**Syllabus Development Guide: AP® U.S. Government and Politics**

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

Evaluation Guideline(s) The syllabus must include instruction in the following:

- Balance of governmental power and individual rights
- Debate and ratification of the U.S. Constitution
- Checks and balances and competitive policy-making process
- Federalism

Key Term(s) Enduring Understandings: statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

Samples of Evidence

1. Unit 1: Foundations of American Democracy
   Students examine the big idea of “constitutionalism,” or how the decision to replace the Articles of Confederation with the Constitution resulted from important historical and philosophical ideas and preferences regarding popular sovereignty and limited government. They review how competing state plans for the allocation of government authority led to compromises during the Constitutional Convention and the ensuing ratification debates. Students provide contemporary examples of how such compromises have frequently been the source of debate and negotiation in U.S. politics regarding the proper balance between federal and state power and between liberty/individual rights and social order.

2. In groups, students debate the question of implementing or replacing a national health care program. Each group takes the role of a different participant in the debate: the presidency, Congress, the Supreme Court, states, and interest groups representing medical organizations, insurance companies, and citizens. The debate must include a discussion of the role and perspective of each of the participants in the policy making process. Debate participants should refer to relevant sections of the Constitution, the ratification documents, and/or Court rulings that support their legislative perspective.
Samples of Evidence

3. Unit 1: Foundations of American Democracy
   Main Topics:
   - Popular sovereignty, republicanism, and social contract as contexts for the principle of limited government
   - Government documents (Magna Carta, Declaration of Independence)
   - Articles of Confederation
   - Constitutional Convention
   - Federalists and Antifederalists
   - U.S. Constitution (separation of power and checks and balances)

Key Principles: limited government, natural rights, popular sovereignty, republicanism, social contract, federalism, expansion of power, and policy making.
Curricular Requirement 2

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

Evaluation Guideline(s)

The syllabus must include instruction in the powers and the interaction among the following:

- Congress
- The presidency
- Judicial branch and judicial review
- Federal bureaucracy

Key Term(s)

Enduring Understandings: statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

Samples of Evidence

1. In small groups, students compare and explain formal and informal powers of the presidency based on constitutional interpretation and the dynamic structure and function of the executive branch. Each group prepares a visual depicting how such powers can be limited by either Congress, the bureaucracy, or the courts.

2. After studying the main content in this Unit, students write an argumentation essay taking a position on whether the federal bureaucracy and its regulations should become more accountable and subject to congressional, presidential, and judicial influence, more independent of such influence, or remain as they currently are.

3. Unit 2: Interactions Among Branches of Government
   Main Topics:
   - Legislative Branch
     o Structure and functions of each house of Congress
     o How structure and powers affect policy making
     o How congressional behavior is affected by election process, partisanship, and divided government
Samples of Evidence
(continued)

- Executive Branch
  - Powers and growth of power—how the president can implement a policy agenda
  - Checks and balances
  - Presidential justification for using formal and informal powers
- Judicial Branch
  - Acquisition of power in checking the other branches through judicial review
  - Judicial structure and debate about the legitimacy of Supreme Court power
  - How other branches limit the Court’s power
- Federal Bureaucracy
  - Role of federal bureaucracy
  - Use of delegated discretionary authority
  - Congressional oversight
  - Presidential check on executive branch agencies and departments to carry out goals of the administration—holding the bureaucracy accountable.
Curricular Requirement 3

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

Evaluation Guideline(s)

The syllabus must include instruction in the following:

- Interpretation of the Bill of Rights
- 14th Amendment due process and selective incorporation
- 14th Amendment equal protection and advancement of equality
- Influence of citizen-state interactions and constitutional interpretation on public policy
- Supreme Court’s protection and restriction of minority rights over time

Key Term(s)

**Enduring Understandings:** statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

Samples of Evidence

1. Unit 2: Civil Liberties and 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 the 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. At other times the Court has set precedents protecting one at the expense of the other. Students choose a public policy surrounding questions of equal protections, then research and explain how the Constitution relates to the policy selected, and how this policy reflects the changing balance of liberty and order over time.

