

HIGHLAND

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

TIMBER CREEK

TRITON

SOCIAL STUDIES DEPARTMENT

SYLLABUS

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

COURSE OVERVIEW:

This course is for capable, self-motivated students who wish to stimulate their intellectual curiosity and who are considering taking the Advanced Placement Exam in US Government and Politics. The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to the government institutions, federalism, the separation of powers, and checks and balances. Students will explore why U.S. citizens hold certain beliefs about politics, and how families, schools, and the media act to perpetuate or change these beliefs. Understanding the ways in which political culture affects and informs political participation is also critical. For example, students will learn that individuals often engage in multiple forms of political participation, including voting, protest, and mass movements. Students will examine the significance of the historical evolution of the U.S. party system, the functions and structures of political parties, and the effects they have on the political process. An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the United States Supreme Court and familiarity with its most significant decisions.

Course Content Outline and the NJ Core Curriculum Content Standards (2009)

First Marking Period

- I. Constitutional Foundations
- II. The Political Landscape
- III. Federalism
- IV. Civil Liberties
- V. Civil Rights

Second Marking Period

- I. The Legislative Branch
- II. The Executive Branch
- III. The Bureaucracy
- IV. The Judiciary

Third Marking Period

- I. Political Parties
- II. Campaigns and Elections
- III. The Media
- IV. Interest Groups
- V. Political Socialization

Fourth Marking Period

- I. Public Policy
- II. Domestic Policy
- III. Social and Domestic Policy

IV. Foreign Policy

After the AP Test – Projects include but limited to...

- I. Public Policy Debates
- II. Mock Election Campaign
- III. Mock Court Case
- IV. Individual independent issues and analysis

Course Expectations and Skills

1. Demonstrate ability in compiling resource material and preparing research projects.
2. Exhibit proficiency in speaking before a group
3. Become familiar with current events and formulate valid arguments related to interpretations of modern issues.
4. Develop literacy in civics as it is reflected in the on-going governmental changes of the United States.
5. Explain the functions and organizations of our three branches of government: Legislative, Executive and Judicial as well as the complicated aspects of the bureaucracy.
6. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
7. Develop skills in reading comprehension, research, communication and technology.
8. Gain practice to succeed on standardized testing such as PARCC.
9. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
10. Develop skills in close reading, note-taking and outlining guided practice and repetition.
11. Explain the economic, political and social changes that occurred in the US through 1900.
12. Develop proficiency in writing FRQ's and DBQ's.
13. Develop skills necessary for a successful completion of the AP US test.

Materials Needed

- Covered textbook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Access to computer and Internet resources
- Pen or pencil

Resources

Textbook: American Government by O'Connor and Sabato
AP EXAM PREP – Barron's and Pearson
LMC Databases and selected websites

Grading Scale

Students will earn their grades based on the following categories of assignments:
- Major Assessments: 40% - Projects: 15%
- Minor Assessments: 25% - Homework/Classwork: 20%

Teacher Information

TBA

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: AP US Government and Politics

Course Number: 025800

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Constitutional Underpinnings for United States Government</p>	<p>Unit Summary: The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances.</p>
<p>Grade Level(s): 12</p>	<p>Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew. Such understanding addresses specific concerns of the framers: for example, why did Madison fear factions? What were the reasons for the swift adoption of the Bill of Rights? Familiarity with the United States Supreme Court’s interpretation of key provisions of the Constitution will aid student understanding of theoretical and practical features of federalism, separation of powers, and checks and balances. Students should be familiar with a variety of theoretical perspectives relating to the Constitution, such as democratic theory, theories of republican government, pluralism, and elitism.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> How did European political thought provide the theoretical foundations of American government? What are the basic tenets of American democracy? How does American government function? How does political ideology shape American politics? What historical developments led to the colonists’ break with Great Britain and the emergence of the new American nation? What are the underlying principles of 	<p>Enduring Understanding(s):</p> <p>CONSTITUTIONAL FOUNDATIONS</p> <ul style="list-style-type: none"> Government by the people and for the people is the basis for a democratic society in the United States. The US Constitution is the product of ideas and compromises that are still debated today. The framers of the Constitution intended for a separation of governmental powers with checks and balances to keep one branch from becoming more powerful than the others. <p>THE POLITICAL LANDSCAPE</p> <ul style="list-style-type: none"> Politics is the study of who gets what, where, when and how There are many factors that determine who sets the policy agendas in government. Citizens are empowered and encouraged to become involved in the decision making process through linkage institutions. <p>FEDERALISM</p> <ul style="list-style-type: none"> <i>Federalism</i>: a political system in which power is divided and shared between the national/central government and the states

<p>the U.S. Constitution?</p> <ul style="list-style-type: none">• What were the problems involved with ratification of the U.S. Constitution?• How does the Constitution allocate governmental powers?• What was the impact of the Marshall Court on federal power?• How has the relationship between the state and national government changed throughout history?	<ul style="list-style-type: none">• The Framers worked to create a political system that was halfway between the failed confederation of the Articles of Confederation and the tyrannical unitary system of Great Britain.• They established a system known as federalism, though that word does not appear anywhere in the Constitution. Federalism is based on the sovereignty of the people who delegate power to both the central and state governments.• The national government and the state governments were to have certain powers in common and their own sets of officials and each government was to be supreme in some spheres.• The questions of state and federal sovereignty and power are still debated in the 21st century.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCSS
1. Trace the origins of American government.	1. 6.1.12.A.2.a
2. Show how European political thought provided the theoretical foundations of American government.	2. 6.1.12.A.2.a
3. Describe American political culture, and identify the basic tenets of American democracy.	3. 6.1.12.A.14a. 6.1.12.A.14.d
4. Explain the functions of American government.	4. 6.1.12.A.14.a
5. Analyze the changing characteristics of the American public.	5. 6.1.12A.14
6. Assess the role of political ideology in shaping American politics.	6. 6.1.12.C.2.a
7. Characterize changes in Americans' attitudes toward and expectations of government.	7. 6.1.12.A.4.b, 6.1.12.A.6.a, 3.1.12.A.10a, 6.1.12.A.10.c
8. Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.	8. 6.1.12.A.2.a
9. Identify the key components of the Articles of Confederation and the reasons why it failed.	9. 6.1.12.A.2.a, 6.1.12.A.2.b
10. Outline the issues and compromises that were central to the writing of the U.S. Constitution.	10. 6.1.12.A.2.a
11. Analyze the underlying principles of the U.S. Constitution.	11. 6.1.12.A.2.a
12. Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.	12. 6.1.12.A.2.c, 6.1.412.A.2.e
13. Distinguish between the methods for proposing and ratifying amendments to the U.S. Constitution.	13. 6.1.12.A.2.c
14. Trace the roots of the federal system and the Constitution's allocation of governmental powers.	14. 6.1.12.A.2.d
15. Determine the impact of the Marshall Court on federalism.	15. 6.1.12.A.3.d
16. Describe the emergence and decline of dual federalism	16. 6.1.12.A.2.c
17. Explain how cooperative federalism led to the growth of the national government.	17. 6.1.12.A.2.a, 6.1.12.A.9.a, 6.1.12.C.10.c
18. Identify new trends in federalism.	18. 6.1.12.A.14.d
19. Assess the challenges in balancing national and state powers and the consequences for policy making.	19. 6.1.12.A.14.a

Inter-Disciplinary Connections:

Language Arts Literacy: FRQ writing, reading primary source documents , reading the articles of the Constitution

Technology: Exploring Internet based government sources.

