



Correlation of

***American Government: Institutions and Policies,***  
**Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. DiIulio, Jr., © 2022,**  
**ISBN: 9780357541586**

to

**AP<sup>®</sup> U.S. Government and Politics**  
**Effective Fall 2020**

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<b>AP<sup>®</sup> U.S. Government and Politics Disciplinary Practices</b>	
<b>Practice 1 <i>Concept Application</i></b> <b>Apply political concepts and processes to scenarios in context.</b>	
1.A Describe political principles, institutions, processes, policies, and behaviors.	This disciplinary practice is addressed throughout. For example, see: 2-75, 95-197, 421-502
1.B Explain political principles, institutions, processes, policies, and behaviors.	This disciplinary practice is addressed throughout. For example, see: 2-75, 95-197, 421-502
1.C Compare political principles, institutions, processes, policies, and behaviors.	This disciplinary practice is addressed throughout. For example, see: 2-75, 95-197, 421-502
1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	This disciplinary practice is addressed throughout. For example, see: 2-75, 95-197, 421-502
1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	This disciplinary practice is addressed throughout. For example, see: 2-75, 95-197, 421-502
<b>Practice 2 <i>SCOTUS Application</i></b> <b>Apply Supreme Court decisions.</b>	
2.A Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.	215-224, 270-271, Landmark Cases, p. 59
2.B Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.	215-224, 270-271, Landmark Cases, p. 59
2.C Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a nonrequired Supreme Court case.	215-224, 270-271, Landmark Cases, p. 59
2.D Explain how required Supreme Court cases apply to scenarios in context.	215-224, 270-271, Landmark Cases, p. 59
<b>Practice 3 <i>Data Analysis</i></b> <b>Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics.</b>	
3.A Describe the data presented.	This disciplinary practice is addressed throughout. For example, see: Constitutional Connections, pp. 53, 85; Policy Dynamics, pp 17, 41, 71, 80, 124; Table 2.1, p. 35; Fig. 2.3, p. 30; Fig 2.5, p. 35; Fig. 4.1, p. 81; Fig. 4.2, p. 83
3.B Describe patterns and trends in data.	This disciplinary practice is addressed throughout. For example, see: Constitutional Connections, pp. 53, 85; Policy Dynamics, pp 17, 41, 71, 80, 124; Table 2.1, p. 35; Fig. 2.3, p. 30; Fig 2.5, p. 35; Fig. 4.1, p. 81; Fig. 4.2, p. 83

**Correlation to the AP® U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP® Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

<b>Learning Objectives/Essential Knowledge</b>	<b>Where Addressed</b>
3.C Explain patterns and trends in data to draw conclusions.	This disciplinary practice is addressed throughout. For example, see: Constitutional Connections, pp. 53, 85; Policy Dynamics, pp 17, 41, 71, 80, 124; Table 2.1, p. 35; Fig. 2.3, p. 30; Fig 2.5, p. 35; Fig. 4.1, p. 81; Fig. 4.2, p. 83
3.D Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.	This disciplinary practice is addressed throughout. For example, see: Constitutional Connections, pp. 53, 85; Policy Dynamics, pp 17, 41, 71, 80, 124; Table 2.1, p. 35; Fig. 2.3, p. 30; Fig 2.5, p. 35; Fig. 4.1, p. 81; Fig. 4.2, p. 83
3.E Explain possible limitations of the data provided.	This disciplinary practice is addressed throughout. For example, see: Constitutional Connections, pp. 53, 85; Policy Dynamics, pp 17, 41, 71, 80, 124; Table 2.1, p. 35; Fig. 2.3, p. 30; Fig 2.5, p. 35; Fig. 4.1, p. 81; Fig. 4.2, p. 83
3.F Explain possible limitations of the visual representation of the data provided.	This disciplinary practice is addressed throughout. For example, see: Constitutional Connections, pp. 53, 85; Policy Dynamics, pp 17, 41, 71, 80, 124; Table 2.1, p. 35; Fig. 2.3, p. 30; Fig 2.5, p. 35; Fig. 4.1, p. 81; Fig. 4.2, p. 83
<b>Practice 4 Source Analysis</b> <b>Read, analyze, and interpret foundational documents and other text-based and visual sources.</b>	
4.A Describe the author’s claim(s), perspective, evidence, and reasoning.	This disciplinary practice is addressed throughout. For example, see: 6-90, 284-294, 302-338, 395-418
4.B Explain how the author’s argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	This disciplinary practice is addressed throughout. For example, see: 75-90, 143-165, 320-340
4.C Explain how the implications of the author’s argument or perspective may affect political principles, institutions, processes, policies, and behaviors.	This disciplinary practice is addressed throughout. For example, see: 75-90, 143-165, 320-340
4.D Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.	26, 236, 355, 413, 490
<b>Practice 5 Argumentation</b> <b>Develop an argument in essay format.</b>	
5.A Articulate a defensible claim/thesis.	xii, xxviii, xxix, 28; What Would You Do? Pp. 92, 127, 194, 471, 491, 516
5.B Support the argument using relevant evidence.	xii, xxviii, xxix, 28; What Would You Do? Pp. 92, 127, 194, 471, 491, 516
5.C Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.	xii, xxviii, xxix, 28; What Would You Do? Pp. 92, 127, 194, 471, 491, 516
5.D Use refutation, concession, and rebuttal in responding to opposing or alternate perspectives.	Policy Dynamics, pp. 166, 441, 517; What Would You Do, p. 491

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<b>AP<sup>®</sup> U.S. Government and Politics Reasoning Processes</b> Reasoning processes describe the cognitive operations that students will be required to apply when engaging with practices on the AP Exam. Students should organize their response around a specific reasoning process that aligns to the intent of the question. The reasoning processes ultimately represent the way practitioners think in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.	
<b>Reasoning Process 1 Definition/Classification</b> When demonstrating their knowledge of course concepts, students should:	
Describe characteristics, attributes, traits, and elements in defining terms and concepts	This reasoning process is addressed throughout. For example, see: Glossary, pp. G1-G7; Terms in margin notes pp. 3, 4, 5, 7, 9, 11, 13-15, 23-29
Classify concepts	This reasoning process is addressed throughout. For example, see: Summary pp. 47,73, 93, 128; Learning Objectives, pp. 2, 21, 49, 75, 95
Describe structures and functions	This reasoning process is addressed throughout. For example, see: 21-70, 290-391, 453-468
Describe patterns and/or trends	This reasoning process is addressed throughout. For example, see: pp. 75-90, 152-167, 240-258, 263-286
Describe the perspective of a source or author	This reasoning process is not directly addressed in this edition of American Government.
Describe assumptions and/or reasoning of a source or author	This reasoning process is not directly addressed in this edition of American Government.
<b>Reasoning Process 2 Process</b> When explaining political processes, students should:	
Identify steps and/or stages in a process	170-235, 290-413
Explain how the steps or stages in a process relate to each other	170-235, 290-413
Explain challenges with processes and/or interactions	170-235, 290-413
Explain the relevance or significance of processes and/or interactions	170-235, 290-413
<b>Reasoning Process 3 Causation</b> When explaining causes and effects of political principles, institutions, processes, policies, and behaviors, students should:	
Identify causes and/or effects	This reasoning process is not directly addressed in this edition of American Government.
Explain the reasons for causes and/or effects	This reasoning process is not directly addressed in this edition of American Government.