2. After reading *Devil in the Grove: Thurgood Marshal, the Groveland Boys, and the Dawn of a New America* by Gilbert King (Harper Perennial, 2013), students participate in a discussion about how the book exemplifies the influence of citizen-state interactions and expansion of civil liberties and civil rights over time, particularly how civil rights expansion is advanced by specific amendments in the Bill of Rights and the due process and equal protection clauses of the 14th Amendment.
Samples of Evidence  (continued)  
3. Unit 2: Civil Liberties and Civil Rights
   Main Topics:
   • Differences between civil liberties and civil rights
   • Bill of Rights and Supreme Court’s interpretation and application of them to new social/technological realities
   • Incorporation – 14th Amendment
     o Selective incorporation
   • Balance of national order/security and civil liberties
   • Due process clause and the Court’s application to rights of the accused and personal privacy issues
   • Equal protection clause – 14th Amendment and civil rights legislation
   • Civil rights movements and constitutional interpretation over time
     o Restrictions on minority group civil rights and their protection over time
     o Brown v. Board of Education I and overturning “separate but equal”
Curricular Requirement 4

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

Evaluation Guideline(s)

The syllabus must include instruction in the following:
- Development of political beliefs
- Measurement and political influence of public opinion
- How ideology shapes policy outcomes

Key Term(s)

**Enduring Understandings:** statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

Samples of Evidence

1. As a class, students discuss how political ideology is formed, how it is measured by different opinion polls, and how it is reported by different media outlets to influence national policymaking to strike a balance of individual liberty and social order over time. Then in groups, students are assigned to study characteristics of different types of polls (opinion, tracking, entrance, and exit polls) to report to the whole class on examples of sampling technique, respondent identification technique, type and format of questions, and sampling error. Based on this information, students study the polling on the 2016 presidential Election Day, reviewing “day-after” critiques about many of the tracking and exit polls to discuss how the methods used determined the conclusions drawn.

2. Using the Gallup Poll, students are asked to track public opinion on a social issue such as the recognition of same-sex marriage, capital punishment, or legalization of marijuana, over time. They then consider how and why these views may have changed over time and how this phenomenon relates to a course concept (e.g., political socialization and the relationship between ideology and public policy). Students also analyze and discuss whether there are limitations stemming from how the data are collected and/or displayed visually.

3. Unit 4: American Political Ideologies and Beliefs
   This unit examines the important concepts that center on how Americans acquire, embrace, and use their political beliefs. In this section, the following will be covered in detail:
Samples of Evidence (continued)

- Process of political socialization and how individuals develop their political views over their lifespans
- Study of public opinion, including its measurement, meaning, and use
- Political ideologies (also known as belief systems), including conservative, liberal, libertarian, and communitarian
- How political ideologies influence citizen decisions about participation in politics, voting decisions, and positions on public policy
The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

Evaluation Guideline(s)

The syllabus must include instruction in the following:

- Protections, barriers, demographics, and other political participation factors
- Political parties, interest groups, and social movements
- Federal policies on campaigning and electoral rules
- Media’s influence on political participation

Key Term(s)

Enduring Understanding: statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

Samples of Evidence

1. Students do an analysis of an unsuccessful recent presidential or congressional candidate’s campaign. In the project, they must explain why the candidate was not successful by considering public opinion, media, parties, interest groups, electoral rules that affect voter turnout, demographics of the constituency, and the campaign strategy of the candidate.

2. After studying the content in this unit, students develop a campaign strategy for a hypothetical presidential primary candidate. Using their knowledge of campaigns and elections (including federal law on the subject), they must suggest positions to take on key issues and strategies for gaining media coverage as well as the support from key interest groups, social groups, and their political party.

3. Unit 5: Political Participation
Main Topics:
- Elections
  - Ideology and efficacy
  - Constitutional voting expansions and voting models
  - Structural barriers and voting patterns
  - Factors influencing voter choice
Samples of Evidence (continued)

- Political parties, interest groups, social movements, and other linkage institutions
  - Structure and function of political parties
  - Winner-take-all and third-party and independent candidate success
  - Types and resources associated with interest group impact on policy making
- Federal policies on campaigning and election rules
  - Processes that influence national elections
  - Electoral college
  - Campaign organizations/strategies
  - Campaign financing
- Media and Politics
  - Media’s role as linkage institution and its influence on political participation
  - Media’s use of polling results
  - Customized journalism and media outlets
Curricular Requirement 6

The course integrates public policy within each unit.