Art: creating and interpreting political cartoons

Math: analysis of charts and graphs related to government policy issues.

Music: Listening to campaign theme songs and advertisements

Science: Assessing the government's role in regulating scientific research

History: Tracing historical events on a timeline and applying concepts to modern government

Students will engage with the following text:

American Government Continuity and Change, O'Connor/Sabato

Pearson AP Test Prep Series

Barron's AP Review

Constitution of the United States of America

We the People, The Citizens and the Constitution, Atherton, Herbert

Federalist Papers

Articles of Confederation

Students will write:

Cornell Notes on every chapter

FRQ's on subjects of the Constitution and Political Ideology

Debate on ratification of the Constitution

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to prepare students for college atmosphere

Direct instruction: on format of Book Reviews

Cornell Notes: chapter readings

Socratic Seminar: Federalism

Analysis of Primary Sources: Articles of Confederation, Constitution of the United States, Federalist papers #10, 51, and #84

Simulation:

Mock Congress under the Articles of Confederation

Town Hall Debate to ratify the Constitution

Political Ideology Quiz

Small group cooperative learning activities

Graphic Organizer to help with the Bill of Rights

Additional group activities and projects

- Have the class read together *Federalist No. 51*. Discuss how Madison assumes that human nature is self-interested and uses that to determine the best structure for government: “Ambition must be made to counteract ambition.” Is Madison’s assumption correct?
- Assign students to be Federalists and Anti-Federalists and debate the need for a Bill of Rights.
- Divide the students into groups and have them analyze the purpose and importance of the *Federalist Papers* located in the appendices of Greenberg and Page.
- Organize the students into two groups. Ask them to pretend they are Constitutional Convention delegates and have them debate the following issue: “Resolved: That the United States Constitution should contain a Bill of Rights.” Those opposing the inclusion of a Bill of Rights should read *The Federalist No. 84*;
- Using the Internet, newspapers, or newsmagazines, find examples of authoritarian, totalitarian, and democratic governments. Identify any patterns that this research reveals
- Have students explore the meaning of “conservative” and “liberal” by exploring the Web and identifying sites that are conservative and liberal in nature. Also have them look at extremely biased sites and discuss with them how many people subscribe to such views—is there a majority at either end of the ideological spectrum or are most of us in the middle? What do the results of this discussion mean particularly in regard to the media, elections, and other polarizing events?

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Homework: Cornell Note sections of the textbook, Vocabulary from each chapter (remembering, understanding, creating)

Quizzes: Vocabulary from each chapter (remembering, understanding)

Writing Assignments: FRQ's from this unit, create your own amendment, response to Founding Documents (remembering, understanding, applying, evaluating)

Participation: in discussions, debates, and Socratic Seminars (understanding, analyzing, evaluating)

Role Playing: Congress under Articles of Confederation (understanding, applying, analyzing, creating)

Posters: Amendments (understanding, creating)

Power Points/ Prezis: Outlines of the chapters (applying, evaluating, creating)

Panel Discussions: What does it mean to be a good citizen (applying, evaluation)

Accommodations/Modifications:

Repeat/ Directions

Ongoing feedback

Adapted worksheets

Extended Time

Pair student with a stronger learner

Close proximity to the teacher

Help to keep student organized

Study Guides

Summative Assessments:

Chapter quizzes (remembering, understanding)

Unit tests (remembering, applying, analyzing)

Unit projects (applying, analyzing, evaluating, creating)

Evaluation of interactive discussion and debate (analyzing, evaluating)

Benchmarks on unit (remembering, applying, analyzing)

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

Projects, presentations, final writing projects: Create your own Amendment and why (applying, evaluating, creating)
Panel discussion: Federalism (applying, analyzing, creating)
Frequent research (computer/reference book labs): Research American's political ideology view over different times (applying, analyzing, evaluating)
Power point/Prezi presentations: Articles of the Constitutions (understanding, applying, creating)
Short research paper: American's attitudes towards a new amendment (analyzing, evaluating, creating)
Debate: Town Hall Debate between the Federalists/ Non – Federalist if they should adopt the Bill of Rights (analyzing, evaluating)

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: AP US Government and Politics

Course Number:025800

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Unit 2 Civil Liberties/Civil Rights</p> <p>Grade Level(s): 12</p>	<p>Unit Summary: Civil liberties are the personal rights and freedoms that the federal government cannot abridge, either by law, constitution, or judicial interpretation. Thus, they place limitations on the power of government to restrain or dictate how individuals act. In most cases of civil liberties, the issues are complex. There is often a conflict between individuals or groups attempting to exercise rights and government seeking to control the exercise of some rights in the interests of the rights of others and to keep order. The courts decide how to balance these differing interests.</p> <p>The term “civil rights” refers to the positive acts governments take to protect individuals against arbitrary or discriminatory treatment by government or individuals. Since the Constitution was written, the conception of civil rights has changed dramatically. The addition of the 14th Amendment after the Civil War made equality a constitutional right by specifying that the states could not “deny any person within its jurisdiction equal protection of the laws.” This amendment has generated more litigation than any other constitutional provision. Those seeking equality have used the Constitution and litigation strategies as well as other methods of attaining their goal such as protest, lobbying, civil disobedience, and appeals to public opinion.</p> <p>The Civil Rights Act of 1964 and the Voting Rights Act of 1965 were seminal pieces of legislation in the fight for equal rights. The government officials charged with enforcing these laws are housed in the Civil Rights Division of the Department of Justice</p>
<p>Essential Question(s): CIVIL LIBERTIES</p> <ul style="list-style-type: none"> • Where did the idea of civil liberties originate? • In what ways does the Bill of Rights guarantee liberty? • What are the limitations of 	<p>Enduring Understanding(s): CIVIL LIBERTIES</p> <ul style="list-style-type: none"> • Liberty is guaranteed by the US Constitution, the Bill of Rights and other constitutional amendments • The First Amendment guarantees freedom of speech, religion, press, assembly and petition • The courts have established limitations on freedom of speech, press,

liberty and how are these limitations interpreted?

- What is the extent of our right to privacy?

CIVIL RIGHTS

- How does the federal government protect the rights of individuals?
- What kinds of inequalities have impacted African Americans, women and other minorities?
- How has the federal government responded to challenges of equal protection and due process as guaranteed by the fourteenth amendment?
- How has the Supreme Court taken an activist role in the protection of civil rights?
- What current issues exist regarding equality in America?

assembly, and petition

- Criminal defendants are guaranteed certain liberties found in the Bill of Rights
- The right to privacy is subject to certain governmental limitations.
- Security issues such as terrorism have affected civil liberties in America.

