Grade Twelve History and Social Science:
Advanced Placement Government
[A.P. Government and Politics—United States & A.P. Government and Politics—Comparative]

A.P. Government Curriculum for Loudoun County Public Schools

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This curriculum document for 12th Grade A.P. Government is organized to help teachers plan and carry out instruction conceptually, so that students build patterns and connections among and between ideas and points of information. There are six units in the curriculum. Each unit’s learning objectives and key concepts are listed first, followed by a conceptual mind map connecting the content. The Virginia SOLs that can be easily connected to the content described are listed on the “objectives” page in red, and in the branches of the mind map for each unit. Following the mind map in each unit is a more linear and traditional textual outline with thematic points of content and conceptual focus questions that students must address in AP Government. The content from both the AP Comparative Government curriculum and the AP US Government curriculum have been integrated in this guide, so the concept maps and outlines that follow are meant to provide conceptual unity for the course material.

The countries and governments that should be used for comparison throughout the course are:

- The United States of America
- The People’s Republic of China
- The Federal Republic of Nigeria
- The United Mexican States
- The United Kingdom of Great Britain and Northern Ireland
- The Russian Federation
- The Islamic Republic of Iran

We hope teachers find that the Government concepts contained and explained in this document serve as a productive mental framework for students and for themselves. This instructional layout and approach offers cognitive structures that are essential to the solid comprehension of our curriculum content.
At the end of this unit, students will be able to:

1. Describe how and why social scientists compare different governmental systems; (Includes SOLs Govt.9a)
2. Use independently five different concept-tools of comparison:  a. government organization; b. state; c. nation; d. regime; e. government; (Includes SOLs Govt.1f,g)
3. Gather information about different governments from both normative and empirical sources; (Includes SOLs Govt.1a-e; Govt.2a-f)
4. Describe the role of the populace in the development and creation of governmental processes and policies. (Includes SOLs Govt.6g,i; Govt.7c; Govt.8d,e; Govt.9e,f; Govt.18a-f)

Key Concepts to be Understood and Applied:

<table>
<thead>
<tr>
<th>Normative Questions</th>
<th>Empirical Questions</th>
<th>Globalization</th>
<th>State</th>
<th>Nation</th>
<th>Regime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legitimacy</td>
<td>Authority</td>
<td>Political Participation</td>
<td></td>
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</tbody>
</table>
FOUNDATIONS FOR THE STUDY OF GOVERNMENT AND POLITICS: WHAT DO WE LEARN BY COMPARING?
1. HOW AND WHY DO WE COMPARE GOVERNMENTS? (INCLUDES GOVT.1A-G)

1.1 GOVERNMENT ORGANIZATION

1.2 THE WAY GOVERNMENTS "SHOULD" BE VS. THE WAY GOVERNMENTS ARE. (INCLUDES GOVT.2A-F)

2. CONCEPTS TO USE AS WE COMPARE

2.1 STATE

2.2 NATION

2.3 REGIME

2.4 GOVERNMENT

3. PROCESS & POLICY: WHAT ARE THEY? WHY HAVE THEM?

3.1 PUBLIC OPINION: WHAT IS IT? WHERE DOES IT COME FROM? WHAT DOES IT DO? (INCLUDES GOVT.9E,F)

3.1.1 Views of the people: Why do they differ?

3.1.2 Processes by which citizens learn about politics (Includes Govt.8d,e)

3.1.3 Beliefs People have about Government and their Leaders

4. LEARN ABOUT OUR OWN CITIZENSHIP

4.1 HOW DOES GOVERNMENT AFFECT ME IN THE U.S.?

4.1.1 School

Budget cuts
4.1.2 Driving: State & Local Laws

4.1.3 Rights
Curfews
Free Speech

4.1.4 Working
State and Federal Taxes
Labor Laws for Youth
Safety
At the end of this unit, students will be able to:

1. Explain how societies and leaders develop common beliefs or ideologies to define sovereignty; (Includes SOLs Govt.17a-f; Govt.19b)
2. Describe the ways in which governments can use ideology to gain legitimacy; (Includes SOLs Govt.3a-e)
3. Explain and describe the linkages between economic systems, economic efficiency or performance, and political legitimacy; (Includes SOLs Govt.13d; Govt.14b,c,d; Govt.16a-d)
4. Define and explain the differences— with examples— between Nation, State, and Regime; (Includes SOLs Govt.12b; Govt.13a)
5. Describe and explain the differences between governing with a constitution and governing without one; (Includes SOLs Govt.4a; Govt.5a-d; Govt.10b,c; Govt.11a,b,c; Govt.19a)
6. Explain what beliefs and measures of accountability are present in non-constitutional systems and constitutional ones. (Includes SOLs Govt.4b,c,d,e; Govt.5a-d; Govt.7b; Govt.10a,d,e; Govt.11a-e)

