

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Niobrara County School District # 1

|              |                                 |                 |         |
|--------------|---------------------------------|-----------------|---------|
| Program Name | Wyoming Virtual Academy         | Content Area    | SS      |
| Course ID    | D-HST-510V1-CEN                 | Grade Level     | 9-12    |
| Course Name  | AP U.S. Government and Politics | # of Credits    | 0.5     |
| SCED Code    | 04157H0.5011                    | Curriculum Type | K12 Inc |

### COURSE DESCRIPTION

*AP U.S. Government and Politics is an introductory survey course on selected United States government and politics topics. This course covers the origin and development of the U.S. Constitution, including the American systems of federalism, separation of powers, and check and balances; the structure and powers of the institutions of national government, including legislative, executive, and judicial branches, and the processes of domestic and foreign public policy making; political beliefs, participation, and the factors that influence them; the national election process; the role of interest groups, political parties, and the media in the political system; and civil liberties and civil rights. The course encourages students to hone critical thinking skills as they analyze and interpret information and data in primary and secondary source readings, news reports, graphs, and tables to learn how to ask and respond to challenging questions and become responsible citizens.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

| STANDARD# | <a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>   |
|-----------|---|
| SS12.1.1  | Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.   |
| SS12.1.2  | Explain and/or demonstrate how to participate in the political process and form personal opinions.  |
| SS12.1.3  | Analyze the historical development of the United States Constitution and treaties and how it has shaped the United States and Wyoming Government (tribal, local, state, federal).   |
| SS12.1.4  | Demonstrate an understanding of the United States civil and criminal legal systems and distinguish differences between those systems.   |
| SS12.1.6  | Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.  |
| SS12.2.1  | Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events. |
| SS12.3.2  | Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, and socialism).  |
| SS12.3.4  | Explain how financial and government institutions make economic decisions (e.g., banking, investment, credit, regulation, and debt).  |
| SS12.4.3  | Given a significant current event, critique the actions of the people or groups involved; hypothesize how this event would have played out in another country.  |

### SCOPE AND SEQUENCE

| UNIT OUTLINE  | STANDARD# | OUTCOMES<br>OBJECTIVES/STUDENT CENTERED GOALS   |
|---|-----------|---|
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 1: Begin Chapter 1</p>    |           | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p> <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate government’s ability to meet new challenges over time.</p> |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 2: Continue Chapter 1</p> |           | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p> <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate government’s ability to meet new challenges over time.</p> |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 3: Continue Chapter 1</p> |           | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p>   |

|   |  |   |
|---|--|---|
|   |  | <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate government’s ability to meet new challenges over time.</p>   |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 4: Begin Chapter 2</p>    |  | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p> <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate government’s ability to meet new challenges over time.</p> |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 5: Continue Chapter 2</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p> <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate</p>  |

|   |  |   |
|---|--|---|
|   |  | <p>government’s ability to meet new challenges over time.</p>   |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 6: Continue Chapter 2</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p> <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate government’s ability to meet new challenges over time.</p> |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 7: Continue Chapter 2</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p> <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate government’s ability to meet new challenges over time.</p> |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 8: Continue Chapter 2</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p>   |

|  |  |   |
|--|--|---|
|  |  | <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate government’s ability to meet new challenges over time.</p>   |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 9: Begin Chapter 3</p>     |  | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p> <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate government’s ability to meet new challenges over time.</p> |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 10: Continue Chapter 3</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p> <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate</p>  |

|  |  |   |
|--|--|---|
|  |  | <p>government’s ability to meet new challenges over time.</p>   |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 11: Continue Chapter 3</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p> <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate government’s ability to meet new challenges over time.</p> |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 12: Continue Chapter 3</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p> <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate government’s ability to meet new challenges over time.</p> |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 13: Continue Chapter 3</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO1.1 Define the institution of government and the process of politics.</p> <p>LO1.2 Identify the political philosophers associated with the “social contract” and explain how this theory shapes our understanding of the purpose of government and the role for individuals and communities in the United States.</p>   |

|   |   |   |
|---|---|---|
|   |   | <p>LO1.3 Describe the U.S. political culture and identify the set of ideas, values, and ways of thinking about government and politics shared by all.</p> <p>LO1.4 Compare and contrast types of government systems and identify the source of power in each.</p> <p>LO1.5 Define political ideology and locate socialism, liberalism, conservatism, and libertarianism along the ideological spectrum.</p> <p>LO1.6 Apply understanding of the purpose of government and the U.S. political culture to evaluate government’s ability to meet new challenges over time.</p>   |
| <p>Unit 1: Part 1, Building a System of Government<br/>Lesson 14: Unit 1 Test</p> | <p>SS12.1.1, 12.1.2, 12.1.3, 12.1.6</p> |   |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 15: Begin Chapter 6</p>         |   | <p>After reading this chapter, students will be able to:</p> <p>LO6.1 Define public opinion and identify at least two ways public opinion impacts government actions.</p> <p>LO6.2 Evaluate how the political socialization process shapes political attitudes, opinions, and behavior; explain the impact of demographic characteristics on political behavior.</p> <p>LO6.3 Describe three forms of social media and explain how social media can shape political decisions or events.</p> <p>LO6.4 Assess the impact that world opinion of the United States has on the government’s domestic and foreign policy decisions.</p> <p>LO6.5 Identify three factors that might distort public opinion results collected through opinion polling.</p> |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 16: Continue Chapter 6</p>      |   | <p>After reading this chapter, students will be able to:</p> <p>LO6.1 Define public opinion and identify at least two ways public opinion impacts government actions.</p> <p>LO6.2 Evaluate how the political socialization process shapes political attitudes, opinions, and behavior; explain the impact of demographic characteristics on political behavior.</p> <p>LO6.3 Describe three forms of social media and explain how social media can shape political decisions or events.</p> <p>LO6.4 Assess the impact that world opinion of the United States has on the government’s domestic and foreign policy decisions.</p> <p>LO6.5 Identify three factors that might distort public opinion results collected through opinion polling.</p> |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 17: Continue Chapter 6</p>      |   | <p>After reading this chapter, students will be able to:</p> <p>LO6.1 Define public opinion and identify at least two ways public opinion impacts government actions.</p> <p>LO6.2 Evaluate how the political socialization process shapes political attitudes, opinions, and</p>   |