CIVIL RIGHTS

- There is a long history of struggle for African Americans and women to win the right to vote and achieve equality in America.
- Many groups of Americans are still struggling for equality.
- The civil rights movement has inspired other organized efforts to bring about government protection of due process and equality.
- Laws and court decisions have often led to conflict in how the government enforces civil rights.
- Many groups of Americans have mobilized in pursuit of their own civil rights
- There is an ongoing debate concerning civil rights and affirmative action

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target The students will be able to:</u>	<u>NJCCCS or CCSS</u>
1. Trace the constitutional roots of civil liberties.	1. 6.1.12.A.2.a, 6.1.12.A.2.d
2. Describe the First Amendment guarantee of freedom of religion.	2. 6.1.12.A.2.a, 6.1.12.A.2.d
3. Outline the First Amendment guarantees of and limitations on freedom of speech, press, assembly, and petition.	3. 6.1.12.A.2.a, 6.1.12.A.2.d, LA.11-12.CCSS.ELA-LITERACY.CCRA.11-12.R1
4. Summarize changes in the interpretation of the Second Amendment right to keep and bear arms.	4. 6.1.12.A.2.a LA.11-12.CCSS.ELA-LITERACY.WHST.11-12.1
5. Analyze the rights of criminal defendants found in the Bill of Rights.	5. 6.1.12.A.2.a, LA.11-12.CCSS.ELA-LITERACY.WHST.11-12.2
6. Explain the origin and significance of the right to privacy.	6. 6.1.12.A.2.a, 6.1.12.A.13.b
7. Evaluate how reforms to combat terrorism have affected civil liberties.	7. 6.1.12.A.2.a , 6.1.12.A.13.b
8. Trace the efforts from 1800 to 1890 of African Americans and women to win the vote.	8. 6.1.12.D.2.b, 6.1.12.D.2.d, 6.1.12.A.4.b, 6.1.12.A.4.c , 6.1.12.A.13.b LA.11-12.CCSS.ELA-LITERACY.CCRA.11-12.R1
9. Outline developments in African Americans' and women's push for equality from 1890 to 1954.	9. 6.1.12.D.2.b, 6.1.12.D.2.d, 6.1.12.A.4.b, 6.1.12.A.4.c 6.1.12.A.13.b
10. Analyze the civil rights movement and the effects of the Civil Rights Act of 1964.	10. 6.1.12.D.2.b 6.1.12.A.13.b
11. Assess statutory and constitutional remedies for discrimination pursued and achieved by the women's rights movement.	11. 6.1.12.A.2.a, 6.1.12.D.2.b,

<p>12. Describe how other groups have mobilized in pursuit of their own civil rights.</p> <p>13. Evaluate the ongoing debate concerning civil rights and affirmative action.</p>	<p>6.1.12.A.13.b</p> <p>12. 6.1.12.D.2.b</p> <p>6.1.12.A.13.b</p> <p>13. 6.1.12.D.2.b</p> <p>6.1.12.A.13.b</p>
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Inter-Disciplinary Connections:

Language Arts Literacy: FRQ writing, reading primary source documents , reading the articles of the Constitution
Technology: Exploring Internet based government sources.
Art: creating and interpreting political cartoons
Math: analysis of charts and graphs related to civil rights and civil liberties.
Music: Listening and analyzing the lyrics of protest marches and civil right music
Sociology: Assessing the government’s role changing the American norms with regard to civil liberty or civil rights
History: Evaluating how historical laws have affected the growth of government.

Students will engage with the following text:

American Government Continuity and Change, O’Connor/Sabato
 Pearson AP Test Prep Series
 Barrons AP Review
 Constitution of the Unites States of America
 We the People, The Citizens and the Constitution, Atherton, Herbert
 Supreme Court Opinions]

Students will write:

Cornell Notes on every chapter
 FRQ’s on subjects of the Constitution and Political Ideology
 Summaries of court cases

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to prepare students for college atmosphere
Cornell Notes: chapter readings
 Socratic Seminar: privacy in the digital age
Analysis of Primary Sources
 Close reading of Amendments 13, 14, and 15

Close reading of the Civil Rights Act of 1964

Simulation

Mock trial on current civil liberty/rights cases

Small group cooperative learning

Graphic Organizer to help remember court cases

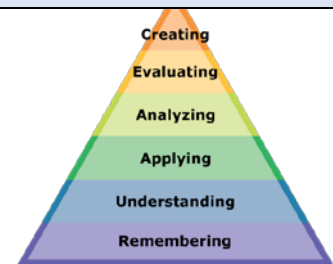
Additional activities and projects

- **Supreme Court role play.** Choose a Supreme Court case as the basis for an in-depth study of a civil liberties issue.
- Debate whether or not the “Full Faith and Credit Clause” requires states to recognize lawful gay marriages from other states.
- Have students work in groups to develop several hypothetical conflicts between individual rights and government interests. Explain that such government interests may involve issues of national security, economic interests, or social cohesion. How would they resolve these conflicts?
- Stage a debate about a civil liberties issue that is currently in front of the Court. Students should research the docket on the Web and be prepared to discuss the issue fully.
- Create an editorial cartoon that reflects your thinking about any of the amendments and rights addressed in this chapter
- Have students do a clipping file of current or recent events involving violations of civil rights and the expansion of government. Ask them to write an essay identifying the violations and to describe how government has expanded as a result of efforts to provide protections.
- Create a list that highlights the pros and cons of affirmative action. How does society benefit from remedial programs such as affirmative action? Does affirmative action serve its intended purpose, or is the divisiveness, which it often conjures, self-defeating?

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM’S LEVELS.

Formative Assessments:



Homework: Cornell Note sections of the textbook, Cornell Note opinions of the court, Vocabulary from each chapter (remembering, understanding, creating)

Quizzes: Vocabulary from each chapter (remembering, understanding)

Writing assignments: FRQ from this unit, Opinions of the Court (remembering, understanding, applying, evaluating)

Participation: in discussions, debates, and Socratic Seminars (understanding, analyzing, evaluating)

Role Playing: Mock Trial (understanding, applying, analyzing, creating)

Posters: Laws for civil rights (understanding, creating)

Power Points/ Prezis: Outlines of the chapters (applying, evaluating, creating)

Panel Discussions: What does it mean to be a good citizen (applying, evaluation)

Accommodations/Modifications:

Repeat/ Directions

Ongoing feedback

Adapted worksheets

Extended Time

Pair student with a stronger learner

Close proximity to the teacher

Help to keep student organized

Study Guides

Summative Assessments:

Chapter quizzes (remembering, understanding)

Unit tests (remembering, applying, analyzing)

Unit projects (applying, analyzing, evaluating, creating)

Evaluation of interactive discussion and debate: Did the civil rights movement work (analyzing, evaluating)

Benchmarks on unit (remembering, applying, analyzing)

Accommodations/Modifications:

Repeat Directions

Extended Time

Close proximity to the teacher

Help to keep student organized

Study Guides

Performance Assessments:

Projects, presentations, final writing projects: Research a historical court cases and write your own majority opinion or minority dissent (applying, evaluating, creating)

Panel discussion: Did Affirmative Action work and is it still needed (applying, analyzing, creating)

Frequent research (computer/reference book labs): Frequent research on current events that apply to Civil Liberties (applying, analyzing, evaluating)

Power point/Prezi presentations: Create a Power point on any of the topics in front of the Court today (understanding, applying, creating)

Short research paper: What are the civil rights violations in current America? (analyzing, evaluating, creating)

Debate: Any of the current court's cases (analyzing, evaluating)

Accommodations/Modifications:

