

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: AP (1) GPA +10%

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☒ NHS-National Honor Society

☒ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

State Course Code: 04157

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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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).

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PLANNED INSTRUCTION

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

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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.1.2.2.1 C.1.2.1.1 C.1.2.1.2 C.1.2.1.3 C.2.1.1.2 SOC.9-12.LOR-1.A SOC.9-12.LOR-1.A.1 SOC.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.1.3.1.1 C.1.2.1.1 C.2.3.1.3 C.2.3.2.1 C.2.3.2.3 SOC.9-12.LOR-1.B SOC.9-12.LOR-1.B.1 SOC.9-12.LOR-1.B.1.a SOC.9-12.LOR-1.B.1.b SOC.9-12.LOR-1.B.1.c SOC.9-12.LOR-1.B.2 SOC.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.1.1.1.4 C.1.2.2.1 C.2.3.1.2 C.2.3.2.1 SOC.9-12.CON-1.A SOC.9-12.CON-1.A.1 SOC.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 government greater power formerly reserved to the states	C.1.1.1.2 C.1.1.1.4 SOC.9-12.CON-1.B SOC.9-12.CON-1.B.1 SOC.9-12.CON-1.B.1.a SOC.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.1.1.1.4 C.2.4.2.2 C.2.2.2.3 SOC.9-12.CON-1.C SOC.9-12.CON-1.C.1 SOC.9-12.CON-1.C.1.a SOC.9-12.CON-1.C.1.b SOC.9-12.CON-1.C.1.c SOC.9-12.CON-1.C.1.d SOC.9-12.CON-1.C.2 SOC.9-12.CON-1.C.3 SOC.9-12.CON-1.C.4 SOC.9-12.CON-1.C.4.a SOC.9-12.CON-1.C.4.b	MP1
Explain the constitutional principles of separation of powers and “checks and balances.”	C.1.2.1.1 C.1.2.2.1 C.1.3.1.2 SOC.9-12.PMI-1.A SOC.9-12.PMI-1.A.1 SOC.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.1.2.2.1 C.1.3.1.2 SOC.9-12.PMI-1.B SOC.9-12.PMI-1.B.1 SOC.9-12.PMI-1.B.2	MP1

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Explain how societal needs affect the constitutional allocation of power between the national and state governments	C.1.2.2.3 C.2.3.2.3 SOC.9-12.CON.2.A SOC.9-12.CON.2.A.1 SOC.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.1.2.2.1 C.1.3.1.1 C.1.3.1.2 SOC.9-12.CON-2.B SOC.9-12.CON-2.B.1 SOC.9-12.CON-2.B.2 SOC.9-12.CON-2.B.2.a SOC.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,D 5.2.12.C 5.3.12.A C.1.2.2.1 C.1.2.2.2 C.1.3.1.1 C.1.3.1.2 SOC.9-12.CON-2.C SOC.9-12.CON-2.C.1 SOC.9-12.CON-2.C.2	MP1
Describe the different structures, powers, and functions of each house of Congress	C.1.1.1.1 C.1.1.1.2 C.1.3.1.2 C.1.3.1.3 SOC.9-12.CON-3.A SOC.9-12.CON-3.A.1 SOC.9-12.CON-3.A.2 SOC.9-12.CON-3.A.3 SOC.9-12.CON-3.A.4 SOC.9-12.CON-3.A.4.a SOC.9-12.CON-3.A.4.b SOC.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.1.1.1.1 C.1.1.1.2 C.1.4.1.1 C.1.2.2.3 SOC.9-12.CON-3.B SOC.9-12.CON-3.B.1 SOC.9-12.CON-3.B.2 SOC.9-12.CON-3.B.3 SOC.9-12.CON-3.B.3.a SOC.9-12.CON-3.B.3.b SOC.9-12.CON-3.B.3.c SOC.9-12.CON-3.B.3.d SOC.9-12.CON-3.B.3.e SOC.9-12.CON-3.B.3.f SOC.9-12.CON-3.B.4 SOC.9-12.CON-3.B.5	MP2
Explain how congressional behavior is influenced by election processes, partisanship, and divided government	C.2.1.1.1 C.2.1.1.2 C.2.2.1.1 C.2.2.1.2 C.2.2.2.1 C.2.2.2.2 C.2.2.2.3 C.2.2.2.4 C.2.3.2.2	MP2

