AP® United States Government and Politics

Course Syllabus and Requirements 2019-2020

**Course Description:**

AP U.S. Government and Politics is a year-long college-level course that seeks to not only prepare students for the AP Exam in May, but also provide students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. Please note that this is not a history course, but a political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system.

AP Government and Politics accomplishes these goals by framing the acquisition of knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices through the use of a set of reasoning processes. By the end of the course, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives.

The course is organized into five units of study that include:

Unit 1: Foundations of American Government

Unit 2: Civil Liberties and Civil Rights

Unit 3: American Political Ideologies and Beliefs

Unit 4: Political Participation

Unit 5: Interaction Among the Branches of Government

The course also consists of:

* A one-class review period before each test
* Approximately three weeks of review for the AP Exam in May
* A civic engagement project to be completed and presented after the AP Exam

**Overview of the AP Exam**

The AP U.S. Government and Politics Exam will be comprised of the following sections:

Multiple Choice Questions **(55)**

Structure – The questions on multiple choice will ask students to:

* Analyze and compare political concepts
* Analyze and interpret quantitative, text-based, and visual sources
* Apply course concepts, foundational documents, and Supreme Court decisions in a variety of hypothetical and real-world scenarios

Timing: One hour and twenty minutes

Percentage of total exam: 50%

Free-Response Questions **(4)**

Structure – The four questions on the free response will ask students to:

* Apply political concepts in real-world scenarios
* Compare the decisions and implications of different Supreme Court cases
* Analyze quantitative data
* Develop an argument using required foundational documents as evidence

Timing: One hour and forty minutes

Percentage of total exam: 50%

**Big Ideas in AP U.S. Government and Politics**

The big ideas described below are intended to illustrate distinctive features and processes in

U.S. government and politics as well as how political scientists study political behavior.

**Constitutionalism (CON):** The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance majority rule and minority rights.

**Liberty and Order (LOR):** Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.

**Civic Participation in a Representative Democracy (PRD):** Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.

**Competing Policy-Making Interests (PMI):** Multiple actors and institutions interact to produce and implement possible policies.

**Methods of Political Analysis (MPA):** Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

**Reasoning Process**

The reasoning processes are thought processes that will facilitate connection making and analysis in the pursuit of effectively executing the disciplinary practices in the course. In other words, the reasoning processes form the cognitive bridge between the course content and the disciplinary practices. The reasoning processes in this course include:

* Definition/Classification: Demonstrating knowledge of course concepts
* Explain-Process: Explaining political processes
* Explain-Causation: Explaining causes and effects of political principles, institutions, processes, and behaviors
* Explain-Comparison: Explaining similarities and differences among political principles, institutions, processes, and behaviors

**Disciplinary Practices**

The disciplinary practices are the tasks students will apply to the course content using the reasoning process. Becoming proficient in these disciplinary practices gives students the tools to analyze political information regardless of the format, and develop a factually accurate, thoughtful, well-reasoned argument or opinion, about an issue related to American government and politics. The disciplinary practices in this course include:

* Practice 1: Apply political processes and concepts to scenarios in context
* Practice 2: Apply Supreme Court decisions
* Practice 3: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics
* Practice 4: Read, analyze, and interpret foundational documents and other text-based and visual sources
* Practice 5: Develop an argument in essay format

Every AP question fuses course content, reasoning processes, and disciplinary practices. Thus, in-class and outside of class assignments will focus on the acquisition of course content and the application of course content to disciplinary practices using reasoning skills.

**Current Events:**

One of the most effective ways of learning about politics and reinforcing what you have learned is to pay attention to current political events. Therefore, it is expected that you are actively reading a major newspaper, magazines such as Time or National Review, a politically oriented journal such as Foreign Policy, or watching the news and other politically oriented programs. The more you pay attention to current events and how they relate to what you have learned, the more effective you will be during class discussions. Also, it is a good idea to balance your news sources in order to understand both sides to a particular issue. Throughout the course students will be asked to analyze various news articles provided by the teacher following a standard format.

**Texts**

Edwards, George C. III, Martin P. Wattenberg, and Robert L. Lineberry.

