



Endorsed by the National Constitution Center

AP[®] U.S. Government and Politics

2018–2019 Curriculum Framework



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Curriculum Framework 2018–2019

Endorsement by the National Constitution Center

It is a pleasure to endorse the AP U.S. Government and Politics curriculum framework.

This framework is a model of political and ideological balance. It will not only help students understand the U.S. Constitution and the American political system, but will also help them become informed citizens who are willing to preserve, protect, and defend the rights and liberties at the core of our nation's charter. That is why we are delighted to partner with the College Board on a series of classroom lessons and materials that support instruction in AP U.S. Government and Politics and help bring balanced constitutional content to students across America.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT[®] and the Advanced Placement Program[®]. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit www.collegeboard.org.

AP[®] Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP[®] programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

The *AP[®] U.S. Government and Politics Curriculum Framework* is designed to provide educators with a first look at essential information needed to understand the design and intent of the revised AP U.S. Government and Politics course in advance of the course's implementation in schools in the 2018–2019 academic year. Please be advised that the information contained in this publication is subject to change. The final course and exam information will be available in the *AP U.S. Government and Politics Course and Exam Description*, which will be published in early 2018.

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Preface

We offer this framework for AP U.S. Government and Politics to the American public and education community. Dedicated teams of college professors and AP high school teachers have worked on this framework for years, gathering wide-ranging input and feedback from the public at large.

The committee members and the College Board staff worked with a special intensity and care. We realize that this course is more than just one more class period in a crowded school day; it must be a space in which students immerse themselves in the ideas and knowledge essential to our democracy.

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

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

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

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

Aristotle famously described humankind as a “political animal.” He argues that a person who lives without a political life is incomplete and alone, like an isolated checker piece. For Aristotle, participation in civic life is necessary to live fully. President Eisenhower much more recently declared that “politics ought to be the part-time profession of every person who would protect the rights and privileges of free people and who would preserve what is good and fruitful in our national heritage.”

We are so grateful to the AP community of teachers and their colleagues in colleges across our country, whose shared devotion to students forged this framework. A framework is only an outline of content and skills, the real craft is in the decisions knowledgeable teachers make developing their curriculum and every day in the classroom. We are confident that this framework in the hands of AP teachers will open doors of opportunity for students in college and throughout their lives.

Acknowledgments

The College Board would like to acknowledge the following committee members for their assistance with, and commitment to, the development of this curriculum framework:

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Introduction

The redesigned AP[®] *U.S. Government and Politics Curriculum Framework* combines disciplinary skills with a deep understanding of political concepts. In this way the course not only aligns with a one-semester introductory college course in U.S. government, but also prepares students for advanced political science coursework and active, informed participation in our constitutional democracy.

Although the curriculum framework is designed to provide a clear and detailed description of the curriculum and course content required for students to qualify for college placement and/or credit in U.S. government and politics, it is not a complete curriculum. Teachers will need to choose the specific historical and contemporary contexts for their students to explore as they develop the concepts and skills described in the framework.

The conceptual/thematic approach of the framework enables teachers to create their own curriculum by selecting, for each concept in the framework, content that meets state or local requirements.

Course Description

AP United States Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research-based project.

Overview of the Curriculum Framework

The AP *U.S. Government and Politics Curriculum Framework* is composed of two sections: “Political Science Skills and Practices” and the “Content Outline.”

Political Science Skills and Practices

The chart of political science skills and practices that precedes the content outline describes the skills students will develop and apply to that outline in terms of critical reasoning and argumentation, including the analysis, comparison, interpretation, and communication of political information.

The framework does not tie specific skills to specific content learning objectives. Instead, teachers will help students develop and practice these skills throughout the course, using their professional judgment to integrate them where best suited in the course.

Content Outline

The content outline is organized around five **big ideas**, which focus on major concepts in U.S. government and politics. Within each big idea, a number of **enduring understandings (EUs)** focus on specific aspects of the big idea and delineate the level of conceptual understanding required of successful AP students in this course.

Each enduring understanding is aligned with at least one **learning objective (LO)** that provides a clear and detailed articulation of what students should know and be able to do as they develop conceptual understanding.

Next to each learning objective is a listing of **essential knowledge (EK)** statements that present the content details that must be taught in order for students to perform that learning objective and achieve and demonstrate an understanding of a particular required concept in the course.

Foundational documents and Supreme Court cases, referenced in the essential knowledge statements, are necessary for students to understand the philosophical underpinnings, significant legal precedents, and political values of the U.S. political system and may serve as the focus of AP exam questions. For greater visibility, they are also listed in Appendixes A and B, respectively.