|  |  |  |
|--|--|--|
|  |  | <p>behavior; explain the impact of demographic characteristics on political behavior.</p> <p>LO6.3 Describe three forms of social media and explain how social media can shape political decisions or events.</p> <p>LO6.4 Assess the impact that world opinion of the United States has on the government’s domestic and foreign policy decisions.</p> <p>LO6.5 Identify three factors that might distort public opinion results collected through opinion polling.</p>   |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 18: Begin Chapter 9</p>    |  | <p>After reading this chapter, students will be able to:</p> <p>LO9.1 Explain the eligibility requirements for president, senator, and representative; discuss why an individual might choose to become a candidate for office.</p> <p>LO9.2 Produce a plan for a modern campaign for the United States Senate; include the strategy, staff, and finances necessary for such an endeavor.</p> <p>LO9.3 Demonstrate an understanding of the evolution of campaign finance regulation, the development of political action committees (PACs), and the current state of such regulation.</p> <p>LO9.4 Describe the general outline of today’s campaign for the presidency and discuss the impact of the primary system on the outcome of the nomination process.</p> <p>LO9.5 Demonstrate an understanding of the electoral process in the United States and explain how it relates to democratic theory.</p> <p>LO9.6 Discuss the factors that influence voter turnout in the United States and compare American voter turnout to that of other nations.</p> <p>LO9.7 Describe historical restrictions on the vote in the United States and explain how these restrictions have been ended.</p> <p>LO9.8 Discuss the impact of the mechanics and technology of voting on voter turnout, vote fraud, and the ability of citizens to trust the process.</p> <p>LO9.9 Demonstrate an understanding of the electoral college and its impact on the presidential election campaign.</p> |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 19: Continue Chapter 9</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO9.1 Explain the eligibility requirements for president, senator, and representative; discuss why an individual might choose to become a candidate for office.</p> <p>LO9.2 Produce a plan for a modern campaign for the United States Senate; include the strategy, staff, and finances necessary for such an endeavor.</p> <p>LO9.3 Demonstrate an understanding of the</p>   |



|  |  |   |
|--|--|---|
|  |  | <p>evolution of campaign finance regulation, the development of political action committees (PACs), and the current state of such regulation.</p> <p>LO9.4 Describe the general outline of today’s campaign for the presidency and discuss the impact of the primary system on the outcome of the nomination process.</p> <p>LO9.5 Demonstrate an understanding of the electoral process in the United States and explain how it relates to democratic theory.</p> <p>LO9.6 Discuss the factors that influence voter turnout in the United States and compare American voter turnout to that of other nations.</p> <p>LO9.7 Describe historical restrictions on the vote in the United States and explain how these restrictions have been ended.</p> <p>LO9.8 Discuss the impact of the mechanics and technology of voting on voter turnout, vote fraud, and the ability of citizens to trust the process.</p> <p>LO9.9 Demonstrate an understanding of the electoral college and its impact on the presidential election campaign.</p>  |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 20: Continue Chapter 9</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO9.1 Explain the eligibility requirements for president, senator, and representative; discuss why an individual might choose to become a candidate for office.</p> <p>LO9.2 Produce a plan for a modern campaign for the United States Senate; include the strategy, staff, and finances necessary for such an endeavor.</p> <p>LO9.3 Demonstrate an understanding of the evolution of campaign finance regulation, the development of political action committees (PACs), and the current state of such regulation.</p> <p>LO9.4 Describe the general outline of today’s campaign for the presidency and discuss the impact of the primary system on the outcome of the nomination process.</p> <p>LO9.5 Demonstrate an understanding of the electoral process in the United States and explain how it relates to democratic theory.</p> <p>LO9.6 Discuss the factors that influence voter turnout in the United States and compare American voter turnout to that of other nations.</p> <p>LO9.7 Describe historical restrictions on the vote in the United States and explain how these restrictions have been ended.</p> <p>LO9.8 Discuss the impact of the mechanics and technology of voting on voter turnout, vote fraud, and the ability of citizens to trust the process.</p> |

|  |  |  |
|--|--|--|
|  |  | <p>LO9.9 Demonstrate an understanding of the electoral college and its impact on the presidential election campaign.</p>   |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 21: Continue Chapter 9</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO9.1 Explain the eligibility requirements for president, senator, and representative; discuss why an individual might choose to become a candidate for office.</p> <p>LO9.2 Produce a plan for a modern campaign for the United States Senate; include the strategy, staff, and finances necessary for such an endeavor.</p> <p>LO9.3 Demonstrate an understanding of the evolution of campaign finance regulation, the development of political action committees (PACs), and the current state of such regulation.</p> <p>LO9.4 Describe the general outline of today’s campaign for the presidency and discuss the impact of the primary system on the outcome of the nomination process.</p> <p>LO9.5 Demonstrate an understanding of the electoral process in the United States and explain how it relates to democratic theory.</p> <p>LO9.6 Discuss the factors that influence voter turnout in the United States and compare American voter turnout to that of other nations.</p> <p>LO9.7 Describe historical restrictions on the vote in the United States and explain how these restrictions have been ended.</p> <p>LO9.8 Discuss the impact of the mechanics and technology of voting on voter turnout, vote fraud, and the ability of citizens to trust the process.</p> <p>LO9.9 Demonstrate an understanding of the electoral college and its impact on the presidential election campaign.</p> |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 22: Continue Chapter 9</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO9.1 Explain the eligibility requirements for president, senator, and representative; discuss why an individual might choose to become a candidate for office.</p> <p>LO9.2 Produce a plan for a modern campaign for the United States Senate; include the strategy, staff, and finances necessary for such an endeavor.</p> <p>LO9.3 Demonstrate an understanding of the evolution of campaign finance regulation, the development of political action committees (PACs), and the current state of such regulation.</p> <p>LO9.4 Describe the general outline of today’s campaign for the presidency and discuss the impact of the primary system on the outcome of the nomination process.</p>  |

|  |  |   |
|--|--|---|
|  |  | <p>LO9.5 Demonstrate an understanding of the electoral process in the United States and explain how it relates to democratic theory.</p> <p>LO9.6 Discuss the factors that influence voter turnout in the United States and compare American voter turnout to that of other nations.</p> <p>LO9.7 Describe historical restrictions on the vote in the United States and explain how these restrictions have been ended.</p> <p>LO9.8 Discuss the impact of the mechanics and technology of voting on voter turnout, vote fraud, and the ability of citizens to trust the process.</p> <p>LO9.9 Demonstrate an understanding of the electoral college and its impact on the presidential election campaign.</p>                    |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 23: Begin Chapter 7</p>    |  | <p>After reading this chapter, students will be able to:</p> <p>LO7.1 Define an interest group and explain the constitutional and political reasons why so many groups are found in the United States.</p> <p>LO7.2 Explain why an individual may or may not decide to join an interest group and the benefits that membership can confer.</p> <p>LO7.3 Describe different types of interest groups and the sources of their political power.</p> <p>LO7.4 Identify the direct and indirect techniques that interest groups use to influence government decisions.</p> <p>LO7.5 Describe the legislation which regulates the reporting of lobbying efforts at the federal level and discuss why it is relatively ineffective.</p> |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 24: Continue Chapter 7</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO7.1 Define an interest group and explain the constitutional and political reasons why so many groups are found in the United States.</p> <p>LO7.2 Explain why an individual may or may not decide to join an interest group and the benefits that membership can confer.</p> <p>LO7.3 Describe different types of interest groups and the sources of their political power.</p> <p>LO7.4 Identify the direct and indirect techniques that interest groups use to influence government decisions.</p> <p>LO7.5 Describe the legislation which regulates the reporting of lobbying efforts at the federal level and discuss why it is relatively ineffective.</p> |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 25: Continue Chapter 7</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO7.1 Define an interest group and explain the constitutional and political reasons why so many groups are found in the United States.</p> <p>LO7.2 Explain why an individual may or may not</p>  |