Key Concepts to be Understood and Applied:

<table>
<thead>
<tr>
<th>Power</th>
<th>Sovereignty</th>
<th>Nation-State</th>
<th>Legitimacy</th>
<th>Authority</th>
<th>Federalism</th>
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<tbody>
<tr>
<td>Separation of Powers</td>
<td>Checks and Balances</td>
<td>Democratic Theory</td>
<td>Republican Government</td>
<td>Pluralism</td>
<td>Elitism</td>
</tr>
</tbody>
</table>
1. SOURCES OF POWER

1.1 COMMUNICATION OF A POLITICAL CULTURE (INCLUDES GOVT.19A,B)

1.2 BELIEF SYSTEMS AS SOURCES OF LEGITIMACY

1.2.1 Religion
1.2.2 Ideology

Liberalism
Religion
Communism
Socialism
Conservatism
Fascism

1.3 TYPES OF ECONOMIC SYSTEMS (INCLUDES GOVT. 13D; GOVT.14B,C,D; GOVT.16A-D)

2. STATE-BUILDING, LEGITIMACY, AND STABILITY

2.1 NATIONS AND STATES (INCLUDES GOVT.12B)

2.1.1 Supranational Governance

2.2 REGIME TYPES

2.2.1 Constitutions and Constitutionalism (Includes Govt.10c)

Ideas in the creation and passage of the US Constitution (Includes Govt.4a)

SEPARATION OF POWERS (INCLUDES GOVT.10B; GOVT.13A)

FEDERALISM (INCLUDES GOVT.5A-D)

2.2.2 Governance and Accountability (Includes Govt.11a-e)

Checks and Balances
3. WHAT AFFECTS MY POWER IN THE U.S.?

3.1 VOTING: 26TH AMENDMENT

3.1.1 Level of Participation

3.2 RIGHT TO ORGANIZE, ASSEMBLE: 1ST AMENDMENT

3.3 THE AGE OF MAJORITY: 18 OR 21?

3.4 MONEY

3.4.1 Wage Laws

3.4.2 FICA, Taxes

3.5 RIGHT TO PETITION GOVERNMENT: FEDERAL, STATE, LOCAL
At the end of this unit, students will be able to:

1. Explain how institutions and organizations of different countries interact to make political decisions; (Includes SOLs Govt.6h; Govt.7a,b; Govt.8a,b,c)
2. Explain how different types of legislatures relate to various political institutions to arrive at governmental decisions; (Includes SOLs Govt.5b; Govt.7a; Govt.8a)
3. Explain the role of law and judicial institutions in the governmental decision-making process of different nations; (Includes SOLs Govt.7a; Govt.8a; Govt.10a-c)
4. Differentiate between different variations of representative electoral systems and the ways in which elections affect decision-making; (Includes SOLs Govt.13b,c)
5. Explain the reasons for the formation of political parties and interest groups and describe what effects they have on various political processes; (Includes SOLs Govt.6a,b,c,e,h)
6. Explain how different political institutions in various political systems bring new leadership and talent into the government. (Includes SOLs Govt.6a)

Key Concepts to be Understood and Applied:
- Political Institutions
- Supranational Organizations
- Parliamentary System
- Code vs. Common Law
- Judicial Review
- Political Elites
- Corporatism
- Pluralism
- Informal Political Power
- Ideology
- Formal & Informal Powers
- Balances of Power
1. LEGISLATIVE