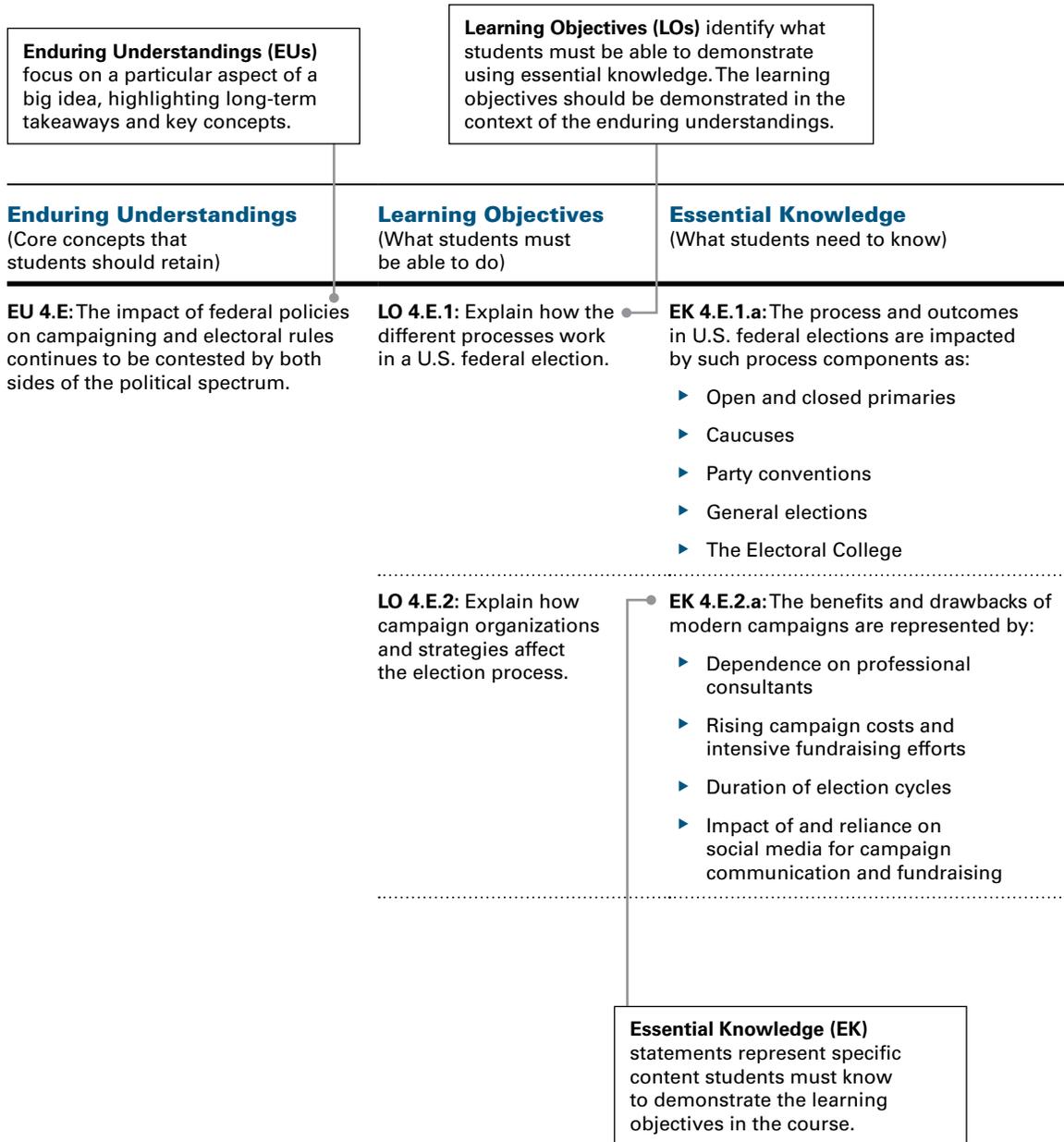
NOTE: *The privacy case in EK 2.B.1.b (Roe v. Wade) is widely considered required content in college courses, and while students are expected to understand that this case represents an instance in which the Supreme Court applied the due process clause, students are not expected or required either to agree or disagree with the decision. Teachers should encourage students to be familiar with the legal arguments on both sides of leading constitutional cases and thoughtfully analyze the majority and dissenting opinions in cases relating to states' rights, the due process clause, and the Bill of Rights. [For examples of leading liberal and conservative scholars debating every clause of the Constitution, students may consult the National Constitution Center's Interactive Constitution at constitutioncenter.org/interactive-constitution.]*

National Constitution Center & the College Board

In partnership with the National Constitution Center, the College Board has developed a series of classroom lessons and materials related to the U.S. Constitution. This series includes resources to support instruction in AP U.S. Government and Politics, AP Comparative Government and Politics, AP U.S. History, and AP English Language and Composition. These lessons and resources are available to AP teachers via the course homepages at AP Central and to all teachers through the National Constitution Center's website:

