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Curricular Requirements

- CR1 The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- See page 3
- CR2 The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- See page 7
- CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- See page 9
- CR4 The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- See page 4
- CR5 The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).
- See page 5
- CR6 The course integrates public policy within each unit.
- See pages 5, 6, 8
- CR7 The course addresses the big ideas by connecting enduring understandings across one or more units.
- See pages 6, 10
- CR8 The course provides opportunities to analyze and compare political concepts.
- See pages 6, 10
- CR9 The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.
- See pages 6, 7, 8
- CR10 The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.
- See pages 4, 6, 8, 10
- CR11 The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.
- See page 8



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- CR12 The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.
- See pages 5, 6, 7
- CR13 The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.
- See page 6
- CR14 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the *AP U.S. Government and Politics Curriculum Framework* that culminates in a presentation of findings.
- See page 10
- CR15 Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.
- See pages 4, 7, 8, 10
- CR16 Students and teachers have access to a college-level U.S. government and politics textbook.
- See page 1

AP United States Government and Politics Syllabus

Advanced Placement U.S. Government and Politics Overview

This course explores the political theory and everyday practice that directs the daily operation of our government. The purpose of this course is to help students gain and display an understanding of American politics and the processes of government that help shape our public policies. Throughout the course, we will examine our institutions of government, the people who run those institutions, the public policies made by those institutions, and the influences of the electorate and other groups on policy. By the completion of the course, students will be able to understand and evaluate competing arguments and formulate and express opinions on political and policymaking processes.

This course is the equivalent of an introductory, one semester college course in American government and it requires a substantial amount of reading and preparation for every class. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

The Disciplinary Practices and Reasoning Processes

Questions on the AP U.S. Government and Politics Exam ask students to apply the course content through the disciplinary practices and reasoning skills.

Throughout the course, students will have the opportunity to develop these five disciplinary practices:

- Practice 1: Concept Application
- Practice 2: SCOTUS Application
- Practice 3: Data Analysis
- Practice 4: Source Analysis
- Practice 5: Argumentation

While engaging in the disciplinary practices, students will also apply the following reasoning skills:

- Reasoning Process 1: Definition/Classification
- Reasoning Process 2: Process
- Reasoning Process 3: Causation
- Reasoning Process 4: Comparison

Course Reading Material

Required textbook for the course:

NOTE: This course utilizes a college-level textbook. The AP Program does not endorse any one textbook for this course. However, students and teachers must have access to a college-level U.S. government and politics textbook. While the College Board has not listed a textbook here, you must identify the text you will use in your class to satisfy this curricular requirement. You may choose a text from the sample textbook list or identify another appropriate college-level textbook. [CR16]

[CR16] — Students and teachers have access to a college-level U.S. government and politics textbook.

Supplemental sources:

- Serow, Ann G., and Everett C. Ladd, eds. *The Lanahan Readings in the American Polity*. 5th ed. Baltimore, MD: Lanahan Publishers, Inc., 2011.
- Woll, Peter. *American Government: Readings and Cases*. 19th ed. New York, NY: Pearson Higher Education, 2012.

Additionally, throughout the course, articles from major periodicals and newspapers (such as *Time*, *Newsweek*, *The Washington Post*, *The Washington Times*, *New York Times*, and *Wall Street Journal*) will be assigned.

Reading Reports

Each student will be assigned multiple scholarly articles and/or primary sources throughout the year. For each assigned reading, the student must analyze the document and prepare a written and oral report, including the author's thesis, evidence that supports the author's thesis, and connections to AP U.S. Government and Politics material taught during class (Practice 4).

Using Graphs, Charts, and Political Cartoons

Students are regularly tested on their understanding of quantitative and visually presented information (charts and graphs) at regular intervals in the quiz assignments. They are also responsible for including data analysis and interpretation in their free-response question (FRQ) writing assignments (Practice 3).

Got Questions? Need Extra Help?