1.1 UNICAMERAL OR BICAMERAL

1.2 SYMMETRIC OR ASYMMETRIC

1.3 ORGANIZATION

1.4 MEMBERSHIP

1.5 PARLIAMENTARY OR REPRESENTATIVE

1.6 RELATIONSHIPS

1.6.1 To Executive (Includes Govt.7a,b; Govt.8a,b,c; Govt.13b)

1.6.2 To Judicial (Includes Govt.7a,b; Govt.8a,b,c)

1.6.3 To Public Opinion

1.6.4 To Interest Groups

1.6.5 To Parties

1.6.6 To the Media

1.6.7 To State, Regional, Local Governments (Includes Govt.5b)

2. JUDICIAL

2.1 DEGREES OF AUTONOMY (INCLUDES GOVT.10A,B)

2.2 JUDICIAL REVIEW (INCLUDES GOVT.10D,E)

2.2.1 US and EU

2.3 TYPES OF LAW
2.4 RELATIONSHIPS

2.4.1 To Executive (Includes Govt.7a,b; Govt.8a,b,c)

2.4.2 To Legislative (Includes Govt.7a,b; Govt.8a,b,c)

2.4.3 To Public Opinion

2.4.4 To Interest Groups

2.4.5 To Parties

2.4.6 To the Media

2.4.7 To State, Regional, Local Governments (Includes Govt.5b)

3. ELECTIONS AND ELECTORAL SYSTEMS (INCLUDES GOVT.13C)

3.1 PROPORTIONAL REPRESENTATION

3.2 SINGLE MEMBER DISTRICT

3.2.1 Plurality

3.2.2 Majority Runoff

3.3 PRESIDENTIAL

3.4 PARLIAMENTARY

3.5 REFERENDUM

3.6 NONCOMPETITIVE

4. POLITICAL PARTIES AND PARTY SYSTEMS

4.1 INTEREST GROUPS
4.1.1 U.S. (Includes Govt.6h)

PACs

CHARACTERISTICS AND ROLES

Range of Interest Groups
Activities of Interest Groups
Effects on the Political Process

4.2 U.S.

4.2.1 Functions

4.2.2 Organization

4.2.3 Development

4.2.4 Effects on the Political Process

4.2.5 Electoral Laws and Systems (Includes Govt.6a,b,c,e)

4.3 LEADERSHIP AND ELITE RECRUITMENT

5. MY ROLE IN DECISION-MAKING AS A CITIZEN, NATIONAL, OR RESIDENT

5.1 VOTING

5.1.1 Primary

5.1.2 Caucus

5.1.3 General

5.2 MONEY

5.2.1 Fund-Raising

5.2.2 Donations
5.3 LEGISLATIVE PROCESS

5.3.1 Contacting Federal, State, Local Officials

5.4 ORGANIZING

5.4.1 Phone Banks, Canvassing

5.4.2 Being a part of an "Interest Group"

5.5 FILING SUIT IN THE LEGAL SYSTEM
At the end of this unit, students will be able to:

1. List and describe the factors that can extend and limit the power of the executive at various levels in the US and 6 other nations; (Includes SOLs Govt.7a,b; Govt.8a)
2. Explain what is meant by “institutional power” in the form of bureaucracies; (Includes SOLs Govt.8c; Govt.9d)
3. Explain how bureaucracies work in relation to other governmental institutions in the US and other nations; (Includes SOLs Govt.8c; Govt.9d)
4. Describe the ways in which governments use coercive means to enforce law or maintain their authority and/or national security, and compare the relationship of coercive institutions to other governmental institutions--in the US and other nations; (Includes SOLs Govt.5a,c,d; Govt.7a; Govt.8a)
5. List and describe the various roles a chief executive plays in different nations, and describe the origins, legal structure, and exercise of executive power in those nations; (Includes SOLs Govt.7a,b)
6. Describe the dynamic power relationships between the executive and other institutions of political action in the US and other nations; (Includes SOLs Govt.7a,b; Govt.8a)

Key Concepts to be Understood and Applied:

<table>
<thead>
<tr>
<th>Political Institutions</th>
<th>Supranational Organizations</th>
<th>Parliamentary vs. Presidential System</th>
<th>Centralization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bureaucracy</td>
<td>Bureaucratic Professionalism</td>
<td>Civilian Control of Military</td>
<td>Balances of Power</td>
</tr>
<tr>
<td>Formal and Informal Powers</td>
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</tbody>
</table>
1. LEVELS AND DEGREES OF CONTROL