|  |  |  |
|--|--|--|
|  |  | <p>decide to join an interest group and the benefits that membership can confer.</p> <p>LO7.3 Describe different types of interest groups and the sources of their political power.</p> <p>LO7.4 Identify the direct and indirect techniques that interest groups use to influence government decisions.</p> <p>LO7.5 Describe the legislation which regulates the reporting of lobbying efforts at the federal level and discuss why it is relatively ineffective.</p>  |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 26: Continue Chapter 7</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO7.1 Define an interest group and explain the constitutional and political reasons why so many groups are found in the United States.</p> <p>LO7.2 Explain why an individual may or may not decide to join an interest group and the benefits that membership can confer.</p> <p>LO7.3 Describe different types of interest groups and the sources of their political power.</p> <p>LO7.4 Identify the direct and indirect techniques that interest groups use to influence government decisions.</p> <p>LO7.5 Describe the legislation which regulates the reporting of lobbying efforts at the federal level and discuss why it is relatively ineffective.</p>  |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 27: Begin Chapter 8</p>    |  | <p>After reading this chapter, students will be able to:</p> <p>LO8.1 Define the role political parties play in the U.S. political system.</p> <p>LO8.2 Identify the three major components of the political party and describe how each contributes to overall party coherence.</p> <p>LO8.3 Explain why political parties formed in the United States and evaluate how their strength and importance has changed over time.</p> <p>LO8.4 Compare and contrast the demographics of people who identify as Democrats and Republicans; explain how party positions differ on economic and social issues.</p> <p>LO8.5 Summarize the factors that reinforce a two-party system and explain why third parties are rarely successful at winning national elections.</p> <p>LO8.6 Discuss the rise of political independents and evaluate how this change might impact American politics.</p> |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 28: Continue Chapter 8</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO8.1 Define the role political parties play in the U.S. political system.</p> <p>LO8.2 Identify the three major components of the political party and describe how each contributes to overall party coherence.</p>   |

|  |  |  |
|--|--|--|
|  |  | <p>LO8.3 Explain why political parties formed in the United States and evaluate how their strength and importance has changed over time.</p> <p>LO8.4 Compare and contrast the demographics of people who identify as Democrats and Republicans; explain how party positions differ on economic and social issues.</p> <p>LO8.5 Summarize the factors that reinforce a two-party system and explain why third parties are rarely successful at winning national elections.</p> <p>LO8.6 Discuss the rise of political independents and evaluate how this change might impact American politics.</p>  |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 29: Continue Chapter 8</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO8.1 Define the role political parties play in the U.S. political system.</p> <p>LO8.2 Identify the three major components of the political party and describe how each contributes to overall party coherence.</p> <p>LO8.3 Explain why political parties formed in the United States and evaluate how their strength and importance has changed over time.</p> <p>LO8.4 Compare and contrast the demographics of people who identify as Democrats and Republicans; explain how party positions differ on economic and social issues.</p> <p>LO8.5 Summarize the factors that reinforce a two-party system and explain why third parties are rarely successful at winning national elections.</p> <p>LO8.6 Discuss the rise of political independents and evaluate how this change might impact American politics.</p> |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 30: Continue Chapter 8</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO8.1 Define the role political parties play in the U.S. political system.</p> <p>LO8.2 Identify the three major components of the political party and describe how each contributes to overall party coherence.</p> <p>LO8.3 Explain why political parties formed in the United States and evaluate how their strength and importance has changed over time.</p> <p>LO8.4 Compare and contrast the demographics of people who identify as Democrats and Republicans; explain how party positions differ on economic and social issues.</p> <p>LO8.5 Summarize the factors that reinforce a two-party system and explain why third parties are rarely successful at winning national elections.</p> <p>LO8.6 Discuss the rise of political independents and</p>  |

|  |  |  |
|--|--|--|
|  |  | evaluate how this change might impact American politics.   |
| Unit 2: Part 3, People and Politics<br>Lesson 31: Continue Chapter 8         |  | <p>After reading this chapter, students will be able to:</p> <p>LO8.1 Define the role political parties play in the U.S. political system.</p> <p>LO8.2 Identify the three major components of the political party and describe how each contributes to overall party coherence.</p> <p>LO8.3 Explain why political parties formed in the United States and evaluate how their strength and importance has changed over time.</p> <p>LO8.4 Compare and contrast the demographics of people who identify as Democrats and Republicans; explain how party positions differ on economic and social issues.</p> <p>LO8.5 Summarize the factors that reinforce a two-party system and explain why third parties are rarely successful at winning national elections.</p> <p>LO8.6 Discuss the rise of political independents and evaluate how this change might impact American politics.</p> |
| Unit 2: Part 3, People and Politics<br>Lesson 32: The Free Response Question |  |  |
| Unit 2: Part 3, People and Politics<br>Lesson 33: Begin Chapter 10           |  | <p>After reading this chapter, students will be able to:</p> <p>LO10.1 Describe the evolution of American media from newspapers to the electronic and digital revolution.</p> <p>LO10.2 Explain the functions of the media in American society.</p> <p>LO10.3 Discuss the impact of all forms of the media on political campaigning.</p> <p>LO10.4 Identify ways in which the media influence voters.</p> <p>LO10.5 Demonstrate an understanding of the relationship between government and all media sources.</p> <p>LO10.6 Critically analyze news stories published by any form of the media.</p>   |
| Unit 2: Part 3, People and Politics<br>Lesson 34: Continue Chapter 10        |  | <p>After reading this chapter, students will be able to:</p> <p>LO10.1 Describe the evolution of American media from newspapers to the electronic and digital revolution.</p> <p>LO10.2 Explain the functions of the media in American society.</p> <p>LO10.3 Discuss the impact of all forms of the media on political campaigning.</p> <p>LO10.4 Identify ways in which the media influence voters.</p> <p>LO10.5 Demonstrate an understanding of the</p>  |