Evaluation Guideline(s)  
The syllabus must provide a brief description of an assignment or activity designed to apply public policy to an enduring understanding within at least one unit.

Key Term(s)  
Enduring Understandings: statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

Samples of Evidence  
1. Students explore competing policy-making interests by engaging in role play as a member of the House of Representatives. They divide up into political parties, and elect the leadership team including Speaker of the House, Majority Leader, Minority Leader, whips, and committee chairpersons. The leadership assigns students to various committees. Students then research a policy area and write an original bill to submit to the House, and the Speaker assigns these bills to the committees. Students meet in markup sessions and submit a committee report as to which bills they are recommending for floor consideration. Students have an opportunity to request a discharge petition for any bill pigeonholed. Students engage in a House floor debate with the bills which were passed out of committee. Throughout the entire process, students should take into consideration and explicitly reference what they expect the president’s position would be on their bill, expected support or opposition by the bureaucracy, and any relevant rulings of the Supreme Court.

2. Students take part in a simulation on reducing the federal deficit. Each student is assigned to a group that represents a stake in the deficit (e.g., congressional budget committees and their staff, the White House, including the OMB, assorted interest groups, the press, the public, and other stakeholders). Each group responsible for identifying their general and specific interests regarding deficit reduction gathers information to make their arguments and then participates in a “summit” to develop the final agreement to reduce the deficit. At the conclusion of the simulation, each student writes an essay on the goals of their respective role, the extent to which they succeeded in winning others over to their perspective, and the implications this role play has for budget politics at the national level.
3. Students are assigned the task of selecting articles from different news sources dealing with a contemporary public policy debate. They then develop a chart with supporting examples that illustrate how the different policy positions are reflections of such underlying cultural values as individual freedom and initiative, equality of opportunity, public protection and order, and how each branch of government interacts in the creation of that policy.
Curricular Requirement 7

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

Evaluation Guideline(s)

The syllabus must provide a brief description of an assignment or activity designed to connect enduring understandings across one or more units.

Key Term(s)

Enduring Understandings: statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

Samples of Evidence

1. Students investigate the implications of “checks and balances” as it relates to national policy making today. The question can be posed as to whether inaction or gridlock that occurs when Congress, the president, or the Supreme Court uses constitutional authority to block major policy initiatives is beneficial or detrimental to representative democracy. Students are assigned to different teams to assess gridlock as related to such issues as immigration reform, gun control, healthcare, or deficit reduction. As a group, they should determine how such checks are applied and whether they reflect the current state of public opinion on the topic and whether this built-in policy-making complexity is healthy or divisive. They should also discuss whether the competing interests on policy making as manifested in recent examples is healthy or divisive for our nation.

2. In a debate format, students take positions on the following proposition: "If we interpreted the Tenth Amendment more like the First Amendment, we would be unable to stay together as a country.” Students address this assertion from a political science perspective, weighing the cultural, demographic, and political considerations in their positions to determine what it means to live in a constitutional democracy that upholds the values of popular sovereignty and republicanism.

3. Students analyze the constitutional and political issues presented in the Citizens United v. Federal Election Commission decision, addressing the following questions drawing from knowledge across various units of study:
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<th>1. How does this ruling represent a change from previous court decisions?</th>
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<td>2. How has it affected most recent presidential campaigns?</td>
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<td>3. How does it affect citizen participation in a representative democracy?</td>
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The course provides opportunities to analyze and compare political concepts.

Evaluation Guideline(s)
The syllabus describes one assignment or activity in which students analyze political concepts by comparing political principles, institutions, processes, behaviors, or Supreme Court decisions.

Key Term(s)
None at this time.

