Course Description

AP US Government and Politics is a semester-long, college-level course designed to prepare students for the Advanced Placement (AP) US Government and Politics exam. The goal of this course is to explore and analyze important concepts of US government and politics. By the end of this course, students will have an understanding of the US Constitution and political system. Students will demonstrate their understanding and acquisition of skills through written work, project-based activities, and practice exams.

Course Materials

Textbook [CR1]

Wilson, James Q., John Dilulio Jr., and Meena Bose. *American Government: Institutions and Policies*. 16th ed. Boston: Cengage Learning, 2019.

Reader [CR1]

Woll, Peter. *American Government: Readings and Cases*. 19th ed. Chicago: Pearson Education, 2012.

Other Readings [CR1]

Students are required to have access to the internet and will engage with and conduct research on current events using multiple media news sites, such as but not limited to:

- National newspapers (New York Times, Washington Post, The Wall Street Journal)
- News magazines (Newsweek, The Atlantic)
- Television news websites (MSNBC, CNN, Fox News)

Topics of Study

This course is organized into six topics of study. Students are encouraged to make comparative analyses among issues, events, and ideas discussed both inside and outside of the course.

Topic 1: Foundations of American Democracy

- The study of American government and the influence of the Enlightenment
- Principles and ideals of the Constitution and Preamble
- The significance of federalism in the Constitution
- Debates between Federalists and Anti-Federalists
- The balance of power between state and federal governments

Topic 2: Interactions Among Branches of Government

- The structure, function, and powers of Congress
- Influences on congressional behavior
- The role of the presidency, its powers, and limits including checks
- The federal bureaucracy

- The structure and purpose of the judicial branch including checks

Topic 3: Civil Liberties and Civil Rights

- The need for and purpose of the Bill of Rights
- The protection of freedom of religion, speech, and expression, and the right to due process
- Rights ensured by the Second, Fourth, Eighth, and 14th Amendments
- Significant Supreme Court decisions related to civil rights
- Impacts of Supreme Court decisions on minority rights
- The extension of voting rights
- The role and impact of nonviolent protest

Topic 4: American Political Ideologies and Beliefs

- Political perspectives
- Influences on public opinion and its role in American politics
- The role of economic and social policies and influential economists
- The role of political parties and their platforms

Topic 5: Political Participation

- American political culture
- The political participation of American citizens
- Campaigns and elections
- The role and impacts of interest groups and lobbying
- The relationship between the media and politics

The corresponding AP Curriculum and Exam Description (CED) unit and textbook chapters are as follows:

Course Unit	**CED Unit**	**Text Chapters**
1. Foundations of American Democracy	1	1, 2, 3
2. Interactions Among Branches of Government	2	13, 14, 15, 16
3. Civil Liberties and Civil Rights	3, 5	5, 6
4. American Political Ideologies and Beliefs	4, 5	7, 9
5. Political Participation	5	4, 8, 10, 11, 12

Key Readings and Activities

Readings

Students will be asked to complete reading activities to build on key concepts, analyze and interpret data, and establish real-world connections.

Reading materials will appear in the textbook, the reader, and other primary and secondary sources, including contemporary news sources, throughout the course.

Required Foundational Documents [CR2]
Students will be required to read and analyze nine required foundational documents to help understand the historical context and beliefs of the founders, along with the debates surrounding the writing and approval of the United States Constitution.

- *Federalist No. 10*: The Same Subject Continued—The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection
- Brutus No. 1: To the Citizens of the State of New York
- The Declaration of Independence
- Articles of Confederation
- *Federalist No. 51*: The Structure of Government Must Furnish the Proper Checks and Balances Between the Different Departments
- The Constitution of the United States (including the Bill of Rights and following Amendments)
- "Letter from Birmingham Jail" (Martin Luther King, Jr.)
- *Federalist No. 70*: The Executive Department Further Considered
- *Federalist No. 78*: The Judiciary Department

Required Supreme Court Cases [CR2]
Students will be required to research, analyze, and interpret the following 15 required Supreme Court cases:

- *McCulloch v. Maryland* (1819)
- *United States v. Lopez* (1995)
- *Engel v. Vitale* (1962)
- *Wisconsin v. Yoder* (1972)
- *Tinker v. Des Moines Independent Community School District* (1969)
- *New York Times Company v. United States* (1971)
- *Schenck v. United States* (1919)
- *Gideon v. Wainwright* (1963)
- *Roe v. Wade* (1973)
- *McDonald v. Chicago* (2010)
- *Brown v. Board of Education*, *I* (1954)
- *Citizens United v. Federal Election Commission (FEC)* (2010)
- *Baker v. Carr* (1961)
- *Shaw v. Reno* (1993)