|   |   |  |
|---|---|--|
|   |   | <p>relationship between government and all media sources.</p> <p>LO10.6 Critically analyze news stories published by any form of the media.</p>  |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 35: Continue Chapter 10</p> |   | <p>After reading this chapter, students will be able to:</p> <p>LO10.1 Describe the evolution of American media from newspapers to the electronic and digital revolution.</p> <p>LO10.2 Explain the functions of the media in American society.</p> <p>LO10.3 Discuss the impact of all forms of the media on political campaigning.</p> <p>LO10.4 Identify ways in which the media influence voters.</p> <p>LO10.5 Demonstrate an understanding of the relationship between government and all media sources.</p> <p>LO10.6 Critically analyze news stories published by any form of the media.</p> |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 36: Continue Chapter 10</p> |   | <p>After reading this chapter, students will be able to:</p> <p>LO10.1 Describe the evolution of American media from newspapers to the electronic and digital revolution.</p> <p>LO10.2 Explain the functions of the media in American society.</p> <p>LO10.3 Discuss the impact of all forms of the media on political campaigning.</p> <p>LO10.4 Identify ways in which the media influence voters.</p> <p>LO10.5 Demonstrate an understanding of the relationship between government and all media sources.</p> <p>LO10.6 Critically analyze news stories published by any form of the media.</p> |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 37: Media Project</p>       |   |  |
| <p>Unit 2: Part 3, People and Politics<br/>Lesson 38: Unit 2 Test</p>         | <p>SS12.1.1, 12.1.2,<br/>12.1.3, 12.1.6</p> |  |
| <p>Unit 3: Part 4, Political Institutions<br/>Lesson 39: Begin Chapter 11</p> |   | <p>After reading this chapter, students will be able to:</p> <p>LO11.1 Describe the major powers of the Congress as granted by the U.S. Constitution.</p> <p>LO11.2 Explain the differences between the House of Representatives and the Senate with regard to their constituencies, terms of office, powers, and political processes.</p> <p>LO11.3 Describe the processes of reapportionment and redistricting.</p> <p>LO11.4 Discuss the importance of committees to the lawmaking process and to the ability of members of</p>   |

|  |  |   |
|--|--|---|
|  |  | <p>Congress to do their jobs.</p> <p>LO11.5 Describe the leadership structure in each house of Congress, noting the differences between the House and the Senate.</p> <p>LO11.6 Demonstrate how a bill becomes a law and explain how the different processes in the House and the Senate influence legislating.</p> <p>LO11.7 Explain how the federal budget is constructed and the legislative process for approving the budget.</p>   |
| <p>Unit 3: Part 4, Political Institutions<br/>Lesson 40: Continue Chapter 11</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO11.1 Describe the major powers of the Congress as granted by the U.S. Constitution.</p> <p>LO11.2 Explain the differences between the House of Representatives and the Senate with regard to their constituencies, terms of office, powers, and political processes.</p> <p>LO11.3 Describe the processes of reapportionment and redistricting.</p> <p>LO11.4 Discuss the importance of committees to the lawmaking process and to the ability of members of Congress to do their jobs.</p> <p>LO11.5 Describe the leadership structure in each house of Congress, noting the differences between the House and the Senate.</p> <p>LO11.6 Demonstrate how a bill becomes a law and explain how the different processes in the House and the Senate influence legislating.</p> <p>LO11.7 Explain how the federal budget is constructed and the legislative process for approving the budget.</p> |
| <p>Unit 3: Part 4, Political Institutions<br/>Lesson 41: Continue Chapter 11</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO11.1 Describe the major powers of the Congress as granted by the U.S. Constitution.</p> <p>LO11.2 Explain the differences between the House of Representatives and the Senate with regard to their constituencies, terms of office, powers, and political processes.</p> <p>LO11.3 Describe the processes of reapportionment and redistricting.</p> <p>LO11.4 Discuss the importance of committees to the lawmaking process and to the ability of members of Congress to do their jobs.</p> <p>LO11.5 Describe the leadership structure in each house of Congress, noting the differences between the House and the Senate.</p> <p>LO11.6 Demonstrate how a bill becomes a law and explain how the different processes in the House and the Senate influence legislating.</p> <p>LO11.7 Explain how the federal budget is constructed and the legislative process for approving the budget.</p> |



|  |  |   |
|--|--|---|
| <p>Unit 3: Part 4, Political Institutions<br/>Lesson 42: Continue Chapter 11</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO11.1 Describe the major powers of the Congress as granted by the U.S. Constitution.</p> <p>LO11.2 Explain the differences between the House of Representatives and the Senate with regard to their constituencies, terms of office, powers, and political processes.</p> <p>LO11.3 Describe the processes of reapportionment and redistricting.</p> <p>LO11.4 Discuss the importance of committees to the lawmaking process and to the ability of members of Congress to do their jobs.</p> <p>LO11.5 Describe the leadership structure in each house of Congress, noting the differences between the House and the Senate.</p> <p>LO11.6 Demonstrate how a bill becomes a law and explain how the different processes in the House and the Senate influence legislating.</p> <p>LO11.7 Explain how the federal budget is constructed and the legislative process for approving the budget.</p> |
| <p>Unit 3: Part 4, Political Institutions<br/>Lesson 43: Begin Chapter 12</p>    |  | <p>After reading this chapter, students will be able to:</p> <p>LO12.1 Explain the formal and informal roles played by the president, and discuss the constitutional or political origins of those roles.</p> <p>LO12.2 Demonstrate an understanding of the president’s powers as commander in chief and the procedures described in the War Powers Act.</p> <p>LO12.3 Discuss the president’s role in the legislative process; describe executive tools to initiate or block legislation.</p> <p>LO12.4 Explain the emergency powers of the president and the executive powers of the president.</p> <p>LO12.5 Explain the process by which a president could be impeached and forced to leave office.</p> <p>LO12.6 Describe the executive offices that support the president.</p> <p>LO12.7 Describe the job of the vice president and explain the circumstances under which the vice president becomes president.</p>   |
| <p>Unit 3: Part 4, Political Institutions<br/>Lesson 44: Continue Chapter 12</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO12.1 Explain the formal and informal roles played by the president, and discuss the constitutional or political origins of those roles.</p> <p>LO12.2 Demonstrate an understanding of the president’s powers as commander in chief and the procedures described in the War Powers Act.</p> <p>LO12.3 Discuss the president’s role in the legislative process; describe executive tools to initiate or block legislation.</p> <p>LO12.4 Explain the emergency powers of the president and the executive powers of the president.</p> <p>LO12.5 Explain the process by</p>  |