<http://constitutioncenter.org/interactive-constitution>

Sample Content Outline



Political Science Skills and Practices

<p>Skill 1: Describe and explain constitutional and political institutions, principles, processes, models, and/or beliefs.</p>	<p>Skill 2: Explain connections among political behaviors, institutions, beliefs, and cultural factors.</p>	<p>Skill 3: Read, analyze, and interpret quantitative data to draw conclusions about political principles, processes, behaviors, and outcomes.</p>	<p>Skill 4: Read, analyze, and interpret qualitative sources.</p>	<p>Skill 5: Develop an argument about political principles, processes, behaviors, and outcomes.</p>
<p>Practice 1.A: Describe and explain the structure and function of political institutions.</p> <p>Practice 1.B: Describe and explain constitutional principles and processes.</p>	<p>Practice 2.A: Compare political institutions, beliefs, and cultural factors.</p> <ul style="list-style-type: none"> ▶ Explain similarities and differences among political beliefs, ideologies, principles, and models ▶ Explain how political behaviors, policies, institutions, and constitutional interpretations change over time <p>Practice 2.B: Explain how political institutions, beliefs, and cultural factors affect political behavior, public policy and policymaking.</p> <ul style="list-style-type: none"> ▶ Explain how political institutions, beliefs, and cultural factors influence political behavior ▶ Explain how political institutions, beliefs, and cultural factors interact to affect public policy and policymaking 	<p>Practice 3.A: Analyze and interpret quantitative information presented visually, specifically tables, charts, graphs, and information graphics.</p> <ul style="list-style-type: none"> ▶ Describe the data presented ▶ Describe patterns and trends in data ▶ Compare patterns and trends in data to draw conclusions ▶ Explain possible limitations of the data provided ▶ Explain possible limitations of the visual representation of the data provided ▶ Explain what the data implies or illustrates about political principles, processes, behaviors, and outcomes 	<p>Practice 4.A: Analyze and interpret text-based qualitative sources.</p> <p><u>Primary and Secondary Resources</u></p> <ul style="list-style-type: none"> ▶ Describe the author’s perspective, assumptions, claim(s), and reasoning ▶ Identify the implications of the author’s argument ▶ Explain how the implications of the author’s argument may affect political principles, processes, behaviors, and outcomes ▶ Explain how the source relates to political principles, processes, behaviors, and outcomes <p><u>Supreme Court Decisions</u></p> <ul style="list-style-type: none"> ▶ Identify a Supreme Court decision and explain the reasoning for that decision ▶ Explain the reasoning of concurring and dissenting Supreme Court opinions ▶ Explain similarities and differences among related Supreme Court decisions and opinions <p>Practice 4.B: Analyze and interpret visual information from primary and secondary sources (i.e., information graphics, political cartoons, maps and illustrations).</p> <ul style="list-style-type: none"> ▶ Identify the topic and perspective conveyed ▶ Explain how the elements of the visual convey the perspective or argument ▶ Compare the perspective or argument in multiple visuals ▶ Explain how the visual illustrates or relates to political processes and behaviors 	<p>Practice 5.A: Develop an argument in the form of an essay that analyzes political principles, processes, behaviors, and outcomes.</p> <ul style="list-style-type: none"> ▶ Articulate a defensible claim or thesis ▶ Support the argument using relevant evidence ▶ Logically organize and analyze evidence, explaining its significance to justify the claim or thesis ▶ Use refutation, concession, and rebuttal in responding to opposing or alternate perspectives <p>Practice 5.B: Create an appropriate visual (e.g., graph, diagram, map, photo, artwork, information graphic) that summarizes a relationship or supports a conclusion about a political science concept.</p> <p><i>(Included with Course Audit curriculum requirements but not tested on the exam)</i></p>

Content Outline

Big Idea 1: Constitutional Democracy

The U.S. Constitution arose out of important historical and philosophical ideas and preferences regarding popular sovereignty and limited government. To address competing states’ visions for the allocation of governmental authority, compromises were made during the Constitutional Convention and ratification debates, and these compromises have frequently been the source of debate and negotiation in U.S. politics over the proper balance between federal and state power and between liberty and social order.

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
EU 1.A: A balance between governmental power and individual rights has been a hallmark of American political development.	LO 1.A.1: Compare how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.	<p>EK 1.A.1.a: The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.</p> <p>.....</p> <p>EK 1.A.1.b: Representative democracies can take several forms along this scale:</p> <ul style="list-style-type: none"> ▶ <i>Participatory democracy</i>, which emphasizes broad participation in politics and civil society ▶ <i>Pluralist democracy</i>, which recognizes group-based activism by nongovernmental interests striving for impact on political decision making ▶ <i>Elite democracy</i>, where decisions are made by elected representatives acting as trustees <p>.....</p> <p>EK 1.A.1.c: Different aspects of the U.S. Constitution as well as the debate between the Federalists and Anti-Federalists in 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.</p> <p>.....</p> <p>EK 1.A.1.d: The three models of representative democracy continue to be reflected in contemporary institutions and political behavior.</p>

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 1.A: A balance between governmental power and individual rights has been a hallmark of American political development.</p> <p><i>(continued)</i></p>	<p>LO 1.A.2: Explain how democratic ideals are reflected in U.S. foundational documents.</p>	<p>EK 1.A.2.a: 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.</p>
<p>EU 1.B: The writing and ratification of the Constitution emerged from the debate about weaknesses in the Articles of Confederation and was the product of important compromises.</p>	<p>LO 1.B.1: 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.</p>	<p>EK 1.B.1.a: Specific incidents and legal challenges that highlighted key weaknesses of the Articles of Confederation are represented by the:</p> <ul style="list-style-type: none"> ▶ Lack of centralized military power to address Shays’ Rebellion ▶ Lack of tax law enforcement power ▶ Requirement of unanimity of all states to amend the articles
<p>LO 1.B.2: Describe the impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.</p>	<p>LO 1.B.2: Describe the impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.</p>	<p>EK 1.B.2.a: Compromises deemed necessary for adoption and ratification of the Constitution are represented by the:</p> <ul style="list-style-type: none"> ▶ Great (Connecticut) Compromise ▶ Electoral College ▶ Three-Fifths Compromise ▶ Compromise on the importation of slaves

Enduring Understandings

(Core concepts that students should retain)

EU 1.B: The writing and ratification of the Constitution emerged from the debate about weaknesses in the Articles of Confederation and was the product of important compromises.

(continued)

EU 1.C: The Constitution creates a complex and competitive policy-making process to ensure the people’s will is accurately represented and that freedom is preserved.

Learning Objectives

(What students must be able to do)

LO 1.B.2: Describe the impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.

(continued)

LO 1.B.3: Explain how the issues raised in the ratification debate continue to be expressed today in ongoing philosophical disagreements about democracy and governmental power.

LO 1.C.1: Describe the constitutional principles of separation of powers and “checks and balances.”

LO 1.C.2: Explain the implications of separation of powers and “checks and balances” for the U.S. political system.

Essential Knowledge

(What students need to know)

EK 1.B.2.b: 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.

EK 1.B.2.c: The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today.

EK 1.B.3.a: 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:

- ▶ 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

EK 1.C.1.a: The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the U.S. Constitution.

EK 1.C.1.b: Federalist No. 51 explains how constitutional provisions of separation of powers and checks and balances control abuses by majorities.

