQ
		PRD—3.B.1: Political participation is influenced by a variety of media coverage, analysis, and commentary on political events.	pp. 638-640
		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.	pp. 643-647
		PRD—3.B.3: The nature of democratic debate and the level of political knowledge among citizens is impacted by: <ul style="list-style-type: none"> · Increased media choices · Ideologically oriented programming · Consumer-driven media outlets and emerging technologies that reinforce existing beliefs · Uncertainty over the credibility of news sources and information 	pp. 638-642

Correlation to the Disciplinary Practices

Practices and Skills	Text Pages
Practice 1: CONCEPT APPLICATION Apply political concepts and processes to scenarios in context	
1.a. —Describe political principles, institutions, processes, policies, and behaviors.	pp. 24 #1 FRQ, 54 #1 FRQ, 85 #1 FRQ, 93 #1 FRQ, 175 #1 FRQ, 176 #2 FRQ, 175 #1 FRQ, 214 #1 FRQ, 247 #1 FRQ, 254 #1 FRQ, 309 #1 FRQ, 337 #1 FRQ, 380 #1 FRQ, 388 #1 FRQ, 389 #3 FRQ, 422 #1 FRQ, 442 #1 FRQ, 479 #1 FRQ, 486 #1 FRQ, 488 #3 FRQ, 521 #1 FRQ, 552 #1 FRQ, 585 #1 FRQ, 603 #1 FRQ, 626 #1 FRQ, 627 #3 FRQ, 656 #1 FRQ
1.b. —Explain political principles, institutions, processes, policies, and behaviors	pp. 48 FD, 54 #1 FRQ, 85 #1 FRQ, 93 #1 FRQ, 175 #1 FRQ, 176 #2 FRQ, 175 #1 FRQ, 214 #1 FRQ, 247 #1 FRQ, 254 #1 FRQ, 292 #1 FRQ, 309 #1 FRQ, 422 #1 FRQ, 442 #1 FRQ, 521 #1 FRQ, 552 #1 FRQ, 585 #1 FRQ, 627 #3 FRQ
1.c. —Compare political principles, institutions, processes, policies, and behaviors.	pp. 17 FD, 19 FD, 38 FD, 176 #2 FRQ, 479 #1 FRQ, 486 #1 FRQ, 627 #3 FRQ
1.d. —Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context	pp. 5 #1–3, 24 #1 FRQ, 176 #2 FRQ, 214 #1 FRQ, 247 #1 FRQ, 309 #1 FRQ, 337 #1 FRQ, 380 #1 FRQ, 388 #1 FRQ, 389 #3 FRQ, 479 #1 FRQ, 521 #1 FRQ, 552 #1 FRQ, 585 #1 FRQ, 603 #1 FRQ, 626 #1 FRQ, 656 #1 FRQ
1.e. —Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	pp. 24 #1 FRQ, 54 #1 FRQ, 85 #1 FRQ, 93 #1 FRQ, 175 #1 FRQ, 175 #1 FRQ, 254 #1 FRQ, 292 #1 FRQ, 271 MKSCC, 337 #1 FRQ, 380 #1 FRQ, 388 #1 FRQ, 389 #3 FRQ, 422 #1 FRQ, 442 #1 FRQ, 603 #1 FRQ, 656 #1 FRQ
Practice 2: SCOTUS APPLICATION Apply Supreme Court decisions	