|  |  |  |
|--|--|--|
|  |  | <p>which a president could be impeached and forced to leave office.LO12.6 Describe the executive offices that support the president.LO12.7 Describe the job of the vice president and explain the circumstances under which the vice president becomes president.</p>  |
| <p>Unit 3: Part 4, Political Institutions<br/>Lesson 45: Continue Chapter 12</p> |  | <p>After reading this chapter, students will be able to:<br/>LO12.1 Explain the formal and informal roles played by the president, and discuss the constitutional or political origins of those roles.<br/>LO12.2 Demonstrate an understanding of the president’s powers as commander in chief and the procedures described in the War Powers Act.<br/>LO12.3 Discuss the president’s role in the legislative process; describe executive tools to initiate or block legislation.<br/>LO12.4 Explain the emergency powers of the president and the executive powers of the president.<br/>LO12.5 Explain the process by which a president could be impeached and forced to leave office.<br/>LO12.6 Describe the executive offices that support the president.<br/>LO12.7 Describe the job of the vice president and explain the circumstances under which the vice president becomes president.</p> |
| <p>Unit 3: Part 4, Political Institutions<br/>Lesson 46: Begin Chapter 13</p>    |  | <p>After reading this chapter, students will be able to:<br/>LO13.1 Define the concept of the bureaucracy, explain why such an organization is necessary, and discuss the various theories of how bureaucracies act.<br/>LO13.2 Compare the structure and function of executive departments, executive agencies, independent regulatory agencies, and government corporations.<br/>LO13.3 Explain how individuals get positions in the federal bureaucracy and discuss the history of attempts to reform that process.<br/>LO13.4 Discuss some of the critiques of large bureaucracies and describe several types of bureaucratic reform.<br/>LO13.5 Describe the tools and powers that bureaucratic agencies have to shape policies and regulations.<br/>LO13.6 Analyze the relationship between Congress, its committees, interest groups and the bureaucracy.</p>                                 |
| <p>Unit 3: Part 4, Political Institutions<br/>Lesson 47: Continue Chapter 13</p> |  | <p>After reading this chapter, students will be able to:<br/>LO13.1 Define the concept of the bureaucracy, explain why such an organization is necessary, and discuss the various theories of how bureaucracies act.<br/>LO13.2 Compare the structure and function of executive departments, executive agencies, independent regulatory agencies, and government</p>   |

|  |  |  |
|--|--|--|
|  |  | <p>corporations.</p> <p>LO13.3 Explain how individuals get positions in the federal bureaucracy and discuss the history of attempts to reform that process.</p> <p>LO13.4 Discuss some of the critiques of large bureaucracies and describe several types of bureaucratic reform.</p> <p>LO13.5 Describe the tools and powers that bureaucratic agencies have to shape policies and regulations.</p> <p>LO13.6 Analyze the relationship between Congress, its committees, interest groups and the bureaucracy.</p>   |
| <p>Unit 3: Part 4, Political Institutions<br/>Lesson 48: Continue Chapter 13</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO13.1 Define the concept of the bureaucracy, explain why such an organization is necessary, and discuss the various theories of how bureaucracies act.</p> <p>LO13.2 Compare the structure and function of executive departments, executive agencies, independent regulatory agencies, and government corporations.</p> <p>LO13.3 Explain how individuals get positions in the federal bureaucracy and discuss the history of attempts to reform that process.</p> <p>LO13.4 Discuss some of the critiques of large bureaucracies and describe several types of bureaucratic reform.</p> <p>LO13.5 Describe the tools and powers that bureaucratic agencies have to shape policies and regulations.</p> <p>LO13.6 Analyze the relationship between Congress, its committees, interest groups and the bureaucracy.</p> |
| <p>Unit 3: Part 4, Political Institutions<br/>Lesson 49: Begin Chapter 14</p>    |  | <p>After reading this chapter, students will be able to:</p> <p>LO14.1 Explain how judges in the American system decide cases and define stare decisis.</p> <p>LO14.2 Define judicial review and explain the constitutional and judicial origins of this power.</p> <p>LO14.3 Produce a graphic illustration of the federal court system and explain how a case moves from the trial court to the highest court of appeals, the Supreme Court.</p> <p>LO14.4 Explain how judges are nominated and confirmed for the Supreme Court.</p> <p>LO14.5 Compare the concepts of judicial activism and judicial restraint; link these concepts to the decisions of the Supreme Court in the last few decades.</p> <p>LO14.6 Discuss the constitutional and political constraints on the Supreme Court.</p>   |
| <p>Unit 3: Part 4, Political Institutions<br/>Lesson 50: Continue Chapter 14</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO14.1 Explain how judges in the American system decide cases and define stare decisis.</p>  |

|  |  |  |
|--|--|--|
|  |  | <p>LO14.2 Define judicial review and explain the constitutional and judicial origins of this power.<br/>                 LO14.3 Produce a graphic illustration of the federal court system and explain how a case moves from the trial court to the highest court of appeals, the Supreme Court.<br/>                 LO14.4 Explain how judges are nominated and confirmed for the Supreme Court.<br/>                 LO14.5 Compare the concepts of judicial activism and judicial restraint; link these concepts to the decisions of the Supreme Court in the last few decades.<br/>                 LO14.6 Discuss the constitutional and political constraints on the Supreme Court.</p>   |
| <p>Unit 3: Part 4, Political Institutions<br/>                 Lesson 51: Continue Chapter 14</p>        |  | <p>After reading this chapter, students will be able to:<br/>                 LO14.1 Explain how judges in the American system decide cases and define stare decisis.<br/>                 LO14.2 Define judicial review and explain the constitutional and judicial origins of this power.<br/>                 LO14.3 Produce a graphic illustration of the federal court system and explain how a case moves from the trial court to the highest court of appeals, the Supreme Court.<br/>                 LO14.4 Explain how judges are nominated and confirmed for the Supreme Court.<br/>                 LO14.5 Compare the concepts of judicial activism and judicial restraint; link these concepts to the decisions of the Supreme Court in the last few decades.<br/>                 LO14.6 Discuss the constitutional and political constraints on the Supreme Court.</p> |
| <p>Unit 3: Part 4, Political Institutions<br/>                 Lesson 52: Unit 3 Test</p>                | <p>SS12.1.1, 12.1.2,<br/>                 12.1.3, 12.1.4<br/>                 12.1.6</p> |  |
| <p>Unit 3: Part 4, Political Institutions<br/>                 Lesson 53: The Free Response Question</p> |  |  |
| <p>Unit 4: Part 5, Public Policy<br/>                 Lesson 54: Begin Chapter 15</p>                    |  | <p>After reading this chapter, students will be able to:<br/>                 LO15.1 Define “public policy” and describe the policymaking process as it applies to American national government institutions.<br/>                 LO15.2 Explain the principles underlying the American health-care system and the issues facing that system.<br/>                 LO15.3 Describe the environmental policies of the United States and the role of the Environmental Protection Agency in implementing these policies.<br/>                 LO15.4 Analyze American energy policy and discuss how it encourages energy independence.<br/>                 LO15.5 Describe the national policies for ending poverty in the United States and alleviating the issues caused by economic downturns.<br/>                 LO15.6 Discuss the issues raised by immigration into</p>        |