*Government in America: People, Politics, and Policy,* 16th ed. New York:

Longman, 2002. **[CR16]**

Brudney, Kent M., Weber, Mark E. *Critical Thinking and American Government: Exercises and Applications,* 1st ed. New Jersey: Pearson 2011 **[CR16]**

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

**Other Materials/Suggested Readings**

A number of other materials will be assigned and used in class. These include, but are not limited to: articles from current newspapers, such as the New York Times or the Wall Street Journal; newsmagazine excerpts from Time, or National Review; news footage and documentaries, including PBS Frontline videos; C-SPAN’s coverage and current events materials; numerous websites. There will also be readings suggested by the teacher that will enhance the learning and provide varying perspectives to the topic. In order to achieve a deeper understanding of the concepts of the five Big Ideas and to aid the student in preparation for the AP exam, there are **nine foundational documents** and **fifteen Supreme Court cases** the students will analyze. These documents and Supreme Court cases will appear in bold type throughout the syllabus. **[CR10: foundational documents] [CR15: Supreme Court cases]**

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

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

**Course Outline**:

**Unit I: Foundations of American Democracy**

The U.S. Constitution arose out of important historical and philosophical ideas and preferences regarding popular sovereignty and limited government. Compromises were made during the Constitutional Convention and ratification debates, and these compromises have frequently been the source of conflict in U.S. politics over the proper balance between individual freedom, social order, and equality of opportunity.

**Essential Questions:**

* **How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?**
* **How have theory, debate, and compromise influenced the U.S. Constitutional system?**
* **How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?**

**Primary Unit Focus [CR1]**

* The philosophical foundations and documents of American democracy, including the Declaration of Independence, social contract theory, republicanism, types of democracy, and the tension between individual liberty and order/safety. (EU LOR-1)
* How the Articles of Confederation failed to adequately balance individual liberty and public order/safety, and how the framers wrestled with these questions in drafting the Constitution. (EU LOR-1)
* The compromises reached at the Constitutional Convention and the debate between the Federalist and the Anti-Federalists during the ratification debate. (EU CON-1)
* The evolving relationship between the national and state governments, including the grant process, policy issues, and the idea of devolution. (EU CON-1)

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

**Readings and Activities:**

**Edwards, Chapter 1**: Introducing Government in America

**Edwards, Chapter 2**: The Constitution

**Edwards, Chapter 3**: Federalism

**The Declaration of Independence**

**The Articles of Confederation**

**The Constitution of the United States**

**Constitution Research Project**

**Brudney, Exercise 2.4:** Is the Federal Government or Are the States in Charge of the Minimum Drinking Age?

**Brudney, Exercise 2.2:** Reforming K-12 Education: The Disputed Role of the

Federal Government

**Topics:** What is politics? Theories of American Democracy, the origins of the Constitution, compromise at the Constitutional Convention, Ratification, What is Federalism? Separation of Powers, The Federal system today. ***McCulloch v. Maryland, U.S. v. Lopez***

**Methods**: Lecture, Socratic seminar, student presentations, class discussion and debate, data analysis.

**Evaluation**: Completion of various homework assignments, in-class written analyses of various charts, graphs, and political cartoons, vocabulary quizzes, Supreme Court case synopses using supplied template, Unit I exam (with AP style multiple choice questions and a free response essay). **[CR6] [CR8] [CR10] [CR12] [CR15]**

**[CR6] The course integrates public policy with each unit.**

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

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

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

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

**Unit II: Civil Liberties, Civil Rights**

Through the U.S. Constitution, but primarily through the Bill of Rights and the Fourteenth Amendment, citizens and groups have attempted to restrict national and state governments from unduly infringing upon individual rights essential to ordered liberty and from denying equal protection under the law. Likewise, it has sometimes been argued that these legal protections have been used to block reforms and restrict freedom of others in the name of social order.