- *Marbury v. Madison* (1803)

For each of these cases, students will be required to complete multiple assignments and projects in which they analyze and compare these cases with other non-required cases **(Practice 2: SCOTUS Application)**. Examples of paired cases for comparison include (but are not limited to):

- *Abington Township School District v. Schempp* (1963) to go along with the analysis of *Engel v. Vitale* (1962).
- *Oregon v. Smith* (1989) to go along with the analysis of *Wisconsin v. Yoder* (1972).
- *Hazelwood v. Kuhlmeier* (1988) to go along with the analysis of *New York Times v. United States* (1971).
- *Easley v. Cromartie* (2001) to go along with an analysis of *Shaw v. Reno* (1993).

Writing Assignments

Students will have frequent writing assignments that require them to analyze primary and secondary sources; draw comparisons; argue and support opinions; identify similarities and differences among events, groups of people, and places; and identify causes and effects. Foundational US documents will be focal points throughout the course as students complete these writing assignments.

Throughout the course, students will practice analyzing information related to US government and politics by writing responses to short-answer questions. Students will also respond to several free-response questions throughout the course. These analytical and interpretive questions are in the same format as those on the AP US Government and Politics exam.

Projects

Students will research and analyze Supreme Court decisions throughout the course and complete other projects that provide opportunities to apply their learning, such as writing an opening statement about policy for a presidential candidate**.**

In a culturally relevant project related to media literacy, students will select a political issue and research how multiple media outlets are framing it and reporting on it. They will then use this investigation to develop a framework for discerning false, misleading, or biased information, and determining criteria for what makes a source credible.

Course Outline

The key topics, readings, and assignments for each unit are designed to help students succeed on the AP US Government and Politics exam.

Unit 1: Foundations of American Democracy

Big Ideas: Constitutionalism, Liberty and Order, and Competing Policy-Making Interests **[CR3]**

Topics

- The Enlightenment

- The US Constitution
- Federalism
- Balance of power

Readings

Wilson et al.:

- Chapter 1: “The Study of American Government”
- Chapter 2: “The Constitution”
- Chapter 3: “Federalism”

Woll:

- Chapter 1: “Framing the Constitution”; *Second Treatise, Of Civil Government*
- Chapter 2: Federalist, no. 16; The Anti-Federalist Papers, no. 17; and *McCulloch v. Maryland*

Other:

- The Articles of Confederation **[CR2]**
- “Founders on the Defects of the Articles of Confederation, 1780–1787”
- Federalist, no. 51 **[CR2]**
- *Brutus*, no. 1 **[CR2]**
- The Declaration of Independence **[CR2]**
- The US Constitution **[CR2]**

Examples of Writing and Essay Assignments:

Students will respond to the following prompts in short writing assignments:

- *There are three primary types of democracies: participatory democracies, pluralist democracies, and elite democracies. Select one of the three systems and create an evidence-based claim as to why it is the best, or most effective, form of democracy. Include and defend at least two arguments. Include and rebut at least one counterargument.*
- *The debate over whether to approve the new US government was muted in some states, and quite fierce in others. Imagining yourself as a delegate from a state like New York, make a claim as to whether the Constitution should be ratified. Use clear and specific evidence, and draw from at least two sources to support your perspective. Include at least one counterargument and a rebuttal.* **[CR9] (Practice 5 Argumentation, Big Idea 1: Constitutionalism)**
- *For most of US history, federalism consisted of a dual system, often referred to as layer-cake federalism. In the 1930s, federalism shifted to a more cooperative system, often called marble cake federalism because the lines of responsibility between the federal government and the states became unclear. Considering the benefits and drawbacks of the current system, should the federal government and the states continue in the same partnership, or move back to a dual system? Use at least two clear and specific arguments to support your perspective. Include at least one counterargument and a rebuttal.* **[CR9] (Practice 5 Argumentation, Big Idea 1: Constitutionalism)**

- *After reading Federalist, no. 10 and Brutus, no. 1 create a claim as to whether you think the United States should be a federal government or a confederation of states. Make at least two arguments to defend your claim. Include at least one counterargument and a rebuttal.* **[CR9]** ***(Practice 5 Argumentation, Big Idea 1: Constitutionalism)***

Projects and Other Assignments:

- Analyze the purpose and justification for the Declaration of Independence. **[CR7]** **(Practice 4 Source Analysis, Big Idea 1: Constitutionalism, Big Idea 2: Liberty and Order)**
- Analyze the principles of the Constitution.