Repeat/ Directions

Ongoing feedback

Extended Time

Pair student with a stronger learner

Close proximity to the teacher

Help to keep student organized

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: AP US Government and Politics

Course Number: 025800

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Unit 3 Institutions of Government</p>	<p>Unit Summary: The Government Institutions: The Legislative Branch, The Executive Branch, The Bureaucracy, The Judiciary</p>
<p>Grade Level(s): 12</p>	<p>The United States Constitution addresses the powers of the Legislative, Executive and Judicial Branches in Articles I, II and III. This unit will examine how the institutions of government are designed to function and will evaluate theoretical v. practical applications in our present government. Members of Congress serve dual roles. On the one hand, they are law and policy makers, and on the other, they represent the needs and best interests of their particular constituents. A president must not only be able to exercise constitutional powers but unwritten ones as well. The ability of a president to use the symbols of office and bring the nation together is often at least as important as the powers laid out in Article II. The members of the bureaucracy implement the laws and regulations created by Congress and the President. These bureaucrats provide essential services from issuing social security checks to inspecting passengers and luggage at airports and many other tasks. The Supreme Court and the federal court system have a number of powers and some significant limitations. And the courts continue to change today.</p>
<p>Essential Question(s):</p> <p>The Legislative Branch</p> <ul style="list-style-type: none"> • What does the US Constitution say about the legislative branch? • What kinds of people make up Congress? • How is Congress organized? • What are the most significant powers of Congress? • What factors that influence how members of Congress make decisions? 	<p>Enduring Understanding(s):</p> <p>The Legislative Branch</p> <ul style="list-style-type: none"> • The most important constitutional power of Congress is the power to make laws. This power is shared by the House and the Senate. In order to become a law, a bill must be passed by both the House and the Senate. • The House and Senate operate differently as well. The House, being a much larger body, tends to be more formal and centralized and has stronger leadership. • The House has 435 members, and all money bills must originate in the House. The Senate has 100 members and provides advice and consent on presidential appointments and treaties with a two-thirds vote. • Most of the work of Congress takes place in committees. Committees are controlled by the majority party and often set the congressional agenda. • The president actively courts members of Congress to vote his way and really can set the agenda for Congressional discussions.

- What is the relationship between Congress, the President, and the courts?

The Executive Branch

- What are the provisions for choosing and replacing presidents?
- What are the constitutional powers of the president?
- How has presidential power expanded over time?
- How important is public opinion in presidential decision making?
- How does the president make policy?

The Bureaucracy

- How has the federal bureaucracy grown and developed throughout history?
- What is the structure of the modern bureaucracy?
- How does the bureaucracy make policy?
- How does the bureaucracy relate to congress, the president, interest groups and the public?

The Judiciary

- What are the origins of the federal judiciary and judicial review?
- What are the main components of the American legal system?

The Executive Branch

- A president must not only be able to exercise constitutional powers but unwritten ones as well.
- The president received certain enumerated powers in the Constitution.
- In the twentieth century, the presidency has become ever more powerful, beginning with FDR who served four terms during two huge national crises: the Great Depression and WWII.
- The president must persuade not only Congress but also public opinion. Presidential popularity has become very important particularly in the relations between the president and Congress.

The Bureaucracy

- In addition to the President, the Executive Branch consists of a complex hierarchy of administrative organizations.
- Increasing citizen demand for services, led to the expansion of the federal bureaucracy:
- Most government employees are part of the civil service. That means they take a test and are hired, at least in part, based on their test scores
- Governments exist for the public good, not for profit.
- Understand what bureaucracies are, how they operate, who staffs them, and why they exist.
- Understanding of the historical roots of our bureaucracy.
- Consider whether the bureaucracy an unelected ‘fourth branch’ of government that is too large, too powerful, and too unaccountable?

The Judiciary

- As with the rest of the Constitution, Article III was the result of compromise.
- Congress established “inferior courts” through the Judiciary Act of 1789. This Act established the federal judiciary in the same three-tiered structure we know today.
- Judicial review is the power to decide if a law or other legal issue contravenes the Constitution, and overturn it. This power is not mentioned in the Constitution.
- There are two basic types of jurisdiction: original and appellate.
- The U.S. Supreme Court reviews cases from lower courts and acts as the final interpreter of the U.S. Constitution.
- The selection of judges is a very political process. Judges are

- How is the federal court system organized?
- How are federal judges selected?
- What is the Supreme Court's process for accepting, hearing, and deciding cases?
- What kinds of factors influence judicial decision making?
- What role does the Supreme Court play in the policy-making process?

nominated by the president and confirmed by the Senate. Often presidents solicit suggestions from members of the House of Representatives, Senators, their political party, and others.

- Judicial Restraint vs. Judicial Activism: the former advocates minimalist roles (strict construction) for the unelected court system, and the latter feels that judges should use the law to promote justice, equality, and personal liberty (judicial activism).
- Court decisions always refer to previous legal decisions—ours is a system of precedents and *stare decisis*. So it is often difficult to overturn a bad precedent, but it does happen.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
<u>The Legislative Branch (Congress)</u>	
1. Trace the roots of the legislative branch outlined by the U.S. Constitution.	1. 6.1.12.A.2.a, LA.11-12.CCSS.ELA-Literacy.RH.11-12.1
2. Characterize the demographic attributes of members of Congress, and identify factors that affect their chances for reelection.	2. 6.1.12.A.14.a, 6.1.12.C.14.e
3. Assess the role of the committee system, political parties, and congressional leadership in organizing Congress.	3. 6.1.12.A.14.a, 6.1.12.A.14.c 6.1.12.A.2.e
4. Identify three of the most significant powers of Congress.	4. 6.1.12.A.16.a, 6.1.12.A.16.c
5. Analyze the factors that influence how members of Congress make decisions.	5. 6.1.12.A.16.a, 6.1.12.A.16.b, 6.1.12.A.16.c
6. Evaluate the strategic interactions between Congress, the President, and the courts.	6. 6.1.12.A.16.a, 6.1.12.A.16.c
<u>The Executive Branch (The Presidency)</u>	
1. Trace the development of the presidency and the provisions for choosing and replacing presidents.	1. 6.1.12.A.14.a, 6.1.12.C.14.e
2. Identify and describe the constitutional powers of the president.	2. 6.1.12.A.2.a, LA.11-12.CCSS.ELA-Literacy.RH.11-12.1
3. Evaluate the development and expansion of presidential power.	3. 6.1.12.A.2.a, 6.1.12.A.10.c 6.1.12.A.14.a
4. Outline the structure of the presidential establishment and the functions of each of its components.	4. 6.1.12.A.10.c
5. Explain the concept of presidential leadership, and analyze the importance of public opinion.	5. 6.1.12.A.10.c
6. Assess the president’s role as policymaker.	6. 6.1.12.A.14.a

The Bureaucracy

1. Trace the growth and development of the federal bureaucracy.
2. Describe modern bureaucrats, and outline the structure of the modern bureaucracy.
3. Determine how the bureaucracy makes policy.
4. Evaluate controls designed to make agencies more accountable.