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
Explain change over time	19, 97
Explain the significance of causes and/or effects	This reasoning process is not directly addressed in this edition of American Government.
Explain the implications of change over time	19, 97
<b>Reasoning Process 4 Comparison</b> When explaining similarities and differences among political principles, institutions, processes, policies, and behaviors, students should:	
Identify relevant categories of comparison	170-235, 290-413
Identify similarities and/or differences	170-235, 290-413
Explain the reasons for similarities and/or differences	170-235, 290-413
Explain the relevance, implications, and/or significance of similarities and differences	170-235, 290-413
<b>Big Ideas</b> The big ideas serve as the foundation of the course and enable students to create meaningful connections among concepts. They are themes that become threads that run throughout the course. Revisiting the big ideas and applying them in a variety of contexts allow students to develop a deeper conceptual understanding. Below are the big ideas of the course and a brief description of each.	
<b>BIG IDEA 1: CONSTITUTIONALISM (CON)</b> The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance between majority rule and minority rights.	21-42, 31-32, 76, 91, 489
<b>BIG IDEA 2: LIBERTY AND ORDER (LOR)</b> Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.	21-42
<b>BIG IDEA 3: CIVIC PARTICIPATION IN A REPRESENTATIVE DEMOCRACY (PRD)</b> Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.	25, 51-58, 62, 70, 80-81, 85, 90, 143, 399, 404, 487
<b>BIG IDEA 4: COMPETING POLICY-MAKING INTERESTS (PMI)</b> Multiple actors and institutions interact to produce and implement possible policies.	134-135, 143-152, 425, 460-464

**Correlation to the AP® U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP® Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<b>BIG IDEA 5: METHODS OF POLITICAL ANALYSIS (MPA)</b> Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.	75, 179, 284, 289-291, 299; Fig. 14.8, p. 369
<b>Content Outline</b>	
<b>UNIT 1: Foundations of American Democracy</b> More than 200 years after the U.S. Constitution was ratified, the compromises that were necessary for ratification—which in some instances led to ambiguity—continue to fuel debate and discussion over how best to protect liberty, equality, order, and private property. This first unit sets the foundation for the course by examining how the framers of the Constitution set up a structure of government intended to stand the test of time. Compromises were made during the Constitutional Convention and ratification debates, and these compromises focused on the proper balance between individual freedom, social order, and equality of opportunity. In subsequent units, students will apply their understanding of the Constitution to the institutions of government and people's daily lives.	
<b>ENDURING UNDERSTANDING</b>	
<b>LOR-1</b> A balance between governmental power and individual rights has been a hallmark of American political development.	
<b>LEARNING OBJECTIVE</b>	
<b>LOR-1.A</b> Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.	22-24, 27, 29, 38-45, 83, 111, 508-512; Appendix, A1-A17
<b>ESSENTIAL KNOWLEDGE</b>	
LOR-1.A.1 The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.	2-51
LOR-1.A.2 The Declaration of Independence, drafted by Jefferson with help from Adams and Franklin, provides a foundation for popular sovereignty, while the U.S. Constitution drafted at the Philadelphia Convention and led by George Washington, with important contributions from Madison, Hamilton, and members of the “Grand Committee,” provides the blueprint for a unique form of political democracy in the U.S.	22-24, 27, 29, 38-45, 83, 111, 508-512; Appendix, A1-A17

**Correlation to the AP® U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP® Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<b>LOR-1.B</b> Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.	
LOR-1.B.1 Representative democracies can take several forms along this scale:	
<ul style="list-style-type: none"> <li>Participatory democracy, which emphasizes broad participation in politics and civil society</li> </ul>	5-6, 19
<ul style="list-style-type: none"> <li>Pluralist democracy, which recognizes group-based activism by nongovernmental interests striving for impact on political decision making</li> </ul>	7-8, 206-207
<ul style="list-style-type: none"> <li>Elite democracy, which emphasizes limited participation in politics and civil society</li> </ul>	7; What Would You Do, p. 513; Constitutional Connection, p. 243
LOR-1.B.2 Different aspects of the U.S. Constitution as well as the debate between Federalist No. 10 and Brutus No. 1 reflect the tension between the broad participatory model and the more filtered participation of the pluralist and elite models.	36, 60-61, 151, 243, 513, Appendix A18-23
LOR-1.B.3 The three models of representative democracy continue to be reflected in contemporary institutions and political behavior.	5-7, 19, 206-207
<b>CON-1</b> The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.	
<b>CON-1.A</b> Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.	32-37, 50-73
CON-1.A.1 Madison’s arguments in Federalist No. 10 focused on the superiority of a large republic in controlling the “mischiefs of faction,” delegating authority to elected representatives and dispersing power between the states and national government.	36, 60-61, 151, 243, 513, Appendix A18-A23
CON-1.A.2 Anti-Federalist writings, including Brutus No. 1, adhered to popular democratic theory that emphasized the benefits of a small, decentralized republic while warning of the dangers to personal liberty from a large, centralized government.	32-37
<b>CON-1.B</b> Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.	3, 25-26
CON-1.B.1 Specific incidents and legal challenges that highlighted key weaknesses of the Articles of Confederation are represented by the:	
<ul style="list-style-type: none"> <li>Lack of centralized military power to address Shays’ Rebellion</li> </ul>	26-27
<ul style="list-style-type: none"> <li>Lack of tax law enforcement power</li> </ul>	This objective is not directly addressed in this edition of American Government.

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<b>CON-1.C</b> Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.	22-31, 42-43, 53, 83, 85, 153, 155, 191, 287, 330-331, 392, 512
CON-1.C.1 Compromises deemed necessary for adoption and ratification of the Constitution are represented by the:	
<ul style="list-style-type: none"> <li>• Great (Connecticut) Compromise</li> </ul>	29-31
<ul style="list-style-type: none"> <li>• Electoral College</li> </ul>	207, 332, 335-336
<ul style="list-style-type: none"> <li>• Three-Fifths Compromise</li> </ul>	The opportunity to address this objective exists. For example, see: 39
<ul style="list-style-type: none"> <li>• Compromise on the importation of slaves</li> </ul>	38-39, 395-396
CON-1.C.2 Debates about self-government during the drafting of the Constitution necessitated the drafting of an amendment process in Article V that entailed either a two-thirds vote in both houses or a proposal from two-thirds of the state legislatures, with final ratification determined by three-fourths of the states.	Appendix, p. A-9, 58t; Constitutional Connection, p. 504
CON-1.C.3 The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today.	31-40
CON-1.C.4 The debate over the role of the central government, the powers of state governments, and the rights of individuals remains at the heart of present-day constitutional issues about democracy and governmental power, as represented by:	
<ul style="list-style-type: none"> <li>• Debates about government surveillance resulting from the federal government's response to the 9/11 attacks</li> </ul>	87, 90, 243, 480, 482
<ul style="list-style-type: none"> <li>• The debate about the role of the federal government in public school education</li> </ul>	51, 83, 89; What Would You Do? P. 92
<b>PMI-1</b> The Constitution created a competitive policy-making process to ensure the people's will is represented and that freedom is preserved.	
<b>PMI-1.A</b> Explain the constitutional principles of separation of powers and "checks and balances."	33, 35, 42-45, 138, 176
PMI-1.A.1 The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the Constitution.	33, 35, 42-45, 138, 176
PMI-1.A.2 Federalist No. 51 explains how constitutional provisions of separation of powers and checks and balances control abuses by majorities.	1, 36, 60, 516
<b>PMI-1.B</b> Explain the implications of separation of powers and "checks and balances" for the U.S. political system.	33, 35, 42-45, 138, 176