**Essential Questions:**

* **To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?**
* **How have U.S. Supreme Court rulings defined civil liberties and civil rights?**

**Primary Unit Focus [CR3]**

* The role of the courts, and the due process and equal protection clauses in the expansion of civil liberties and civil rights, including the idea of selective corporation (EU LOR-2, CON-5)
* The expansion of liberties protected by the 1st and 2nd Amendments. (EULOR-2, CON-5)
* The development of the right to privacy and its implications for reproductive rights and 4th Amendment protections. (EU LOR-3)
* A history of civil rights issues and how historically disadvantaged groups in American society have achieved greater equality and equitable treatment in society. (EU PRD-1), PMI-3)

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

**Readings and Activities:**

**Edwards Chapter 4**: Civil Liberties and Public Policy

**Edwards Chapter 5**: Civil Rights and Public Policy

**Brudney Exercise 10.4:** The End of Affirmative Action?

**Brudney Exercise 11.4:** Offensive Speech: Jerry Falwell, *Hustler,* and Funeral

Protestors

***Engel v. Vitale, Roe v. Wade***

**“Letter from Birmingham Jail.”**

**Topics:** Bill of Rights, 1st Amendment Rights (Free exercise clause, the Establishment clause, Expression), Right to Privacy, Due Process, Rights of the Accused, the 14th Amendment, Views of Equality, Equal Protection, Discrimination, Affirmative Action, Supreme Court case analyses including but not limited to: ***Lemon v. Kurtzman (1971), Wisconsin v. Yoder (1972), Tinker v. Des Moines (1969), New York Times Company v. U.S. (1971), Schenck v. United States (1919), Gideon v. Wainwright (1963), Mapp v. Ohio (1961), Griswold v. Connecticut (1965), Gitlow v. New York (1925), Plessy v. Ferguson (1896), Brown v. Board of Education I and II (1954-5), McDonald v. Chicago (2010).***

**Methods**: Lecture, Socratic seminar, student presentations, Frontline program “Spying on the Home Front”, class discussion and debate, data analysis.

**Evaluations**: Completion of various homework assignments, in-class written analysis of various charts, graphs, and political cartoons, vocabulary quizzes, Supreme Court cases synopses, Unit II

exam (with AP style multiple choice questions and a free response essay).

**[CR6] The course integrates public policy with each unit.**

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

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

**[CR12] The course provides opportunities to apply course concepts and Supreme Court**

**decisions in real-world contexts or scenarios.**

**[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 Government***

***and Politics Curriculum Framework.***

**[CR15] Students are provided opportunities to analyze the 15 required Supreme**

**Court cases as described in the *AP Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.**

**Unit III: American Political Beliefs**

American political beliefs are shaped by founding ideals, core values, linkage institutions (e.g., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens. These beliefs about government, politics, and the individual’s role in the political system influence the creation of public policy.

**Essential Questions:**

* **How are American political beliefs formed and how do they evolve over time?**
* **How do political ideology and core values influence government policy making?**

**Primary Unit Focus [CR4]**

* Elements of a scientific poll, the different types of polls, and how they are used in U.S. government and politics. (EU MPA-2), PRD-3)
* The basic tenets of American political culture, the conservative and liberal political ideologies, and how these are acquired. (EU MPA-1)

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

**Readings and Activities:**

**Edwards Chapter 6:** Public Opinion and Political Action

**Edwards Chapter 8:** Political Parties

**Edwards Chapter 16:** Economic and Social Welfare Policymaking

**Edwards Chapter 17:** Policymaking for Health Care, the Environment, and Energy

**Edwards Chapter 18:** National Security Policymaking

**Federalist 10**

Handout: **Brutus #1**

**Brudney Exercise 3.1:** Public Confidence in American Institutions

**Brudney Exercise 3.2:** Bias and Accuracy in the News Media: The Case of CBS News and George W. Bush’s Military Record

**Brudney Exercise 4.2:** Gerrymandering

**Topics :** Political Socialization, Public Opinion Polls, Political Ideology (Liberal v. Conservative), Voter Participation, Why people don’t vote Function and structures of the media, impact of media on public opinion, organization and development of parties, The Two Party System, Third Parties, platforms, Economic Policy (unemployment, inflation, Monetary v. Fiscal Policy, Business and Public Policy, Labor Policy), What is Welfare?, Social Security, Entitlements, Politics of Health Care, Environmental Policy, Debate over Global Warming, Sources of Energy, Foreign Policy, National Defense Spending, History of US Foreign Policy, Globalization

**Methods:** Lecture, Socratic seminar, student presentations, class discussion and debate, data analysis of surveys and charts.