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	C.2.4.2.2 C.2.4.3.1 C.2.4.3.2 SOC.9-12.CON-3.C.1 SOC.9-12.CON-3.C.1.a SOC.9-12.CON-3.C.1.b SOC.9-12.CON-3.C.1.c SOC.9-12.CON-3.C.1.d	
Explain how the president can implement a policy agenda	C.1.1.1.2 C.1.1.2.1 SOC.9-12.CON-4.A SOC.9-12.CON-4.A.1 SOC.9-12.CON-4.A.2 SOC.9-12.CON-4.A.2.a SOC.9-12.CON-4.A.2.b SOC.9-12.CON-4.A.2.c SOC.9-12.CON-4.A.2.d SOC.9-12.CON-4.A.2.e	MP2
Explain how the president's agenda can create tension and frequent confrontations with Congress	C.1.1.1.3 C.1.2.1.1 C.1.3.1.2 C.1.4.1.1 SOC.9-12.CON-4.B SOC.9-12.CON-4.B.1 SOC.9-12.CON-4.B.1.a SOC.9-12.CON-4.B.1.b SOC.9-12.CON-4.B.1.c SOC.9-12.CON-4.B.2 SOC.9-12.CON-4.B.3	MP2
Explain how presidents have interpreted and justified their use of formal and informal powers	C.1.1.1.2 C.1.1.1.3 C.1.1.2.1 C.1.1.2.2 C.1.1.3.1 C.1.1.3.2 C.1.4.1.1 SOC.9-12.CON-4.C SOC.9-12.CON-4.C.1 SOC.9-12.CON-4.C.2 SOC.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.1.4.1.1 C.2.2.2.4 C.2.4.3.1 C.2.4.3.2 SOC.9-12.CON-4.D SOC.9-12.CON-4.D.1 SOC.9-12.CON-4.D.1.a SOC.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.1.1.3.3 C.1.2.2.3 C.1.3.1.2 C.1.4.2.1 C.1.4.2.2 C.1.4.2.3 C.2.1.2.2 C.2.4.2.2 SOC.9-12.CON-5.A.1 SOC.9-12.CON-5.A.1.a SOC.9-12.CON-5.A.1.b SOC.9-12.CON-5.A.1.c	MP2

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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.1.2.1.3 C.1.2.1.4 SOC.9-12.CON-5.B SOC.9-12.CON-5.B.1 SOC.9-12.CON-5.B.2 SOC.9-12.CON-5.B.3 SOC.9-12.CON-5.B.4	MP2
Explain how other branches in the government can limit the Supreme Court's power	C.1.2.2.1 C.1.3.1.2 SOC.9-12.CON-5.C SOC.9-12.CON-5.C.1 SOC.9-12.CON-5.C.1.a SOC.9-12.CON-5.C.1.b SOC.9-12.CON-5.C.1.c SOC.9-12.CON-5.C.1.d SOC.9-12.CON-5.C.1.e	MP2
Explain how the bureaucracy carries out the responsibilities of the federal government	C.1.1.1.2 C.1.1.1.3 C.1.2.2.3 C.1.4.1.1 C.1.4.1.2 C.2.3.2.3 SOC.9-12.PMI-2.A SOC.9-12.PMI-2.A.1 SOC.9-12.PMI-2.A.1.a SOC.9-12.PMI-2.A.1.b SOC.9-12.PMI-2.A.1.c SOC.9-12.PMI-2.A.1.d SOC.9-12.PMI-2.A.2	MP2
Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation	C.1.1.1.2 C.1.2.2.3 C.1.4.1.1 C.1.4.1.2 C.2.1.2.3 SOC.9-12.PMI-2.B SOC.9-12.PMI-2.B.1 SOC.9-12.PMI-2.B.1.a SOC.9-12.PMI-2.B.1.b SOC.9-12.PMI-2.B.1.c SOC.9-12.PMI-2.B.1.d SOC.9-12.PMI-2.B.1.E SOC.9-12.PMI-2.B.1.f SOC.9-12.PMI-2.B.1.g	MP2
Explain how Congress uses its oversight power in its relationship with the executive branch	C.1.2.2.1 C.1.3.1.2 SOC.9-12.PMI-2.C SOC.9-12.PMI-2.C.1 SOC.9-12.PMI-2.C.1.a SOC.9-12.PMI-2.C.1.b SOC.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.1.1.1.3 C.1.2.1.4 C.1.4.1.1 C.1.4.1.2 SOC.9-12.PMI-2.D SOC.9-12.PMI-2.D.1 SOC.9-12.PMI-2.D.2	MP2