EK 1.C.2.a: Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances.

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

Enduring Understandings

(Core concepts that students should retain)

EU 1.C: The Constitution creates a complex and competitive policy-making process to ensure the people's will is accurately represented and that freedom is preserved.

(continued)

EU 1.D: Federalism reflects the dynamic distribution of power between national and state governments.

Learning Objectives

(What students must be able to do)

LO 1.C.3: Describe how the distribution of powers among three federal branches and between national and state governments impacts policy making.

LO 1.D.1: Describe how the Constitution allocates power between the national and state governments.

LO 1.D.2: Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.

Essential Knowledge

(What students need to know)

EK 1.C.3.a: National policymaking is constrained by the sharing of power between and among the three branches and the state governments.

EK 1.D.1.a: The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels.

EK 1.D.2.a: 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:

- ▶ *McCulloch v. Maryland* (1819), which declared that Congress has implied powers necessary to implement its enumerated powers and established supremacy of the U.S. Constitution and federal laws over state laws
- ▶ *United States v. Lopez* (1995), which ruled that Congress may not use the commerce clause to make possession of a gun in a school zone a federal crime, introducing a new phase of federalism that recognized the importance of state sovereignty and local control

EK 1.D.2.b: The interpretation of the 10th and 14th 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.

EK 1.D.2.c: 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.

Big Idea 2: Civil Liberties, Civil Rights

Through the U.S. Constitution, but primarily through the Bill of Rights and the 14th Amendment, citizens and groups have attempted to restrict national and state governments from unduly infringing upon individual rights and from denying equal protection under the law. Sometimes the Court has handed down decisions that protect both public order and individual freedom, and at other times the Court has set precedents protecting one at the expense of the other.

Enduring Understandings

(Core concepts that students should retain)

EU 2.A: Provisions of the Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.

Learning Objectives

(What students must be able to do)

LO 2.A.1: Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.

Essential Knowledge

(What students need to know)

EK 2.A.1.a: The interpretation and application of the First Amendment's establishment and free exercise clauses reflect an ongoing debate over balancing majoritarian religious 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

EK 2.A.1.b: The Supreme Court has held that symbolic speech is protected by the First Amendment, demonstrated by *Tinker v. Des Moines Independent Community School District* (1969), in which the court ruled that public school students could wear black armbands in school to protest the Vietnam War.

EK 2.A.1.c: In *New York Times Co. v. United States* (1971), the Supreme Court bolstered the freedom of the press, establishing a "heavy presumption against prior restraint" even in cases involving national security.

EK 2.A.1.d: The Supreme Court's decisions on the Second Amendment rest upon its constitutional interpretation of individual liberty.

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 2.A: Provisions of the Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.</p> <p><i>(continued)</i></p>	<p>LO 2.A.2: Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.</p>	<p>EK 2.A.2.a: 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.</p> <p>.....</p> <p>EK 2.A.2.b: 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:</p> <ul style="list-style-type: none"> ▶ The right to legal counsel, speedy and public trial, and an impartial jury ▶ Protection against warrantless searches of cell phone data ▶ Limitations placed on bulk collection of telecommunication metadata (Patriot and USA Freedom Acts) <p>.....</p> <p>EK 2.A.2.c: Court decisions defining cruel and unusual punishment involve interpretation of the Eighth Amendment and its application to state death penalty statutes.</p> <p>.....</p> <p>EK 2.A.2.d: Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment that limit speech, including:</p> <ul style="list-style-type: none"> ▶ Time, place, and manner regulations ▶ Defamatory, offensive, and obscene statements and gestures ▶ That which creates a “clear and present danger” based on the ruling in <i>Schenck v. United States</i> (1919). <p>.....</p> <p>EK 2.A.2.e: 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.</p> <p>.....</p>

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
EU 2.B: The due process clause of the 14th Amendment has been interpreted to prevent the states from infringing upon basic liberties.	LO 2.B.1: Explain the extent to which states are limited by the due process clause from infringing upon individual rights.	EK 2.B.1.a: The due process clause has been applied to guarantee the right to an attorney and protection from unreasonable searches and seizures, as represented by: <ul style="list-style-type: none"> ▶ <i>Gideon v. Wainwright</i> (1963), which guaranteed the right to an attorney for the poor or indigent ▶ The exclusionary rule that 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 <hr/> EK 2.B.1.b: The court has interpreted the due process clause to protect the right of privacy from state infringement as represented by: <ul style="list-style-type: none"> ▶ <i>Roe v. Wade</i> (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
	LO 2.B.2: Explain the implications of the doctrine of selective incorporation.	EK 2.B.2.a: The Court has on occasion ruled on enhancing states’ power over individual liberty in spite of selective incorporation, as represented by: <ul style="list-style-type: none"> ▶ <i>Gitlow v. New York</i> (1925), which held that while the First Amendment applies to the states via the 14th Amendment, the states may prohibit speech having a tendency to cause a danger to public safety <hr/> EK 2.B.2.b: The doctrine of selective incorporation has imposed limitations on state regulation of civil rights and liberties as represented by: <ul style="list-style-type: none"> ▶ <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 14th Amendment