2.a. —Describe the facts, reasoning, decision, and opinion(s) of required Supreme Court cases.	pp. 69 MKSCC, 74 MKSCC, 86 #3 FRQ, 95 #3 FRQ, pp. 126–128 MKSCC, 158 FD, 184 MKSCC, 216 #3 FRQ, 268 MKSCC, 269 MKSCC, 271 MKSCC, 277 MKSCC, 281 MKSCC, 287 MKSCC, 293 #3 FRQ, 315 MKSCC, 330 MKSCC, 357 MKSCC, 381 #2 FRQ, 382 #3 FRQ, 617 MKSCC
2.b. —Explain the point of view, purpose, historical situation, and/or audience of a source.	pp. 184 MKSCC, 293 #3 FRQ, 326 MKSCC, 357 MKSCC, 382 #3 FRQ, 488 #3 FRQ, 617 MKSCC
2.c. —Compare the reasoning, decisions, and opinion(s) of a required Supreme Court case to a non-required Supreme Court case	pp. 184 MKSCC, 293 #3 FRQ, 326 MKSCC, 357 MKSCC, 382 #3 FRQ, 488 #3 FRQ
2.d. —Explain how required Supreme Court cases apply to scenarios in context	pp. 184 MKSCC, 293 #3 FRQ, 326 MKSCC, 357 MKSCC
Practice 3: DATA ANALYSIS Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics	
3.a. —Describe the data presented	pp. 25 #2 FRQ, 55 #2 FRQ, 86 #2 FRQ, 94 #2 FRQ, 176 #2 FRQ, 215 #2 FRQ, 248 #2 FRQ, 255 #2 FRQ, 293 #2 FRQ, 310 #2 FRQ, 338 #2 FRQ, 381 #2 FRQ, 389 #2 FRQ, 422 #2 FRQ, 443 #2 FRQ, 480 #2 FRQ, 487 #2 FRQ, 522 #2 FRQ, 553 #2 FRQ, 586 #2 FRQ, 604 #2 FRQ, 627 #2 FRQ, 656 #1 FRQ
3.b. —Describe patterns and trends in data	pp. 25 #2 FRQ, 55 #2 FRQ, 86 #2 FRQ, 94 #2 FRQ, 176 #2 FRQ, 215 #2 FRQ, 248 #2 FRQ, 255 #2 FRQ, 293 #2 FRQ, 310 #2 FRQ, 338 #2 FRQ, 443 #2 FRQ, 480 #2 FRQ, 487 #2 FRQ, 522 #2 FRQ, 586 #2 FRQ, 627 #2 FRQ, 656 #1 FRQ
3.c. —Explain patterns and trends in data to draw conclusions.	pp. 25 #2 FRQ, 55 #2 FRQ, 86 #2 FRQ, 94 #2 FRQ, 176 #2 FRQ, 215 #2 FRQ, 248 #2 FRQ, 255 #2 FRQ, 293 #2 FRQ, 310 #2 FRQ, 338 #2 FRQ, 381 #2 FRQ, 389 #2 FRQ, 422 #2 FRQ, 443 #2 FRQ, 480 #2 FRQ, 487 #2 FRQ, 522 #2 FRQ, 586 #2 FRQ, 604 #2 FRQ, 627 #2 FRQ, 656 #1 FRQ
3.d. —Explain what the data imply or illustrate about political principles, institutions, processes, policies, and behaviors	pp. 55 #2 FRQ, 86 #2 FRQ, 94 #2 FRQ, 176 #2 FRQ, 215 #2 FRQ, 248 #2 FRQ, 255 #2 FRQ, 293 #2 FRQ, 310 #2 FRQ, 338 #1 FRQ, 381 #2 FRQ, 389 #2 FRQ, 422 #2 FRQ, 487 #2 FRQ, 586 #2 FRQ, 604 #2 FRQ, 656 #1 FRQ
3.e. —Explain possible limitations of the data provided	
3.f. —Explain possible limitations of the visual representation of the data provided	