Please schedule a time to meet with me if you have questions or difficulties.

Websites such as Oyez.org can provide additional information and support about the required Supreme Court cases. The National Constitution Center's Interactive Constitution is a valuable resource for understanding this living document. Videos and podcasts available from the National Constitution Center can also help with your understanding of our government.

Current Events

Because of the constantly changing nature of public policy and politics, it is highly recommended that students keep abreast of the current state of U.S. government and politics through the reading of newspapers and other periodicals, as well as the regular viewing of news broadcasts. For newspapers/periodicals, consider *The Washington Post* or *Congressional Quarterly Weekly*. For news broadcasts, consider *Newshour* (PBS), *Nightline* (NBC), *This Week* (ABC), *Meet the Press* (NBC), and *Face the Nation* (NBC). Students may be required to keep a current event journal.

Exams and Quizzes

There will be an exam at the end of each unit. Exams will cover material from class readings, homework, class discussions, and class assignments. Because the AP Exam will expect students to analyze and interpret the entire content of the course (rather than memorizing facts) and apply the disciplinary practices and reasoning processes, it is expected that students are familiar with all content areas previously studied at all times.

All students taking this course are expected to take the AP Exam. All quizzes and tests in this course follow the format and language usage patterns found on the AP Exam. Therefore, students will be comfortable dealing with the questions that will be on the exam.

Grading

Your grade is based on the following:

- Formative Assessments: 40%
- Summative Assessments: 50%
- Practice/Preparation: 10%

Academic Honesty

All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard will result in a grade of zero for all parties involved.

Course Outline

Unit I: Foundations of American Democracy

(Weeks 1–3)

Purpose: 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. These compromises have frequently been the source of debate and negotiation in U.S. politics over checks and balances and a competitive policy making process, as well as the proper balance between federal and state power (federalism) and between liberty and social order. **[CR1]**

[CR1] — The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Big Ideas and Enduring Understandings:

Students will learn these enduring understandings through their study in this unit and the application of the disciplinary practices and reasoning processes.

Constitutionalism

- CON-1: The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.
- CON-2: Federalism reflects the dynamic distribution of power between national and state governments.

Liberty and Order

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

Competing Policy-Making Interests

- PMI-1: The Constitution created a competitive policy-making process to ensure the people's will is represented and that freedom is preserved.

Activities/Assignments:

- Students will stage a mock debate between the Federalists and the Anti-Federalists over the question: “Should the states ratify the U.S. Constitution as a replacement for the Articles of Confederation?” Students will prepare for the debate conducting research using their college-level textbook and primary source documents, such as the Federalist and Anti-Federalist papers, the Declaration of Independence, the Articles of Confederation, and the Constitution (Practices 4 and 5). **[CR10: activity]**
- Students will create a visual diagram comparing the Articles of Confederation and the U.S. Constitution, specifically examining the powers and structures of the legislative, executive, and judicial branches, as well as the relationship between federal and state governments under each governing document. Students will describe and explain the differences in the structure and practice of the government under each document (Practice 1).
- Students will analyze several “case studies in federalism” to determine how the balance of power between national and state governments has changed over time based on Supreme Court interpretation in the required cases of *McCulloch v. Maryland* and *U.S. v. Lopez* and the non-required cases of *Heart of Atlanta Motel v. the United States* and *North Dakota v. Dole* (Practices 1 and 2). **[CR15: activity and Supreme Court cases]**

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

Readings: Declaration of Independence, Articles of Confederation, U.S. Constitution, *Federalist No. 10*, *Brutus No. 1*, *Federalist No. 47*, *Federalist No. 48*, and *Federalist No. 51*. **[CR10: foundational documents]**

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

Unit II: American Political Ideologies and Beliefs

(Weeks 4–6)

Purpose: 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. The measurement of public opinion and beliefs can be instrumental in understanding political outcomes. **[CR4]**

[CR4] — The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Big Ideas and Enduring Understandings:

Students will learn these enduring understandings through their study in this unit and the application of the disciplinary practices and reasoning processes.