1. 6.1.12.A.14.f,
6.1.12.C.14.g
2. 6.1.12.A.14.f,
6.1.12.C.14.g
3. 6.1.12.A.14.f,
6.1.12.C.14.g
4. 6.1.12.A.14.a,
6.1.12.C.14.e

The Judicial Branch

1. Trace the development of the federal judiciary and the origins of judicial review.
2. Describe the structure and main components of the American legal system.
3. Explain the organization of the federal court system.
4. Outline the criteria and process used to select federal court judges.
5. Evaluate the Supreme Court's process for accepting, hearing, and deciding cases.

1. 6.1.12.A.2.a,
6.1.12.A.2.d,
6.1.12.A.3.d,
6.1.12.C.9.a,
6.1.12.A.10.a
2. 6.1.12.A.14.a,
6.1.12.A.14.b,
6.1.12.A.14.c,
6.1.12.A.14.d,
6.1.12.A.14.e,
6.1.12.A.14.f
6.1.12.A.14.h,
6.1.12.A.16.c
3. 6.1.12.A.14.a,
6.1.12.A.14.b,
6.1.12.A.14.c,
6.1.12.A.14.d,
6.1.12.A.14.e,
6.1.12.A.14.f
6.1.12.A.14.h
4. 6.1.12.A.2.a,
6.1.12.A.2.d,
5. 6.1.12.A.14.h,
6.1.12.A.2.d,

6. Analyze the factors that influence judicial decision making.
7. Assess the role of the Supreme Court in the policy-making process.

6. 6.1.12.A.2.a,
6.1.12.A.2.d,
7. 6.1.12.A.2.a,
6.1.12.A.2.d,

Inter-Disciplinary Connections:

Language Arts Literacy: FRQ writing, reading primary source documents , reading the articles of the Constitution, current event articles

Technology: Exploring Internet based government sources including CSPAN

Art: creating and interpreting political cartoons,

Math: analysis of Congress’ budget

History: Evaluating how the different branches of government has changed with the historical changes ie: the New Deal. Rating the last 10 presidents against the constitutional role of the Presidency.

Students will engage with the following text:

American Government Continuity and Change, O’Connor/Sabato

Pearson’s Test Prep Series

Baron’s AP Review Book

Constitution of the Unites States of America

We the People, The Citizens and the Constitution, Atherton, Herbert

Students will write:

Cornell Notes on every chapter

FRQ’s on subjects of the

Mock Congress legislation

Presidential Report Card

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to prepare students for college atmosphere

Cornell Notes: chapter readings

Socratic Seminar: Assessing checks and balances

Analysis of Primary Sources

Close reading of Articles 1,2 and 3

Close reading of the Pendleton and Hatch Acts

Additional activities and projects

- Have students use the Web to do some research on public opinion and voting behavior, analyze the media coverage of Congress, think about what members of Congress do, and why many people dislike Congress but support their own representative.
- Prepare a brief evaluation of your own member of the U.S. House of Representatives. How often does he or she visit the home district? What committees does your legislator serve on? How accessible is your legislator? Are you aware of your representative's policy positions? If not, is it because your congressperson has not taken clear stands, or is it due to your own lack of awareness?
- Go online and search for a map of your state with the congressional districts shown. Do you see any "gerrymanders" in your state?
- Have students write a paper addressing the types, functions, and importance of committees in the House and Senate of the U.S. Be sure they compare and contrast the two
- Have students simulate a portion of the Constitutional Convention to rewrite Article II. They should discuss what specific powers of the president should be enumerated in the Constitution.
- Identify two of the major issues about the role of the executive that were discussed at the convention. Present arguments on various sides of each issue.
- Divide your class into several small groups. Have each group identify an agency of the federal government that is located in your community and arrange to interview an employee of that agency. Students should review the functions and purposes of the agency and should be prepared with questions to ask before they appear for the interview.
- Identify the class as a small agency, describing its role or service, clientele, number of employees, and budget. Select an agency head from the class and have that student lead the class through development of a budget for next year. Observations about the process will aid students' understanding, even on such a small (make-believe) basis, of the problems associated with budget cutting and job security in the bureaucracy.
- Identify agencies, congressional committees, and interest groups involved in an issue of concern to students. Have students represent those actors in committee hearings and other meetings that might occur in attempts to exchange influence.
- Have students write a paper on the following subject: You are the president of the United States. A vacancy has just occurred on the Supreme Court, and you must fill it.
 - What criteria will you use in searching for an appointee?
 - Whom will you consult?

- What role should the following groups have in the appointment process: the American Bar Association, the FBI, the U.S. Senate, your own party? |

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Homework: Cornell Note sections of the textbook, Vocabulary from each chapter (remembering, understanding, creating)

Quizzes: Vocabulary from each chapter (remembering, understanding)

Writing assignments: FRQ from this unit, Opinions of the Court, Legislation (remembering, understanding, applying, evaluating)

Participation : in discussions, debates, and Socratic Seminars (understanding, analyzing, evaluating)

Role Playing: Mock Congress, Fantasy Congress (understanding, applying, analyzing, creating)

Posters: Checks and Balances (understanding, creating)

PowerPoints' and Prezi's (applying, evaluating, creating)

Accommodations/Modifications:

Repeat/ Directions

Ongoing feedback

Adapted worksheets

Extended Time

Pair student with a stronger learner

Close proximity to the teacher

Help to keep student organized

Study Guides

Summative Assessments:

Chapter quizzes (remembering, understanding)

Unit tests (remembering, applying, analyzing)

Unit projects (applying, analyzing, evaluating, creating)

Evaluation of interactive discussion and debate (analyzing, evaluating)

Benchmarks on unit (remembering, applying, analyzing)

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

President's Report Card: Compare and Contrast the last 10 Presidents to the ideal of the President in the Constitution (applying, evaluating, analyzing)

Mock Congress: Students will write their own legislation, present it to committees. If the committee deemed it appropriate, they will present it to the "Congress" and the class will debate and vote. (applying, evaluating, creating)

Power point/Prezi presentations: What does different Agencies actually do (understanding, applying, creating)

Short research paper: History of Federal Agencies (analyzing, evaluating, creating)

Debate: Current Legislation in Congress (analyzing, evaluating)

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: AP US Government and Politics