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
EU 2.C: The 14th Amendment’s “equal protection clause” has often been used to support the advancement of equality.	LO 2.C.1: Explain how constitutional provisions have supported and motivated social movements and policy responses.	EK 2.C.1.a: The application and interpretation of the following Supreme Court rulings and legislative policies illustrate how constitutional provisions can motivate policy responses: <ul style="list-style-type: none"> ▶ The Civil Rights Act of 1964 ▶ Title IX of the Civil Rights Act Amendments (1972) ▶ The Voting Rights Act of 1965 ▶ <i>Brown v. Board of Education (I)</i> (1954), which declared that race-based school segregation violates the 14th Amendment’s equal protection clause ▶ <i>Brown v. Board of Education (II)</i> (1955), which held that school districts and federal district courts must implement the court’s decision in <i>Brown v. Board of Education (I)</i> (1954) “with all deliberate speed” <hr/> EK 2.C.1.b: The leadership and events associated with civil, women’s, and LGBT rights are evidence of how the equal protection clause can motivate social movements, as represented by: <ul style="list-style-type: none"> ▶ 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

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 2.C: The 14th Amendment’s “equal protection clause” has often been used to support the advancement of equality. <i>(continued)</i></p>	<p>LO 2.C.2: 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.</p>	<p>EK 2.C.2.a: Decisions affecting the rights of minority groups demonstrating that minority rights have been restricted at times and protected at other times include:</p> <ul style="list-style-type: none"> ▶ <i>Plessy v. Ferguson</i> (1896), which upheld “separate but equal” racial segregation by the states ▶ <i>Brown v. Board of Education (I)</i> (1954), which declared that race-based school segregation violates the 14th Amendment’s equal protection clause ▶ <i>Brown v. Board of Education (II)</i> (1955), which held that school districts and federal district courts must implement the court’s decision in <i>Brown v. Board of Education (I)</i> (1954) “with all deliberate speed” <p>.....</p> <p>EK 2.C.2.b: The Supreme Court has upheld the rights of the majority in cases that limit interdistrict school busing and those that prohibit majority–minority districting.</p> <p>.....</p> <p>EK 2.C.2.c: 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.</p>

Big Idea 3: American Political Culture and Beliefs

American political beliefs are shaped by founding ideals, core values, and the changing demographics of the citizenry. These beliefs about government, politics, and the individual's role in the political system influence the creation of ideological trends that span decades impacting public policies.

Enduring Understandings

(Core concepts that students should retain)

EU 3.A: Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.

EU 3.B: Widely held political ideologies shape policy debates and choices in American politics.

Learning Objectives

(What students must be able to do)

LO 3.A.1: Describe the relationship between core beliefs of U.S. citizens and attitudes about the role of government.

LO 3.A.2: Explain how cultural factors influence political attitudes and socialization.

LO 3.B.1: Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.

Essential Knowledge

(What students need to know)

EK 3.A.1.a: 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 that citizens have with each other.

EK 3.A.2.a: 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.

EK 3.A.2.b: The relative importance of major political events to the development of individual political attitudes is an example of political socialization.

EK 3.A.2.c: Generational and lifecycle effects also contribute to the political socialization that influences an individual's political attitudes.

EK 3.A.2.d: As a result of globalization, U.S. political culture has both influenced and been influenced by the values of other countries.

EK 3.B.1.a: 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.

EK 3.B.1.b: 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.

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 3.B: Widely held political ideologies shape policy debates and choices in American politics. <i>(continued)</i></p>	<p>LO 3.B.2: Compare how political ideologies vary on the role of government in regulating the marketplace.</p>	<p>EK 3.B.2.a: 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.</p>
		<p>EK 3.B.2.b: Liberal ideological support for governmental regulation of the market, conservative support for less regulation, and libertarian preference for little or no regulation demonstrate how ideologies vary on the role of government in regulating the marketplace.</p>
	<p>LO 3.B.3: Compare how political ideologies vary with regard to the government’s role in addressing social issues.</p>	<p>EK 3.B.3.a: Conservative, liberal, communitarian, and libertarian political ideologies have differing views on the role of government in addressing social issues.</p>
		<p>EK 3.B.3.b: Policy trends concerning the level of government involvement in social issues reflect the success of conservative or liberal perspectives in political parties.</p>

Big Idea 4: Political Participation

Governing is achieved directly through citizen participation and indirectly through linkage institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.

Enduring Understandings

(Core concepts that students should retain)

EU 4.A: Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.

EU 4.B: The various forms of media provide citizens with political information and influence the ways in which they participate politically.

Learning Objectives

(What students must be able to do)

LO 4.A.1 (a): Describe the elements of a scientific poll.

LO 4.A.1 (b): Explain how public opinion polling and polling results impact elections, political behavior, and policy process.

LO 4.A.1 (c): Evaluate the quality and credibility of claims based on public opinion data.

LO 4.B.1: Describe the media’s role as a linkage institution.

Essential Knowledge

(What students need to know)

EK 4.A.1.a: The media’s report of 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

EK 4.A.1.b: 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.

EK 4.A.1.c: 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

EK 4.B.1.a: New communication technologies and advances in social media have profoundly influenced how citizens routinely acquire political information, including news events, investigative journalism, election coverage, and political commentary.

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 4.B: The various forms of media provide citizens with political information and influence the ways in which they participate politically.</p> <p><i>(continued)</i></p>	<p>LO 4.B.2: Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.</p>	<p>EK 4.B.2.a: 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.</p> <p>.....</p> <p>EK 4.B.2.b: The nature of democratic debate and the level of political knowledge among citizens is impacted by:</p> <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
<p>EU 4.C: Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government.</p>	<p>LO 4.C.1: Describe the linkage functions of political parties and explain how parties impact the electorate and the government.</p>	<p>EK 4.C.1.a: The functions and impact of political parties on the electorate and government are represented by:</p> <ul style="list-style-type: none"> ▶ Mobilization and education of voters ▶ Party platforms ▶ Candidate recruitment ▶ Campaign management, including fundraising and media strategy <p>.....</p> <p>EK 4.C.1.b: The committee and party leadership systems in legislatures influence the ability of political parties to carry out citizen preferences in government decision making.</p>
	<p>LO 4.C.2: Explain why and how political parties change and adapt.</p>	<p>EK 4.C.2.a: Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened.</p> <p>.....</p> <p>EK 4.C.2.b: The structure of parties has been influenced by:</p> <ul style="list-style-type: none"> ▶ Regional realignments ▶ Campaign finance law ▶ Changes in communication and data-management technology <p>.....</p> <p>EK 4.C.2.c: Parties use communication technology and voter-data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts.</p>

