**COURSE DESCRIPTION**

**Course Title:** AP American Government & Politics

**Course Number:** 00151

**Course Prerequisites:** None (but strongly recommended that students successfully complete US History I CP with an 85% or better)

**Course Description:** AP United State Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on the history that has shaped how our government works. This course is not only intended to prepare students to take the AP exam, but to give a well-rounded insight into how American government affects our lives today. It is recommended that students who take this course have achieved a final average of at least 85 percent in their College Prep US History I course.

**Suggested Grade Level**: Grades 11-12

**Length of Course:** Two Semesters

**Units of Credit:** 1

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 59 Social Studies

CSPG 35 Citizenship Education

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** AP (1) GPA +10%

**Mark Types:** Check all that apply.

[x] F – Final Average [x] MP – Marking Period [x] EXM – Final Exam

**GPA Type**: [ ]  GPAEL-GPA Elementary [ ]  GPAML-GPA for Middle Level [x]  NHS-National Honor Society

[x]  UGPA-Non-Weighted Grade Point Average [x]  GPA-Weighted Grade Point Average

**State Course Code**: 04157

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  American Government: Stories of Our Nation

**Publisher:** Bedford, Freeman, and Worth

**ISBN #:**  9781319275655

**Copyright Date:** 2019

**WCSD Board Approval Date:** 2019

**Supplemental Materials:** Foundational Documents and Court Cases Reader for American Government: Stories of Our Nation; College Board website