Course Number: 025800

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: UNIT 4 The Linkage Institutions</p>	<p>Unit Summary: In the modern United States, four types of groups, known as "LINKAGE" INSTITUTIONS, play a vital role in connecting citizens to the government. They are not officially a part of the government, but without them, a democracy would be very difficult to maintain. Political Parties - At the most basic level, a political party is a group of office holders, candidates, activists, and voters who identify with a group label and seek to elect to public office individuals who run under that label. Campaigns and Elections - Elections serve to make governments legitimate, filling public offices and organizing governments. Elections allow people with different views and policy agendas to come to power. Elections also ensure that a government remains accountable to the people. The Media - The media are the wide array of organizations through which information is collected and disseminated to the public including print, movies, television, radio, and the Internet. Interest Groups - Interest groups are a way for citizens to access the government through organization, activism and "strength in numbers". There are large national interest groups, such as AARP as well as small community organizations that seek to influence the policy decisions made by elected officials.</p>
<p>Grade Level(s): 12</p>	<p>Enduring Understanding(s): POLITICAL PARTIES</p> <ul style="list-style-type: none"> • Our system contains two major parties: the Democratic Party and the Republican Party. • Parties are made up of three types of "members", governmental party: the office holders and candidates, organizational party: workers and activists and, party-in-the-electorate: those who vote for the party or consider themselves to be allied or associated with it. • The National Party: The national party creates a vision for party identifiers and is headed by national party chairperson. • Parties are structurally based at the state and local levels. Much of the work of the party is carried out at the precinct, city, county, and state levels. • American voters identify with a party but rarely belong to it. • Party loyalties generally come from one's parents, but can be affected by a number of factors such as peers, charismatic personalities, cataclysmic events, and intense social issues. • Third parties play a valuable role in American politics. They popularize new ideas, serve as vehicles of popular discontent, induce change in the major parties, assist party realignments, and
<p>Essential Question(s): POLITICAL PARTIES</p> <ul style="list-style-type: none"> • How did American politics become a two party system? • What are the party structures on the national, state and local levels? • In what ways do political parties involve citizens and voters? • How do people acquire their political ideologies? • What roles do third and minor parties play in American politics? <p>CAMPAIGNS AND ELECTIONS</p>	<p>Enduring Understanding(s): POLITICAL PARTIES</p> <ul style="list-style-type: none"> • Our system contains two major parties: the Democratic Party and the Republican Party. • Parties are made up of three types of "members", governmental party: the office holders and candidates, organizational party: workers and activists and, party-in-the-electorate: those who vote for the party or consider themselves to be allied or associated with it. • The National Party: The national party creates a vision for party identifiers and is headed by national party chairperson. • Parties are structurally based at the state and local levels. Much of the work of the party is carried out at the precinct, city, county, and state levels. • American voters identify with a party but rarely belong to it. • Party loyalties generally come from one's parents, but can be affected by a number of factors such as peers, charismatic personalities, cataclysmic events, and intense social issues. • Third parties play a valuable role in American politics. They popularize new ideas, serve as vehicles of popular discontent, induce change in the major parties, assist party realignments, and

allow the expression of dissent and opposition.

- What role do people play in political campaigns?
- How do candidates raise money to fund campaigns?
- What is the relationship between the media and political campaigns?
- What are the procedures for presidential and general elections?
- How do presidential and congressional elections differ?
- What kinds of factors influence voter choice?
- What kinds of factors influence voter turnout?
- Why is voter turnout low and what steps are being taken to improve turnout?

THE MEDIA

- How has the news media in the United States developed?
- What are the trends in the news media today?
- How does the federal government regulate the news media?
- How does the news media cover politics?
- In what ways does the news media influence the public?

INTEREST GROUPS

- How did interest groups emerge as a political force in American

CAMPAIGNS AND ELECTIONS

- Campaigns start long before most of us notice them.
- Campaign organizations spend tons of money on consultants, pollsters, and professionals. Campaigns are precisely manipulated, candidates are “handled,” and appearances are scripted.
- The expense of elections and the possibility of corruption, especially individuals and groups with lots of money gaining undue influence on the democratic process, have led to numerous attempts at regulating campaign finance.
- Elections serve to make governments legitimate, filling public offices and organizing governments.
- Elections allow people with different views and policy agendas to come to power.
- Elections ensure that a government remains accountable to the people.
- Once the parties have chosen their candidates, the general election is held. The general election is a contest between parties and fills a public office.
- Voter turnout in American elections is lower than the average industrialized democracy.

THE MEDIA

- The mass media are the wide array of organizations through which information is collected and disseminated to the public including print, movies, television, radio, and the Internet.
- Fewer people are reading the print media, and we get less diversity in coverage as well. Forty years ago, most major metropolitan areas had competition among newspapers
- The Federal Communications Commission (FCC) is an independent regulatory agency that oversees electronic media. It oversees radio, television, telegraph, satellite, and foreign communications in the United States.
- media can affect the way the public views government and politicians

INTEREST GROUPS

- Many early interest groups were single-issue groups deeply rooted in Christian revivalism and concerned with issues such as temperance (anti-alcohol), peace, education, and slavery.
- Interest groups allow individuals to gather together to multiply their

<p>government?</p> <ul style="list-style-type: none">• What strategies and tactics are used by organized interests in American politics?• What factors make an interest group successful?• How can efforts be geared toward regulating interest groups and lobbyists?	<p>political power.</p> <ul style="list-style-type: none">• Groups often claim credit for “winning” legislation, court cases, or elections• Federal regulation of lobbying and contributions to campaigns are enforced by the Federal Election Commission.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
<u>POLITICAL PARTIES</u>	
<ul style="list-style-type: none">Trace the evolution of the two-party system in the United States.	1. 6.1.12.A.2.b, 6.1.12.A.2.e, 6.1.12.A.14.d
<ul style="list-style-type: none">Outline the structure of American political parties at the national, state, and local levels.	2. 6.1.12.A.14.d
<ul style="list-style-type: none">Identify the functions performed by American political parties.	3. 6.1.12.A.14.d
<ul style="list-style-type: none">Analyze how political socialization and group affiliations shape party identification.	4. 6.1.12.A.14.d
<ul style="list-style-type: none">Evaluate the role of minor parties in the American two-party system.	5. 6.1.12.A.14.d, 6.1.12.A.14.f
<ul style="list-style-type: none">Explain why the two major American political parties continue to endure.	6. 6.1.12.A.14.d, 6.1.12.A.14.e, 6.1.12.A.14.f
<u>CAMPAIGNS AND ELECTIONS</u>	
<ul style="list-style-type: none">Trace the evolution of political campaigns in the United States.	1. 6.1.12.A.14.e, 6.1.12.A.14.g, 6.1.12.A.16.a
<ul style="list-style-type: none">Assess the role of candidates and their staff in the campaign process.	2. 6.1.12.A.14.e, 6.1.12.A.14.g
<ul style="list-style-type: none">Evaluate the ways campaigns raise money.	3. 6.1.12.A.14.e 6.1.12.A.14.g 6.1.12.A.16.a
<ul style="list-style-type: none">Identify the ways campaigns use the media to reach potential voters.	4. 6.1.12.A.14.e 6.1.12.A.14.g 6.1.12.A.16.a

- Trace the roots of American elections, and distinguish among different types of election.
- Outline the electoral procedures for presidential and general elections.
- Compare and contrast congressional and presidential elections, and explain the incumbency advantage.
- Identify factors that influence the voter choice.
- Identify factors that affect voter turnout.
- Explain why voter turnout is low and discuss ways to improve turnout.

1. 6.1.12.A.2.e
2. 6.1.12.A.14.e
3. 6.1.12.A.14.e
4. 6.1.12.A.14.f,
6.1.12.A.14.g
5. 6.1.12.A.14.f
6.1.12.A.14.g
6. 6.1.12.A.14.f
6.1.12.A.14.g

THE MEDIA

- Trace the historical development of the news media in the United States.
- Characterize four major trends in the news media today.
- Summarize the ethical standards and federal regulations that govern the news media.
- Assess how the news media cover politics.
- Evaluate the influence of the news media on public policy and the impact of media bias.

1. 6.1.12.A.14.f,
6.1.12.A.16.a
2. 6.1.12.A.14.f,
6.1.12.A.16.a
3. 6.1.12.A.14.f,
6.1.12.A.16.a
4. 6.1.12.A.14.f,
6.1.12.A.16.a
5. 6.1.12.A.14.f,
6.1.12.A.16.a

INTEREST GROUPS

- Trace the roots of the American interest group system.
- Describe the historical development of American interest groups.
- Identify several strategies and tactics used by organized interests.
- Analyze the factors that make an interest group successful.
- Explain reform efforts geared toward regulating interest groups.