Unit 2: Interactions Among Branches of Government

Big Ideas: Constitutionalism and Competing Policy-Making Interests **[CR3]**

Topics

- Congress
- The presidency
- Federal bureaucracy
- The judiciary

Readings

Wilson et al.:

- Chapter 13: "Congress"
- Chapter 14: "The Presidency"
- Chapter 15: "The Bureaucracy"
- Chapter 16: "The Judiciary

Woll:

- Chapter 9: *Federalist*, no. 78

Other:

- *Federalist*, no. 70 **[CR2]**
- Article III of the Constitution **[CR2]**
- The 22nd Amendment of the Constitution **[CR2]**
- "Term Limits, Constitutional and Natural" by F. H. Buckley
- "Twenty-Second Amendment: Let It Be" by Gillian Metzger

Examples of Writing and Essay Assignments:

- Students will respond to the following prompt in a short writing: *Some Americans believe that bureaucracy is inefficient and wastes tax money. Using the following claim, create an evidence-based argument as to the value of federal bureaucracy. Include and defend at least three arguments. Remember to use examples specific to departments, agencies, commissions, or government corporations. Include and rebut at least one counterargument.*

    "The federal bureaucracy provides many valuable functions and is an integral part of the US system of government."

- Students will respond to the following prompt in a short writing: *Should judges cultivate a more strict-constructionist or liberal-constructionist judicial philosophy? Also, should judges with the philosophy you select be more judicially restrained or judicially active?* Students are responsible for meeting all the requirements of the AP rubric in their response. **[CR9] (Practice 5: Argumentation, Big Idea 4: Civic Participation in a Representative Democracy)**
- Students will read and analyze *Hamdan v. Rumsfeld* (2006) and answer the following free-response–question style prompts:
    a. Suppose that the federal government wished to strip the Supreme Court of jurisdiction in all habeas corpus petitions of all individuals being held at Guantanamo Bay. Discuss what actions the president or Congress could take to do so. Discuss the potential basis for such power. **[CR4] (Practice 1: Concept Application, Big Idea 1: Constitutionalism, Big Idea 4: Competing Policy-Making Interests)**
    b. In the context of the scenario, discuss how such actions by the federal government would promote or interfere with the separation of powers, and discuss the potential constitutionality of any such actions. **[CR4] (Practice 1: Concept Application, Big Idea 1: Constitutionalism, Big Idea 4: Competing Policy-Making Interests)**
- Students will read, analyze, and interpret an infographic provided on executive branch appointments and appointment failure rate by presidents to answer the questions. **[CR6] (Practice 3: Data Analysis, Big Idea 4: Competing Policy-Making Interests) [CR8] (Practice 4: Source Analysis, Big Ideas: Constitutionalism, Competing Policy-Making Interests)**
    a. From 1981 to 2016, which opposition Congress was most willing to confirm the president's appointees, and who was the president? Which opposition was the least willing, and who was the president?
    b. Identify a consequence of an oppositional president and Senate, and draw a conclusion therefrom.
    c. Discuss the principles of the separation of powers based on your answer to part B.
- Students will respond to a long question prompt: *The US Constitution originally said that senators would be selected by state legislatures. Per the terms of the 17th Amendment, senators are now elected directly by the citizens of their respective states. The party balance in the 115th Congress (2017–19) is 51 Republicans, 47 Democrats, and 2 independents, who caucus with the Democrats. As of January 2018, Republicans had control of the legislatures in 31 states; Democrats had control in 14; control was split in 4; and Nebraska was officially nonpartisan. Develop an argument for or against repealing the 17th Amendment.* **[CR6] (Practice 3: Data Analysis, Big Idea 4: Competing Policy-Making Interests) [CR9] (Practice 5 Argumentation, Big Idea 1: Constitutionalism)**

Students are responsible for meeting all the requirements of the AP rubric in their response.

Projects and Other Assignments:

- Research the congressional budget process online and create an explanation for each of the five main steps in the process. Develop a congressional budget presentation including two to three charts, graphs, or tables to visually represent your budget. **[CR8]** **(Practice 4: Source Analysis, Big Idea 4: Competing Policy-Making Interests, Big Idea 5: Methods of Political Analysis)**
- Create a multimedia presentation on the impact of communication on the presidency.