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 5/22/2023

**Date Approved:**  6/12/2023

**Implementation Year:** 2023/2024

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

Unit 1: Foundations of American Democracy

**Marking Period 2**

Unit 2: Interactions Among Branches of Government

**Marking Period 3**

Unit 3: Civil Liberties and Civil Rights

Unit 4: American Political Ideologies and Beliefs

**Marking Period 4**

Unit 5: Political Participation

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught**  |
| --- | --- | --- |
| Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution | C.1.2.2.1C.1.2.1.1C.1.2.1.2C.1.2.1.3C.2.1.1.2SOC.9-12.LOR-1.ASOC.9-12.LOR-1.A.1SOC.9-12.LOR-1.A.2 | MP1 |
| Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S | C.1.3.1.1C.1.2.1.1C.2.3.1.3C.2.3.2.1C.2.3.2.3SOC.9-12.LOR-1.BSOC.9-12.LOR-1.B.1SOC.9-12.LOR-1.B.1.aSOC.9-12.LOR-1.B.1.bSOC.9-12.LOR-1.B.1.cSOC.9-12.LOR-1.B.2SOC.9-12.LOR-1.B.3 | MP1 |
| Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents | C.1.1.1.4C.1.2.2.1C.2.3.1.2C.2.3.2.1SOC.9-12.CON-1.ASOC.9-12.CON-1.A.1SOC.9-12.CON-1.A.2 | MP1 |
| Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal governmentgreater power formerly reserved to the states | C.1.1.1.2C.1.1.1.4SOC.9-12.CON-1.BSOC.9-12.CON-1.B.1SOC.9-12.CON-1.B.1.aSOC.9-12.CON.1.B.1.b | MP1 |
| Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system | C.1.1.1.4C.2.4.2.2C.2.2.2.3SOC.9-12.CON.1.CSOC.9-12.CON.1.C.1SOC.9-12.CON.1.C.1.aSOC.9-12.CON.1.C.1.bSOC.9-12.CON.1.C.1.cSOC.9-12.CON.1.C.1.dSOC.9-12.CON.1.C.2SOC.9-12.CON.1.C.3SOC.9-12.CON.1.C.4SOC.9-12.CON.1.C.4.aSOC.9-12.CON.1.C.4.b | MP1 |
| Explain the constitutional principles of separation of powers and “checks and balances.” | C.1.2.1.1C.1.2.2.1C.1.3.1.2SOC.9-12.PMI-1.ASOC.9-12.PMI-1.A.1SOC.9-12.PMI-1.A.2 | MP1 |
| Explain the implications of separation of powers and “checks and balances” for the U.S. political system | C.1.2.2.1C.1.3.1.2SOC.9-12.PMI-1.BSOC.9-12.PMI-1.B.1SOC.9-12.PMI-1.B.2 | MP1 |
| Explain how societal needs affect the constitutional allocation of power between the national and state governments | C.1.2.2.3C.2.3.2.3SOC.9-12.CON.2.ASOC.9-12.CON.2.A.1SOC.9-12.CON.2.A.2 | MP1 |
| Explain how the appropriate balance of power between national and state governments has been interpreted differently over time | C.1.2.2.1C.1.3.1.1C.1.3.1.2SOC.9-12.CON-2.BSOC.9-12.CON-2.B.1SOC.9-12.CON-2.B.2SOC.9-12.CON-2.B.2.aSOC.9-12.CON-2.B.2.b | MP1 |
| Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making | 5.1.12.A,D5.2.12.C5.3.12.AC.1.2.2.1C.1.2.2.2C.1.3.1.1C.1.3.1.2SOC.9-12.CON-2.CSOC.9-12.CON-2.C.1SOC.9-12.CON-2.C.2 | MP1 |
| Describe the different structures, powers, and functions of eachhouse of Congress | C.1.1.1.1C.1.1.1.2C.1.3.1.2C.1.3.1.3SOC.9-12.CON-3.ASOC.9-12.CON-3.A.1SOC.9-12.CON-3.A.2SOC.9-12.CON-3.A.3SOC.9-12.CON-3.A.4SOC.9-12.CON-3.A.4.aSOC.9-12.CON-3.A.4.bSOC.9-12.CON-3.A.4.c | MP2 |