Samples of Evidence
1. Students compare examples of media (social, print, radio, and visual) from varying types of contemporary political campaigns (presidential, legislative, and policy) that they believe have had a significant impact on the outcome of the election. Students must compare the messages across the campaigns and explain how different campaign methods and messages are used in each example to influence the outcome of the election. Students must also explain how the media impacts voter behavior and/or participation.

2. Students examine the role of executive orders in presidential leadership of public policy. Using a recent executive order, students analyze the constitutionality of the order, discuss the decision to issue the order instead of using the legislative process, and compare the appeal of quick action that comes from an executive order to the potential long-term problems of bypassing the legislative process to enact policy.

3. Students engage in a federal budget simulation. Each student is given a role to play: members of the budget committees in the House and Senate, congressional leaders, White House advisors, interest groups, and the media. Students interact with one another to try to balance the budget while also promoting their respective interests. After the simulation, students engage in a discussion of how the structure, process, and behavior of individuals all influence the outcome of the budget.
Curricular Requirement 9

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.

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity in which students analyze quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, or behaviors.

The syllabus must cite the source used for the assignment or activity.

Key Term(s)

Quantitative data: e.g., tables, graphs, charts, data maps.

Samples of Evidence

1. To better understand how political scientists might study the impact that state registration laws and procedures can have on voter participation, students look at data collected prior to the passing of the Wisconsin Voter ID Law using data collected by the Wisconsin Election Commission. They then compare this to data of voter participation after the legislation and draw conclusions about the relationship between such laws and political participation.

2. Students compile data on the source and amount of campaign donations from interest groups received by two or more congressional candidates (Center for Responsible Politics – Open Secrets website) and their congressional voting record on related issues (GovTrack website). Using the data, students make presentations of their findings and implications related to the question of whether money “buys” political support or whether political support yields campaign contributions.

3. Students examine the nightly news broadcasts on ABC, CBS, NBC, CNN, and Fox News on a specific date twice a month throughout the 2016 presidential campaign using the Vanderbilt Television News Archive. They then conduct an analysis of the focus of stories concerning presidential candidates and track public opinion polls of candidate support using the Gallup Poll over the same period of time to develop inferences about how the amount of coverage relates with standing in multiple polls.
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.

The syllabus must describe at least one assignment or activity, and cite the source used, in which students analyze information from a primary or secondary source document to explain how it relates to political principles, institutions, processes, or behaviors.

The syllabus must indicate that the nine required foundational documents are incorporated in the course, even when readers are used.

None at this time.

1. Students compare the majority opinion and summaries of Buckley v. Valeo (1976) and the Bipartisan Campaign Reform Act of 2002 with that of Citizens United v. Federal Election Commission (2010) to consider the impact these rulings have had on federal elections and campaigns. Students then work in groups to discuss the issues involved with free speech and fair and competitive elections in the U.S., drafting a group essay that defends the Citizens United holding or advocates other possible reforms to campaign finance laws. Each group should support its argument with evidence from foundational documents and other reliable sources.

In the introduction to the course, the syllabus states the following:

“All nine required foundational documents are incorporated into the course. Students will also read additional foundational documents based on state and local requirements and/or impact on U.S. constitutional democracy.”

2. Students read Federalist No. 70: The Executive Department Further Considered, and analyze it in terms of the operations of the modern presidency. They will also be assigned activities based on articles from the course reader.
The following nine foundational documents are incorporated within the course:

- **Federalist No. 10**: The Same Subject Continued – The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection
- **Brutus No. 1**: To the Citizens of the State of New York
- The Declaration of Independence
- Articles of Confederation
- **Federalist No. 51**: The Structure of Government Must Furnish the Proper Checks and Balances Between the Different Departments
- The Constitution of the United States (including the Bill of Rights and following Amendments)
- “Letter from Birmingham Jail” (Martin Luther King, Jr.)
- **Federalist No. 70**: The Executive Department Further Considered
- **Federalist No. 78**: The Judiciary Department

3. Students are given a media analysis assignment. Each student is assigned to read or view one of three newspaper, network, or cable news stories on a specific political issue. They then analyze the story, making note of the facts provided, the subjects of the story, the viewpoints expressed, and the tone of the story. Students report their results in class and engage in a discussion of the similarities and differences across the media stories.