|   |  |   |
|---|--|---|
|   |  | <p>the United States and the proposed reforms to the immigration system.</p>  |
| <p>Unit 4: Part 5, Public Policy<br/>Lesson 55: Continue Chapter 15</p> |  | <p>After reading this chapter, students will be able to:<br/>                     LO15.1 Define “public policy” and describe the policymaking process as it applies to American national government institutions.<br/>                     LO15.2 Explain the principles underlying the American health-care system and the issues facing that system.<br/>                     LO15.3 Describe the environmental policies of the United States and the role of the Environmental Protection Agency in implementing these policies.<br/>                     LO15.4 Analyze American energy policy and discuss how it encourages energy independence.<br/>                     LO15.5 Describe the national policies for ending poverty in the United States and alleviating the issues caused by economic downturns.<br/>                     LO15.6 Discuss the issues raised by immigration into the United States and the proposed reforms to the immigration system.</p> |
| <p>Unit 4: Part 5, Public Policy<br/>Lesson 56: Continue Chapter 15</p> |  | <p>After reading this chapter, students will be able to:<br/>                     LO15.1 Define “public policy” and describe the policymaking process as it applies to American national government institutions.<br/>                     LO15.2 Explain the principles underlying the American health-care system and the issues facing that system.<br/>                     LO15.3 Describe the environmental policies of the United States and the role of the Environmental Protection Agency in implementing these policies.<br/>                     LO15.4 Analyze American energy policy and discuss how it encourages energy independence.<br/>                     LO15.5 Describe the national policies for ending poverty in the United States and alleviating the issues caused by economic downturns.<br/>                     LO15.6 Discuss the issues raised by immigration into the United States and the proposed reforms to the immigration system.</p> |
| <p>Unit 4: Part 5, Public Policy<br/>Lesson 57: Continue Chapter 15</p> |  | <p>After reading this chapter, students will be able to:<br/>                     LO15.1 Define “public policy” and describe the policymaking process as it applies to American national government institutions.<br/>                     LO15.2 Explain the principles underlying the American health-care system and the issues facing that system.<br/>                     LO15.3 Describe the environmental policies of the United States and the role of the Environmental Protection Agency in implementing these policies.<br/>                     LO15.4 Analyze American energy policy and discuss how it encourages energy independence.<br/>                     LO15.5 Describe the national policies for ending poverty in the United States and alleviating the issues</p>   |

|   |  |   |
|---|--|---|
|   |  | <p>caused by economic downturns.</p> <p>LO15.6 Discuss the issues raised by immigration into the United States and the proposed reforms to the immigration system.</p>  |
| <p>Unit 4: Part 5, Public Policy<br/>Lesson 58: Begin Chapter 16</p>    |  | <p>After reading this chapter, students will be able to:</p> <p>LO16.1 Explain how the financial crisis that began in 2008 has affected a range of national and state policies and how it is having a long-term impact on the lives of citizens.</p> <p>LO16.2 Define fiscal and monetary policy; explain the tools used by the institutions of the national government to shape economic policy.</p> <p>LO16.3 Discuss the annual deficit and the total national debt; explain the impact of these two concepts on American life and policies.</p> <p>LO16.4 Compared progressive taxes and regressive taxes and explain the taxation systems used in the United States</p> <p>LO16.5 Define entitlement programs, and describe how these programs are related to economic policies.</p> <p>LO16.6 Describe the role of the Federal Reserve Bank and its Board of Governors in influencing the economy.</p> <p>LO16.7 Discuss the impact that exports and imports have on the American economy and how the World Trade Organization regulates trade.</p> |
| <p>Unit 4: Part 5, Public Policy<br/>Lesson 59: Continue Chapter 16</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO16.1 Explain how the financial crisis that began in 2008 has affected a range of national and state policies and how it is having a long-term impact on the lives of citizens.</p> <p>LO16.2 Define fiscal and monetary policy; explain the tools used by the institutions of the national government to shape economic policy.</p> <p>LO16.3 Discuss the annual deficit and the total national debt; explain the impact of these two concepts on American life and policies.</p> <p>LO16.4 Compared progressive taxes and regressive taxes and explain the taxation systems used in the United States</p> <p>LO16.5 Define entitlement programs, and describe how these programs are related to economic policies.</p> <p>LO16.6 Describe the role of the Federal Reserve Bank and its Board of Governors in influencing the economy.</p> <p>LO16.7 Discuss the impact that exports and imports have on the American economy and how the World Trade Organization regulates trade.</p> |

|   |  |   |
|---|--|---|
| <p>Unit 4: Part 5, Public Policy<br/>Lesson 60: Continue Chapter 16</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO16.1 Explain how the financial crisis that began in 2008 has affected a range of national and state policies and how it is having a long-term impact on the lives of citizens.</p> <p>LO16.2 Define fiscal and monetary policy; explain the tools used by the institutions of the national government to shape economic policy.</p> <p>LO16.3 Discuss the annual deficit and the total national debt; explain the impact of these two concepts on American life and policies.</p> <p>LO16.4 Compared progressive taxes and regressive taxes and explain the taxation systems used in the United States</p> <p>LO16.5 Define entitlement programs, and describe how these programs are related to economic policies.</p> <p>LO16.6 Describe the role of the Federal Reserve Bank and its Board of Governors in influencing the economy.</p> <p>LO16.7 Discuss the impact that exports and imports have on the American economy and how the World Trade Organization regulates trade.</p> |
| <p>Unit 4: Part 5, Public Policy<br/>Lesson 61: Begin Chapter 17</p>    |  | <p>After reading this chapter, students will be able to:</p> <p>LO17.1 Define foreign policy, diplomacy, and national security policy; explain how these policies shape the position of the United States in the world.</p> <p>LO17.2 Explain the president’s role in setting foreign policy and national security policy; compare those powers to the powers of the Congress.</p> <p>LO17.3 Trace the evolution of United States foreign policy from isolationism to global leadership.</p> <p>LO17.4 Explain the origins of the war on terror and how it has influenced domestic policy and relations with other nations.</p> <p>LO17.5 Discuss the security and diplomatic challenges facing the United States today.</p> <p>LO17.6 Describe the current distribution of nuclear weapons in the world and the efforts to control further proliferation of these weapons.</p>   |
| <p>Unit 4: Part 5, Public Policy<br/>Lesson 62: Continue Chapter 17</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO17.1 Define foreign policy, diplomacy, and national security policy; explain how these policies shape the position of the United States in the world.</p> <p>LO17.2 Explain the president’s role in setting foreign policy and national security policy; compare those powers to the powers of the Congress.</p> <p>LO17.3 Trace the evolution of United States foreign policy from isolationism to global leadership.</p> <p>LO17.4 Explain the origins of the war on terror and how it has influenced domestic policy and relations</p>   |