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 4.C: Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government.</p> <p><i>(continued)</i></p>	<p>LO 4.C.3: Explain how structural barriers impact third-party and independent-candidate success.</p>	<p>EK 4.C.3.a: In comparison to proportional systems, winner-take-all voting districts serve as a structural barrier to third-party and independent candidate success.</p>
	<p>LO 4.C.4: Describe the benefits and potential problems of interest-group influence on elections and policy making.</p>	<p>EK 4.C.3.b: The incorporation of third-party agendas into platforms of major political parties serves as a barrier to third-party and independent candidate success.</p>
		<p>EK 4.C.4.a: 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.</p>
		<p>EK 4.C.4.b: 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.</p>
		<p>EK 4.C.4.c: Interest group influence may be impacted by:</p> <ul style="list-style-type: none"> ▶ Inequality of resources ▶ Unequal access to decision makers ▶ “Free rider” problem
		<p>EK 4.C.4.d: Different types of political action committees (PACs) influence elections and policy making through fundraising and spending.</p>

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 4.C: Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government.</p> <p><i>(continued)</i></p>	<p>LO 4.C.5: Explain how various political actors influence public policy outcomes.</p>	<p>EK 4.C.5.a: Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making.</p> <p>EK 4.C.5.b: 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.</p> <p>EK 4.C.5.c: Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies.</p>
<p>EU 4.D: Although laws and amendments have expanded voting rights in the U.S., voting participation varies widely from election to election.</p>	<p>LO 4.D.1: Describe the voting rights protections in the Constitution and in legislation.</p>	<p>EK 4.D.1.a: Legal protections found in federal legislation and the 15th, 17th, 19th, 24th, and 26th Amendments relate to the expansion of opportunities for political participation.</p>
	<p>LO 4.D.2: Describe the roles that individual choice and state laws play in voter turnout in elections.</p>	<p>EK 4.D.2.a: 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:</p> <ul style="list-style-type: none"> ▶ National versus state-controlled elections ▶ Voter registration laws and procedures ▶ Voting incentives or penalties or fines ▶ Election type (mid-term or presidential)
	<p>LO 4.D.3: Describe factors that influence voter choices.</p>	<p>EK 4.D.3.a: Factors influencing voter choice include:</p> <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

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 4.D: Although laws and amendments have expanded voting rights in the U.S., voting participation varies widely from election to election.</p> <p><i>(continued)</i></p>	<p>LO 4.D.4: Describe different models of voting behavior.</p>	<p>EK 4.D.4.a: Examples of political models explaining voting behavior include:</p> <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 re-elected 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
<p>EU 4.E: The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</p>	<p>LO 4.E.1: Explain how the different processes work in a U.S. federal election.</p>	<p>EK 4.E.1.a: The process and outcomes in U.S. federal elections are impacted by:</p> <ul style="list-style-type: none"> ▶ Open and closed primaries ▶ Caucuses ▶ Party conventions ▶ General (presidential and mid-term) elections ▶ The Electoral College
	<p>LO 4.E.2: Explain how campaign organizations and strategies affect the election process.</p>	<p>EK 4.E.2.a: The benefits and drawbacks of modern campaigns are represented by:</p> <ul style="list-style-type: none"> ▶ 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

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 4.E: The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.</p> <p><i>(continued)</i></p>	<p>LO 4.E.3: Explain how the organization, finance, and strategies of national political campaigns affect the election process.</p>	<p>EK 4.E.3.a: 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:</p> <ul style="list-style-type: none"> ▶ <i>Buckley v. Valeo</i> (1976), which ruled that campaign spending is a form of protected speech under the First Amendment, but upheld restrictions on political campaign contributions by individuals ▶ 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” ▶ <i>Citizens United v. Federal Election Commission</i> (2010), which ruled that political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment
		<p>EK 4.E.3.b: Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, PACs and political parties).</p>
	<p>LO 4.E.4: Evaluate the extent to which the Electoral College facilitates or impedes democracy.</p>	<p>EK 4.E.4.a: 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.</p>

Big Idea 5: Interaction Among Branches

Because power is widely distributed and checks prevent one branch from usurping powers from the others, institutional actors are in the position where they must both compete and cooperate in order to govern.

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
EU 5.A: The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.	LO 5.A.1: Describe the powers and functions of Congress.	<p>EK 5.A.1.a: The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes:</p> <ul style="list-style-type: none"> ▶ Passing a federal budget, raising revenue, and coining money ▶ Declaring war and maintaining the armed forces ▶ Enacting legislation that addresses a wide range of economic, environmental, and social issues based on the Necessary and Proper Clause
	LO 5.A.2: Compare the Senate and House of Representatives in terms of how constituencies, lawmaking authority, and chamber rules and roles affect the policy-making process.	<p>EK 5.A.2.a: The Senate is designed to represent states equally, while the House is designed to represent the population.</p> <p>EK 5.A.2.b: Different chamber sizes and constituencies influence formality of debate.</p> <p>EK 5.A.2.c: Coalitions in Congress are affected by term-length differences.</p> <p>EK 5.A.2.d: 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.</p>