| Explain how the structure, powers, and functions of both houses of Congress affect the policy-making process | C.1.1.1.1C.1.1.1.2C.1.4.1.1C.1.2.2.3SOC.9-12.CON-3.BSOC.9-12.CON-3.B.1SOC.9-12.CON-3.B.2SOC.9-12.CON-3.B.3SOC.9-12.CON-3.B.3.aSOC.9-12.CON-3.B.3.bSOC.9-12.CON-3.B.3.cSOC.9-12.CON-3.B.3.dSOC.9-12.CON-3.B.3.eSOC.9-12.CON-3.B.3.fSOC.9-12.CON-3.B.4SOC.9-12.CON-3.B.5 | MP2 |
| Explain how congressional behavior is influenced by election processes, partisanship, and divided government | C.2.1.1.1C.2.1.1.2C.2.2.1.1C.2.2.1.2C.2.2.2.1C.2.2.2.2C.2.2.2.3C.2.2.2.4C.2.3.2.2C.2.4.2.2C.2.4.3.1C.2.4.3.2SOC.9-12.CON-3.C.1SOC.9-12.CON-3.C.1.aSOC.9-12.CON-3.C.1.bSOC.9-12.CON-3.C.1.cSOC.9-12.CON-3.C.1.d | MP2 |
| Explain how the president can implement a policy agenda | C.1.1.1.2C.1.1.2.1SOC.9-12.CON-4.ASOC.9-12.CON-4.A.1SOC.9-12.CON-4.A.2SOC.9-12.CON-4.A.2.aSOC.9-12.CON-4.A.2.bSOC.9-12.CON-4.A.2.cSOC.9-12.CON-4.A.2.dSOC.9-12.CON-4.A.2.e | MP2 |
| Explain how the president’s agenda can create tension and frequent confrontations with Congress | C.1.1.1.3C.1.2.1.1C.1.3.1.2C.1.4.1.1SOC.9-12.CON-4.BSOC.9-12.CON-4.B.1SOC.9-12.CON-4.B.1.aSOC.9-12.CON-4.B.1.bSOC.9-12.CON-4.B.1.cSOC.9-12.CON-4.B.2SOC.9-12.CON-4.B.3 | MP2 |
| Explain how presidents have interpreted and justified their use of formal and informal powers | C.1.1.1.2C.1.1.1.3C.1.1.2.1C.1.1.2.2C.1.1.3.1C.1.1.3.2C.1.4.1.1SOC.9-12.CON-4.CSOC.9-12.CON-4.C.1SOC.9-12.CON-4.C.2SOC.9-12.CON-4.C.3 | MP2 |
| Explain how communication technology has changed the president’s relationship with the national constituency and the other branches | C.1.4.1.1C.2.2.2.4C.2.4.3.1C.2.4.3.2SOC.9-12.CON-4.DSOC.9-12.CON-4.D.1SOC.9-12.CON-4.D.1.aSOC.9-12.CON-4.D.1.b | MP2 |
| Explain the principle of judicial review and how it checks the power of other institutions and state governments | C.1.1.3.3C.1.2.2.3C.1.3.1.2C.1.4.2.1C.1.4.2.2C.1.4.2.3C.2.1.2.2C.2.4.2.2SOC.9-12.CON-5.A.1SOC.9-12.CON-5.A.1.aSOC.9-12.CON-5.A.1.bSOC.9-12.CON-5.A.1.c | MP2 |
| Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power | C.1.2.1.3C.1.2.1.4SOC.9-12.CON-5.BSOC.9-12.CON-5.B.1SOC.9-12.CON-5.B.2SOC.9-12.CON-5.B.3SOC.9-12.CON-5.B.4 | MP2 |
| Explain how other branches in the government can limit the Supreme Court’s power | C.1.2.2.1C.1.3.1.2SOC.9-12.CON-5.CSOC.9-12.CON-5.C.1SOC.9-12.CON-5.C.1.aSOC.9-12.CON-5.C.1.bSOC.9-12.CON-5.C.1.cSOC.9-12.CON-5.C.1.dSOC.9-12.CON-5.C.1.e | MP2 |
| Explain how the bureaucracy carries out the responsibilities of the federal government | C.1.1.1.2C.1.1.1.3C.1.2.2.3C.1.4.1.1C.1.4.1.2C.2.3.2.3SOC.9-12.PMI-2.ASOC.9-12.PMI-2.A.1SOC.9-12.PMI-2.A.1.aSOC.9-12.PMI-2.A.1.bSOC.9-12.PMI-2.A.1.cSOC.9-12.PMI-2.A.1.dSOC.9-12.PMI-2.A.2 | MP2 |
