



AP® U.S. Government  
and Politics

AP US Government and Politics Course Outline



# STATECRAFT SIMULATIONS

Topic	Suggested Skill	Enduring Understanding	Learning Objective	Essential Knowledge	US Gov Simulation Match	Explanation of how it meets the standards	Most Prominent Period	2nd Most Prominent Period
1.1 Ideals of Democracy	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	LOR-1 A balance between governmental power and individual rights has been a hallmark of American political development	LOR-1.A Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.	LOR-1.A.1 The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.	10	Throughout the entire simulation, students are confronted with American political institutions, the mechanisms for taking actions within those institutions, and the balance of power between individual rights and government power. To achieve their position goals each Period, students are immersed in situations requiring them to navigate roadblocks set forth in the US political system and democratic institutions.	ALL Periods	ALL Periods
1.2 Types of Democracy	4.A Describe the author's claim(s), perspective, evidence, and reasoning.	LOR-1 A balance between governmental power and individual rights has been a hallmark of American political development	LOR-1.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: - Participatory democracy, which emphasizes broad participation in politics and civil society - Pluralist democracy, which recognizes group-based activism by nongovernmental interests striving for impact on political decision making - Elite democracy, which emphasizes limited participation in politics and civil society	8	Students run campaigns in midterm and general elections. They are expected to target specific demographics and drive the vote to be elected. As they work to gain votes, they are able to easily reflect on how different their campaigning would be if all citizens voted and they did not feel like they could target groups simply based on whether or not they were "likely" to vote.	Period 2	Period 4
				LOR-1.B.3 The three models of representative democracy continue to be reflected in contemporary institutions and political behavior.	8	Students run midterm and general election campaigns. They are expected to target specific demographics and drive the vote to be elected. As they work to gain votes, they can easily reflect on how different their campaigning would be if all citizens voted and they could not just target key demographic groups based on their likelihood of voting	Period 2	Period 4



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1.3 Government Power and Individual Rights	1.A Describe political principles, institutions, processes, policies, and behaviors.	CON-1 The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.	CON-1.A Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.	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.	10	Students' position goals are straightforward and simple to implement in a more centralized government with less limits to power. They must work with both executive orders and laws within the constitution to navigate the risk of receiving lawsuits from interest groups.	ALL Periods	ALL Periods
1.6 Principles of American Government	4.B Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	PMI-1 The Constitution created a competitive policy-making process to ensure the people's will is represented and that freedom is preserved.	PMI-1.A Explain the constitutional principles of separation of powers and "checks and balances."	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.	10	Students are immersed in direct conflict between branches as each of them attempt to reach their individual goals of enacting various public policy measures. As they work to further their personal agendas, they immediately run into checks and balance guard rails and must negotiate, collaborate, and problem solve around them.	ALL Periods	ALL Periods
			PMI-1.B Explain the implications of separation of powers and "checks and balances" for the U.S. political system.	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.	10	Students are immersed in direct conflict between branches as each of them attempt to reach their individual goals of enacting various public policy measures. As they work to further their personal agendas, they immediately run into checks and balance guard rails and must negotiate, collaborate, and problem solve around them.	ALL Periods	ALL Periods
1.7 Relationship Between States and the Federal Government	5.A Articulate a defensible claim/thesis.	CON-2 Federalism reflects the dynamic distribution of power between national and state governments	CON-2.A Explain how societal needs affect the constitutional allocation of power between the national and state governments.	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.	10	Students must use the 10th amendment as a guide when proposing new legislation or executive orders. States sue the federal government for a states rights overreach requiring students to negotiate with state governors and alter policies to both respect states rights and push their agendas.	Period 4	Period 3