**Evaluation**: Completion of various homework assignments, in-class written analyses of various charts, graphs, and political cartoons, vocabulary quizzes, Supreme Court case synopses, in-class debates with reaction papers, Unit III exam (with AP style multiple choice questions and a free response essay)

**[CR6] The course integrates public policy with each unit.**

**[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 quantitative sources**

**(primary and secondary sources including the nine required foundational documents) to explain how the relate to political concepts.**

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

**[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 Government and Politics Curriculum Framework.***

**Unit IV: Political Participation**

Governing is achieved directly through citizen participation and indirectly through 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 policymaking.

**Essential Questions:**

* **How have changes in technology influenced political communication and behavior?**
* **Why do levels of participation and influence in politics vary?**
* **How effective are the various methods of political participation in shaping public policies?**

**Primary Unit Focus [CR5]**

* The evolution of voting rights and the current state of voter turnout. (EU MPA-3, PMI-1, PMI-5)
* Factors that influence voter choice in elections. (EU MPA-3, MPA-1)
* The functions of political parties in the United States and third parties in United States government and politics. (EU PMI-5)
* The development of candidate-centered campaigns. (EU PMI-5, PRD-3)
* The theory of critical elections. (EU PMI-5)
* Interest groups in the United States government and politics. (EU PMI-5)
* Nominations, campaigns, and elections in United States government and politics. (EU PRD-2)
* The media as a linkage institution, including changes in media, such as the growth of social media and partisan media sources. (EU PRD-3)

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

**Readings and Activities:**

**Edwards Chapter 7:** The Mass Media and the Political Agenda

**Edwards Chapter 9**: Campaigns and Voting Behavior

**Edwards Chapter** **10**: Interest Groups

**Brudney Exercise 5**.**3:** Whither Campaign Finance Reform

***Citizens United v. FEC***

**Topics:**  The Nomination Process, Elections, Campaigning, Campaign Finance, the Electoral College, range and activities of interest groups, theories of interest group politics, impact of interest groups on policy, lobbying, PAC’s.

**Methods**: Lecture, Socratic seminar, student presentations, class discussion and debate, data analysis of surveys and charts.

**Evaluation**: Completion of various homework assignments, in-class written analyses of various charts, graphs, and political cartoons, vocabulary quizzes, Supreme Court case synopses, in-class debates with reaction papers, Unit IV exam (with AP style multiple choice questions and a free response essay)

**[CR6] The course integrates public policy with each unit.**

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

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

**[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.**

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

**[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 Government and Politics Curriculum Framework.***

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

**Unit V: Interaction among Branches of Government**

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.

**Essential Questions:**

* **How do the branches of the national government compete and cooperate in order to govern?**
* **To what extent have changes in the powers of the branches affected how responsive and accountable the national government is in the 21st century?**

**Primary Unit Focus [CR2]**

* Structure of Congress, including significant difference between the chambers regarding organization, leadership, incumbency, and powers. (EU CON-3)
* Congressional representation and gerrymandering. (EU CON-3)
* The president’s formal and informal powers. (EU CON-4)
* Judicial independence, *Federalist #78, Marbury v. Madison*, and judicial decision-making. (EU CON-5)
* How the bureaucracy operates and its place in the checks and balances system. (EU PMI-1, PMI-2)
* The future of entitlement spending in the United States. (EU CON-3)