| Explain how the federal bureaucracy uses delegated discretionaryauthority for rule making and implementation | C.1.1.1.2C.1.2.2.3C.1.4.1.1C.1.4.1.2C.2.1.2.3SOC.9-12.PMI-2.BSOC.9-12.PMI-2.B.1SOC.9-12.PMI-2.B.1.aSOC.9-12.PMI-2.B.1.bSOC.9-12.PMI-2.B.1.cSOC.9-12.PMI-2.B.1.dSOC.9-12.PMI-2.B.1.ESOC.9-12.PMI-2.B.1.fSOC.9-12.PMI-2.B.1.g | MP2 |
| Explain how Congress uses its oversight power in its relationship with the executive branch | C.1.2.2.1C.1.3.1.2SOC.9-12.PMI-2.CSOC.9-12.PMI-2.C.1SOC.9-12.PMI-2.C.1.aSOC.9-12.PMI-2.C.1.bSOC.9-12.PMI-2.C.2 | MP2 |
| Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration | C.1.1.1.3C.1.2.1.4C.1.4.1.1C.1.4.1.2SOC.9-12.PMI-2.DSOC.9-12.PMI-2.D.1SOC.9-12.PMI-2.D.2 | MP2 |
| Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts | C.1.2.2.3C.1.3.1.2C.1.4.2.1C.1.4.2.3SOC.9-12.PMI-2.ESOC.9-12.PMI-2.E.1 | MP2 |
| Explain how the U.S. Constitution protects individual liberties and rights | C.1.1.3.1C.1.1.3.2C.1.1.3.3C.1.2.2.1C.2.1.1.2C.2.1.1.3C.2.3.1.2SOC.9-12.LOR-2.ASOC.9-12.LOR-2.A.1SOC.9-12.LOR-2.A.2SOC.9-12.LOR-2.A.3 | MP3 |
| Describe the rights protected in the Bill of Rights | C.1.1.3.1C.1.1.3.2C.1.1.3.3C.1.2.2.1SOC.9-12.LOR-2.BSOC.9-12.LOR-2.B.1 | MP3 |
| Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty | C.1.4.2.1C.1.4.2.2C.1.4.2.3SOC.9-12.LOR-2.CSOC.9-12.LOR-2.C.1SOC.9-12.LOR.2-C.1.aSOC.9-12.LOR-2-C.1.bSOC.9-12.LOR-2.C.2SOC.9-12.LOR-2.C.3SOC.9-12.LOR-2.C.3.aSOC.9-12.LOR-2.C.3.bSOC.9-12.LOR-2.C.3.cSOC.9-12.LOR-2.C.4SOC.9-12.LOR-2.C.5 | MP3 |
| Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety | C.1.3.1.2C.1.3.2.4C.1.4.2.1C.1.4.2.2C.1.4.2.3SOC.9-12.LOR-2.DSOC.9-12.LOR-2.D.1SOC.9-12.LOR-2.D.2 | MP3 |
| Explain the implications of the doctrine of selective incorporation | C.2.1.1.1C.2.1.1.2C.2.1.1.3C.2.3.1.1C.2.3.1.2C.2.4.2.1SOC.9-12.LOR-3.ASOC.9-12.LOR-3.A.1 | MP3 |
| Explain the extent to which states are limited by the due process clause from infringing upon individual rights | C.1.1.3.1C.1.1.3.2C.1.1.3.3C.1.4.2.1C.2.1.1.1C.2.1.1.2C.2.1.1.3C.2.1.2.1C.2.1.2.2C.2.1.2.3C.2.3.1.2SOC.9-12.LOR-3.BSOC.9-12.LOR-3.B.1SOC.9-12.LOR-3.B.2SOC.9-12.LOR-3.B.3SOC.9-12.LOR-3.B.3.aSOC.9-12.LOR-3.B.3.bSOC.9-12.LOR-3.B.3.cSOC.9-12.LOR-3.B.4SOC.9-12.LOR-3.B.4.aSOC.9-12.LOR-3.B.4.bSOC.9-12.LOR-3.B.5 | MP3 |
| Explain how constitutional provisions have supported and motivatedsocial movements | C.2.1.2.1C.2.4.1.1C.2.4.1.2SOC.9-12.PRD-1.ASOC.9-12.PRD-1.A.1SOC.9-12.PRD-1.A.2SOC.9-12.PRD-1.A.2.aSOC.9-12.PRD-1.A.2.bSOC.9-12.PRD-1.A.2.c | MP3 |
| Explain how the government has responded to social movements | C.2.3.2.2C.2.4.2.2SOC.9-12.PMI-3.ASOC.9-12.PMI-3.A.1SOC.9-12.PMI-3.A.1.aSOC.9-12.PMI-3.A.1.bSOC.9-12.PMI-3.A.1.cSOC.9-12.PMI-3.A.1.d | MP3 |
| Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights | C.1.1.3.1C.1.1.3.2C.1.1.3.3C.1.4.2.1C.1.4.2.2C.1.4.2.3C.2.1.2.3SOC.9-12.CON-6.ASOC.9-12.CON-6.A.1SOC.9-12.CON-6.A.1.aSOC.9-12.CON-6.A.1.bSOC.9-12.CON-6.A.1.cSOC.9-12.CON-6.A.2 | MP3 |
| Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government | C.2.3.1.1C.2.3.1.2C.2.3.1.3C.2.4.1.1C.2.4.1.2SOC.9-12.MPA-1.ASOC.9-12.MPA-1.A.1 | MP3 |