**Correlation to the AP® U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP® Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
PMI-1.B.1 Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances.	33, 35, 42-45, 138, 176
PMI-1.B.2 Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances.	164-165, 514-516
<b>CON-2</b> Federalism reflects the dynamic distribution of power between national and state governments.	
<b>CON-2.A</b> Explain how societal needs affect the constitutional allocation of power between the national and state governments.	227-282
CON-2.A.1 The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels.	227-282
CON-2.A.2 The distribution of power between federal and state governments to meet the needs of society changes, as reflected by grants, incentives, and aid programs, including federal revenue sharing, mandates, categorical grants, and block grants.	65-68
<b>CON-2.B</b> Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.	227-282
CON-2.B.1 The interpretation of the Tenth and Fourteenth Amendments, the commerce clause, the necessary and proper clause, and other enumerated and implied powers is at the heart of the debate over the balance of power between the national and state governments.	53-58, 67-68, 258-259, 271, 275, 340, 327T, 503
CON-2.B.2 The balance of power between the national and state governments has changed over time based on U.S. Supreme Court interpretation of such cases as:	
<ul style="list-style-type: none"> <li>• McCulloch v. Maryland (1819), which declared that Congress has implied powers necessary to implement its enumerated powers and established supremacy of the Constitution and federal laws over state laws</li> </ul>	55, 201, 204
<ul style="list-style-type: none"> <li>• United States v. Lopez (1995), which ruled that Congress may not use the commerce clause to make possession of a gun in a school zone a federal crime, introducing a new phase of federalism that recognized the importance of state sovereignty and local control</li> </ul>	57, 59
<b>CON-2.C</b> Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.	134-135, 144, 425, 460-464

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
CON-2.C.1 Multiple access points for stakeholders and institutions to influence public policy flows from the allocation of powers between national and state governments.	227-282, 299
CON-2.C.2 National policy making is constrained by the sharing of power between and among the three branches and state governments.	15-16, 217-218, 462-463
<b>Unit 2: Interactions Among Branches of Government</b> The Constitution grants specific powers to Congress, the presidency, and the courts, each of which exercises informal powers (developed through political practice, tradition, and legislation). Because power is widely distributed, and checks prevent one branch from overreaching or usurping powers from the others, institutional actors are in the position where they must both compete and cooperate in order to govern.	
<b>ENDURING UNDERSTANDING</b>	
<b>CON-3</b> The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.	
<b>LEARNING OBJECTIVE</b>	
<b>CON-3.A</b> Describe the different structures, powers, and functions of each house of Congress.	97-129
<b>ESSENTIAL KNOWLEDGE</b>	
CON-3.A.1 The Senate is designed to represent states equally, while the House is designed to represent the population.	114-115
CON-3.A.2 Different chamber sizes and constituencies influence formality of debate.	31-45
CON-3.A.3 Coalitions in Congress are affected by term-length differences.	The opportunity to address this objective exists. For example, see: 36
CON-3.A.4 The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes:	
<ul style="list-style-type: none"> <li>• Passing a federal budget, raising revenue, and coining money</li> </ul>	25, 73, 96, 464-470
<ul style="list-style-type: none"> <li>• Declaring war and maintaining the armed forces</li> </ul>	25, Fig. 2.2, 96, 107, 135, 150-151, 475, 496
<ul style="list-style-type: none"> <li>• Enacting legislation that addresses a wide range of economic, environmental, and social issues based on the necessary and proper clause</li> </ul>	54-55, 96, 98, 198, 201; Landmark Cases, p. 59
<b>CON-3.B</b> Explain how the structure, powers, and functions of both houses of Congress affect the policy-making process.	31-45, 143-152
CON-3.B.1 By design, the different structures, powers, and functions of the Senate and the House of Representatives affect the policy-making process.	100-127, 425, 450

**Correlation to the AP® U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP® Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
CON-3.B.2 Though both chambers rely on committees to conduct hearings and debate bills under consideration, different constitutional responsibilities of the House and Senate affect the policy-making process.	100-127, 425, 450
CON-3.B.3 Chamber-specific procedures, rules, and roles that impact the policy-making process include:	
<ul style="list-style-type: none"> <li>Number of chamber and debate rules that set the bar high for building majority support</li> </ul>	31-45
<ul style="list-style-type: none"> <li>Roles of Speaker of the House, President of the Senate, party leadership, and committee leadership in both chambers</li> </ul>	100-120
<ul style="list-style-type: none"> <li>Filibuster and cloture</li> </ul>	105, 122
<ul style="list-style-type: none"> <li>Holds and unanimous consent in the Senate</li> </ul>	The opportunity to address this objective exists. For example, see: Appendix, A-10
<ul style="list-style-type: none"> <li>Role of Rules Committee, Committee of the Whole, and discharge petitions in the House</li> </ul>	117, 121-122
<ul style="list-style-type: none"> <li>Treaty ratification and confirmation role of the U.S. Senate</li> </ul>	21-70 p. 35T, Appendix, A-6
CON-3.B.4 Congress must generate a budget that addresses both discretionary and mandatory spending, and as entitlement costs grow, discretionary spending opportunities will decrease unless tax revenues increase or the budget deficit increases.	3, 150, 167, 464-470
CON-3.B.5 Pork-barrel legislation and logrolling affect lawmaking in both chambers.	14, 25
<b>CON-3.C</b> Explain how congressional behavior is influenced by election processes, partisanship, and divided government.	123, 133-134, 295, 335-338, 352
CON-3.C.1 Congressional behavior and governing effectiveness are influenced by:	
<ul style="list-style-type: none"> <li>Ideological divisions within Congress that can lead to gridlock or create the need for negotiation and compromise</li> </ul>	134-135
<ul style="list-style-type: none"> <li>Gerrymandering, redistricting, and unequal representation of constituencies have been partially addressed by the Supreme Court decision in Baker v. Carr (1962), which opened the door to equal protection challenges to redistricting and started the “one person, one vote” doctrine, and the no-racial-gerrymandering decision in Shaw v. Reno (1993)</li> </ul>	The opportunity to address this objective exists. For example, see: xxiv, 360-361
<ul style="list-style-type: none"> <li>Elections that have led to a divided government, including partisan votes against presidential initiatives and congressional refusal to confirm appointments of “lame-duck” presidents of the opposite party</li> </ul>	The opportunity to address this objective exists. For example, see: xxiv, 360-361