Competing Policy-Making Interests

- PMI-4: Widely held political ideologies shape policy debates and choices in American policies.

Methods of Political Analysis

- MPA-1: Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.
- MPA-2: Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.

Activities/Assignments:

- Students will engage in a political ideology “speed-dating” in which students play the roles of liberals, conservatives, and libertarians and are asked to explain their positions on a wide range of policy issues (legalization of marijuana, U.S. foreign involvement, immigration policy, taxes and economic policy, abortion restrictions, firearms possession). Students will choose one ideology and explain how a group with that ideology can affect political policy (Practice 1). **[CR6] [CR12]**
- Students will complete a self-analysis of their political socialization to determine the most significant factors that have impacted their values and beliefs. Students will then write a short argumentative essay that makes a defensible claim about which factor is the most significant in determining political ideology. Student essays will use one piece of evidence to support their position and acknowledge at least two alternative positions (Practice 5).
- Students will review and analyze the method and data from several public opinion polls to determine the strengths and weaknesses of the different polling methods. Students will write an argumentative essay that has a defensible claim and uses two pieces of evidence to support their claim regarding the merits of one polling method over another (Practices 3 and 5).

[CR6] — The course integrates public policy within each unit.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

Readings: Alexis de Tocqueville’s “Democracy in America,” V.O. Key Jr.’s “Public Opinion and American Democracy,” David W. Moore’s “The Opinion Makers,” and David Campbell’s “Why We Vote” from *The Lanahan Readings in the American Polity*.

Unit III: Political Participation

(Weeks 7–11)

Purpose: Governing is achieved directly through citizen participation and indirectly through linkage institutions (e.g., political parties, interest groups, mass media, and social movements) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making. Election rules and campaign laws, institutional barriers, and demographics of the citizenry all influence participation. **[CR5]**

[CR5] — The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Big Ideas and Enduring Understandings:

Students will learn these enduring understandings through their study in this unit and the application of the disciplinary practices and reasoning processes.

Civic Participation in a Representative Democracy

- PRD-2: The impact of federal policies on campaigning and electoral rules continue to be contested by both sides of the political spectrum.
- PRD-3: The various forms of media provide citizens with political information and influence the ways in which they participate politically.

Competing Policy-Making Interests

- PMI-5: Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.

Methods of Political Analysis

- MPI-3: Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.

Activities/Assignments:

- Students will analyze exit polls from the 2012 and 2016 presidential elections (*The Washington Post*) to examine the relationship between demographic characteristics and voters' choice of candidates/party identifications, as well as the likelihood of voting. Students will use the data from the polls to answer a practice FRQ that asks them to draw a conclusion from the data and apply the data to a political behavior (voting) (Practice 3). **[CR9]**
- Students will read the 2016 Democratic and Republican party platforms and contrast the parties' positions on controversial issues (Practice 4). **[CR10: activity] [CR12]**
- Students will be provided with maps illustrating reapportionment of House seats as a result of the 2010 census from Census.gov. Students will use these maps to determine which regions of the United States have been growing as a percentage of the population and discuss the implications of reapportionment on policy making in the House of Representatives. Students will also discuss how reapportionment might affect the way that candidates campaign during presidential elections and what positions they take once in office as well as the potential shortcomings of data presented through the reapportionment map (Practices 4 and 1). **[CR6] [CR9]**
- Students will participate in a structured academic controversy focusing on election-related issues: Should the Electoral College be replaced by a national popular vote? Do voter ID laws protect the integrity of elections or suppress turnout? Should primary elections be held on a single day? After the debate, students will incorporate the evidence and logic presented into an argumentative essay. Student's essays will have a defensible claim and at least two pieces of evidence to support their claim. In addition, students will establish a line of reasoning that explains why the evidence supports their claim (Practice 5). **[CR13]**
- Students will research an interest group and create a presentation for the class explaining how the group utilizes a diverse set of tactics to influence political institutions, policies, and behaviors of political actors such as the legislative branch, the executive branch, bureaucratic departments, and the judiciary (Practice 1). **[CR7]**
- Students will compare and contrast coverage of the same news story/event by different media sources and explain how each source's coverage might impact the political behavior of consumers (Practices 4 and 1). **[CR8]**
- Students will analyze data from the *Pew Research Center's* study "Political Polarization and Media Habits" to contrast the preferred news sources for liberals and conservatives, as well as their differing levels of trust towards the news media. Students will assess the potential impact of this data on ideological