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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.1.2.2.3 C.1.3.1.2 C.1.4.2.1 C.1.4.2.3 SOC.9-12.PMI-2.E SOC.9-12.PMI-2.E.1	MP2
Explain how the U.S. Constitution protects individual liberties and rights	C.1.1.3.1 C.1.1.3.2 C.1.1.3.3 C.1.2.2.1 C.2.1.1.2 C.2.1.1.3 C.2.3.1.2 SOC.9-12.LOR-2.A SOC.9-12.LOR-2.A.1 SOC.9-12.LOR-2.A.2 SOC.9-12.LOR-2.A.3	MP3
Describe the rights protected in the Bill of Rights	C.1.1.3.1 C.1.1.3.2 C.1.1.3.3 C.1.2.2.1 SOC.9-12.LOR-2.B SOC.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.1.4.2.1 C.1.4.2.2 C.1.4.2.3 SOC.9-12.LOR-2.C SOC.9-12.LOR-2.C.1 SOC.9-12.LOR-2.C.1.a SOC.9-12.LOR-2.C.1.b SOC.9-12.LOR-2.C.2 SOC.9-12.LOR-2.C.3 SOC.9-12.LOR-2.C.3.a SOC.9-12.LOR-2.C.3.b SOC.9-12.LOR-2.C.3.c SOC.9-12.LOR-2.C.4 SOC.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.1.3.1.2 C.1.3.2.4 C.1.4.2.1 C.1.4.2.2 C.1.4.2.3 SOC.9-12.LOR-2.D SOC.9-12.LOR-2.D.1 SOC.9-12.LOR-2.D.2	MP3
Explain the implications of the doctrine of selective incorporation	C.2.1.1.1 C.2.1.1.2 C.2.1.1.3 C.2.3.1.1 C.2.3.1.2 C.2.4.2.1 SOC.9-12.LOR-3.A SOC.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.1.1.3.1 C.1.1.3.2 C.1.1.3.3 C.1.4.2.1 C.2.1.1.1 C.2.1.1.2 C.2.1.1.3	MP3

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	C.2.1.2.1 C.2.1.2.2 C.2.1.2.3 C.2.3.1.2 SOC.9-12.LOR-3.B SOC.9-12.LOR-3.B.1 SOC.9-12.LOR-3.B.2 SOC.9-12.LOR-3.B.3 SOC.9-12.LOR-3.B.3.a SOC.9-12.LOR-3.B.3.b SOC.9-12.LOR-3.B.3.c SOC.9-12.LOR-3.B.4 SOC.9-12.LOR-3.B.4.a SOC.9-12.LOR-3.B.4.b SOC.9-12.LOR-3.B.5	
Explain how constitutional provisions have supported and motivated social movements	C.2.1.2.1 C.2.4.1.1 C.2.4.1.2 SOC.9-12.PRD-1.A SOC.9-12.PRD-1.A.1 SOC.9-12.PRD-1.A.2 SOC.9-12.PRD-1.A.2.a SOC.9-12.PRD-1.A.2.b SOC.9-12.PRD-1.A.2.c	MP3
Explain how the government has responded to social movements	C.2.3.2.2 C.2.4.2.2 SOC.9-12.PMI-3.A SOC.9-12.PMI-3.A.1 SOC.9-12.PMI-3.A.1.a SOC.9-12.PMI-3.A.1.b SOC.9-12.PMI-3.A.1.c SOC.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.1.1.3.1 C.1.1.3.2 C.1.1.3.3 C.1.4.2.1 C.1.4.2.2 C.1.4.2.3 C.2.1.2.3 SOC.9-12.CON-6.A SOC.9-12.CON-6.A.1 SOC.9-12.CON-6.A.1.a SOC.9-12.CON-6.A.1.b SOC.9-12.CON-6.A.1.c SOC.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.2.3.1.1 C.2.3.1.2 C.2.3.1.3 C.2.4.1.1 C.2.4.1.2 SOC.9-12.MPA-1.A SOC.9-12.MPA-1.A.1	MP3
Explain how cultural factors influence political attitudes and socialization	C.2.2.1.2 C.2.2.2.2 C.2.2.2.3 C.2.2.2.4 C.2.4.2.1 C.2.4.2.2 C.2.4.3.1 C.2.4.3.2	MP3