Unit 3: Civil Liberties and Civil Rights

Big Ideas: Constitutionalism, Liberty and Order, Civic Participation in a Representative Democracy, and Competing Policy-Making Interests **[CR3]**

Topics

- Civil liberties and the Bill of Rights
- Freedom of religion, speech, and expression
- Due process
- The Second, Fourth, Eighth, and 14th Amendments
- The Supreme Court and civil rights
- The effects of Supreme Court decisions on minority rights
- Nonviolent protest

Readings

Wilson et al.:

- Chapter 5: “Civil Liberties”
- Chapter 6: “Civil Rights”

Woll:

- Chapter 3: "The Nationalization of the Bill of Rights," *Plessy v. Ferguson*, *Brown v. Board of Education* **[CR2]**, “The Judicial Sources of Political Controversies over Civil Liberties and Rights,” and *Gideon v. Wainwright* **[CR2]**

Other:

- “The First Amendment and Freedom of Speech” **[CR2]**
- “The Fifth Amendment of the United States Constitution” **[CR2]**
- “The Sixth Amendment of the United States Constitution” **[CR2]**
- “The Fourth Amendment of the United States Constitution” **[CR2]**
- “The Eighth Amendment of the United States Constitution” **[CR2]**

- "The Second Amendment of the United States Constitution" **[CR2]**
- "The 14th Amendment of the United States Constitution" **[CR2]**

Examples of Writing and Essay Assignments:

- Students will respond to a short writing question prompt: *A common aspect of many civil rights issues is a discussion of equality of results versus equality of opportunity. Keeping this in mind, evaluate the practice of affirmative action. Use legal precedent to support your conclusions.*
- Students will provide a short writing response to the following prompts:
    - Describe the requirements of the Fourth Amendment with regard to search and seizure.
    - Explain in what circumstances a law-enforcement official can conduct a search without
    - following the requirements of the Fourth Amendment. **[CR7] (Practice 4 Source Analysis, Big Idea 1: Constitutionalism)**
    - Explain how the Supreme Court's interpretation of the Fourth Amendment has evolved over time.
- Students will provide a short writing response to the following prompts:
    - Explain why states were not obligated to follow the provisions of the Second Amendment until 2010, even though they had to follow the provisions of the First Amendment. **[CR7] (Practice 4 Source Analysis, Big Idea 1: Constitutionalism)**
    - In *District of Columbia v. Heller* (2008), the Supreme Court decided that Washington, DC, could not prohibit the general public from owning handguns. Explain why the court's decision did not require states to abide by the provision.
    - Describe under what circumstances a state or locality may prohibit firearm ownership.
- Students will complete a Supreme Court case analysis and respond to the following free-response–question style prompts:
    - Explain which constitutional clause is common to both *Abington v. Schempp* and *Engel v. Vitale*. **[CR5] (Practice 2: SCOTUS Application; Big Idea 1: Constitutionalism, Big Idea 2: Liberty and Order)**
    - Based on the constitutional clause identified in part A, explain why the facts of *Engel v. Vitale* and *Abington v. Schempp* led to a similar holding in both cases. **[CR5] (Practice 2: SCOTUS Application; Big Idea 1: Constitutionalism, Big Idea 2: Liberty and Order)**
    - Describe an action that members of the public could take to limit the impact of *Abington v. Schempp* if they disagreed with the court's decision.
- Students will complete a Supreme Court case analysis and respond to the following free-response–question prompts:
    - Explain which constitutional clause is common to both *Wisconsin v. Yoder* (1972) and *Oregon v. Smith* (1989). **[CR5] (Practice 2: SCOTUS Application; Big Idea 1: Constitutionalism, Big Idea 2: Liberty and Order)**
    - Based on the constitutional clause identified in part A, explain why the facts of *Wisconsin v. Yoder* led to a different holding than the holding in *Oregon v. Smith*. **[CR5] (Practice 2: SCOTUS Application; Big Idea 1: Constitutionalism, Big Idea 2: Liberty and Order)**

    - Describe an action that members of the state legislature could take if they disagreed with the decision in *Oregon v. Smith*.

- Students will complete a Supreme Court case analysis and respond to the following free-response–question prompts:
    - Explain which constitutional provision is common to both *New York Times v. United States* and *Hazelwood v. Kuhlmeier*. **[CR5] (Practice 2: SCOTUS Application; Big Idea 1: Constitutionalism, Big Idea 2: Liberty and Order)**
    - Based on the constitutional clause identified in part A, explain why the facts of *New York Times v. United States* and *Hazelwood v. Kuhlmeier* led to a different holding in both cases. **[CR5] (Practice 2: SCOTUS Application; Big Idea 1: Constitutionalism, Big Idea 2: Liberty and Order)**
    - Describe an action that the state legislature could take to limit the impact of *Hazelwood v. Kuhlmeier* if they disagreed with the court's decision.