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<ul style="list-style-type: none"> <li>Different role conceptions of “trustee,” “delegate,” and “politico” as related to constituent accountability in each chamber</li> </ul>	25-70, 160, 331-332
<b>CON-4</b> The presidency has been enhanced beyond its expressed constitutional powers.	
<b>CON-4.A</b> Explain how the president can implement a policy agenda.	143-152
CON-4.A.1 Presidents use powers and perform functions of the office to accomplish a policy agenda.	143-152
CON-4.A.2 Formal and informal powers of the president include:	
<ul style="list-style-type: none"> <li>Vetoes and pocket vetoes—formal powers that enable the president to check Congress</li> </ul>	123, 148-149
<ul style="list-style-type: none"> <li>Foreign policy—both formal (commander-in-chief and treaties) and informal (executive agreements) powers that influence relations with foreign nations</li> </ul>	474-501, 508
<ul style="list-style-type: none"> <li>Bargaining and persuasion—informal power that enables the president to secure congressional action</li> </ul>	134-144
<ul style="list-style-type: none"> <li>Executive orders—implied from the president’s vested “executive power,” or from power delegated by Congress, executive orders allow the president to manage the federal government</li> </ul>	150-151
<ul style="list-style-type: none"> <li>Signing statements—informal power that informs Congress and the public of the president’s interpretation of laws passed by Congress and signed by the president</li> </ul>	151-152
<b>CON-4.B</b> Explain how the president’s agenda can create tension and frequent confrontations with Congress.	149-152
CON-4.B .1 The potential for conflict with the Senate depends upon the type of executive branch appointments, including:	
<ul style="list-style-type: none"> <li>Cabinet members</li> </ul>	132-133, 156-157
<ul style="list-style-type: none"> <li>Ambassadors</li> </ul>	135, 159, 173, 179, 362, 476, Appendix, A-7 & A-8
<ul style="list-style-type: none"> <li>White House staff</li> </ul>	154-161, 505; How Things Work, 137, 155
CON-4.B.2 Senate confirmation is an important check on appointment powers, but the president’s longest lasting influence lies in life-tenured judicial appointments.	200, 203
CON-4.B.3 Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda.	150-151
<b>CON-4.C</b> Explain how presidents have interpreted and justified their use of formal and informal powers.	130, 143, 156, 166, 168, 506; Constitutional Connection, p. 425; Policy Dynamic, p. 124

**Correlation to the AP® U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP® Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
CON-4.C.1 Justifications for a single executive are set forth in Federalist No. 70.	p. 138
CON-4.C.2 Term-of-office and constitutional-power restrictions, including the passage of the Twenty-Second Amendment, demonstrate changing presidential roles.	What Would You Do?, 46, 162
CON-4.C.3 Different perspectives on the presidential role, ranging from a limited to a more expansive interpretation and use of power, continue to be debated in the context of contemporary events.	130, 143, 156, 166, 168, 506; Constitutional Connection, p. 425; Policy Dynamic, p. 124
<b>CON-4.D</b> Explain how communication technology has changed the president's relationship with the national constituency and the other branches.	400-402, 413, 517
CON-4.D.1 The communication impact of the presidency can be demonstrated through such factors as:	
<ul style="list-style-type: none"> <li>• Modern technology, social media, and rapid response to political issues</li> </ul>	400-418
<ul style="list-style-type: none"> <li>• Nationally broadcast State of the Union messages and the president's bully pulpit used as tools for agenda setting</li> </ul>	69, 143-144, 159, 405; Constitutional Connection, p. 425; What Would You Do? 92, 443
<b>CON-5</b> The design of the judicial branch protects the Supreme Court's independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.	How Things Work, p. 126; 197-219
<b>CON-5.A</b> Explain the principle of judicial review and how it checks the power of other institutions and state governments.	31, 197-229; Constitutional Connection, p. 204
CON-5.A.1 The foundation for powers of the judicial branch and how its independence checks the power of other institutions and state governments are set forth in:	
<ul style="list-style-type: none"> <li>• Article III of the Constitution</li> </ul>	206-207, 210; Constitutional Connection 103, 204; Appendix, p. A-8
<ul style="list-style-type: none"> <li>• Federalist No. 78</li> </ul>	198, 200
<ul style="list-style-type: none"> <li>• <i>Marbury v. Madison</i> (1803)</li> </ul>	24, 201, 203
<b>CON-5.B</b> Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power.	199-20, 215-224
CON-5.B.1 Precedents and stare decisis play an important role in judicial decision making.	217, Glossary, p. 7; What Would You Do?, p. 392
CON-5.B.2 Ideological changes in the composition of the Supreme Court due to presidential appointments have led to the Court's establishing new or rejecting existing precedents.	215-224

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
CON-5.B.3 Controversial or unpopular court decisions can lead to challenges to the court’s legitimacy and power that Congress and the president can address only through future appointments, legislation changing the Court’s jurisdiction, or refusing to implement decisions.	215-224
CON-5.B.4 Political discussion about the Supreme Court’s power is illustrated by the ongoing debate over judicial activism versus judicial restraint.	200, 202, 218-229
<b>CON-5.C</b> Explain how other branches in the government can limit the Supreme Court’s power.	214-224
CON-5.C.1 Restrictions on the Supreme Court are represented by:	
<ul style="list-style-type: none"> <li>• Congressional legislation to modify the impact of prior Supreme Court decisions</li> </ul>	The opportunity to address this objective exists. For example, see: 219
<ul style="list-style-type: none"> <li>• Constitutional amendments</li> </ul>	The opportunity to address this objective exists. For example, see: 200
<ul style="list-style-type: none"> <li>• Judicial appointments and confirmations</li> </ul>	198-216, 221, 224, Fig. 8.4, p. 208
<ul style="list-style-type: none"> <li>• The president and states evading or ignoring Supreme Court decisions</li> </ul>	This objective is not directly addressed in this edition of American Government.
<ul style="list-style-type: none"> <li>• Legislation impacting court jurisdiction</li> </ul>	210-212
<b>PMI-2</b> The federal bureaucracy implements federal policies.	
<b>PMI-2.A</b> Explain how the bureaucracy carries out the responsibilities of the federal government.	66. 152, 154, 170-196, 202; What Would You Do? P. 194; Constitutional Connections, p. 176
PMI-2.A.1 Tasks performed by departments, agencies, commissions, and government corporations are represented by:	
<ul style="list-style-type: none"> <li>• Writing and enforcing regulations</li> </ul>	170-192
<ul style="list-style-type: none"> <li>• Issuing fines</li> </ul>	170-192; 273
<ul style="list-style-type: none"> <li>• Testifying before Congress</li> </ul>	170-192
<ul style="list-style-type: none"> <li>• Issue networks and “iron triangles”</li> </ul>	170-192
PMI-2.A.2 Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality.	170-192
<b>PMI-2.B</b> Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.	170-192