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1.8 Constitutional Interpretations of Federalism	2.A Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.	CON-2 Federalism reflects the dynamic distribution of power between national and state governments.	CON-2.B Explain how the appropriate distribution of power between national and state governments has been interpreted differently over time.	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.	8	Students must use the 10th amendment as a guide when proposing new legislation or executive orders. States sue the federal government for a states rights overreach requiring students to negotiate with state governors and alter policies to both respect states rights and push their agendas.	Period 3	Period 4
1.9 Federalism in Action	5.B Support the argument using relevant evidence.	CON-2 Federalism reflects the dynamic distribution of power between national and state governments.	CON-2.C Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.	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.	10	Students must use the 10th amendment as a guide when proposing new legislation or executive orders. States sue the federal government for a states rights overreach requiring students to negotiate with state governors and alter policies to both respect states rights and push their agendas.	Period 3	Period 4
2.1 Congress: The Senate and the House of Representatives	1.C Compare political principles, institutions, processes, policies, and behaviors	CON-3 The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.	CON-3.A Describe the different structures, powers, and functions of each house of Congress.	CON-3.A.1 The Senate is designed to represent states equally, while the House is designed to represent the population.	10	Students notice that during midterm elections only the House of Representatives focus on reelection reelection while most Senate students are worrying only about the general election. Students reflect and deduce the impact this has on how accountable they are to public opinion during specific Periods in the simulation.	Period 2	Period 4
				CON-3.A.3 Coalitions in Congress are affected by term-length differences.	10	Students notice that during midterm elections only the House of Representatives focus on reelection reelection while most Senate students are worrying only about the general election. Students reflect and deduce the impact this has on how accountable they are to public opinion during specific Periods in the simulation.	Period 2	Period 4
2.2 Structures, Powers, and Functions of Congress	3.A Describe the data presented.	CON-3 The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.	CON-3 The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.	CON-3 The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.	10	Whether it be the students in the executive branch, national security, or interest groups - all students will feel that their choices are at the mercy of or in direct conflict with the policy choices of members of congress. The simulation highlights conflict between the executive and legislative branches while orbiting around key legislation being proposed and passed through the legislature.	ALL Periods	ALL Periods



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				CON-3.B.3 Chamber-specific procedures, rules, and roles that impact the policy-making process include: - Number of chamber and debate rules that set the bar high for building majority support - Roles of Speaker of the House, President of the Senate, party leadership, and committee leadership in both chambers - Filibuster and cloture - Holds and unanimous consent in the Senate - Role of Rules Committee, Committee of the Whole, and discharge petitions in the House - Treaty ratification and confirmation role of the U.S. Senate	8	Students must work within the roles of Speaker, Senate Majority Leader, and Committee Chair. Students will have to pass bills through committee before moving them to the House or Senate floor for ratification. They will have the ability to filibuster in the Senate and also interact with treaty ratification being proposed by the white house.	ALL Periods	ALL Periods
				CON-3.B.5 Pork-barrel legislation and logrolling affect lawmaking in both chambers.	10	Students are perpetually cutting side deals throughout the simulation and trying to include side legislation and budget items unrelated to current legislation. Many of these additions, students feel their constituents will approve leading into midterm and general elections. They see how this can cause bills, that otherwise would be easily passed, to log-jam in Congress.	ALL Periods	ALL Periods
2.4 Roles and Powers of the President	3.B Describe patterns and trends in data	CON-4 The presidency has been enhanced beyond its expressed constitutional powers.	CON-4.A Explain how the president can implement a policy agenda.	CON-4.A1 Presidents use powers and perform functions of the office to accomplish a policy agenda.	10	The white house students can pass executive orders, veto or pass legislation, and use the office to megaphone key policy agenda items for their party	ALL Periods	ALL Periods



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2.5 Checks on the Presidency	1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	CON-4 The presidency has been enhanced beyond its expressed constitutional powers.	CON-4.B Explain how the president's agenda can create tension and frequent confrontations with Congress	CON-4.B.3 Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda.	10	Congress and the executive branch are in direct conflict through nearly all of the simulation regarding legislative vs. executive orders. One major conflict involves the war powers act in Period 2.	Period 2	ALL Periods
2.6 Expansion of Presidential Power	4.A Describe the author's claim(s), perspective, evidence, and reasoning.	CON-4 The presidency has been enhanced beyond its expressed constitutional powers.	CON-4.C Explain how presidents have interpreted and justified their use of formal and informal powers.	CON-4.C.2 Term-of-office and constitutional-power restrictions, including the passage of the Twenty-Second Amendment, demonstrate changing presidential roles.	5	Students need to be reelected throughout the simulation and feel the pressure of public opinion on their job security throughout the simulation.	ALL Periods	ALL Periods
2.7 Presidential Communication	1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context	CON-4 The presidency has been enhanced beyond its expressed constitutional powers.	CON-4.D Explain how communication technology has changed the president's relationship with the national constituency and the other branches.	CON-4.D.1 The communication impact of the presidency can be demonstrated through such factors as: - Modern technology, social media, and rapid response to political issues - Nationally broadcast State of the Union messages and the president's bully pulpit used as tools for agenda setting	10	The President has multiple communication channels in the simulation from social media, to meeting with media members, to holding press conferences. They must lay their communication messaging out carefully to control public opinion.	ALL Periods	ALL Periods
2.9 Legitimacy of the Judicial Branch	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	CON-5 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.	CON-5.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.	CON-5.B.1 Precedents and stare decisis play an important role in judicial decision making.	10	Students are able to review the president of former judicial decisions when determining whether or not current executive orders or legislation being proposed could be struck down in federal court.	ALL Periods	ALL Periods