|  |   |   |
|--|---|---|
|  |   | <p>with other nations.</p> <p>LO17.5 Discuss the security and diplomatic challenges facing the United States today.</p> <p>LO17.6 Describe the current distribution of nuclear weapons in the world and the efforts to control further proliferation of these weapons.</p>  |
| <p>Unit 4: Part 5, Public Policy<br/>Lesson 63: Continue Chapter 17</p>            |   | <p>After reading this chapter, students will be able to:</p> <p>LO17.1 Define foreign policy, diplomacy, and national security policy; explain how these policies shape the position of the United States in the world.</p> <p>LO17.2 Explain the president’s role in setting foreign policy and national security policy; compare those powers to the powers of the Congress.</p> <p>LO17.3 Trace the evolution of United States foreign policy from isolationism to global leadership.</p> <p>LO17.4 Explain the origins of the war on terror and how it has influenced domestic policy and relations with other nations.</p> <p>LO17.5 Discuss the security and diplomatic challenges facing the United States today.</p> <p>LO17.6 Describe the current distribution of nuclear weapons in the world and the efforts to control further proliferation of these weapons.</p> |
| <p>Unit 4: Part 5, Public Policy<br/>Lesson 64: Continue Chapter 17</p>            |   | <p>After reading this chapter, students will be able to:</p> <p>LO17.1 Define foreign policy, diplomacy, and national security policy; explain how these policies shape the position of the United States in the world.</p> <p>LO17.2 Explain the president’s role in setting foreign policy and national security policy; compare those powers to the powers of the Congress.</p> <p>LO17.3 Trace the evolution of United States foreign policy from isolationism to global leadership.</p> <p>LO17.4 Explain the origins of the war on terror and how it has influenced domestic policy and relations with other nations.</p> <p>LO17.5 Discuss the security and diplomatic challenges facing the United States today.</p> <p>LO17.6 Describe the current distribution of nuclear weapons in the world and the efforts to control further proliferation of these weapons.</p> |
| <p>Unit 4: Part 5, Public Policy<br/>Lesson 65: Unit 4 Test</p>                    | <p>SS12.1.1, 12.1.2,<br/>12.1.3, 12.1.4,<br/>12.1.6, 12.2.1,<br/>12.3.2, 12.3.4,<br/>12.4.3</p> |   |
| <p>Unit 4: Part 5, Public Policy<br/>Lesson 66: The Free Response<br/>Question</p> |   |   |



|   |  |  |
|---|--|--|
| <p>Unit 5: Part 2, Civil Rights and Liberties<br/>Lesson 67: Begin Chapter 4</p>    |  | <p>After reading this chapter, students will be able to:</p> <p>LO4.1 Identify the protection of civil liberties in the Bill of Rights, and explain how these protections against government interference were applied to the states.</p> <p>LO4.2 Give examples of how the Bill of Rights protects freedom of religion while maintaining a separation between the state and religion, thereby limiting the direct influence of religion in public life.</p> <p>LO4.3 Locate the protections of political expression and dissent in the Constitution, and explain why freedom of expression is critical to people’s participation in politics.</p> <p>LO4.4 Discuss the constitutional protection of privacy rights in personal and public life and evaluate the threats to privacy rights posed by technology and security interests.</p> <p>LO4.5 Identify the rights of the accused and discuss the role of the Supreme Court in defining criminal due process rights over time.</p> <p>LO4.6 Evaluate modern threats to civil liberties posed by spy technology, the transfer of personal information through social media, and heightened security concerns following the September 11, 2001 terrorist attacks.</p> |
| <p>Unit 5: Part 2, Civil Rights and Liberties<br/>Lesson 68: Continue Chapter 4</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO4.1 Identify the protection of civil liberties in the Bill of Rights, and explain how these protections against government interference were applied to the states.</p> <p>LO4.2 Give examples of how the Bill of Rights protects freedom of religion while maintaining a separation between the state and religion, thereby limiting the direct influence of religion in public life.</p> <p>LO4.3 Locate the protections of political expression and dissent in the Constitution, and explain why freedom of expression is critical to people’s participation in politics.</p> <p>LO4.4 Discuss the constitutional protection of privacy rights in personal and public life and evaluate the threats to privacy rights posed by technology and security interests.</p> <p>LO4.5 Identify the rights of the accused and discuss the role of the Supreme Court in defining criminal due process rights over time.</p> <p>LO4.6 Evaluate modern threats to civil liberties posed by spy technology, the transfer of personal information through social media, and heightened security concerns following the September 11, 2001 terrorist attacks.</p> |

|   |  |  |
|---|--|--|
| <p>Unit 5: Part 2, Civil Rights and Liberties<br/>Lesson 69: Continue Chapter 4</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO4.1 Identify the protection of civil liberties in the Bill of Rights, and explain how these protections against government interference were applied to the states.</p> <p>LO4.2 Give examples of how the Bill of Rights protects freedom of religion while maintaining a separation between the state and religion, thereby limiting the direct influence of religion in public life.</p> <p>LO4.3 Locate the protections of political expression and dissent in the Constitution, and explain why freedom of expression is critical to people’s participation in politics.</p> <p>LO4.4 Discuss the constitutional protection of privacy rights in personal and public life and evaluate the threats to privacy rights posed by technology and security interests.</p> <p>LO4.5 Identify the rights of the accused and discuss the role of the Supreme Court in defining criminal due process rights over time.</p> <p>LO4.6 Evaluate modern threats to civil liberties posed by spy technology, the transfer of personal information through social media, and heightened security concerns following the September 11, 2001 terrorist attacks.</p> |
| <p>Unit 5: Part 2, Civil Rights and Liberties<br/>Lesson 70: Continue Chapter 4</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO4.1 Identify the protection of civil liberties in the Bill of Rights, and explain how these protections against government interference were applied to the states.</p> <p>LO4.2 Give examples of how the Bill of Rights protects freedom of religion while maintaining a separation between the state and religion, thereby limiting the direct influence of religion in public life.</p> <p>LO4.3 Locate the protections of political expression and dissent in the Constitution, and explain why freedom of expression is critical to people’s participation in politics.</p> <p>LO4.4 Discuss the constitutional protection of privacy rights in personal and public life and evaluate the threats to privacy rights posed by technology and security interests.</p> <p>LO4.5 Identify the rights of the accused and discuss the role of the Supreme Court in defining criminal due process rights over time.</p> <p>LO4.6 Evaluate modern threats to civil liberties posed by spy technology, the transfer of personal information through social media, and heightened security concerns following the September 11, 2001 terrorist attacks.</p> |

|   |  |  |
|---|--|--|
| <p>Unit 5: Part 2, Civil Rights and Liberties<br/>Lesson 71: Continue Chapter 4</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO4.1 Identify the protection of civil liberties in the Bill of Rights, and explain how these protections against government interference were applied to the states.</p> <p>LO4.2 Give examples of how the Bill of Rights protects freedom of religion while maintaining a separation between the state and religion, thereby limiting the direct influence of religion in public life.</p> <p>LO4.3 Locate the protections of political expression and dissent in the Constitution, and explain why freedom of expression is critical to people’s participation in politics.</p> <p>LO4.4 Discuss the constitutional protection of privacy rights in personal and public life and evaluate the threats to privacy rights posed by technology and security interests.</p> <p>LO4.5 Identify the rights of the accused and discuss the role of the Supreme Court in defining criminal due process rights over time.</p> <p>LO4.6 Evaluate modern threats to civil liberties posed by spy technology, the transfer of personal information through social media, and heightened security concerns following the September 11, 2001 terrorist attacks.</p> |
| <p>Unit 5: Part 2, Civil Rights and Liberties<br/>Lesson 72: Begin Chapter 5</p>    |  | <p>After reading this chapter, students will be able to:</p> <p>LO5.1 Define civil rights and locate in the U.S. Constitution the obligation on government to guarantee all citizens equal protection of the law.</p> <p>LO5.2 Explain why discrimination against individuals and groups exists in the United States today.</p> <p>LO5.3 Assess the limits of state and federal law in guaranteeing equality to all people.</p> <p>LO5.4 Explain why the U.S. Supreme Court plays such an important role relative to civil rights and identify at least two significant Supreme Court decisions that advanced civil rights in the United States.</p> <p>LO5.5 Identify and explain three significant events related to each of the campaigns for civil rights undertaken by African Americans, women, the Latino community, persons with disabilities, and the LGBTQ community.</p> <p>LO5.6 Define the goal of affirmative action and explain why this approach is controversial in the United States.</p>  |
| <p>Unit 5: Part 2, Civil Rights and Liberties<br/>Lesson 73: Continue Chapter 5</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO5.1 Define civil rights and locate in the U.S. Constitution the obligation on government to guarantee all citizens equal protection of the law.</p> <p>LO5.2 Explain why discrimination against individuals</p>  |