Practice 4: SOURCE ANALYSIS Read, analyze, and interpret foundational documents and other text-based and visual sources	
4.a. —Describe the author’s claim(s), perspective, evidence, and reasoning	pp. 7 FD, 179 FD, 343 FD
4.b. —Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors	pp. 28 FD, 179 FD, 343 FD
4.c. —Explain how the implications of the author’s argument or perspective may affect political principles, institutions, processes, policies, and behaviors.	pp.18 FD, 179 FD, 343 FD
4.d. —Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.	
Practice 5: ARGUMENTATION Develop an argument in essay format	
	pp. 258 #4 FRQ, 391 #4 AE, 490 #4 AE
5.b. —Support the argument using relevant evidence	pp. 97 #4 AE, 258 #4 FRQ, 391 #4 AE, 490 #4 AE
5.c. —Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis	pp. 258 #4 FRQ, 391 #4 AE, 490 #4 AE
5.d. —Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives	pp. 258 #4 FRQ, 391 #4 AE, 490 #4 AE

Correlation to the AP US Government & Politics Reasoning Processes

Practices and Skills	Text Pages
1 Definition/Classification. When demonstrating their knowledge of course concepts, students should:	p. 24 #1 FRQ, 85 #1 FRQ, 86 #2 FRQ, 93 #1 FRQ
Describe characteristics, attributes, traits, and elements in defining terms and concepts	p. 94 #2 FRQ, 175 #1 FRQ, 175 #1 FRQ, 215 #2 FRQ 553 #2 FRQ 553 #2 FRQ
Classify concepts	p. 176 #2 FRQ, 214 #1 FRQ, 247 #1 FRQ 479 #1 FRQ 627 #2 FRQ
Describe structures and functions	p. 48 FD p. 248 #2 FRQ, 254 #1 FRQ, 255 #2 FRQ 480 #2 FRQ 656 #1 FRQ
Describe patterns and/or trends	p. 309 #1 FRQ, 337 #1 FRQ, 338 #2 FRQ 486 #1 FRQ
Describe the perspective of a source or author	p. 380 #1 FRQ, 388 #1 FRQ, 389 #2 FRQ 586 #2 FRQ
Describe assumptions and/or reasoning of a source or author	p.389 #3 FRQ, 422 #1 FRQ, 422 #2 FRQ, 552 #1 FRQ
Reason Process 2: Process. When explaining political processes, students should:	p.94 #2 FRQ, 175 #1 FRQ, 175 #1 FRQ
Identify steps and/or stages in a process	p. 216 #3 FRQ,247 #1 FRQ, 248 #2 FRQ
Explain how the steps or stages in a process relate to each other	p. 254 #1 FRQ , 292 #1 FRQ, 309 #1 FRQ
Explain challenges with processes and/or interactions	p.381 #2 FRQ, 389 #2 FRQ, 480 #2 FRQ, 486 #1 FRQ, 521 #1 FRQ, 552 #1 FRQ, 553 #2 FRQ, 585 #1 FRQ, 586 #2 FRQ, 603 #1 FRQ, 626 #1 FRQ, 656 #1 FRQ
Explain the relevance or significance of processes and/or interactions	
Reasoning Process 3: Causation. When explaining causes and effects of political principles, institutions, processes, policies, and behaviors, students should:	p. 24 #1 FRQ, 86 #2 FRQ, 93 #1 FRQ,94 #2 FRQ
Identify causes and/or effects:	p. 97 #4 AE, 176 #2 FRQ, 215 #2 FRQ, 442 #1 FRQ
Explain the reasons for causes and/or effects	p. 248 #2 FRQ, 255 #2 FRQ, 256 #3 FRQ
Explain change over time	p. 293 #2 FRQ, 310 #2 FRQ, 330 MKSCC
Explain the significance of causes and/or effects	P.337 #1 FRQ, 357 MKSCC, 380 #1 FRQ, 627 #2 FRQ, 656 #1 FRQ, 656 #1 FRQ
Explain the implications of change over time	p.381 #2 FRQ,388 #1 FRQ, 389 #2 FRQ, 389 #3 FRQ, 391 #4 AE, 422 #1 FRQ,422 #2 FRQ, 521 #1 FRQ, 443 #2 FRQ, 486 #1 FRQ, 487 #2 FRQ, 552 #1 FRQ, 553 #2 FRQ, 585 #1 FRQ, 586 #2 FRQ, 603 #1 FRQ
Reasoning Process 4: Comparison. When explaining similarities and differences among political principles, institutions, processes, policies, and behaviors, students should:	p. 86 #3 FRQ, 95 #3 FRQ 176 #2 FRQ, 214 #1 FRQ
Identify relevant categories of comparison	p. 17 FD 215 #2 FRQ, 216 #3 FRQ, 248 #2 FRQ
Identify similarities and/or differences	255 #2 FRQ, 256 #3 FRQ, 315 MKSCC,
Explain the reasons for similarities and/or differences	277 MKSCC,281 MKSCC,287 MKSCC
Explain the relevance, implications, and/or significance of similarities and differences	p. 38 FD 293 #2 FRQ, 293 #3 FRQ, 310 #2 FRQ
	315 MKSCC, 269 MKSCC, 339 #3 FRQ,
	338 #2 FRQ, 381 #2 FRQ, 382#3 FRQ, 422 #2 FRQ,
	442 #1 FRQ, 443 #2 FRQ, 479 #1 FRQ, 486 #1 FRQ
	p. 487 #2 FRQ, 488 #3 FRQ, 586 #2 FRQ, 617 MKSCC
	627 #3 FRQ, 656 #1 FRQ

Correlation to the Big Ideas

Practices and Skills	Text Pages
BIG IDEA 1: CONSTITUTIONALISM (CON)	
The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.	pp. 8, 49, 57, 204
BIG IDEA 2: LIBERTY AND ORDER (LOR)	
Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.	pp. 42, 300, 319, 395, 453
BIG IDEA 3: CIVIC PARTICIPATION IN A REPRESENTATIVE DEMOCRACY (PRD)	
Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.	pp. 493, 588
BIG IDEA 4: COMPETING POLICY-MAKING INTERESTS (PMI)	
Multiple actors and institutions interact to produce and implement possible policies.	pp. 75, 223, 392, 556