polarization and how public policy is affected in the current deliberations of policies in the U.S. Congress (Practices 3 and 1). [CR9] [CR12]

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

[CR6] — The course integrates public policy within each unit.

[CR13] — The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the *AP U.S. Government and Politics Curriculum Framework*.

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR8] — The course provides opportunities to analyze and compare political concepts.

Readings: Excerpts from *Buckley v. Valeo* and *Citizens United v. Federal Election Commission*; Walter Dean Burnham’s “Critical Election and the Mainsprings of American Politics,” Ronald Brownstein’s “The Second Civil War,” Dante Scala’s “Stormy Weather,” David Mark’s “Going Dirty,” and Richard Skinner’s “More than Money” from *The Lanahan Readings in the American Polity*; David R. Mayhew’s “Divided We Govern” from *American Government: Readings and Cases*; and Jeffrey H. Birnbaum’s “The Forces that Set the Agenda” from *The Washington Post*. [CR15: Supreme Court cases]

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

Unit IV: Interactions Among Branches of Government

(Weeks 12–23)

Purpose: 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. In this unit students will study the structures and politics of the presidency, bureaucracy, Congress, and the federal courts. Students will analyze the major formal and informal arrangements of power and the relationships among the four institutions. With each sub-topic, students will discuss who holds the power and the struggles for varying balances of power. There will be study on how different national institutions have evolved to possess power and how crises can dramatically change the balance of power within the government. [CR2]

[CR2] — The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Big Ideas and Enduring Understandings:

Students will learn these enduring understandings through their study in this unit and the application of the disciplinary practices and reasoning processes.

Constitutionalism

- CON-3: The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.
- CON-4: The presidency has been enhanced beyond its expressed constitutional powers.
- 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.

Competing Policy-Making Interests

- PMI-2: The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability.

Activities/Assignments:

- Using Article I, Sections 1, 2, and 3 of the Constitution, students will describe and explain the structure and powers of the House of Representatives and Senate in various scenarios (Practice 1).
- Students will participate in a Mock Congress by drafting bills, marking up bills in committees, debating bills on the full floor, and voting on bills. Each class will complete a written reflection analyzing how the activity demonstrated differences in the rules and operation of the House and Senate based on their practical application of the scenario (Practice 1).
- Students compile data on the source and amount of campaign donations from interest groups received by two or more congressional candidates (opensecrets.org) and their congressional voting record on related issues (GovTrack.us). Using the data, students will discuss their conclusions on the question of whether money “buys” political support or whether political support yields campaign contributions (Practice 3). **[CR9]**
- Students will research a bureaucratic agency and draft a position paper arguing whether the agency’s budget should be preserved, cut, or expanded by explaining the role of the agency in implementing public policy and creating policy through regulations. Student arguments will have a defensible claim that establishes a line of reasoning, at least two pieces of evidence to support that claim, and explains how the evidence supports their claim (Practice 5). **[CR6]**
- Students will analyze a political cartoon about the overreach of presidential power. Students will determine the artist's perspective and explain how the cartoon relates to political institutions and behaviors as outlined in Article II of the Constitution (Practice 4). **[CR11]**

[CR9] — The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

[CR6] — The course integrates public policy within each unit.