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	SOC.9-12.MPA-1.B SOC.9-12.MPA-1.B.2 SOC.9-12.MPA-1.B.2 SOC.9-12.MPA-1.B.3 SOC.9-12.MPA-1.B.4	
Describe the elements of a scientific poll	C.2.2.1.1 C.2.2.2.4 C.2.4.3.1 C.2.4.3.2 SOC.9-12.MPA-2.A SOC.9-12.MPA-2.A.1 SOC.9-12.MPA-2.A.1.a SOC.9-12.MPA-2.A.1.b SOC.9-12.MPA-2.A.1.c	MP3
Explain the quality and credibility of claims based on public opinion data	C.1.1.1.4 C.2.2.2.4 C.2.4.3.1 C.2.4.3.2 SOC.9-12.MPA-2.B SOC.9-12.MPA-2.B.1 SOC.9-12.MPA-2.B.1.a SOC.9-12.MPA-2.B.1.b	MP3
Explain how ideologies of the two major parties shape policy debates	C.2.2.1.1 C.2.2.1.2 C.2.2.2.3 C.2.3.1.3 SOC.9-12.PMI-4.A SOC.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.2.3.1.1 C.2.3.1.2 C.2.3.1.3 C.2.3.2.2 C.2.4.3.1 C.2.4.3.2 SOC.9-12.PMI-4.B SOC.9-12.PMI-4.B.1 SOC.9-12.PMI-4.B.2	MP3
Describe different political ideologies on the role of government in regulating the marketplace	C.1.1.1.1 C.1.2.2.3 C.2.3.2.1 C.2.3.2.2 C.2.3.2.3 SOC.9-12.PMI-4.C SOC.9-12.PMI-4.C.1	MP3
Explain how political ideologies vary on the government's role in regulating the marketplace	C.1.1.1.1 C.1.2.2.3 C.2.3.2.1 C.2.3.2.2 C.2.3.2.3 SOC.9-12.PMI-4.D SOC.9-12.PMI-4.D.1	MP3
Explain how political ideologies vary on the role of the government in addressing social issues	C.1.1.1.2 C.1.1.1.3 C.1.1.1.4 C.1.1.3.1 C.1.1.3.2 C.1.1.3.3 C.1.2.2.1 C.1.2.2.3 C.1.4.1.1	MP3