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
PMI-2.B.1 Discretionary and rule-making authority to implement policy are given to bureaucratic agencies, including:	
• Department of Homeland Security	172, 176, 177F, 192F, 375, 388
• Department of Transportation	191, 275
• Department of Veterans Affairs	110, 172, 187, 423
• Department of Education	151, 172
• Environmental Protection Agency (EPA)	172, 183, 187, 213, 424, 42; Policy Dynamics, p. 414; Constitutional Connections, p. 176
• Federal Elections Commission (FEC)	364-365
• Securities and Exchange Commission (SEC)	This objective is not directly addressed in this edition of American Government.
<b>PMI-2.C</b> Explain how Congress uses its oversight power in its relationship with the executive branch.	96-226
PMI-2.C.1 Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by:	
• Committee hearings	121, 441
• Power of the purse	97, 103T, 189, 466, 478
PMI-2.C.2 As a means to curtail the use of presidential power, congressional oversight serves as a check of executive authorization and appropriation.	96-226
<b>PMI-2.D</b> Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.	96-226
PMI-2.D.1 Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration.	130-169
PMI-2.D.2 Compliance monitoring can pose a challenge to policy implementation.	421
<b>PMI-2.E</b> Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.	96-226
PMI-2.E.1 Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability.	96-226

**Correlation to the AP® U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP® Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<b>UNIT 3: Civil Liberties and Civil Rights</b> The U.S. Constitution, primarily through the Bill of Rights and the Fourteenth Amendment, protects the civil liberties and civil rights of citizens, though the extent of those protections and the need to protect the safety and general welfare of individuals has long been debated. Through social movements, legal challenges, and acts of Congress, citizens have attempted to restrict the government from unduly infringing on individual rights and from denying equal protection under the law.	
<b>ENDURING UNDERSTANDING</b>	
<b>LOR-2</b> Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.	
<b>LEARNING OBJECTIVE</b>	
<b>LOR-2.A</b> Explain how the U.S. Constitution protects individual liberties and rights.	21-48, Appendix, p. A-8
<b>ESSENTIAL KNOWLEDGE</b>	
LOR-2.A.1 The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights.	This Essential Knowledge is addressed throughout. For example, see: 21-48, 38 T2.2, 98; Constitutional Connections, p. 44, How Things Work, p. 56
LOR-2.A.2 Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference.	227-283
LOR-2.A.3 The application of the Bill of Rights is continuously interpreted by the courts.	This Essential Knowledge is addressed throughout. For example, see: 21-48, 38 T2.2, 98; Constitutional Connections, p. 44, How Things Work, p. 56
<b>LOR-2.B</b> Describe the rights protected in the Bill of Rights.	37-38,38 T2.2, 230-232; Constitutional Connections, p. 44
LOR-2.B.1 The Bill of Rights consists of the first ten Amendments to the Constitution, which enumerate the liberties and rights of individuals.	37-38,38 T2.2, 230-232; Constitutional Connections, p. 44
<b>LOR-2.C</b> Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.	37-38, 232-233;Constitutional Connections, p. 234
LOR-2.C.1 The interpretation and application of the First Amendment’s establishment and free exercise clauses reflect an ongoing debate over balancing majoritarian religious practice and free exercise, as represented by such cases as:	
<ul style="list-style-type: none"> <li>• <i>Engel v. Vitale (1962)</i>, which declared school sponsorship of religious activities violates the establishment clause</li> </ul>	xxiv, Landmark Cases, p. 244



**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<ul style="list-style-type: none"> <li><i>Wisconsin v. Yoder (1972)</i>, which held that compelling Amish students to attend school past the eighth grade violates the free exercise clause</li> </ul>	The opportunity to address this objective exists. For example, see: xxiv
LOR-2.C.2 The Supreme Court has held that symbolic speech is protected by the First Amendment, demonstrated by <i>Tinker v. Des Moines Independent Community School District (1969)</i> , in which the court ruled that public school students could wear black armbands in school to protest the Vietnam War.	xxiv, Landmark Cases, p. 240
LOR-2.C.3 Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment that limit speech, including:	
<ul style="list-style-type: none"> <li>Time, place, and manner regulations</li> </ul>	233-243
<ul style="list-style-type: none"> <li>Defamatory, offensive, and obscene statements and gestures</li> </ul>	233-243
<ul style="list-style-type: none"> <li>That which creates a “clear and present danger” based on the ruling in <i>Schenck v. United States (1919)</i></li> </ul>	228, 235; Landmark Cases, p. 240
LOR-2.C.4 In <i>New York Times Co. v. United States (1971)</i> , the Supreme Court bolstered the freedom of the press, establishing a “heavy presumption against prior restraint” even in cases involving national security.	230, 414-415; Constitutional Connections, p. 419; Landmark Cases, p. 418
LOR-2.C.5 The Supreme Court’s decisions on the Second Amendment rest upon its constitutional interpretation of individual liberty.	130, 162, 233; Landmark Cases, p. 235; Constitutional Connections, 234, 504; What Would You Do? P. 46
<b>LOR-2.D</b> Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.	230, 271
LOR-2.D.1 Court decisions defining cruel and unusual punishment involve interpretation of the Eighth Amendment and its application to state death penalty statutes.	31, 218, 233, 245, 252, Appendix p. A-11; p. 38 T2.2; Constitutional Connections, p. 234
LOR-2.D.2 The debate about the Second and Fourth Amendments involves concerns about public safety and whether or not the government regulation of firearms or collection of digital metadata promotes or interferes with public safety and individual rights.	228, 233, 245; Constitutional Connections, p. 234, 504; What Would You Do? P. 46; Landmark Cases, p. 235
<b>LOR-3</b> Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment’s due process clause to prevent state infringement of basic liberties.	
<b>LOR-3.A</b> Explain the implications of the doctrine of selective incorporation.	The opportunity to address this Learning Objective exists. For example, see: 234