1. 6.1.12.A.3.g
6.1.12.A.14.f
2. 6.1.12.A.3.g
6.1.12.A.14.f
3. 6.1.12.A.3.g
6.1.12.A.14.f
4. 6.1.12.A.3.g
6.1.12.A.14.f
5. 6.1.12.A.3.g
6.1.12.A.14.f

Inter-Disciplinary Connections:

Language Arts Literacy: FRQ writing, primary party platforms, writing campaign speeches, analyze debate speeches

Technology: Creating a television and a web-based commercial to present to the electorate.

Art: creating campaign posters

Math: Analysis of possible outcomes of electoral college vs direct election results. Create a campaign budget and devise a way to fundraise for it. Create and produce polls based on political ideals.

Music: Listening to campaign theme songs and advertisements, Analyze why some artists would not want their songs to be connected with certain candidates

Science: Compare and contrast opposite interest groups and what they want from the government.

History: Analyze how elections have changed with technology.

Students will engage with the following text:

American Government Continuity and Change, O'Connor/Sabato
Pearson's Test Prep Series
Baron's AP Review Book
Constitution of the United States of America
Democratic and Republican Platforms
Famous Campaign Speeches throughout History

Students will write:

Cornell Notes of chapters
Free Response Questions
Campaign speeches
Fundraising letters
Voter outreach letters
Reports on Interest Groups

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

POLITICAL PARTIES

- Create a list of at least five functions political parties should be carrying out.
- Compare and contrast the nomination process for Democrats and Republicans.
- Break the class into groups of three or four students and have them devise a new third party that they believe could have success, given current political attitudes. They should choose a name, choose candidates for some offices, and write up a platform of issues to present to the class. Do the groups come up with similar parties? Discuss widely.
- Have students compare the two major parties' stands on issues with those of the Green Party and/or the Libertarian party.
- Create a third party. Establish a party platform and mission statement.

CAMPAIGNS AND ELECTIONS

- Develop a comparison of major political party platforms between 1960 and 1996. What social, economic, and political issues and resolutions are common across all platforms? What are the major areas of change?
- Assign an essay in which the students discuss their opinion of the 2000 election. Also have them discuss the changes states made for the 2004 and 2008 elections. Have states done a better job of making sure all votes are counted?
- Conduct mock closed and open primaries.

THE MEDIA

- Have students choose a current event and compare the coverage in local press, national press, network news, and cable news. How and why do the ways each of these types of media cover the issues differ? How are they similar? What media outlets do you find most useful?
- Divide the class into groups, assigning each group to watch a different TV network evening news broadcast for two weeks. *The News Hour with Jim Lehrer* can become one viewing choice, CNN's nightly news program (*Lou Dobbs*, *Wolf Blitzer's Situation Room*) can be another, and *Fox News* yet another. On the basis of this observation, have each group list the top news stories reported by their network. After the reports are filed, these questions are pertinent for combined classroom discussion:

1. Are the network news priorities different or similar?
2. How did the networks differ in how they presented subjects other than the breaking news, things such as special in-depth reports, ongoing segments, etc.?
3. Are there any differences in how the network news programs treat the same subject?

INTEREST GROUPS

- Write a brief essay identifying the ways that interest groups may enhance democracy. Compare answers with the arguments that pluralists raise in favor of pluralist democracy.
- James Madison points to this dilemma: we are saddled with a politics of faction that significantly undermines political equality and the coherent national policy, yet the right of the people to form organizations is one of our most cherished and fundamental rights (political liberty). Divide the class into panels for the purpose of debating the following question: can we alleviate some of the most pressing “mischiefs of faction” without diminishing our freedom?
- Ask students what groups they belong to. Are any of these interest groups? Have students who belong to an interest group describe what it is, why they joined, and what benefits they receive from group membership. Then assign students to identify what groups represent their interests as students. Does it matter whether they are members of those groups or not?
- Assign students to visit the Web sites of a number of interest groups. What are they doing? What are their key issues and tactics? Who are their members? How many members do they have? How does this information correlate with what we have learned in this chapter?

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Homework: Cornell Note sections of the textbook, Vocabulary from each chapter (remembering, understanding, creating)

Quizzes: Vocabulary from each chapter (remembering, understanding)

Writing Assignments: FRQ's from this unit, effectiveness of Interest Groups, Campaign Speeches (remembering, understanding, applying, evaluating)

Participation: in discussions, debates, and Socratic Seminars (understanding, analyzing, evaluating)

Role Playing: Mock Election (understanding, applying, analyzing, creating)

Posters: Amendments (understanding, creating)

Power Points/ Prezis: Outlines of the chapters (applying, evaluating, creating)

Panel Discussions: electoral college abolishment (applying, evaluation)

Accommodations/Modifications:

Repeat/ Directions

Ongoing feedback

Adapted worksheets

Extended Time

Pair student with a stronger learner

Close proximity to the teacher

Help to keep student organized

Study Guides

Summative Assessments:

Chapter quizzes (remembering, understanding)

Unit tests (remembering, applying, analyzing)

Unit projects (applying, analyzing, evaluating, creating)

Evaluation of interactive discussion and debate (analyzing, evaluating)

Benchmarks on unit (remembering, applying, analyzing) | |

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

Projects, presentations, final writing projects: Writing a campaign speech (applying, evaluating, creating)
Panel discussion: Should there be unlimited funding for campaigns? (applying, analyzing, creating)
Frequent research (computer/reference book labs): Positions of political parties on certain key topics (applying, analyzing, evaluating)
Power point/Prezi presentations: Prezi on how specific interest groups interact with the rest of the government triangle (understanding, applying, creating)
Short research paper: How has elections changed in the age of social media? (analyzing, evaluating, creating)
Debate: What should be the (analyzing, evaluating)

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized

1Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: AP US Government and Politics

Course Number:025800

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: UNIT 5 PUBLIC POLICY	Unit Summary: This unit will focus on US foreign and domestic policy. This includes a broad analysis of economic and social welfare policy. Public policy is the way that government deals with problems and concerns. It is comprised of laws or regulations that are authoritative and binding. It is important to remember that policy is a process, not a point in time. Policy begins with an idea, moves through a number of stages, becomes a law by passing Congress and the president, then the bureaucracy implement and interpret it, and sometimes the courts become involved. Generally, in foreign policy, throughout history, the U.S. has pursued a number of different policies in the international sphere. Sometimes we have shrunk from international involvement and acted as isolationists. Sometimes we have intervned in world affairs actively and unilaterally. Likewise, US economic policy has evolved over history. The U.S. economic system is basically a free market, but one in which government has had an expanding role. Social welfare policy will include the study of national entitlement and welfare programs that are used in the United States today.
Grade Level(s): 12	
Essential Question(s): DOMESTIC POLICY <ul style="list-style-type: none"> • What are the various stages of the policy-making process? • How has US domestic policy evolved over time? • What are the ongoing challenges in health, education and welfare policy? ECONOMIC POLICY <ul style="list-style-type: none"> • How does the government regulate economic policy? • What is the relationship between the budget 	Enduring Understanding(s): DOMESTIC POLICY <ul style="list-style-type: none"> • The first stage of the policy-making process is the recognition of a problem and its definition. • Individuals, political parties, interest groups, members of Congress, members of various executive agencies, and many more discuss, argue and debate the “problem” in a variety of venues. • Most policies are implemented by administrative agencies • Domestic policies are difficult and complex and are made more so by the general lack of knowledge and misinformation so common among Americans. • With advances in medical technology and longer life spans, health care costs have increased exponentially. • With the nation still heavily dependent on fossil fuels, governments at all levels have had to take the lead in promoting alternative, renewable energy sources.

process and fiscal policy?