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2.10 The Court in Action	2.C Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a non-required Supreme Court case.	CON-5 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.	CON-5.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.	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.	10	Each Period, there are challenges to executive orders and legislation that appear in district courts. If policies are overturned it can be both in-line with public sentiment and against public sentiment that has implications for campaign messaging and tactics in midterm and general elections.	ALL Periods	ALL Periods
2.11 Checks on the Judicial Branch	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	CON-5 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.	CON-5.C Explain how other branches in the government can limit the Supreme Court's power.	CON-5.C.1 Restrictions on the Supreme Court are represented by: - Congressional legislation to modify the impact of prior Supreme Court decisions - Constitutional amendments - Judicial appointments and confirmations - The president and states evading or ignoring Supreme Court decisions - Legislation impacting court jurisdiction	8	While the legislature spends little time working around supreme court decisions, the executive branch is constantly flirting with the line. They balance whether their national security measures are constitutional or not and could be very prone to both federal lawsuits from interest groups and congressional checks in the form of new laws.	ALL Periods	ALL Periods
2.14 Holding the Bureaucracy Accountable	3.C Explain patterns and trends in data to draw conclusions .	PMI-2 The federal bureaucracy implements federal policies.	PMI-2.C Explain how Congress uses its oversight power in its relationship with the executive branch.	PMI-2.C.1 Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by: - Committee hearings - Power of the purse	10	As public issues arise students hold committee hearings to investigate and draw public light on issues. In addition, student deal with the war powers act and hold national budget negotiations	ALL Periods	ALL Periods



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			PMI-2.D Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.	PMI-2.D.1 Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration.	10	Executive branch positions are at the mercy of public opinion, particularly the public opinion of their supporters and likely voters for their future candidacy for reelection. Because of this, they enact policies that they don't necessarily agree with, but will get them reelected.	ALL Periods	ALL Periods
2.15 Policy and the Branches of Government	3.D Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.	PMI-2 The federal bureaucracy implements federal policies.	PMI-2.E Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.	PMI-2.E.1 Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability	10	Students in congress, the executive branch, and in civil rights interest groups hold each branch in check every Period by using the federal courts as vehicles to uphold civil liberties. Tools at their disposal include federal lawsuits, executive orders, vetoes, super majorities, slow playing legislation, withholding government funding, and many more.	ALL Periods	ALL Periods
3.1 The Bill of Rights	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	LOR-2 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	LOR-2.A Explain how the U.S. Constitution protects individual liberties and rights.	LOR-2.A.2 Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference.	10	Students experience direct conflict between civil liberties and national security each week as executive orders are challenged and evaluated in the federal court system with the ability to appeal to the circuit court of appeals and supreme court.	ALL Periods	ALL Periods
			LOR-2.B Describe the rights protected in the Bill of Rights.	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.	10	Students interact with the bill of rights as both those seeking to pass position agendas that either outright or partially break an amendment or those defending american civil liberties each week.	ALL Periods	ALL Periods