| Explain how cultural factors influence political attitudes and socialization | C.2.2.1.2C.2.2.2.2C.2.2.2.3C.2.2.2.4C.2.4.2.1C.2.4.2.2C.2.4.3.1C.2.4.3.2SOC.9-12.MPA-1.BSOC.9-12.MPA-1.B.2SOC.9-12.MPA-1.B.2SOC.9-12.MPA-1.B.3SOC.9-12.MPA-1.B.4 | MP3 |
| Describe the elements of a scientific poll | C.2.2.1.1C.2.2.2.4C.2.4.3.1C.2.4.3.2SOC.9-12.MPA-2.ASOC.9-12.MPA-2.A.1SOC.9-12.MPA-2.A.1.aSOC.9-12.MPA-2.A.1.bSOC.9-12.MPA-2.A.1.c | MP3 |
| Explain the quality and credibility of claims based on public opinion data | C.1.1.1.4C.2.2.2.4C.2.4.3.1C.2.4.3.2SOC.9-12.MPA-2.BSOC.9-12.MPA-2.B.1SOC.9-12.MPA-2.B.1.aSOC.9-12.MPA-2.B.1.b | MP3 |
| Explain how ideologies of the two major parties shape policy debates | C.2.2.1.1C.2.2.1.2C.2.2.2.3C.2.3.1.3SOC.9-12.PMI-4.ASOC.9-12.PMI-4.A.1 | MP3 |
| Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time | C.2.3.1.1C.2.3.1.2C.2.3.1.3C.2.3.2.2C.2.4.3.1C.2.4.3.2SOC.9-12.PMI-4.BSOC.9-12.PMI-4.B.1SOC.9-12.PMI-4.B.2 | MP3 |
| Describe different political ideologies on the role of government in regulating the marketplace | C.1.1.1.1C.1.2.2.3C.2.3.2.1C.2.3.2.2C.2.3.2.3SOC.9-12.PMI-4.CSOC9-12.PMI-4.C.1 | MP3 |
| Explain how political ideologies vary on the government’s role in regulating the marketplace | C.1.1.1.1C.1.2.2.3C.2.3.2.1C.2.3.2.2C.2.3.2.3SOC.9-12.PMI-4.DSOC.9-12.PMI-4.D.1 | MP3 |
| Explain how political ideologies vary on the role of the government inaddressing social issues | C.1.1.1.2C.1.1.1.3C.1.1.1.4C.1.1.3.1C.1.1.3.2C.1.1.3.3C.1.2.2.1C.1.2.2.3C.1.4.1.1C.2.3.1.3SOC.9-12.PMI-4.ESOC.9-12.PMI-4.E.1 | MP3 |
| Explain how different ideologies impact policy on social issues | C.1.1.1.4C.2.3.1.3SOC.9-12.PMI-4.FSOC.9-12.PMI-4.F.1 | MP3 |
| Describe the voting rights protections in the Constitution and in legislation | C.1.1.3.1C.1.1.3.2C.1.1.3.3C.1.3.2.3C.1.3.2.4C.1.4.2.2C.2.1.1.2SOC.9-12.MPA-3.ASOC.9-12.MPA-3.A.1 | MP4 |
| Describe different models of voting behavior | C.2.1.1.1C.2.1.1.2C.2.1.2.1C.2.2.2.3C.2.3.1.2C.2.3.1.3C.2.4.3.1C.2.4.3.2SOC.9-12.MPA-3.BSOC.9-12.MPA-3.B.1SOC.9-12.MPA-3.B.1.aSOC.9-12.MPA-3.B.1.bSOC.9-12.MPA-3.B.1.cSOC.9-12.MPA-3.B.1.d | MP4 |
| Explain the roles that individual choice and state laws play in voter turnout in elections | C.1.3.2.3C.1.3.2.4C.2.1.1.1C.2.3.1.3C.2.3.2.3C.2.4.2.1C.2.4.2.2SOC.9-12.MPA-3.CSOC.9-12.MPA-3.C.1SOC.9-12.MPA-3.C.1.aSOC.9-12.MPA-3.C.1.bSOC.9-12.MPA-3.C.1.cSOC.9-12.MPA-3.C.1.dSOC.9-12.MPA-3.C.2SOC.9-12.MPA-3.C.3SOC.9-12.MPA-3.C.3.aSOC.9-12.MPA-3.C.3.bSOC.9-12.MPA-3.C.3.cSOC.9-12.MPA-3.C.3.d | MP4 |
| Describe linkage institutions | C.2.2.1.1C.2.2.1.2C.2.2.2.1C.2.2.2.2C.2.2.2.3C.2.2.2.4SOC.9-12.PMI-5.ASOC.9-12.PMI-5.A.1SOC.9-12.PMI-5.A.1.aSOC.9-12.PMI-5.A.1.bSOC.9-12.PMI-5.A.1.cSOC.9-12.PMI-5.A.1.d | MP4 |