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 5.A: The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.</p> <p>(continued)</p>	<p>LO 5.A.2: Compare the Senate and House of Representatives in terms of how constituencies, lawmaking authority, and chamber rules and roles affect the policy-making process.</p> <p>(continued)</p>	<p>EK 5.A.2.e: Chamber-specific procedures, rules, and roles that impact the policy-making process include:</p> <ul style="list-style-type: none"> ▶ Number of chamber and debate rules that set the bar high for building majority support ▶ Roles of Speaker of the House, 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 ▶ Differing role conceptions of “trustee,” “delegate,” and “politico” as related to constituent accountability in each chamber
	<p>LO 5.A.3: Explain how congressional behavior is influenced by election processes, partisanship, and divided government.</p>	<p>EK 5.A.2.f: Pork barrel legislation and logrolling affect lawmaking in both chambers.</p> <p>EK 5.A.3.a: Congressional behavior and governing effectiveness are influenced by:</p> <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 that have increased partisanship and decreased accountability, partially addressed by such Court decisions as the “one-person, one-vote” ruling in <i>Baker v. Carr</i> (1961) 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.

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 5.A: The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.</p> <p><i>(continued)</i></p>	<p>LO 5.A.4: Explain how Congress uses its oversight power in its relationship with the executive branch.</p>	<p>EK 5.A.4.a: Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by:</p> <ul style="list-style-type: none"> ▶ Committee hearings ▶ Power of the purse <p>.....</p> <p>EK 5.A.4.b: As a means to curtail the use of presidential power, “congressional oversight” serves as a check of executive authorization and appropriation.</p>
<p>EU 5.B: The presidency has been enhanced beyond its expressed constitutional powers.</p>	<p>LO 5.B.1: Explain how presidential powers or functions can promote a policy agenda.</p>	<p>EK 5.B.1.a: Presidents use powers and functions of the office to accomplish a policy agenda.</p> <p>.....</p> <p>EK 5.B.1.b: Formal and informal powers of the president are represented by:</p> <ul style="list-style-type: none"> ▶ Vetoes and pocket vetoes – formal powers that enable the president to check Congress ▶ Treaties and executive agreements – formal powers to 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

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 5.B: The presidency has been enhanced beyond its expressed constitutional powers.</p> <p><i>(continued)</i></p>	<p>LO 5.B.2: Explain how the president’s agenda can create tension and frequent confrontations with Congress.</p>	<p>EK 5.B.2.a: The potential for conflict with the Senate depends upon the type of executive branch appointments, including:</p> <ul style="list-style-type: none"> ▶ Cabinet members ▶ Ambassadors ▶ White House staff <p>EK 5.B.2.b: Senate confirmation is an important check on appointment powers, but the president’s longest lasting influence lies in life-tenured judicial appointments.</p> <p>EK 5.B.2.c: Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda.</p>
	<p>LO 5.B.3: Explain how presidents have interpreted and justified their use of formal and informal powers.</p>	<p>EK 5.B.3.a: Justifications for a single executive are set forth in Federalist No. 70.</p> <p>EK 5.B.3.b: Term-of-office and constitutional-power restrictions, including the passage of the 22nd Amendment, demonstrate changing presidential roles.</p> <p>EK 5.B.3.c: 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>
	<p>LO 5.B.4: Explain how communication technology has changed the president’s relationship with the national constituency and the other branches.</p>	<p>EK 5.B.4.a: The communication impact of the presidency can be demonstrated through such factors as:</p> <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
	<p>LO 5.B.5: Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.</p>	<p>EK 5.B.5.a: Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration</p> <p>EK 5.B.5.b: Compliance monitoring can pose a challenge to policy implementation.</p>

Enduring Understandings

(Core concepts that students should retain)

EU 5.C: The design of the judicial branch protects the court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.

EU 5.D: The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability.

Learning Objectives

(What students must be able to do)

LO 5.C.1: Explain the principle of judicial review and how it checks the power of other institutions and state governments.

LO 5.C.2: Explain how the exercise of judicial review in conjunction with life tenure can lead to controversy about the legitimacy of the Supreme Court’s power.

LO 5.C.3: Describe ways other branches of government can limit the Supreme Court’s power.

LO 5.D.1: Explain how the bureaucracy carries out the responsibilities of the federal government.

Essential Knowledge

(What students need to know)

EK 5.C.1.a: 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)

EK 5.C.1.b: Precedents and *stare decisis* play an important role in judicial decision making.

EK 5.C.2.a: Controversial or unpopular 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.

EK 5.C.2.b: Controversy about the Supreme Court’s power is illustrated by the ongoing debate over judicial activism versus judicial restraint.

EK 5.C.3.a: 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
- ▶ The president and states evading or ignoring Supreme Court decisions
- ▶ Legislation impacting court jurisdiction

EK 5.D.1.a: 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”

Enduring Understandings (Core concepts that students should retain)	Learning Objectives (What students must be able to do)	Essential Knowledge (What students need to know)
<p>EU 5.D: The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability.</p> <p><i>(continued)</i></p>	<p>LO 5.D.1: Explain how the bureaucracy carries out the responsibilities of the federal government.</p> <p><i>(continued)</i></p>	<p>EK 5.D.1.b: Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality.</p>
	<p>LO 5.D.2: Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.</p>	<p>EK 5.D.2.a: Discretionary and rule-making authority to implement policy are given to bureaucratic agencies such as:</p> <ul style="list-style-type: none"> ▶ U.S. Department of Agriculture ▶ U.S. Department of Defense ▶ U.S. Department of Homeland Security ▶ U.S. Department of Transportation ▶ U.S. Department of State ▶ U.S. Department of Veterans Affairs ▶ U.S. Department of Education
	<p>LO 5.D.3: Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.</p>	<p>EK 5.D.3.a: Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability.</p>

Appendix A: Required Foundational Documents

The following listing represents the required readings for the course as they relate to the enduring understandings. Teachers are also encouraged to use both classic and contemporary scholarly writings in political science to promote the comparison of political ideas and their application to recent events. Information about many constitutional issues can also be found on the National Constitution Center's website: <http://constitutioncenter.org/interactive-constitution>. This same information is also available for download for e-readers, tablets, and other mobile devices through the National Constitution Center's Interactive Constitution App available at <http://constitutioncenter.org/interactive-constitution/about#download-app>.