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3.3 First Amendment: Freedom of Speech	5.A Articulate a defensible claim/thesis.	LOR-2 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.	LOR-2.C Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.	LOR-2.C.2 The Supreme Court has held that symbolic speech is protected by the First Amendment, demonstrated by Tinker v. Des Moines Independent Community School District (1969), in which the court ruled that public school students could wear black armbands in school to protest the Vietnam War.	5	Students learn to read and digest the constitution along with previous judicial cases as they map out their desired policy agendas every week. Failure to learn about previous cases can cause students major hurdles and setbacks that could have been avoided by more carefully plotting their agenda around potential judicial challenges.	ALL Periods	ALL Periods
3.4 First Amendment: Freedom of the Press	4.D Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.	LOR-2 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.	LOR-2.C Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.	LOR-2.C.4 In New York Times Co. v. United States (1971), the Supreme Court bolstered the freedom of the press, establishing a "heavy presumption against prior restraint" even in cases involving national security.	10	The relationship between the government and press is very animated and contentious. Media students want to publicize anything that can bring in more advertising points and government officials look to maintain national security secrecy. While students who leak classified information may receive consequences, media students will see how protected they are from backlash from the federal government for reporting even highly sensitive information.	ALL Periods	ALL Periods
3.6 Amendments: Balancing Individual Freedom with Public Order and Safety	5.B Support the argument using relevant evidence.	LOR-2 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	LOR-2.D Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.	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.	5	Students interact with enhanced interrogation techniques and whether or not they are allowed to use them under the constitution from a national security perspective.	Period 4	





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3.8 Amendments: Due Process and the Rights of the Accused	5.C Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.	LOR-3 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.	LOR-3.B Explain the extent to which states are limited by the due process clause from infringing upon individual rights.	LOR-3.B.2 The Miranda 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.	5	Students push agendas involving breaches to the due process clause through bulk data collection of american citizens through only fisa court warrants. They must also determine whether or not enhanced interrogation techniques are legal and constitutional.	Period 1	Period 4
				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: - Gideon v. Wainwright [1963], which guaranteed the right to an attorney for the poor or indigent - 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.	10	Students pass public agendas involving bulk data collection of citizens' private information for the sake of national security. They interact with the due process clause to determine whether it should be constitutional or not as they implement national security policies with the potential of being overturned and causing federal lawsuits.	Period 4	ALL Periods
4.2 Political Socialization	3.A Describe the data presented.	MPA-1 Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.	MPA-1.B Explain how cultural factors influence political attitudes and socialization.	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.	5	As students work to get reelected they have to run demographic research on multiple voting groups based on demographics.	Period 2	Period 4



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5.1 Voting Rights and Models of Voting Behavior	1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.	MPA-3 Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.	MPA-3.B Describe different models of voting behavior.	MPA-3.B.1 Examples of political models explaining voting behavior include: - Rational choice—Voting based on what is perceived to be in the citizen's individual interest - Retrospective voting—Voting to decide whether the party or candidate in power should be reelected based on the recent past - Prospective voting—Voting based on predictions of how a party or candidate will perform in the future - Party-line voting—Supporting a party by voting for candidates from one political party for all public offices at the same level of government	8	As students come upon their midterm or general elections, they are confronted with the ratio of voters. Those who will vote for them no matter what based on party lines, those who react to promises they make, and voters who are most concerned with what they did recently.	Period 2	Period 4
5.2 Voter Turnout	3.C Explain patterns and trends in data to draw conclusions.	MPA-3 Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.	MPA-3.C Explain the roles that individual choice and state laws play in voter turnout in elections.	MPA-3.C.2 Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.	10	During the midterm and general elections, students are perpetually running polling data to determine both their approval ratings and the likelihood that their key demographics come out to vote.	Period 2	Period 4
5.3 Political Parties	1.B Explain political principles, institutions, processes, policies, and behaviors.	PMI-5 Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.	PMI-5.A Describe linkage institutions.	PMI-5.A.1 Linkage institutions are channels that allow individuals to communicate their preferences to policy-makers: - Parties - Interest groups - Elections - Media	10	Students play the roles of politicians, campaign managers, civil rights interest groups, and media members with incentives and abilities that match their real world counterparts each Period.	Period 4	Period 4