|   |  |   |
|---|--|---|
|   |  | <p>and groups exists in the United States today.</p> <p>LO5.3 Assess the limits of state and federal law in guaranteeing equality to all people.</p> <p>LO5.4 Explain why the U.S. Supreme Court plays such an important role relative to civil rights and identify at least two significant Supreme Court decisions that advanced civil rights in the United States.</p> <p>LO5.5 Identify and explain three significant events related to each of the campaigns for civil rights undertaken by African Americans, women, the Latino community, persons with disabilities, and the LGBTQ community.</p> <p>LO5.6 Define the goal of affirmative action and explain why this approach is controversial in the United States.</p>  |
| <p>Unit 5: Part 2, Civil Rights and Liberties<br/>Lesson 74: Continue Chapter 5</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO5.1 Define civil rights and locate in the U.S. Constitution the obligation on government to guarantee all citizens equal protection of the law.</p> <p>LO5.2 Explain why discrimination against individuals and groups exists in the United States today.</p> <p>LO5.3 Assess the limits of state and federal law in guaranteeing equality to all people.</p> <p>LO5.4 Explain why the U.S. Supreme Court plays such an important role relative to civil rights and identify at least two significant Supreme Court decisions that advanced civil rights in the United States.</p> <p>LO5.5 Identify and explain three significant events related to each of the campaigns for civil rights undertaken by African Americans, women, the Latino community, persons with disabilities, and the LGBTQ community.</p> <p>LO5.6 Define the goal of affirmative action and explain why this approach is controversial in the United States.</p> |
| <p>Unit 5: Part 2, Civil Rights and Liberties<br/>Lesson 75: Continue Chapter 5</p> |  | <p>After reading this chapter, students will be able to:</p> <p>LO5.1 Define civil rights and locate in the U.S. Constitution the obligation on government to guarantee all citizens equal protection of the law.</p> <p>LO5.2 Explain why discrimination against individuals and groups exists in the United States today.</p> <p>LO5.3 Assess the limits of state and federal law in guaranteeing equality to all people.</p> <p>LO5.4 Explain why the U.S. Supreme Court plays such an important role relative to civil rights and identify at least two significant Supreme Court decisions that advanced civil rights in the United States.</p> <p>LO5.5 Identify and explain three significant events related to each of the campaigns for civil rights undertaken by African Americans, women, the Latino</p>  |

|  |  |   |
|--|--|---|
|  |  | <p>community, persons with disabilities, and the LGBTQ community.<br/>                 LO5.6 Define the goal of affirmative action and explain why this approach is controversial in the United States.</p>   |
| <p>Unit 5: Part 2, Civil Rights and Liberties<br/>                 Lesson 76: Continue Chapter 5</p>         |  | <p>After reading this chapter, students will be able to:<br/>                 LO5.1 Define civil rights and locate in the U.S. Constitution the obligation on government to guarantee all citizens equal protection of the law.<br/>                 LO5.2 Explain why discrimination against individuals and groups exists in the United States today.<br/>                 LO5.3 Assess the limits of state and federal law in guaranteeing equality to all people.<br/>                 LO5.4 Explain why the U.S. Supreme Court plays such an important role relative to civil rights and identify at least two significant Supreme Court decisions that advanced civil rights in the United States.<br/>                 LO5.5 Identify and explain three significant events related to each of the campaigns for civil rights undertaken by African Americans, women, the Latino community, persons with disabilities, and the LGBTQ community.<br/>                 LO5.6 Define the goal of affirmative action and explain why this approach is controversial in the United States.</p> |
| <p>Unit 5: Part 2, Civil Rights and Liberties<br/>                 Lesson 77: Unit 5 Test</p>                | <p>SS12.1.1, 12.1.2, 12.1.3, 1.1.4, 12.1.6, 12.2.1</p> | <p>After reading this chapter, students will be able to:<br/>                 LO5.1 Define civil rights and locate in the U.S. Constitution the obligation on government to guarantee all citizens equal protection of the law.<br/>                 LO5.2 Explain why discrimination against individuals and groups exists in the United States today.<br/>                 LO5.3 Assess the limits of state and federal law in guaranteeing equality to all people.<br/>                 LO5.4 Explain why the U.S. Supreme Court plays such an important role relative to civil rights and identify at least two significant Supreme Court decisions that advanced civil rights in the United States.<br/>                 LO5.5 Identify and explain three significant events related to each of the campaigns for civil rights undertaken by African Americans, women, the Latino community, persons with disabilities, and the LGBTQ community.<br/>                 LO5.6 Define the goal of affirmative action and explain why this approach is controversial in the United States.</p> |
| <p>Unit 5: Part 2, Civil Rights and Liberties<br/>                 Lesson 78: The Free Response Question</p> |  |   |

|  |  |  |
|--|--|--|
| Unit 6: Finishing Up<br>Lesson 79: Your Choice     |  |  |
| Unit 6: Finishing Up<br>Lesson 80: Your Choice     |  |  |
| Unit 6: Finishing Up<br>Lesson 81: Your Choice     |  |  |
| Unit 6: Finishing Up<br>Lesson 82: Your Choice     |  |  |
| Unit 6: Finishing Up<br>Lesson 83: Your Choice     |  |  |
| Unit 6: Finishing Up<br>Lesson 84: Your Choice     |  |  |
| Unit 6: Finishing Up<br>Lesson 85: Your Choice     |  |  |
| Unit 6: Finishing Up<br>Lesson 86: Your Choice     |  |  |
| Unit 6: Finishing Up<br>Lesson 87: Your Choice     |  |  |
| Unit 7: Final Exam<br>Lesson 88: Review            |  |  |
| Unit 7: Final Exam<br>Lesson 89: Final Exam Part 1 |  |  |
| Unit 7: Final Exam<br>Lesson 90: Final Exam Part 2 |  |  |