| Explain the function and impact of political parties on the electorate and government | C.2.2.1.1C.2.2.2.1C.2.2.2.2C.2.2.2.3C.2.2.2.4SOC.9-12.PMI-5.BSOC.9-12.PMI-5.B.1SOC.9-12.PMI-5.B.1.aSOC.9-12.PMI-5.B.1.bSOC.9-12.PMI-5.B.1.cSOC.9-12.PMI-5.B.1.dSOC.9-12.PMI-5.B.1.e | MP4 |
| Explain why and how political parties change and adapt | C.2.2.1.2C.2.2.2.3SOC.9-12.PMI-5.CSOC.9-12.PMI-5.C.1SOC.9-12.PMI-5.C.2SOC.9-12.PMI-5.C.3SOC.9-12.PMI-5.C.3.aSOC.9-12.PMI-5.C.3.bSOC.9-12.PMI-5.C.3.cSOC.9-12.PMI-5.C.4 | MP4 |
| Explain how structural barriers impact third-party and independentcandidate success | C.2.2.2.1C.2.2.2.4SOC.9-12.PMI-5.DSOC.9-12.PMI-5.D.1SOC.9-12.PMI-5.D.2 | MP4 |
| Explain the benefits and potential problems of interest-group influence on elections and policy making | C.2.2.1.2C.2.2.2.1C.2.2.2.2C.2.2.2.3C.2.2.2.4C.2.2.2.5SOC.9-12.PMI-5.ESOC.9-12.PMI-5.E.1SOC.9-12.PMI-5.E.2 | MP4 |
| Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making | C.2.2.1.1C.2.2.1.2C.2.2.2.1C.2.2.2.2C.2.2.2.3C.2.2.2.4C.2.2.2.5SOC.9-12.PMI-5.FSOC.9-12.PMI-5.F.1SOC.9-12.PMI-5.F.1.aSOC.9-12.PMI-5.F.1.bSOC.9-12.PMI-5.F.1.c | MP4 |
| Explain how various political actors influence public policy outcomes | C.2.2.1.1C.2.2.1.2C.2.2.2.2C.2.2.2.3C.2.2.2.4C.2.4.2.1C.2.4.2.2C.2.4.3.1C.2.4.3.2SOC.9-12.PMI-5.GSOC.9-12.PMI-5.G.1SOC.9-12.PMI-5.G.2SOC.9-12.PMI-5.G.3 | MP4 |
| Explain how the different processes work in a U.S. presidential election | C.1.3.2.1C.1.3.2.2C.1.3.2.3C.1.3.2.4SOC.9-12.PRD-2.ASOC.9-12.PRD-2.A.1SOC.9-12.PRD-2.A.1.aSOC.9-12.PRD-2.A.1.bSOC.9-12.PRD-2.A.1.cSOC.9-12.PRD-2.A.1.dSOC.9-12.PRD-2.A.1.eSOC.9-12.PRD-2.A.1.f | MP4 |
| Explain how the Electoral College facilitates and/or impedes democracy | C.1.3.2.1C.1.3.2.2C.1.3.2.3SOC.9-12.PRD-2.BSOC.9-12.PRD-2.B.1 | MP4 |
| Explain how the different processes work in U.S. congressional elections | C.1.3.2.1C.1.3.2.2C.1.3.2.3SOC.9-12.PRD-2.CSOC.9-12.PRD-2.C.1SOC.9-12.PRD-2.C.1.aSOC.9-12.PRD-2.C.1.bSOC.9-12.PRD-2.C.1.cSOC.9-12.PRD-2.C.1.d | MP4 |
| Explain how campaign organizations and strategies affect the election process | C.2.2.1.1C.2.2.1.2C.2.2.2.1C.2.2.2.2C.2.2.2.3C.2.2.2.4C.2.2.2.5SOC.9-12.PRD-2.DSOC.9-12.PRD-2.D.1SOC.9-12.PRD-2.D.1.aSOC.9-12.PRD-2.D.1.bSOC.9-12.PRD-2.D.1.cSOC.9-12.PRD-2.D.1.d | MP4 |
| Explain how the organization, finance, and strategies of national political campaigns affect the election process | C.2.2.1.1C.2.2.1.2C.2.2.2.1SOC.9-12.PRD-2.ESOC.9-12.PRD-2.E.1SOC.9-12.PRD-2.E.1.aSOC.9-12.PRD-2.E.1.bSOC.9-12.PRD-2.E.2SOC.9-12.PRD-2.E.3 | MP4 |
| Explain the media’s role as a linkage institution | C.2.2.1.2C.2.2.2.1C.2.2.2.2C.2.2.2.3C.2.2.2.4C.2.2.2.5C.2.4.3.1C.2.4.3.2SOC.9-12.PRD-3.ASOC.9-12.PRD-3.A.1SOC.9-12.PRD-3.A.2 | MP4 |
| Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior | C.2.2.2.2C.2.2.2.3C.2.2.2.4C.2.4.3.1C.2.4.3.2SOC.9-12.PRD-3.BSOC.9-12.PRD-3.B.1SOC.9-12.PRD-3.B.2SOC.9-12.PRD-3.B.3SOC.9-12.PRD-3.B.3.aSOC.9-12.PRD-3.B.3.bSOC.9-12.PRD-3.B.3.cSOC.9-12.PRD-3.B.3.d | MP4 |
| Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and idea. | 8.1.12.BCC.8.5.11-12.B | MP1MP2MP3MP4 |
| Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. | CC.8.5.11-12.C | MP1MP2MP3MP4 |
| Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | CC.8.5.11-12.D | MP1MP2MP3MP4 |
| Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.  | CC.8.5.11-12.E | MP1MP2MP3MP4 |
| Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  | CC.8.5.11-12.F | MP1MP2MP3MP4 |
| Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. | CC.8.5.11-12.G | MP1MP2MP3MP4 |
| Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information . | CC.8.5.11-12.H | MP1MP2MP3MP4 |
| Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources . | CC.8.5.11-12.I | MP1MP2MP3MP4 |
| By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. | CC.8.5.11-12.J | MP1MP2MP3MP4 |
| Write arguments focused on discipline-specific content. | 8.1.12.CCC.8.6.11-12.A | MP1MP2MP3MP4 |
| Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. | 8.1.12.A,CCC.8.6.11-12.B | MP1MP2MP3MP4 |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 8.1.12.CCC.8.6.11-12.C | MP1MP2MP3MP4 |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | CC.8.6.11-12.D | MP1MP2MP3MP4 |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | CC.8.6.11-12.E | MP1MP2MP3MP4 |
| Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | CC.8.6.11-12.F | MP1MP2MP3MP4 |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | CC.8.6.11-12.G | MP1MP2MP3MP4 |
| Draw evidence from informational texts to support analysis reflection, and research. | 8.1.12.BCC.8.6.11-12.H | MP1MP2MP3MP4 |
| Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | CC.8.6.11-12.I | MP1MP2MP3MP4 |
| Identify major geographic features important to the study of United States History and the world. | 7.1.12.A7.2.12.A,B7.3.12.A7.4.12.A | MP1MP2MP3MP4 |
| Use maps, globes, and other geographic tools to analyze the physical and cultural landscapes and settlement patterns of areas in the United States and the world to interpret the past. | 7.1.12.A7.2.12.A,B7.3.12.A7.4.12.A,B | MP1MP2MP3MP4 |
| Identify and compare political boundaries with the locations of civilizations, empires, nations, countries, states, and cities. | 7.1.12.A7.3.12.A7.4.12.B | MP1MP2MP3MP4 |
| Analyze the trends in human migration and cultural interaction and how these trends impacted regions in the United States and the world. | 7.1.12.A7.2.12.A,B7.3.12.A7.4.12.A,B | MP1MP2MP3MP4 |

**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include but are not limited to:**

* Journal Entry
* Entry/Exit Ticket
* Thinking Map
* Verbal Explanation
* Observation
* Artifacts
* Reflection/Summary
* Quiz

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include but are not limited to:**

* Marking Period Assessment/Final Exam
* Writing a Paper/Essay
* Performance Tasks
* Project
* Tests
* Portfolio