Nine Required Foundational Documents:

- **Federalist No. 10**: The Same Subject Continued – The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection
- **Brutus No. 1**: To the Citizens of the State of New York
- The Declaration of Independence
- Articles of Confederation
- **Federalist No. 51**: The Structure of Government Must Furnish the Proper Checks and Balances Between the Different Departments
- The Constitution of the United States (including the Bill of Rights and following Amendments)
- “Letter from Birmingham Jail” (Martin Luther King, Jr.)
- **Federalist No. 70**: The Executive Department Further Considered
- **Federalist No. 78**: The Judiciary Department
### Curricular Requirement 11

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.

### Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity in which students analyze visual information to explain how it relates to political principles, institutions, processes, or behaviors.

The syllabus must cite the type of source used for the assignment or activity.

### Key Term(s)

**Visual information:** e.g., information graphics, political cartoons, maps, illustrations.

### Samples of Evidence

1. Students analyze an information graphic that compares how the House and Senate look today alongside what they would look like if they were demographically representative of our nation. Students then develop an explanatory essay detailing how policy making might change if Congress was more aligned demographically, specifically in terms of gender and ethnicity.

2. Students are provided a color-coded map of the U.S. including which states are considered “swing” states in an upcoming presidential election. The class discusses what turns a state into a swing state and what data determines which candidate will likely receive all of a state’s Electoral College votes. Students then compare how a particular state has voted in past presidential elections to make a prediction of what might happen in future presidential or congressional races in that state.

3. Students analyze political cartoons about third-party candidates and reflect on the role that third-party candidates have in United States politics. They then create their own cartoon to represent what they have learned about the effect of the third parties on presidential campaigns.
Curricular Requirement 12

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

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity where students apply course concepts or Supreme Court decisions in real-world contexts or scenarios.

Key Term(s)

Real-world context or scenario: a current, recent, contemporary, or timely context or scenario.

Samples of Evidence

1. Students pick two states with recent changes in voter registration laws and identify the purpose of the new laws. They then compare voter turnout in those two states before and after the changes as well as turnout in two comparable states that did not change their voter registration laws. Students write an essay arguing which new law best achieves the participatory goals of a democratic system.

2. 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.

3. Students research connections between the platforms of major political parties and their party nominees in the two most recent presidential elections. Students will compare the positions of the parties in relation to the candidates who win the nomination to examine whether political parties control their issue stances, or whether party platforms are controlled by presidential nominees.
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*.

**Evaluation Guideline(s)**

The syllabus must describe at least one assignment in which students focus on developing a written argument supported by evidence about a political concept.

**Key Term(s)**

None at this time.

**Samples of Evidence**

1. Students analyze arguments from sources and Supreme Court cases that indicate the president’s power needs to be curtailed or limited in specific areas. They compare these arguments with other sources that support a position that presidential power should be enhanced to deal with contemporary technology and/or events. Students then write a thesis statement taking one position or another on presidential power. They swap statements with a partner to ensure each has a clear and defensible position before listing the evidence and logic supporting it. They then find two other students taking the same position to compare statements and evidence. The students then look at several opposing statements and lists of evidence in order to plan how they might defend and refute these alternative position(s). Finally, they incorporate these steps in an essay that they complete individually.

2. Students develop thesis statements taking a position on U.S. immigration reform that limits or bans groups from specific countries. Students should work in pairs to develop and edit each other’s claim to ensure it is clear and defensible. Specific foundational documents and/or Court cases should be listed in support of the claim as part of this pre-writing activity. Assigned to small groups, the students should discuss how to organize and analyze evidence used to explain or justify the claim.

3. Students write an essay comparing the Articles of Confederation and the U.S. Constitution and defend a position on whether any powers should be reserved to the states in the twenty-first century. The essay must include a defensible thesis, a supporting argument using relevant evidence and logical reasoning, as well as present a counter argument to which they either provide a rebuttal or concede.

Curricular Requirement 14

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.

Evaluation Guideline(s)

The syllabus must describe an opportunity where students engage in a political science research or applied civics project that culminates in a presentation of findings.

Key Term(s)

None at this time.