**Correlation to the AP® U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP® Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
LOR-3.A.1 The doctrine of selective incorporation has imposed limitations on state regulation of civil rights and liberties as represented by <i>McDonald v. Chicago</i> (2010), which ruled the Second Amendment’s right to keep and bear arms for self-defense in one’s home is applicable to the states through the Fourteenth Amendment.	232, 234-235
<b>LOR-3.B</b> Explain the extent to which states are limited by the due process clause from infringing upon individual rights.	The opportunity to address this Learning Objective exists. For example, see: 503
LOR-3.B.1 The Court has on occasion ruled in favor of states’ power to restrict individual liberty, as, for example, when speech can be shown to increase the danger to public safety.	This Essential Knowledge is not directly addressed in this edition of <i>American Government</i> .
LOR-3.B.2 The <i>Miranda</i> rule involves the interpretation and application of accused persons’ due process rights as protected by the Fifth and Sixth Amendments, yet the Court has sanctioned a “public safety” exception that allows unwarned interrogation to stand as direct evidence in court.	248, 251
LOR-3.B.3 Pretrial rights of the accused and the prohibition of unreasonable searches and seizures are intended to ensure that citizen liberties are not eclipsed by the need for social order and security, including:	
<ul style="list-style-type: none"> <li>The right to legal counsel, speedy and public trial, and an impartial jury</li> </ul>	Constitutional Connections, p. 234; 44, Appendix, p. A-11
<ul style="list-style-type: none"> <li>Protection against warrantless searches of cell phone data under the Fourth Amendment</li> </ul>	245
<ul style="list-style-type: none"> <li>Limitations placed on bulk collection of telecommunication metadata (Patriot and USA Freedom Acts)</li> </ul>	247-250, 408
LOR-3.B.4 The due process clause has been applied to guarantee the right to an attorney and protection from unreasonable searches and seizures, as represented by:	
<ul style="list-style-type: none"> <li><i>Gideon v. Wainwright</i> (1963), which guaranteed the right to an attorney for the poor or indigent</li> </ul>	xxiv; Landmark Cases, p. 251; Constitutional Connections, p. 234
<ul style="list-style-type: none"> <li>The exclusionary rule, which stipulates evidence illegally seized by law enforcement officers in violation of the suspect’s Fourth Amendment right to be free from unreasonable searches and seizures cannot be used against that suspect in criminal prosecution.</li> </ul>	245-246, 248-249

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
LOR-3.B.5 While a right to privacy is not explicitly named in the Constitution, the court has interpreted the due process clause to protect the right of privacy from state infringement. This interpretation of the due process clause has been the subject of controversy, such as has resulted from:	
<ul style="list-style-type: none"> <li>Roe v. Wade (1973), which extended the right of privacy to a woman's decision to have an abortion while recognizing compelling state interests in potential life and maternal health</li> </ul>	xxiv, 27, 271-273
<b>PRD-1</b> The Fourteenth Amendment's equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality.	
<b>PRD-1.A</b> Explain how constitutional provisions have supported and motivated social movements.	245, 254-282
PRD-1.A.1 Civil rights protect individuals from discrimination based on characteristics such as race, national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress.	254-282
PRD-1.A.2 The leadership and events associated with civil, women's, and LGBT rights are evidence of how the equal protection clause can support and motivate social movements, as represented by:	
<ul style="list-style-type: none"> <li>Dr. Martin Luther King's "Letter from a Birmingham Jail" and the civil rights movement of the 1960s</li> </ul>	254-282
<ul style="list-style-type: none"> <li>The National Organization for Women and the women's rights movement</li> </ul>	8, 44, 268-276, 309-310, 382
<ul style="list-style-type: none"> <li>The pro-life (anti-abortion) movement</li> </ul>	271-272, 288, 364
<b>PMI-3</b> Public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time.	
<b>PMI-3.A</b> Explain how the government has responded to social movements.	254-282
PMI-3.A.1 The government can respond to social movements through court rulings and/or policies.	
<ul style="list-style-type: none"> <li>Brown v. Board of Education (1954), which declared that race-based school segregation violates the Fourteenth Amendment's equal protection clause</li> </ul>	260-261, 263-265, 214 Image 8-4, p. 224, Image 8-7; Landmark Cases, p. 265
<ul style="list-style-type: none"> <li>The Civil Rights Act of 1964</li> </ul>	121, 218, 267, 269, 276
<ul style="list-style-type: none"> <li>Title IX of the Education Amendments Act of 1972</li> </ul>	269

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<ul style="list-style-type: none"> <li>The Voting Rights Act of 1965</li> </ul>	267-268
<b>CON-6</b> The Court's interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights and, at others, protected them.	
<b>CON-6.A</b> Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.	254-282
CON-6.A.1 Decisions demonstrating that minority rights have been restricted at times and protected at other times include:	
<ul style="list-style-type: none"> <li>State laws and Supreme Court holdings restricting African-American access to the same restaurants, hotels, schools, etc., as the majority white population based on the "separate but equal" doctrine.</li> </ul>	256-257
<ul style="list-style-type: none"> <li>Brown v. Board of Education (1954), which declared that race-based school segregation violates the Fourteenth Amendment's equal protection clause</li> </ul>	254-282
<ul style="list-style-type: none"> <li>The Supreme Court upholding the rights of the majority in cases that limit and prohibit majority-minority districting.</li> </ul>	107
<ul style="list-style-type: none"> <li>CON-6.A.2 The debate on affirmative action includes justices who insist that the Constitution is colorblind and those who maintain that it forbids only racial classifications designed to harm minorities, not help them.</li> </ul>	262, 273-276
<p><b>Unit 4: American Political Ideologies and Beliefs</b></p> <p>Connecting the application of political science methods to the development of social and economic policies that Americans support, advocate for, and adopt is foundational to understanding the ideologies of political parties and patterns of political participation. American political beliefs are shaped by founding ideals, core values, linkage institutions (i.e., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens. These beliefs about government, politics, and the individual's role in the political system influence the creation of public policies.</p>	
<b>ENDURING UNDERSTANDING</b>	
<b>MPA-1</b> Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.	
<b>LEARNING OBJECTIVE</b>	
<b>MPA-1.A</b> Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.	74-95

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<b>ESSENTIAL KNOWLEDGE</b>	
MPA-1.A.1 Different interpretations of core values, including individualism, equality of opportunity, free enterprise, rule of law, and limited government, affect the relationship between citizens and the federal government and that citizens have with each other.	74-95, 273-275, 489, 509
<b>MPA-1.B</b> Explain how cultural factors influence political attitudes and socialization.	74-95
MPA-1.B.1 Family, schools, peers, media, and social environments (including civic and religious organizations) contribute to the development of an individual's political attitudes and values through the process of political socialization.	288-289, 301
MPA-1.B.2 As a result of globalization, U.S. political culture has both influenced and been influenced by the values of other countries.	76-94, 433, 508-509
MPA-1.B.3 Generational and life cycle effects also contribute to the political socialization that influences an individual's political attitudes.	76-94, 433, 508-509
MPA-1.B.4 The relative importance of major political events to the development of individual political attitudes is an example of political socialization.	76-94, 433, 508-509
<b>MPA-2</b> Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.	
<b>MPA-2.A</b> Describe the elements of a scientific poll.	283-284
MPA-2.A.1 Public opinion data that can impact elections and policy debates is affected by such scientific polling types and methods as:	
<ul style="list-style-type: none"> <li>• Type of poll (opinion polls, benchmark or tracking polls, entrance and exit polls)</li> </ul>	286, 409-410
<ul style="list-style-type: none"> <li>• Sampling techniques, identification of respondents, mass survey or focus group, sampling error</li> </ul>	266, 284-287
<ul style="list-style-type: none"> <li>• Type and format of questions</li> </ul>	284
<b>MPA-2.B</b> Explain the quality and credibility of claims based on public opinion data.	285-301
MPA-2.B.1 The relationship between scientific polling and elections and policy debates is affected by the:	
<ul style="list-style-type: none"> <li>• Importance of public opinion as a source of political influence in a given election or policy debate</li> </ul>	285-301
<ul style="list-style-type: none"> <li>• Reliability and veracity of public opinion data</li> </ul>	285-301