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	C.2.3.1.3 SOC.9-12.PMI-4.E SOC.9-12.PMI-4.E.1	
Explain how different ideologies impact policy on social issues	C.1.1.1.4 C.2.3.1.3 SOC.9-12.PMI-4.F SOC.9-12.PMI-4.F.1	MP3
Describe the voting rights protections in the Constitution and in legislation	C.1.1.3.1 C.1.1.3.2 C.1.1.3.3 C.1.3.2.3 C.1.3.2.4 C.1.4.2.2 C.2.1.1.2 SOC.9-12.MPA-3.A SOC.9-12.MPA-3.A.1	MP4
Describe different models of voting behavior	C.2.1.1.1 C.2.1.1.2 C.2.1.2.1 C.2.2.2.3 C.2.3.1.2 C.2.3.1.3 C.2.4.3.1 C.2.4.3.2 SOC.9-12.MPA-3.B SOC.9-12.MPA-3.B.1 SOC.9-12.MPA-3.B.1.a SOC.9-12.MPA-3.B.1.b SOC.9-12.MPA-3.B.1.c SOC.9-12.MPA-3.B.1.d	MP4
Explain the roles that individual choice and state laws play in voter turnout in elections	C.1.3.2.3 C.1.3.2.4 C.2.1.1.1 C.2.3.1.3 C.2.3.2.3 C.2.4.2.1 C.2.4.2.2 SOC.9-12.MPA-3.C SOC.9-12.MPA-3.C.1 SOC.9-12.MPA-3.C.1.a SOC.9-12.MPA-3.C.1.b SOC.9-12.MPA-3.C.1.c SOC.9-12.MPA-3.C.1.d SOC.9-12.MPA-3.C.2 SOC.9-12.MPA-3.C.3 SOC.9-12.MPA-3.C.3.a SOC.9-12.MPA-3.C.3.b SOC.9-12.MPA-3.C.3.c SOC.9-12.MPA-3.C.3.d	MP4
Describe linkage institutions	C.2.2.1.1 C.2.2.1.2 C.2.2.2.1 C.2.2.2.2 C.2.2.2.3 C.2.2.2.4 SOC.9-12.PMI-5.A SOC.9-12.PMI-5.A.1 SOC.9-12.PMI-5.A.1.a SOC.9-12.PMI-5.A.1.b SOC.9-12.PMI-5.A.1.c	MP4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	SOC.9-12.PMI-5.A.1.d	
Explain the function and impact of political parties on the electorate and government	C.2.2.1.1 C.2.2.2.1 C.2.2.2.2 C.2.2.2.3 C.2.2.2.4 SOC.9-12.PMI-5.B SOC.9-12.PMI-5.B.1 SOC.9-12.PMI-5.B.1.a SOC.9-12.PMI-5.B.1.b SOC.9-12.PMI-5.B.1.c SOC.9-12.PMI-5.B.1.d SOC.9-12.PMI-5.B.1.e	MP4
Explain why and how political parties change and adapt	C.2.2.1.2 C.2.2.2.3 SOC.9-12.PMI-5.C SOC.9-12.PMI-5.C.1 SOC.9-12.PMI-5.C.2 SOC.9-12.PMI-5.C.3 SOC.9-12.PMI-5.C.3.a SOC.9-12.PMI-5.C.3.b SOC.9-12.PMI-5.C.3.c SOC.9-12.PMI-5.C.4	MP4
Explain how structural barriers impact third-party and independent candidate success	C.2.2.2.1 C.2.2.2.4 SOC.9-12.PMI-5.D SOC.9-12.PMI-5.D.1 SOC.9-12.PMI-5.D.2	MP4
Explain the benefits and potential problems of interest-group influence on elections and policy making	C.2.2.1.2 C.2.2.2.1 C.2.2.2.2 C.2.2.2.3 C.2.2.2.4 C.2.2.2.5 SOC.9-12.PMI-5.E SOC.9-12.PMI-5.E.1 SOC.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.2.2.1.1 C.2.2.1.2 C.2.2.2.1 C.2.2.2.2 C.2.2.2.3 C.2.2.2.4 C.2.2.2.5 SOC.9-12.PMI-5.F SOC.9-12.PMI-5.F.1 SOC.9-12.PMI-5.F.1.a SOC.9-12.PMI-5.F.1.b SOC.9-12.PMI-5.F.1.c	MP4
Explain how various political actors influence public policy outcomes	C.2.2.1.1 C.2.2.1.2 C.2.2.2.2 C.2.2.2.3 C.2.2.2.4 C.2.4.2.1 C.2.4.2.2 C.2.4.3.1 C.2.4.3.2 SOC.9-12.PMI-5.G SOC.9-12.PMI-5.G.1	MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	SOC.9-12.PMI-5.G.2 SOC.9-12.PMI-5.G.3	
Explain how the different processes work in a U.S. presidential election	C.1.3.2.1 C.1.3.2.2 C.1.3.2.3 C.1.3.2.4 SOC.9-12.PRD-2.A SOC.9-12.PRD-2.A.1 SOC.9-12.PRD-2.A.1.a SOC.9-12.PRD-2.A.1.b SOC.9-12.PRD-2.A.1.c SOC.9-12.PRD-2.A.1.d SOC.9-12.PRD-2.A.1.e SOC.9-12.PRD-2.A.1.f	MP4
Explain how the Electoral College facilitates and/or impedes democracy	C.1.3.2.1 C.1.3.2.2 C.1.3.2.3 SOC.9-12.PRD-2.B SOC.9-12.PRD-2.B.1	MP4
Explain how the different processes work in U.S. congressional elections	C.1.3.2.1 C.1.3.2.2 C.1.3.2.3 SOC.9-12.PRD-2.C SOC.9-12.PRD-2.C.1 SOC.9-12.PRD-2.C.1.a SOC.9-12.PRD-2.C.1.b SOC.9-12.PRD-2.C.1.c SOC.9-12.PRD-2.C.1.d	MP4
Explain how campaign organizations and strategies affect the election process	C.2.2.1.1 C.2.2.1.2 C.2.2.2.1 C.2.2.2.2 C.2.2.2.3 C.2.2.2.4 C.2.2.2.5 SOC.9-12.PRD-2.D SOC.9-12.PRD-2.D.1 SOC.9-12.PRD-2.D.1.a SOC.9-12.PRD-2.D.1.b SOC.9-12.PRD-2.D.1.c SOC.9-12.PRD-2.D.1.d	MP4
Explain how the organization, finance, and strategies of national political campaigns affect the election process	C.2.2.1.1 C.2.2.1.2 C.2.2.2.1 SOC.9-12.PRD-2.E SOC.9-12.PRD-2.E.1 SOC.9-12.PRD-2.E.1.a SOC.9-12.PRD-2.E.1.b SOC.9-12.PRD-2.E.2 SOC.9-12.PRD-2.E.3	MP4
Explain the media's role as a linkage institution	C.2.2.1.2 C.2.2.2.1 C.2.2.2.2 C.2.2.2.3 C.2.2.2.4 C.2.2.2.5 C.2.4.3.1 C.2.4.3.2 SOC.9-12.PRD-3.A SOC.9-12.PRD-3.A.1	MP4