- Students will complete a Supreme Court case analysis and respond to the following free-response–question prompts:
    - Explain which constitutional provision is common to both *Brown v. Board of Education* and *Bakke v. California*. **[CR5] (Practice 2: SCOTUS Application; Big Idea 1: Constitutionalism, Big Idea 2: Liberty and Order)**
    - Based on the constitutional clause identified in part A, explain why the facts of *Brown v. Board of Education* and *Bakke v. California* led to a different holding in both cases. **[CR5] (Practice 2: SCOTUS Application; Big Idea 1: Constitutionalism, Big Idea 2: Liberty and Order)**
    - Describe an action that Congress could take to limit the impact of *Bakke v. California* if they disagreed with the court's decision.

Projects and Other Assignments:

- Create a multimedia presentation on section 1 of 14th Amendment including the citizenship clause, privileges and immunities clause, due process clause, and equal protection clause. Connect the clauses with how it changed the US Constitution and then relate them to a social movements. Use 2-3 examples of Supreme Court cases related to each clause and examine the effects and how they influenced the social movements. **[CR7] (Practice 4 Source Analysis Big Ideas: Constitutionalism, Liberty and Order, Civic Participation in a Representative Democracy)**
- Research affirmative action and draft a court decision on the implementation of affirmative action.
- Describe the strategy of gerrymandering and analyze gerrymandering cases taken before the Supreme Court.

Unit 4: American Political Ideologies and Beliefs

Big Ideas: Competing Policy-Making Interests and Methods of Political Analysis **[CR3]**

Topics

- Political perspectives
- Public opinion
- Political parties

Readings

Wilson et al.:

- Chapter 7: “Public Opinion”
- Chapter 9: “Political Parties”

Woll:

- Selections from chapter 4, including “Government by Discussion,” starting on page 187, and “Party Government,” starting on page 18

Other:

- “Keynesian Economics and Monetarism”

Examples of Writing and Essay Assignments:

- Students will provide a short writing response to the following prompts:
  - Define political socialization.
  - Contrast generational and life-cycle effects on political socialization.
  - Describe the impact of parents and family on a person's socialization.
  - Describe three ways that political parties affect the US political system.
- Students will respond to free-response style question prompts using data from a news company poll scenario about an upcoming presidential election:
  - Describe a potential problem with relying on the results of the poll.
  - In the context of the scenario, explain an action the media company can take to increase the poll’s accuracy. **[CR4] (Practice 1: Concept Application, Big Idea 1: Constitutionalism, Big Idea 4: Competing Policy-Making Interests)**
  - In the context of the scenario, explain how the poll results can affect the outcome of the election in that state.
- Students will respond to free-response style question prompts after given a scenario about an 18-year-old student and his parents political party affliation:
  - Describe why Bob's voting behavior will likely mirror that of his parents. **[CR4] (Practice 1: Concept Application; Big Idea 5: Methods of Political Analysis)**
  - In the context of the scenario, explain why Bob's ideological preferences may shift over time. **[CR4] (Practice 1: Concept Application; Big Idea 5: Methods of Political Analysis)**
  - In the context of the scenario, explain how Bob's completion of a college degree may influence his voting preferences. **[CR4] (Practice 1: Concept Application; Big Idea 5: Methods of Political Analysis)**

- Students will respond to free-response style question prompts after given a scenario about the formation of a new political party:
  - Describe the reason there are only two major political parties in the United States.
  - In the context of the scenario, explain the most likely outcome for the party's candidates in the general election. **[CR4] (Practice 1: Concept Application; Big Idea 5: Methods of Political Analysis)**
  - In the context of the scenario, explain how the group's presence in the general election will affect the Democratic Party's success. **[CR4] (Practice 1: Concept Application; Big Idea 5: Methods of Political Analysis)**

Projects and Other Assignments

- Investigate two key economic theories—Keynesian economics and monetarism—and how they have influenced politics and policy-making.