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<b>PMI-4</b> Widely held political ideologies shape policy debates and choices in American policies.	
<b>PMI-4.A</b> Explain how ideologies of the two major parties shape policy debates.	4, 59, 220, 251; Policy Dynamics, p. 220
PMI-4.A.1 The Democratic Party (D or DEM) platforms generally align more closely to liberal ideological positions, and the Republican Party (R or GOP) platforms generally align more closely to conservative ideological positions.	321-342
<b>PMI-4.B</b> Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.	285-301
PMI-4.B.1 Because the U.S. is a democracy with a diverse society, public policies generated at any given time reflect the attitudes and beliefs of citizens who choose to participate in politics at that time.	285-301
PMI-4.B.2 The balancing dynamic of individual liberty and government efforts to promote stability and order has been reflected in policy debates and their outcomes over time.	285-301
<b>PMI-4.C</b> Describe different political ideologies on the role of government in regulating the marketplace.	296-297
PMI-4.C.1 Liberal ideologies favor more governmental regulation of the marketplace, conservative ideologies favor fewer regulations, and libertarian ideologies favor little or no regulation of the marketplace beyond the protection of property rights and voluntary trade.	453-468
<b>PMI-4.D</b> Explain how political ideologies vary on the government’s role in regulating the marketplace.	453-468
PMI-4.D.1 Ideological differences on marketplace regulation are based on different theoretical support, including Keynesian and supply-side positions on monetary and fiscal policies promoted by the president, Congress, and the Federal Reserve.	453-468
<b>PMI-4.E</b> Explain how political ideologies vary on the role of the government in addressing social issues.	453-468
PMI-4.E.1 Liberal ideologies tend to think that personal privacy—areas of behavior where government should not intrude—extends further than conservative ideologies do (except in arenas involving religious and educational freedom); conservative ideologies favor less government involvement to ensure social and economic equality; and libertarian ideologies disfavor any governmental intervention beyond the protection of private property and individual liberty.	453-468

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<b>PMI-4.F</b> Explain how different ideologies impact policy on social issues.	453-468
PMI-4.F.1 Policy trends concerning the level of government involvement in social issues reflect the success of conservative or liberal perspectives in political parties.	453-468
<b>Unit 5: Political Participation</b> The principle of rule by the people is the bedrock of the American political system and requires that citizens engage and participate in the development of policy. Under our Constitution, governing is achieved directly through citizen participation, although there are institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.	
<b>ENDURING UNDERSTANDING</b>	
<b>MPA-3</b> Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.	
<b>LEARNING OBJECTIVE</b>	
<b>MPA-3.A</b> Describe the voting rights protections in the Constitution and in legislation.	258-310
<b>ESSENTIAL KNOWLEDGE</b>	
MPA-3.A.1 Legal protections found in federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments relate to the expansion of opportunities for political participation.	xxv, 82, 105, 125, 202, 221, 268, 303, 308-309, Appendix, A-10; Constitutional Connections, 44, 504; p. 311, Image 12-3
<b>MPA-3.B</b> Describe different models of voting behavior.	456
MPA-3.B.1 Examples of political models explaining voting behavior include:	
<ul style="list-style-type: none"> <li>• Rational choice—Voting based on what is perceived to be in the citizen’s individual interest</li> </ul>	456
<ul style="list-style-type: none"> <li>• Retrospective voting—Voting to decide whether the party or candidate in power should be reelected based on the recent past</li> </ul>	349-350
<ul style="list-style-type: none"> <li>• Prospective voting—Voting based on predictions of how a party or candidate will perform in the future</li> </ul>	349
<ul style="list-style-type: none"> <li>• Party-line voting—Supporting a party by voting for candidates from one political party for all public offices at the same level of government</li> </ul>	456

**Correlation to the AP® U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP® Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<b>MPA-3.C</b> Explain the roles that individual choice and state laws play in voter turnout in elections.	97-98, 113, 131, 164, 209, 326
MPA-3.C.1 Structural barriers, political efficacy, and demographics can predict differences in voter turnout in the U.S., and the following can influence voter turnout among democracies worldwide:	
• National versus state-controlled elections	81, 303-305, 311, 338, 345, 381
• Voter registration laws and procedures	307, 311-312, 317
• Voting incentives or penalties or fines	This objective is not directly addressed in this edition of American Government.
• Election type (midterm or presidential)	97, 109, 145, 147, 306, 353, 511, 514-515; How Things Work, p. 105
MPA-3.C.2 Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.	288, 290, 295, 314, 377
MPA-3.C.3 Factors influencing voter choice include:	
• Party identification and ideological orientation	144, 207, 296, 321
• Candidate characteristics	302-319
• Contemporary political issues	302-319
• Religious beliefs or affiliation, gender, race and ethnicity, and other demographic characteristics	302-319
<b>PMI-5</b> Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.	302-319
<b>PMI-5.A</b> Describe linkage institutions.	xxiv, 283, 320, 372, 395
PMI-5.A.1 Linkage institutions are channels that allow individuals to communicate their preferences to policy-makers:	
• Parties	114-115
• Interest groups	373-393
• Elections	345-370
• Media	405-418
<b>PMI-5.B</b> Explain the function and impact of political parties on the electorate and government.	114-115, 307-313, 335-337
PMI-5.B.1 The functions and impact of political parties on the electorate and government are represented by:	
• Mobilization and education of voters	61, 316, 344, 386, 402



**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<ul style="list-style-type: none"> <li>Party platforms</li> </ul>	227
<ul style="list-style-type: none"> <li>Candidate recruitment</li> </ul>	329-332, 351-352
<ul style="list-style-type: none"> <li>Campaign management, including fundraising and media strategy</li> </ul>	362-368, 418, 504
<ul style="list-style-type: none"> <li>The committee and party leadership systems in legislatures</li> </ul>	42, 66, 116-117, 345, 362, 366T, 504
<b>PMI-5.C</b> Explain why and how political parties change and adapt.	114-118
PMI-5.C.1 Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened.	320-342, 344-370
PMI-5.C.2 Parties modify their policies and messaging to appeal to various demographic coalitions.	320-342, 344-370
PMI-5.C.3 The structure of parties has been influenced by:	
<ul style="list-style-type: none"> <li>Critical elections and regional realignments</li> </ul>	The opportunity to address this objective exists. For example, see: 328
<ul style="list-style-type: none"> <li>Campaign finance law</li> </ul>	362-368, 504
<ul style="list-style-type: none"> <li>Changes in communication and data-management technology</li> </ul>	344
PMI-5.C.4 Parties use communication technology and voter data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts.	61, 316, 344, 386, 402
<b>PMI-5.D</b> Explain how structural barriers impact third-party and independent candidate success.	90, 142, 359, 369
PMI-5.D.1 In comparison to proportional systems, winner-take-all voting districts serve as a structural barrier to third-party and independent candidate success.	331, 338-339, .48, 369
PMI-5.D.2 The incorporation of third-party agendas into platforms of major political parties serves as a barrier to third-party and independent candidate success.	90, 142, 359, 369
<b>PMI-5.E</b> Explain the benefits and potential problems of interest-group influence on elections and policy making.	372-382
PMI-5.E.1 Interest groups may represent very specific or more general interests, and can educate voters and office holders, conduct lobbying, draft legislation, and mobilize membership to apply pressure on and work with legislators and government agencies.	372-382