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

**Readings and Activities:**

**Edwards Chapter 11:** Congress

**Edwards Chapter 12:** The Presidency

**Edwards Chapter 13:** The Budget: The Politics of Taxing and Spending

**Edwards Chapter 14:** The Federal Bureaucracy

**Edwards Chapter 15:** The Federal Courts

**Brudney Exercise 6.2:** Why We Hate Congress but Love Our Member of

Congress

**Brudney Exercise 7.1:** The Electoral College

**Brudney Exercise 8.1:** The Fourth Branch

**Brudney Exercise 9.2:** Judicial Activism versus Judicial Restraint: The

Supreme Court and the Juvenile Death Penalty

**Topics:** Structure and Function of Congress, Incumbency, Committees, How a Bill Becomes Law, Presidential Powers, Shared Powers, Expansion of Powers, Making Policy, National Security, Federal Budget, Taxes, Social Service state, the Cabinet, Regulatory Commissions, Relationships of Bureaucracy with each branch, Structure of the Federal Court System, the Supreme Court, Processes of Supreme Court, Judicial Politics and Agendas.

***Marbury v. Madison (1803)***

**Methods**: Lecture, Socratic Seminar, class discussion and debate, data analysis of various charts (Federal budget and expenditures, Congressional Districts, Checks and Balances).

Federal Budget Simulation activity.

**Evaluation**: Completion of various homework assignments, in-class written analyses of charts, graphs, and political cartoons, vocabulary quizzes, Supreme Court cases synopses, Unit V Exam (with AP style multiple choice questions and a free response essay)

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

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

**[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 quantitative sources (primary and secondary sources including the nine required foundational documents) to explain how the relate to political concepts.**

**[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.**

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

**In addition:**

At the completion of the last unit, there will be a review period to prepare for the AP exam in early May. Although I will provide you with a packet for review students may purchase a copy of an AP test preparation book. Your grade on the AP exam and in this class depends on your **level of commitment, your work ethic, and your attitude**. Simply reading the material will not ensure success in this course, **although I cannot emphasize enough the importance of READING THE TEXT**. Participation in class discussion and debates will enrich the text and provide various opportunities for enhancement of the material. If you are fully committed, this course will be a challenging, fulfilling experience.

**Grading:**

This course uses a total point method of grading. Dividing your accumulated points by the total points available will give you your grade for the quarter. Tests are always worth 100 points. As this is a college-level course, **late work will not be accepted**. If you are absent the day an assignment is due it is expected that you turn it **on the first day of your return**. You are responsible for checking the handout file for anything you may have missed upon your return. If you miss a test due to absence or some other school function, a ZERO will be entered into School Tool until the test is taken. At the end of each quarter, I will empty out my folder in the test center. Any test not taken **will not** be allowed to be made up. In order to preserve the integrity of the tests and quizzes, no tests will be allowed to be taken **before** the assigned test date. **There will be no exceptions (college visit, vacation, etc.).**

**AP Government and Politics**

**Curricular Requirements**

CR 1 The course includes the Foundations of American Democracy Unit and addresses

all related big ideas (BIs) and enduring understandings (EUs).

CR 2 The course includes the Interactions Among the Branches of Government Unit

and addresses all related big ideas (BIs) and enduring understandings (EUs).

CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all

related big ideas (BIs) and enduring understandings (EUs).

CR 4 The course includes the American Political Ideologies and Beliefs Unit and

addresses all related big ideas (BIs) and enduring understandings (EUs).

CR5 The course includes the Political Participation Unit and addresses all related

big ideas (BIs) and enduring understandings (EUs).

CR6 The course integrates public policy with each unit.

CR7 The course address the big ideas by connecting enduring understandings across

one or more units.

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

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 quantitative sources

(primary and secondary sources including the nine required foundational

documents) to explain how the relate to political concepts.

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.

CR12 The course provides opportunities to apply course concepts and Supreme Court

decisions in real-world contexts or scenarios.

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 Government*

*and Politics Curriculum Framework.*

CR14 Students are provided with an opportunity to engage in a political science

research or applied civics project tied to the *AP Government and Politics Curriculum Framework* that culminates in a presentation of findings.

CR15 Students are provided opportunities to analyze the 15 required Supreme

Court cases as described in the *AP Government and Politics Curriculum Framework* and connect them to other non-required landmark cases.

CR16 Students and teachers have access to a college-level U.S. government and

politics textbook.