Unit 2: “Political Soup”; what makes up the US electorate and why we vote the way we do.

Content Area: **Social Studies**
Course(s): **AP Government and Politics**
Time Period: **October**
Length: **4 weeks**
Status: **Published**

Transfer

“Political Soup”; what makes up the US electorate and why we vote the way we do.

Enduring Understandings

Throughout our history American political culture has been shaped by diverse forces, institutions, and practices, present within our nation

Citizens can influence government in many ways if they choose to participate.

It is the responsibility of citizen to actively participate in government; otherwise, the country is run by a few for the few.

Essential Questions

What sociological forces affect the political ideologies of Americans?

How does the American mosaic define our political beliefs and shape our political behaviors?

Why have the roles and responsibilities of U.S. citizens changed? How can citizens and groups participate effectively in the democratic process?

Content

Vocabulary

Vocabulary

Political culture

Political socialization

Primary

Caucus

Differences between a primary

campaign and a campaign for

general election

Delegates

Super delegates

Convention

Campaign finance reform

McCain□Feingold

Matching funds

527s and 501c4s

PACs

Learning Objectives

Analyze the difference between political ideology and political culture

Evaluate the difference between liberals and conservatives

Analyze Political socialization

Understand the evolution of our two party system

Evaluate the impact of 3rd parties

Mandatory Document Analysis

- Letter from a Birmingham Jail

Mandatory Supreme Court Cases

- Citizens United v. Federal Elections Commission

Disciplinary skills

- Apply political concepts and processes to scenarios in context
- Apply Supreme Court decisions Practice
- Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics Practice
- Read, analyze, and interpret foundational documents and other text-based and visual sources Practice
- Develop an argument in essay format

Standards

6.1.12.A.2.f, Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health

6.1.12. A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and determine the impact of interpretations on public policies.

6.1.12.A.14.c Judge the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups

6.1.12. A.14.e Evaluate the effectiveness and fairness of the process by which federal, state, and local officials are elected and vote on issues of public concern.

6.1.12. A.14.f Determine the extent to which non-governmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.14.g Analyze the effectiveness of community groups and state policies to increase the youth vote (i.e., distribution of voter registration forms in high schools)

6.1.12. C.10.c Explain how key individuals, including women (i.e., Eleanor Roosevelt and Frances Perkins)

and minorities, shaped the core ideologies and policies of the New Deal.

Assessments

Multiple Choice

■ Quantitative Analysis: Analysis and application of quantitative-based source material

■ Qualitative Analysis: Analysis and application of text-based (primary and secondary) sources ■ Visual Analysis: Analysis and application of qualitative visual information

■ Concept Application: Explanation of the application of political concepts in context

■ Comparison: Explanation of the similarities and differences of political concepts

■ Knowledge: Identification and definition of political principles, institutions, processes, policies, and behaviors

FRQ

■ Concept Application: Respond to a political scenario, explaining how it relates to a political principle, institution, process, policy, or behavior

■ Quantitative Analysis: Analyze quantitative data, identify a trend or pattern, draw a conclusion for the visual representation, and explain how it relates to a political principle, institution, process, policy, or behavior

■ SCOTUS Comparison: Compare a nonrequired Supreme Court case with a required Supreme Court case, explaining how information from the required case is relevant to that in the nonrequired one

■ Argument Essay: Develop an argument in the form of an essay, using evidence from one or more required foundational documents

Formative

Vocabulary checks

Reading checks

Thematic class discussion

Group work

Summative

Unit Test/ Quizzes based on past AP test

FRQs

Projects.