1.1 SUPRANATIONAL

1.2 NATIONAL

1.3 REGIONAL (INCLUDES GOVT.8C)

1.4 LOCAL (INCLUDES GOVT.8B)

1.5 UNITARY OR FEDERAL

1.5.1 Centralized or Decentralized

1.5.2 US Federalism and State and Local governments (Includes Govt.5a,c,d)

2. BUREAUCRACIES (INCLUDES GOVT.9D)

2.1 RELATIONSHIPS

2.1.1 To Executive

2.1.2 To Legislative

2.1.3 To Judicial

2.1.4 To Public Opinion

2.1.5 To Interest Groups

2.1.6 To Parties

2.1.7 To the Media

2.1.8 To State, Regional, Local government

3. MILITARY AND COERCIVE INSTITUTIONS
4. EXECUTIVE (HEAD OF STATE, GOVERNMENT, CABINET)

4.1 SINGLE OR DUAL

4.2 PRESIDENT OR PRIME MINISTER

4.3 RELATIONSHIPS

4.3.1 To Legislative (Includes Govt.7a,b; Govt.8a)

4.3.2 To Judicial (Includes Govt.7a,b; Govt.8a)

4.3.3 To Public Opinion

4.3.4 To Interest Groups

4.3.5 To Parties

4.3.6 To the Media

4.3.7 To State, Regional, and Local Governments

5. HOW DOES LAW ENFORCEMENT AFFECT MY LIFE AS A CITIZEN, NATIONAL, RESIDENT OF U.S.?

5.1 MILITARY DRAFT OR REGISTRATION

5.2 IMMIGRATION OFFICE

5.3 RIGHT TO WORK AND WORKING CONDITIONS

5.4 RESTAURANTS

5.4.1 FDA

5.4.2 Health Inspectors

5.5 SCHOOL

5.5.1 Truant Officers
5.5.2 Searches

5.6 "MINOR" STATUS

5.6.1 Curfew

5.6.2 Driving Regulations

Traffic Cop

DMV: Bureaucracy
Grade 12 A.P. Government, Unit V: CITIZENS in SOCIETY and the STATE

At the end of this unit, students will be able to:

1. List and describe the factors that can separate people or groups within a given political entity, and provide examples from various countries; (Includes SOLs Govt.6a,h; Govt.19c,d)

2. Explain how social conflicts arise over questions of human rights, and how legal cases work to settle disputes over rights or clarify their meaning; (Includes SOLs Govt.10e)

3. Explain how the exercise of rights by citizens can be transformed into political power or influence—in the US and other countries; (Includes SOLs Govt.3b; Govt. 6f)

4. Analyze and explain the role of the media as a political institution in different countries—is it a mouthpiece or genuine actor?; (Includes SOLs Govt.6d)

5. Explain the relationship between political participation as an exercise of rights and means for political change; (Includes SOLs Govt.6a,b)

6. Analyze and explain types of political change with the use of examples from different countries: peaceful movements vs. violence; (Includes SOLs Govt.7c)

7. List and describe causes and effects of governmental change, and explain the processes of their unfolding in the US and other countries. (Includes SOLs Govt.6a-c,g,h)

Key Concepts to be Understood and Applied:

<table>
<thead>
<tr>
<th>Society</th>
<th>State</th>
<th>Social Capital</th>
<th>Political Participation</th>
<th>Social Movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratization</td>
<td>Elite Pacts</td>
<td>Authoritarianism</td>
<td>Political and Economic Change</td>
<td>Income Gaps</td>
</tr>
<tr>
<td>Capital and Labor</td>
<td>Standards of Living</td>
<td>Dependency</td>
<td>Import Substitution</td>
<td>Globalization</td>
</tr>
<tr>
<td>Sovereignty</td>
<td>Selective Incorporation</td>
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</tbody>
</table>
# 1. DIVISIONS BETWEEN CITIZENS

1.1 ETHNIC/RACIAL
1.2 CLASS
1.3 GENDER
1.4 RELIGIOUS
1.5 REGIONAL

# 2. CONFLICT AND THE DEVELOPMENT OF RIGHTS

2.1 JUDICIAL INTERPRETATIONS IN THE U.S. AND OTHER COUNTRIES

# 3. CIVIL SOCIETY AND SOCIAL CAPITAL

3.1 CITIZEN ACTION AS POWER OR INFLUENCE (INCLUDES GOVT.7C)

# 4. THE ROLE OF THE MEDIA

4.1 FUNCTIONS AND STRUCTURES OF THE MEDIA
4.2 IMPACT OF THE NEWS MEDIA ON POLITICS
4.3 ROLE OF THE NEWS MEDIA AS AN INDUSTRY

# 5. POLITICAL PARTICIPATION (INCLUDES GOVT.6A-I; GOVT.7C)

5.1 KNOWLEDGE OF SUBSTANTIVE RIGHTS AND LIBERTIES
5.1.1 Social Movements
5.1.2 Political Action

5.1.3 Political Violence

5.2 POLITICAL AND ECONOMIC CHANGE

5.2.1 Revolution, Coups, Wars

5.2.2 Types of Change: e.g. Democratization or Privatization

Components
Promoting or Inhibiting Factors
Consequences

6. CITIZENSHIP AND REPRESENTATION (INCLUDES GOVT.19C,D)

6.1 CONSTITUTIONAL OR LEGAL PROTECTIONS (INCLUDES GOVT.10E)

6.1.1 The U.S.: The 14th Amendment (Includes Govt.3b)

7. WHAT DEFINES MY CITIZENSHIP?

7.1 CONSTITUTIONAL AMENDMENTS

7.2 STATE LAWS

7.2.1 "Majority": 21?