**Correlation to the AP® U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP® Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
PMI-5.E.2 In addition to working within party coalitions, interest groups exert influence through long-standing relationships with bureaucratic agencies, congressional committees, and other interest groups; such relationships are described as “iron triangles” and “issue networks,” and they help interest groups exert influence across political party coalitions.	187-188, 372-382
<b>PMI-5.F</b> Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.	372-382
PMI-5.F.1 Interest group influence may be impacted by:	
• Inequality of political and economic resources	373-379
• Unequal access to decision makers	372-383
• “Free rider” problem	377
<b>PMI-5.G</b> Explain how various political actors influence public policy outcomes.	299
PMI-5.G.1 Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making.	340, 38-383, 426, 505
PMI-5.G.2 Competing actors such as interest groups, professional organizations, social movements, the military, and bureaucratic agencies influence policy making, such as the federal budget process, at key stages and to varying degrees.	187-188, 280, 372-382
PMI-5.G.3 Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies.	328
<b>PRD-2</b> The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.	
<b>PRD-2.A</b> Explain how the different processes work in a U.S. presidential election.	306, 353, 511, 514-515
PRD-2.A.1 The process and outcomes in U.S. presidential elections are impacted by:	
• Incumbency advantage phenomenon	This objective is not directly addressed in this edition of American Government.
• Open and closed primaries	329, 331; What Would You Do? p. 330
• Caucuses	98, 116, 331, 345, 345, 347, 382; How Things Work, p. 104
• Party conventions	371, 400, 509
• General (presidential) elections	306, 353, 511, 514-515
• The Electoral College	31, 138, 141-142, 339

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
<b>PRD-2.B</b> Explain how the Electoral College facilitates and/or impedes democracy.	31, 138, 141-142, 339
PRD-2.B.1 The winner-take-all allocation of votes per state (except Maine and Nebraska) under the setup of the Electoral College compared with the national popular vote for president raises questions about whether the Electoral College facilitates or impedes democracy.	31, 138, 141-142, 339
<b>PRD-2.C</b> Explain how the different processes work in U.S. congressional elections.	359-362
PRD-2.C.1 The process and outcomes in U.S. congressional elections are impacted by:	
<ul style="list-style-type: none"> <li>• Incumbency advantage phenomenon</li> </ul>	359-362
<ul style="list-style-type: none"> <li>• Open and closed primaries</li> </ul>	306, 353, 511, 514-515
<ul style="list-style-type: none"> <li>• Caucuses</li> </ul>	116, 311, 323-324, 329, 331-332, 346-347, 505
<ul style="list-style-type: none"> <li>• General (presidential and midterm) elections</li> </ul>	359-362
<b>PRD-2.D</b> Explain how campaign organizations and strategies affect the election process.	345-370
PRD-2.D.1 The benefits and drawbacks of modern campaigns are represented by:	
<ul style="list-style-type: none"> <li>• Dependence on professional consultants</li> </ul>	177, 321, 345, 375, 387-389
<ul style="list-style-type: none"> <li>• Rising campaign costs and intensive fundraising efforts</li> </ul>	97, 363
<ul style="list-style-type: none"> <li>• Duration of election cycles</li> </ul>	285, 333, 345, 348, 363; Policy Dynamics, 220, 279
<ul style="list-style-type: none"> <li>• Impact of and reliance on social media for campaign communication and fundraising</li> </ul>	355, 382 400-403
<b>PRD-2.E</b> Explain how the organization, finance, and strategies of national political campaigns affect the election process.	360-370
PRD-2.E.1 Federal legislation and case law pertaining to campaign finance demonstrate the ongoing debate over the role of money in political and free speech, as set forth in:	
<ul style="list-style-type: none"> <li>• Bipartisan Campaign Reform Act of 2002, which was an effort to ban soft money and reduce attack ads with “Stand by Your Ad” provision: “I’m [candidate’s name] and I approve this message”</li> </ul>	121, 364-365; Landmark Cases, p. 365
<ul style="list-style-type: none"> <li>• Citizens United v. Federal Election Commission (2010), which ruled that political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment</li> </ul>	240, 366; What Would You Do? P. 367

**Correlation to the AP<sup>®</sup> U.S. Government and Politics Effective Fall 2020**  
**American Government: Institutions and Policies, Updated 16/E, AP<sup>®</sup> Edition,**  
**by James Q. Wilson/ John J. Dilulio, Jr., © 2022,**  
**ISBN: 9780357541586**  
**National Geographic Learning | Cengage**

Learning Objectives/Essential Knowledge	Where Addressed
PRD-2.E.2 Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, political action committees [PACs], and political parties).	31-45
PRD-2.E.3 Different types of PACs influence elections and policy making through fundraising and spending.	345, 362, 366t, 504
<b>PRD-3</b> The various forms of media provide citizens with political information and influence the ways in which they participate politically.	
<b>PRD-3.A</b> Explain the media's role as a linkage institution.	xxiv, 283, 320, 343, 372
PRD-3.A.1 Traditional news media, new communication technologies, and advances in social media have profoundly influenced how citizens routinely acquire political information, including news events, investigative journalism, election coverage, and political commentary.	398-409, 419
PRD-3.A.2 The media's use of polling results to convey popular levels of trust and confidence in government can impact elections by turning such events into "horse races" based more on popularity and factors other than qualifications and platforms of candidates.	26, 147, 287, 322, 345; Constitutional Connections, p. 308; Policy Dynamics, p. 309
<b>PRD-3.B</b> Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.	395-421
PRD-3.B.1 Political participation is influenced by a variety of media coverage, analysis, and commentary on political events.	395-421
PRD-3.B.2 The rapidly increasing demand for media and political communications outlets from an ideologically diverse audience have led to debates over media bias and the impact of media ownership and partisan news sites.	395-421
PRD-3.B.3 The nature of democratic debate and the level of political knowledge among citizens is impacted by:	
• Increased media choices	395-421
• Ideologically oriented programming	This objective is not directly addressed in this edition of American Government.
• Consumer-driven media outlets and emerging technologies that reinforce existing beliefs	395-421
• Uncertainty over the credibility of news sources and information	395-421

"National Geographic," "National Geographic Society" and the "Yellow Border Design" are registered trademarks of the National Geographic Society<sup>®</sup> Marcas Registradas.

AP<sup>®</sup> or Advanced Placement<sup>®</sup> is a trademark registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, this product.