Unit 5: Political Participation

Big Ideas: Civic Participation in a Representative Democracy, Competing Policy-Making Interests, and Methods of Political Analysis **[CR3]**

Topics

- American political culture
- Political participation
- Political parties
- Voting
- Elections and campaigns
- Interest groups and lobbying
- The media and politics

Readings

Wilson et al.:

- Chapter 4: "American Political Culture"
- Chapter 8: "Political Participation"
- Chapter 10: "Elections and Campaigns"
- Chapter 11: "Interest Groups"
- Chapter 12: "The Media"

Woll:

- Selections from chapter 4, including "A Theory of Critical Elections," starting on page 203, and "The Responsible Electorate," starting on page 216
- Selections from chapter 5, including "The Role of Interest Groups in Government," starting on page 247, and "Misplaced Obsession with PACs," starting on page 249

Additional:

- Readings on *Buckley v. Valeo* and *Citizens United v. Federal Election Commission (FEC)* **[CR2]**
- "Letter from Birmingham Jail" **[CR2]**

Examples of Writing and Essay Assignments

- Students will provide a short writing response to the following prompts:
    - *Analyze a graph on American voting populations since 1788 and determine how the American electorate changed since the first presidential election? Identify three major expansions of the franchise since the election of 1788.* ***[CR8] (Practice 4: Source Analysis, Big Idea 2: Liberty and Order, Big Idea 3: Civic Participation in a Representative Democracy)***
    - *In McCutcheon v. Federal Election Commission, the US Supreme Court found limits on aggregate individual contributions (i.e., aggregate limits on political giving by an individual) to be unconstitutional. However, the court left intact the limits on contributions an individual can make to an individual campaign. Why did the court do this?*
- Students will respond to free-response style question prompts after given a scenario about citizen participation through voting. They must present an argument on whether Congress or the Supreme Court is more responsible for the expansion of the right to vote in the United States. In their essay they must: **[CR9] (Practice 5: Argumentation, Big Idea 4: Civic Participation in a Representative Democracy)**
    - Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning.
    - Read and use at least one piece of evidence from the list below. **[CR7] (Practice 4 Source Analysis, Big Idea 1: Constitutionalism, Big Idea 2: Liberty and Order)**
        a. 15th Amendment
        b. 19th Amendment
        c. "Letter from Birmingham Jail"
    - The second piece of evidence must be from a different source on the list above OR from your knowledge of Congress or the Supreme Court.
    - Use reasoning to explain why your evidence supports your claim/thesis.
    - Use refutation, concession, or rebuttal to respond to an opposing or alternative perspective.
- Students will respond to free-response style question prompts after given a scenario about a president preparing for his reelection campaign and a critical media. **[CR4] (Practice 1: Concept**

Application, Big Idea 4: Competing Policy-Making Interests, Big Idea 5: Methods of Political Analysis)

  - Describe an action that the president can take to improve how the media portrays him.
  - In the context of the scenario, explain why some media outlets might portray the president in a positive manner while other media outlets portray him negatively.
  - Explain how polling conducted by media outlets affects elections.

- Students will respond to free-response style question prompts after given a scenario about a person desires to run for the US House of Representatives.
  - Describe the process the person must undertake to secure a party nomination. **[CR4] (Practice 1: Concept Application; Big Idea 3: Civic Participation in a Representative Democracy)**
  - In the context of the scenario, explain how political action committees will affect the process described in part A. **[CR4] (Practice 1: Concept Application; Big Idea 3: Civic Participation in a Representative Democracy)**
  - Explain how the process described in part B affects representatives' behavior.
- Students will respond to free-response style question prompts after given a scenario about a special interest group wants the federal government to increase pollution controls on manufacturing plants.
  - Describe how the free-rider effect will affect the group's success. **[CR4] (Practice 1: Concept Application; Big Idea 4: Competing Policy-Making Interests)**
  - In the context of the scenario, explain how the interest group will attempt to influence the legislative process. **[CR4] (Practice 1: Concept Application; Big Idea 4: Competing Policy-Making Interests)**
  - In the context of the scenario, explain why the interest group might seek to achieve its policy goals through the bureaucracy rather than through Congress. **[CR4] (Practice 1: Concept Application; Big Idea 4: Competing Policy-Making Interests)**

Projects and Other Assignments:

- Consider how political actors (the media, the military, political parties, protest movements, government agencies, and special interest groups) other than elected officials influence political decisions.
- Research and dentify an issue with voting in US elections. Develop an action plan to address the issue and take action. Present your findings and reflect on the success and failures of your actions.

Unit 6: Exam Prep and Review

This unit includes activities to help students prepare for the AP US Government and Politics exam.