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5.4 How and Why Political Parties Change and Adapt	4.B Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.	PMI-5 Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.	PMI-5.C Explain why and how political parties change and adapt.	PMI-5.C.3 The structure of parties has been influenced by: - Critical elections and regional realignments - Campaign finance law - Changes in communication and data management technology	5	Students playing politicians and campaign managers are struck with the need to raise funds, gather voter data, and must decide where to spend campaign funds to get reelected. Students learn quickly how much time needs to be spent fundraising for midterm and general elections each Period.	Period 4	Period 4
5.5 Third-Party Politics	3.D Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.	PMI-5 Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.	PMI-5.D Explain how structural barriers impact third-party and independent candidate success.	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.	8	Students in each election understand first hand how hard it would be for a third party candidate to compete with them and a candidate in the other party.	Period 4	Period 4
5.6 Interest Groups Influencing Policy Making	3.F Explain possible limitations of the visual representation of the data provided.	PMI-5 Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.	PMI-5.E Explain the benefits and potential problems of interest-group influence on elections and policy making.	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.	10	Students play civil liberty interest group members and work to lobby, influence bill drafts, and to increase membership and activism for their desired public policy change.	ALL Periods	ALL Periods
			PMI-5.F Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.	PMI-5.F.1 Interest group influence may be impacted by: - Inequality of political and economic resources - Unequal access to decision makers - "Free rider" problem	10	Students play civil liberty interest group members and work to lobby, influence bill drafts, and to increase membership and activism for their desired public policy change.	ALL Periods	ALL Periods



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5.7 Groups Influencing Policy Outcomes	1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.	PMI-5 Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policymakers.	PMI-5.G Explain how various political actors influence public policy outcomes.	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.	10	In the end of the simulation students must agree on a national budget that includes defense spending. This requires Congress, the Executive Branch, and Interest groups to compete aggressively for their budgetary agendas into the bill. Students experience first hand how hard it is to pass large bills with so many interests intertwined in it.	Period 4	Period 4
5.8 Electing a President	5.A Articulate a defensible claim/thesis.	PRD-2 The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.	PRD-2.A Explain how the different processes work in a U.S. presidential election	PRD-2.A.1 The process and outcomes in U.S. presidential elections are impacted by: <ul style="list-style-type: none"> <li>- Incumbency advantage phenomenon</li> <li>- Open and closed primaries</li> <li>- Caucuses</li> <li>- Party conventions</li> <li>- General (presidential) elections</li> <li>- The Electoral College</li> </ul>	10	The simulation culminates in a general election where the President and Speaker of the house compete for the Presidency. Once each win their nominations they must win enough electoral college votes to win the election. The President has a starting incumbency advantage with the ability to actively pass executive orders deemed favorable to key demographic groups and voter bases.	Period 4	Period 3
5.9 Congressional Elections	5.B Support the argument using relevant evidence.	PRD-2 The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.	PRD-2.C Explain how the different processes work in U.S. congressional elections.	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> <li>- Open and closed primaries</li> <li>- Caucuses</li> <li>- General (presidential and midterm) elections</li> </ul>	5	For the members of congress, they only need to be reelected and are the assumed nominees from their parties leading into midterm and general elections.	Period 2	Period 4



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5.11 Campaign Finance	2.B Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.	PRD-2 The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.	PRD-2.E Explain how the organization, finance, and strategies of national political campaigns affect the election process.	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: - 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" - 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	10	Students playing politicians and campaign managers are struck with the need to raise funds, gather voter data, and must decide where to spend campaign funds to get reelected. Students will learn quickly how much time needs to be spent fundraising for midterm and general elections each week.	Period 2	Period 4
				PRD-2.E.3 Different types of PACs influence elections and policy making through fundraising and spending.	10	Students attempt to raise money from various PACs and learn first hand how important it is to have solid funding when running for office. PACs can turn students down or ask that they make endorsements, pledges, or public policy overtures before pledging funding.	Period 2	Period 4
5.12 The Media	5.D Use refutation, concession, or rebuttal in responding to opposing or alternate perspectives.	PRD-3 The various forms of media provide citizens with political information and influence the ways in which they participate politically.	PRD-3.A Explain the media's role as a linkage institution.	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.	10	Students in both the midterm and general elections will experience the lack of mercy from the media. A rumor, a leaked piece of information, a gaff, or even an innocent comment taken out of context can end an otherwise qualified and strong candidate's campaign.	Period 2	Period 4



AP® U.S. Government and Politics

AP US Government and Politics Course Outline



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5.13 Changing Media	2.D Explain how required Supreme Court cases apply to scenarios in context.	PRD-3 The various forms of media provide citizens with political information and influence the ways in which they participate politically.	PRD-3.B Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.	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.	8	Students experience some media outlets only giving them negative coverage while others give them only favorable coverage. They notice that they have a baseline of public support each election and must focus on converting more moderate votes to their sides to win.	Period 2	Period 4