[CR11] — The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

Readings: *Federalist No. 70*; *Federalist No. 78*; Sarah Binder’s “Stalemate,” Gregory Wawro and Eric Schickler’s “Filibuster,” Gil Troy’s “Leading from the Center,” Arthur Schlesinger’s “The Imperial Presidency,” David O’Brien’s “Storm Center,” and James Q. Wilson’s “Bureaucracy” from *The Lanahan Readings in the American Polity*; *Marbury v. Madison* and case briefs for *Baker v. Carr* and *Shaw v. Reno*. **[CR10: foundational documents] [CR15: Supreme Court cases]**

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

Unit V: Civil Liberties and Civil Rights

(Weeks 24–27)

Purpose: 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 (due process and selective incorporation) and from denying equal protection under the law (equal protection and advancement of equality). 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. [CR3]

[CR3] — The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Big Ideas and Enduring Understandings:

Students will learn these enduring understandings through their study in this unit and the application of the disciplinary practices and reasoning processes.

Constitutionalism

- CON-6: The Supreme Court's interpretation of the United States 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.

Liberty and Order

- 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.
- 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.

Civic Participation in a Representative Democracy

- 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.

Competing Policy-Making Interests

- PMI-3: Public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time.

Activities/Assignments:

- Students will participate in a Supreme Court simulation in which they will argue opposing sides of a case dealing with a contemporary issue such as affirmative action, campaign donor disclosure laws, gerrymandering, religious freedom restoration acts (RFRAs), concealed carry laws, bulk collection of telecommunications metadata by the federal government, or online speech by students/adult citizens. Students must support their argument by citing and explaining the precedents of required Supreme Court

cases and relevant non-required, contemporary Supreme Court cases that address the same constitutional issue. In explaining the precedents of related cases students will, in an argumentative essay, explain the reasoning of the majority opinion in the case, similarities and differences among related Supreme Court decisions, and how the document related to political processes and behavior (the controversial question at hand). Student essays will have a defensible claim that establishes a line of reasoning, at least two pieces of evidence drawn from required Supreme Court cases that support their claim, and refute or rebut an alternative perspective (Practices 2 and 5). **[CR7] [CR15: activity]**

- Students will respond to an FRQ question about how the Supreme Court has selectively incorporated the rights of criminal defendants, rights in the 1st Amendment, and the right to privacy (Practice 2). **[CR8]**

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

[CR8] — The course provides opportunities to analyze and compare political concepts.

Readings: “Letter from Birmingham Jail,” case briefs for *Wisconsin v. Yoder*, *Tinker v. Des Moines*, *New York Times Co. v. United States*, *Schenck v. United States*, *McDonald v. Chicago*, *Gideon v. Wainwright*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Engel v. Vitale*, *Roe v. Wade*, and *Miranda v. Arizona*. **[CR10: foundational documents] [CR15: Supreme Court cases]**

[CR10] — The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

[CR15] — Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the *AP U.S. Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

Applied Civics Research Project **[CR7] [CR14]**

(Throughout the School Year)

Students will formulate a research question related to one of the units of study in AP U.S. Government and Politics. Students will engage throughout the year in applied civics or politics research to collect data on their respective topic. Applied research involves collecting and analyzing qualitative or quantitative data by participating in a process and/or activity. Participation can come in a variety of forms: interviews, volunteering, or attending meetings, among others. During the month before the AP Exam, students will present their findings to their classmates in one of several acceptable modes of presentation (more information to follow). Possible research questions include:

- Creating a voter guide – how do candidates’ positions compare on key issues?
- How do political parties allocate resources to accomplish their goals?
- Which strategies do interest groups use to influence policy, and how effective are these strategies?
- How does law enforcement balance individual liberty with public safety?
- To what extent does the news media contribute to increasing polarization?
- How does the cost of elections impact the activities of members of Congress?
- How should the federal budget be balanced?

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

[CR14] — Students are provided with an opportunity to engage in a political science research or applied civics project tied to the *AP U.S. Government and Politics Curriculum Framework* that culminates in a presentation of findings.