Samples of Evidence

1. With teacher approval, students conduct individual or collaborative research projects that may include attending local/state/federal governmental meetings, collecting information from different sides on a local political issue, or serving in a local political election campaign. They then create an oral report with visual aids and/or quantitative data to present back to the class or other audience, tying their research and experience back to course concepts.

2. Students compare public opinion data and create a visual to be posted in the classroom that compares polling results from different sources on the same question.

3. Students create a voter guide comparing state legislative candidates on five key issues. They then present the voter guide to the class. Classmates or audience would then evaluate the voter guide based on the persuasiveness of the guide’s ratings.
Curricular Requirement 15

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.

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity in which students analyze and explain how a required Supreme Court decision relates to political principles, institutions, processes, or behaviors and connect it to another non-required, contemporary Supreme Court case addressing a similar issue.

The syllabus must indicate that the 15 required Supreme Court cases are incorporated in the course, even if readers are used.

Key Term(s)

None at this time.

Samples of Evidence

1. In groups based on major units of the course, students research majority and dissenting opinions of the following required Supreme Court cases:
   - US v. Lopez
   - Baker v. Carr
   - Engle v. Vitale
   - Schenck v. US

   They then find a recent case in which their assigned cases, either the majority or dissenting opinion, was used as a precedent and present an argument for why the current standing of the Court should be overturned or not based on public opinion on the topic. (Opinions can be found at Oyez.com and public opinion can be found at Gallup.com).

   The 15 required Supreme Court cases are incorporated throughout the course.

2. Students are provided with the reasoning of two judicial opinions on the same non-required Supreme Court case, where each takes a different position on the issue. Individually, they analyze assumptions, reasoning, and supporting evidence relative to the facts and issue in the case. They
then pair up with another student and analyze how the constitutional issue in their non-required case relates to one of the required cases focusing on which opinion was used as a precedent. The two students write a response together that discusses the implications of the two cases on political processes and behavior.

The following Supreme Court cases are incorporated within the course:

- McCulloch v. Maryland (1819)
- Engel v. Vitale (1962)
- Wisconsin v. Yoder (1972)
- Schenck v. United States (1919)
- Gideon v. Wainwright (1963)
- Roe v. Wade (1973)
- McDonald v. Chicago (2010)
- Baker v. Carr (1961)
- Shaw v. Reno (1993)
- Marbury v. Madison (1803)

3. Using the Interactive Constitution and the National Constitution Center’s module entitled, *Social Order and Civil Liberties: Examining the Second and Fourth Amendments*, students work in pairs to complete all the activities within the module. The module provides opportunities to analyze the Courts’ ruling in D.C. v. Heller and how it impacts political behavior. Note: The NCC website is located in the published framework.

As a follow-up activity, students compare McDonald v. Chicago (one of the required Supreme Court cases) with D.C. v. Heller (non-required case) using the following criteria:

1. Claims and reasoning of the majority opinion in each case
Samples of Evidence

(continued)

2. Reasoning of concurring and dissenting opinions and/or other related Supreme Court decisions

3. Implications for political processes and/or behavior

Required Supreme Court cases (in order of appearance):

- McCulloch v. Maryland (1819)
- Engel v. Vitale (1962)
- Wisconsin v. Yoder (1972)
- Schenck v. United States (1919)
- Gideon v. Wainwright (1963)
- Roe v. Wade (1973)
- McDonald v. Chicago (2010)
- Baker v. Carr (1961)
- Shaw v. Reno (1993)
- Marbury v. Madison (1803)

Additional: Other Supreme Court cases will be included based on state and local requirements or due to their impact on our constitutional democracy.
### Curricular Requirement 16

**Evaluation Guideline(s)**

The syllabus must cite a college-level U.S. government and politics textbook.

**Key Term(s)**

None at this time.

**Samples of Evidence**

1. The syllabus cites the title, author, and publication date of a textbook from the AP U.S. Government and Politics Example Textbook List.
2. The syllabus includes the author, title, and publication date of a college-level U.S. government and politics textbook.
3. The syllabus cites a recently published college-level textbook for a U.S. government and politics course.

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