

PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

AP AMERICAN GOVERNMENT

THEME:

How the American people govern themselves at national, state and local levels of government

| TOPIC | • Civic Involvement | Grading Period |
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| POWER OBJECTIVE #1 | Analyze how political parties, interest groups and the media provide opportunities for civic involvement through political and public policy processes. (GOV 1- 2) | 1 |
| <i>SUPPORTING INDICATORS</i> | <i>GOV.1MC Explain how public policy processes are related to the institutional actions and procedures involved with the government carrying out its functions.</i> | 1 |
| | <i>GOV.1MC Devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.</i> | 1 |
| | <i>GOV.2MC Analyze how political parties seek to determine public policy through winning elections and having their members hold public office.</i> | 1 |
| | <i>GOV.2MC Analyze how interest groups seek to influence the making and execution of public policy engaging in political and public policy processes.</i> | 1 |
| | <i>GOV.2MC Analyze how political parties and interest groups use media to influence the political and public-policy processes.</i> | 1 |
| | <i>GOV.3MC Prepare a collection of documents pertaining to a civic issue that contains examples from at least two distinct information types (e.g., public records, surveys, research data, policy positions of advocacy groups), explain how each source is relevant, describe the perspective or position of each source and evaluate the credibility of each source.</i> | 1 |
| | <i>GOV.4MC Analyze how the processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.</i> | 1 |
| TOPIC | • Basic Principles of the U.S. Constitution | Grading Period |
| POWER OBJECTIVE #2 | Explain the major constitutional principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed. (GOV.5) | 1 |
| <i>SUPPORTING INDICATORS</i> | <i>GOV.5MC Explain how popular sovereignty, limited government, federalism, separation of powers, and checks and balances help define the government of the United States.</i> | 1 |
| | <i>GOV.6MC Cite arguments from the Federalist Papers and/or the Anti-Federalist Papers that supported their position on the issue of how well the Constitution upheld the principle of limited government.</i> | 1 |
| | <i>GOV.7MC Explain how the Supreme Court’s power of judicial review has frequently interpreted provisions of the U.S. Constitution to clarify and extend their meaning.</i> | 1 |
| | <i>GOV.8MC Relate one of the arguments over the need for a bill of rights to the wording of one of the first 10 Amendments to the Constitution of the United States.</i> | 1 |
| | <i>GOV.9MC Summarize how the 13th through the 15th Amendments addressed the aftermath of slavery and the Civil War.</i> | 1 |
| | <i>GOV.10MC Summarize how the 16th through the 19th Amendments addressed the calls for reform during the Progressive Era.</i> | 1 |

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| | GOV.11MC Cite evidence to show that the Constitution of the United States has been repeatedly amended to extend suffrage to disenfranchised groups. | 1 |
| | GOV.12MC Explain the historical circumstances surrounding the adoption of constitutional amendments pertaining to presidential election, terms and succession. | 1 |
| | GOV.13MC Describe the unique circumstances surrounding the adoption of Amendments 11, 21 and 27. | 1 |
| TOPIC | <ul style="list-style-type: none"> Structure and Functions of the Federal Government | Grading Period |
| POWER OBJECTIVE #3 | Describe the functions, powers, responsibilities and interactions among the three branches of government. (GOV.14-15) | 2 |
| SUPPORTING INDICATORS | GOV.14MC Compare the powers and responsibilities of each branch of government as they pertain to law and public policy. | 2 |
| | GOV.15MC Use historical or contemporary examples of interactions among two or three branches of the federal government to analyze the political dynamics involved. | 2 |
| TOPIC | <ul style="list-style-type: none"> Role of the People | Grading Period |
| POWER OBJECTIVE #4 | Evaluate the significance of the individual rights guaranteed under the amendments to the Constitution. (GOV.16) | 2 |
| SUPPORTING INDICATORS | GOV.16MC Interpret the 14th Amendment's due-process clause | 2 |
| | GOV.16MC Analyze how citizens protect the ability to participate in the political process (e.g., speech, press, assembly, petition, suffrage, hold public office). | 2 |
| POWER OBJECTIVE #5 | Identify the significance of civil rights in guaranteeing minorities' participation in the political process. (GOV.17) | 2 |
| SUPPORTING INDICATOR | GOV.17MC Identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people. | 2 |
| TOPIC | <ul style="list-style-type: none"> Ohio's State and Local Governments | Grading Period |
| POWER OBJECTIVE #6 | Explain the powers and functions of Ohio state and local governments. (GOV) | 3 |
| | GOV.18MC Provide examples of how the 1851 Ohio Constitution addressed difficulties in governing Ohio at that time. | 3 |
| SUPPORTING INDICATORS | GOV.19MC Determine how the Ohio Constitution complements the federal structure of government in the United States and compare the structures, powers and relationships between both levels of government. | 3 |
| | GOV.20MC Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities. | 3 |
| TOPIC | <ul style="list-style-type: none"> Public Policy | Grading Period |
| POWER OBJECTIVE #7 | Analyze how governmental bureaucracies help determine domestic and foreign policy. (GOV.21) | 2 |
| SUPPORTING INDICATORS | GOV.21MC Analyze public policy issues in terms of collaboration or conflict among the levels of government involved and the branches of government involved. | 2 |
| | GOV.22 Explain how Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy. | 2 |
| TOPIC | <ul style="list-style-type: none"> Government and the Economy | Grading Period |

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| POWER OBJECTIVE #8 | Explain how the federal government uses fiscal policy and monetary tools to foster economic growth. (GOV.23-24) | 3 |
| <i>SUPPORTING INDICATORS</i> | <i>GOV.23MC Explain how the federal government uses spending and tax (fiscal) policy to effect changes in the nation's economic conditions.</i> | 3 |
| | <i>GOV.23MC Examine applications of government regulation and determine a cost and benefit of each application.</i> | 3 |
| | <i>GOV.24MC Explain how the Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.</i> | 3 |
| TOPIC | <ul style="list-style-type: none"> • Financial Literacy | Grading Period |
| POWER OBJECTIVE #9 | Explain the use of a budget in making personal economic decisions and planning for the future. (State Financial Literacy requirement) | 3 |
| <i>SUPPORTING INDICATORS</i> | <i>Explain why incomes will differ in the labor market depending on supply and demand for skills, abilities and education levels.</i> | 3 |
| | <i>Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.</i> | 3 |
| | <i>Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources including:</i> <i>a. Budgets;</i> <i>b. Savings;</i> <i>c. Investments;</i> <i>d. Credit;</i> <i>e. Philanthropy.</i> | 3 |
| | <i>Describe how interest rates affect savers and borrowers.</i> | 3 |