7.2.2 Marriage?

7.3 STATUS VIS A VIS THE LAW: PRISONER? PAROLEE? LAW ABIDING FREE PERSON?

7.4 IMMIGRATION LAWS

7.5 VOTING REQUIREMENTS

7.6 TAX REQUIREMENTS: SALES, INCOME TAX
7.7 WHAT I KNOW

7.7.1 Media--Free Press

7.7.2 School

7.8 MY USE OF MY OWN FREEDOMS

7.8.1 Organizing

7.8.2 Petitioning
At the end of this unit, students will be able to:

1. Explain why different countries face similar policy issues. What are the factors that cause this?;  (Includes SOLs Govt.12a; Govt.14a,c)
2. Describe how different political systems respond to policy issues in different ways. What are the factors that affect the major policy areas?;  
   (Includes SOLs Govt. 15a-e)
3. List and describe the domestic power institutions that influence policy in different countries;  (Includes SOLs Govt.9b)
4. Explain how international issues affect policy areas in a domestic setting. Give examples from different countries;  (Includes SOLs Govt.12c,d; Govt.15f)
5. Describe how policy is made and how it can fail in a federal system. Provide examples from different countries.  (Includes SOLs Govt.9c)

Key Concepts to be Understood and Applied:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Privatization</th>
<th>Social Welfare State</th>
<th>Development Strategies</th>
<th>Sovereignty</th>
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<tbody>
<tr>
<td>Globalization</td>
<td>Income Distribution</td>
<td>Federalism</td>
<td>Economic Markets</td>
<td></td>
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</table>
PUBLIC POLICY

What Public Policies Affect MY Life in the U.S.?

- Tax Policy: Local, State, Federal
  - Clear Air Act
  - EPA Regulations
  - Recycling
- Environment
  - Random Checkpoints
  - Driving Regulations
  - Recreation: Parks, Pools
  - Transportation
  - Fire, Police
  - Public Health
  - Zoning: Neighborhoods
- Services
- Policy in a Federal System (Includes Govt.9b,c)
  - Region
    - State
    - Local

- Common Policy Issues
  - Economy (Includes Govt.14a,e; Govt.15a,e)
  - Social Welfare (Includes Govt.14e)
  - Civil Liberties
  - Environment
  - Population and Migration
- Factors Influencing Policy Agendas and Implementation
  - Domestic
    - Bureaucracy
    - Courts
    - Public Opinion
    - Policy Networks
  - International (Includes Govt.12a,c,d; Govt.15f)
  - Parties
    - Interest Groups
    - Elections
1. COMMON POLICY ISSUES

1.1 ECONOMY (INCLUDES GOVT.14A,E; GOVT.15A-E)

1.2 SOCIAL WELFARE (INCLUDES GOVT.14E)

1.3 CIVIL LIBERTIES

1.4 ENVIRONMENT

1.5 POPULATION AND MIGRATION

2. FACTORS INFLUENCING POLICY AGENDAS AND IMPLEMENTATION

2.1 DOMESTIC

2.1.1 Institutions

Parties

Interest Groups

Elections

2.1.2 Bureaucracy

2.1.3 Courts

2.1.4 Public Opinion

2.1.5 Policy Networks

2.2 INTERNATIONAL (INCLUDES GOVT.12A,C,D; GOVT.15F)
3. POLICY IN A FEDERAL SYSTEM (INCLUDES GOVT.9B,C)

3.1 REGION

3.2 STATE

3.3 LOCAL

4. WHAT PUBLIC POLICIES AFFECT MY LIFE IN THE U.S.?

4.1 TAX POLICY: LOCAL, STATE, FEDERAL

4.2 ENVIRONMENT

4.2.1 Clear Air Act

4.2.2 EPA Regulations

4.2.3 Recycling

4.3 DRIVING REGULATIONS

4.3.1 Random Checkpoints

4.4 SERVICES

4.4.1 Education

4.4.2 Public Safety

4.4.3 Recreation: Parks, Pools

4.4.4 Transportation

4.4.5 Fire, Police

4.4.6 Public Health

Smoking, Drinking Ages