EU 1.A: A balance between governmental power and individual rights has been a hallmark of American political development.

Federalist No. 10: The Same Subject Continued – The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection

<http://teachingamericanhistory.org/library/document/federalist-no-10/>

Brutus No. 1: To the Citizens of the State of New-York

<http://teachingamericanhistory.org/library/document/brutus-i/>

The Declaration of Independence

http://www.archives.gov/exhibits/charters/declaration_transcript.html

EU 1.B: The writing and ratification of the Constitution emerged from the debate about weaknesses in the Articles of Confederation and was the product of important compromises.

The Articles of Confederation

<http://www.ushistory.org/documents/confederation.htm>

The Constitution of the United States (including the Bill of Rights and following Amendments)

<http://constitutioncenter.org/interactive-constitution>

EU 1.C: The Constitution creates a complex and competitive policy-making process to ensure the people's will is accurately represented and that freedom is preserved.

The Constitution of the United States (including the Bill of Rights and following Amendments)

<http://constitutioncenter.org/interactive-constitution>

Federalist 51: The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments

<http://teachingamericanhistory.org/library/document/federalist-no-51/>

EU 1.D: Federalism reflects the dynamic distribution of power between national and state governments.

The Constitution of the United States (including the Bill of Rights and following Amendments)

<http://constitutioncenter.org/interactive-constitution>

EU 2.C: The 14th Amendment's "equal protection clause" has often been used to support the advancement of equality.

Letter from Birmingham Jail (Martin Luther King, Jr.)

http://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf

EU 5.B: The presidency has been enhanced beyond its expressed constitutional powers.

Federalist No. 70: The Executive Department Further Considered

<http://teachingamericanhistory.org/library/document/federalist-no-70/>

EU 5.C: The design of the judicial branch protects the court's independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.

Federalist No. 78: The Judiciary Department

<http://teachingamericanhistory.org/library/document/federalist-no-78/>

Appendix B: Required Supreme Court Cases

The following listing represents required Supreme Court cases and their holdings as related to the enduring understandings in the content outline. Information about many cases involving constitutional issues can also be found on the National Constitution Center's website: <http://constitutioncenter.org/interactive-constitution>. This same information is also available for download for e-readers, tablets, and other mobile devices through the National Constitution Center's Interactive Constitution App available at <http://constitutioncenter.org/interactive-constitution/about#download-app>

EU 1.D: Federalism reflects the dynamic distribution of power between national and state governments.

McCulloch v. Maryland (1819)

Established supremacy of the U.S. Constitution and federal laws over state laws

United States v. Lopez (1995)

Congress may not use the commerce clause to make possession of a gun in a school zone a federal crime

EU 2.A: Provisions of the Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.

Engel v. Vitale (1962)

School sponsorship of religious activities violates the establishment clause

Wisconsin v. Yoder (1972)

Compelling Amish students to attend school past the eighth grade violates the free exercise clause

Tinker v. Des Moines Independent Community School District (1969)

Public school students could wear black armbands in school to protest the Vietnam War

New York Times Company v. United States (1971)

Bolstered the freedom of the press, establishing a "heavy presumption against prior restraint" even in cases involving national security

Schenck v. United States (1919)

Speech creating a "clear and present danger" is not protected by the First Amendment

EU 2.B: The due process clause of the 14th Amendment has been interpreted to prevent the states from infringing upon basic liberties.

Gideon v. Wainwright (1963)

Guaranteed the right to an attorney for the poor or indigent

Roe v. Wade (1973)

Extended the right of privacy to a woman's decision to have an abortion

Gitlow v. New York (1925)

States may prohibit speech having a tendency to cause danger to public safety

McDonald v. Chicago (2010)

The Second Amendment right to keep and bear arms for self-defense is applicable to the states

EU 2.C: The 14th Amendment's "equal protection clause" has often been used to support the advancement of equality.

Plessy v. Ferguson (1896)

Upheld "separate but equal" racial segregation by the states

Brown v. Board of Education, I (1954)

Race-based school segregation violates the equal protection clause

Brown v. Board of Education, II (1955)

School districts and federal courts must implement the Court's decision in *Brown v. Board of Education, I* (1954) "with all deliberate speed"

EU 4.E: The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.

Buckley v. Valeo (1976)

Campaign spending is a form of protected speech under the First Amendment, subject to restrictions on campaign contributions by individuals

Citizens United v. Federal Election Commission (FEC) (2010)

Political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment

EU 5.A: The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.

Baker v. Carr (1961)

Court-enforced redistricting based on the principle of "one-person-one-vote" ensured that urban constituencies were represented proportionally equal to rural area constituents

Shaw v. Reno (1993)

Legislative redistricting must be conscious of race and ensure compliance with the Voting Rights Act of 1965

EU 5.C: The design of the judicial branch protects the Court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.

Marbury v. Madison (1803)

Established the principle of judicial review empowering the Court to nullify an act of the legislative or executive branch that violates the Constitution

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