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PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	SOC.9-12.PRD-3.A.2	
Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior	C.2.2.2.2 C.2.2.2.3 C.2.2.2.4 C.2.4.3.1 C.2.4.3.2 SOC.9-12.PRD-3.B SOC.9-12.PRD-3.B.1 SOC.9-12.PRD-3.B.2 SOC.9-12.PRD-3.B.3 SOC.9-12.PRD-3.B.3.a SOC.9-12.PRD-3.B.3.b SOC.9-12.PRD-3.B.3.c SOC.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.B CC.8.5.11-12.B	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information .	CC.8.5.11-12.H	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
Write arguments focused on discipline-specific content.	8.1.12.C CC.8.6.11-12.A	MP1 MP2 MP3

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
		MP4
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	8.1.12.A,C CC.8.6.11-12.B	MP1 MP2 MP3 MP4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	8.1.12.C CC.8.6.11-12.C	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
Draw evidence from informational texts to support analysis, reflection, and research.	8.1.12.B CC.8.6.11-12.H	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
Identify major geographic features important to the study of United States History and the world.	7.1.12.A 7.2.12.A,B 7.3.12.A 7.4.12.A	MP1 MP2 MP3 MP4
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.A 7.2.12.A,B 7.3.12.A 7.4.12.A,B	MP1 MP2 MP3 MP4
Identify and compare political boundaries with the locations of civilizations, empires, nations, countries, states, and cities.	7.1.12.A 7.3.12.A 7.4.12.B	MP1 MP2 MP3 MP4

WARREN COUNTY SCHOOL DISTRICT**PLANNED INSTRUCTION**

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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.A 7.2.12.A,B 7.3.12.A 7.4.12.A,B	MP1 MP2 MP3 MP4

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