- How does the Federal Reserve System impact monetary policy?
- What is income security and how has policy in the United States been developed to provide social welfare?
- In what ways have fiscal, monetary, and income security policies played a role in economic recession and recovery

FOREIGN POLICY

- How has America's foreign policy developed since the nation's founding?
- What major events have led to America becoming a world power?
- Who is responsible for foreign and defense policy decision making in US government?
- What are the most pressing current foreign and defense policy challenges confronting the United States?
- How has public opinion impacted foreign policy throughout different periods of history?
- How are attitudes changing regarding foreign policy?



ECONOMIC POLICY

- Government regulation and intervention in the free market economy are often hotly contested.
- Fiscal policy is formulated by the president and Congress through the budget process.
- The primary responsibility for monetary policy rests with the Federal Reserve.
- Income security programs are supposed to protect people against loss of income due to retirement, disability, unemployment, or death of the family breadwinner.
- The federal government has stepped in to help shore up the programs but this has created greater national debt problems.

FOREIGN POLICY

- Throughout history, the U.S. has pursued a number of different policies in the international sphere.
- For years, the U.S. was concerned primarily with the Western hemisphere and with conquering the continent.
- The Constitution lays out the institutional framework for foreign and defense policy that is clearly a federal power, not a power of the states.
- Many officials, organizations, agencies and institutions play a vital role in shaping US foreign policy.
- Foreign affairs are not always of vital concern to most Americans but can have an electoral impact in a number of ways.
- Often, policymakers are pushed into intervention by coverage of atrocities by international news organizations like CNN.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
DOMESTIC POLICY	
<ul style="list-style-type: none"> • Trace the stages of the policy-making process. • Describe the evolution of health policy in the United States. • Outline the evolution of education policy in the United States. • Explain the evolution of energy and environmental policy in the United States. • Assess the ongoing challenges in U.S. domestic policy. 	<ol style="list-style-type: none"> 1. 6.1.12.A.14.c 2. 6.1.12.A.14.c 3. 6.1.12.A.14.c 4. 6.1.12.A.14.c 5. 6.1.12.A.14.c
ECONOMIC POLICY	
<ul style="list-style-type: none"> • Trace the evolution of economic policy in the United States. • Assess the impact of the budget process on fiscal policy. • Analyze the effect of the Federal Reserve System on monetary policy. • Describe the evolution of income security policy in the United States. • Evaluate the role of fiscal, monetary, and income security policy in the economic recession and recovery. 	<ol style="list-style-type: none"> 1. 6.1.12.A.10.c 6.1.12.A.14.d 2. 6.1.12.A.10.c 6.1.12.A.14.d 3. 6.1.12.A.10.c 6.1.12.A.14.d 4. 6.1.12.A.10.c 6.1.12.A.14.d 5. 6.1.12.A.10.c 6.1.12.A.14.d
FOREIGN AND DEFENSE POLICY	
<ul style="list-style-type: none"> • Trace the evolution of U.S. foreign and defense policy. • Explain the developments that led to the rise of the United States as a world power. • Outline the actors that shape foreign and defense policy decision making. • Identify four contemporary foreign and defense policy challenges confronting the United States. • Evaluate the shift in thinking about American power that has occurred in recent decades. 	<ol style="list-style-type: none"> 1. 6.1.12.A.15.a 6.1.12.A.15.b 6.1.12.A.15.c 2. 6.1.12.A.15.b 6.1.12.A.15.c 3. 6.1.12.A.15.b 6.1.12.A.15.c 4. 6.1.12.A.10.c 6.1.12.A.14.d 5. 6.1.12.A.10.c 6.1.12.A.15.d

Inter-Disciplinary Connections:

Language Arts Literacy: FRQ writing, primary source documents

Technology: Evaluate how the foreign policy of the last fifty years increased out technological base.

Math: Look at insurance premiums to see whether or not buying insurance under the Affordable Care Act is increases or decreases

Music: Listen to the music of the “green” movement

Science: Debate what effect National Health Care would have on the researchers for new medical breakthroughs. Debate Global Warming and what, if anything, the government should do.

History: Compare how the foreign policies have changed over the years

Students will engage with the following text:

American Government Continuity and Change, O’Connor/Sabato

Pearson Test Prep Series

Baron’s AP Review

Constitution of the Unites States of America

Current Newspapers and Blogs

Students will write:

Cornell Notes of chapters

Free Response Questions

Letters to Congressmen to try to change the policies

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

ADDITIONAL ACTIVITIES AND PROJECTS (Also activities for after AP Exam)

- Have students brainstorm about a policy issue that is important to them or their generation, but not yet salient with the general public. Direct students to act as policy entrepreneurs by developing an action plan that will bring attention to their issue (e.g., write letters to multiple newspapers, distribute pamphlets or other advertisements that bring attention to the scope of the problem, develop a Web site or Web log that details the problem and asks for support, or speak to local political officials about the problem). Have students put at least one element of their plan into action.
- Ask students to “walk through a typical day,” and identify all of the possible ways in which government is involved. Then create a web from each suggestion that lays out the relevant agency, congressional committee, and an interest group that might be involved in each particular policy area.
- Ask students to brainstorm policy issues that they think are important. Then ask them to vote for the top three issues. Next, ask students to think about what should be done in each area, and if they would be willing to pay more in taxes to support the policy they want to see enacted.
- Storyboard the federal deficit. Label several pieces of poster board with the following titles: Social Security, Medicaid/Medicare, and Defense spending. Ask students to write in the interest groups, demographic groups, and federal agencies that would protest cuts to each area of spending. Have students discuss which groups might be most powerful in protecting their interests. Ask students to generate ideas for balancing the federal budget.
- Have students develop a working budget for a family of three living at the poverty line. Conduct a class discussion that contrasts these budgets with students’ current lifestyles.
- Map conflict as it has occurred since post-World War II, in the Middle Eastern nations and the reasons for each conflict. Discuss possible resolutions.
- Hold a debate on a current topic in foreign affairs. Have students argue both pro and con. They can choose to do it on a partisan basis (Republican-Democrat) or on a thematic basis (isolation vs. engagement, unilateral vs. multilateral action) and so on.
- Ask students to compile a list of what they think the national interests of the United States should be.

End of year activities (AFTER AP EXAM)

- Watch the movies *Dr. Strangelove* (1964) and *Fail Safe* (1964). Write a report in which you compare the movies’ themes, concerns, and plot lines, and how this fits into the context of American security concerns during the Cold War.
- Compare post war reconstructions: Prepare a research paper that examines the efforts of the United

States in reconstructing the Philippines after the Spanish American War, and Japan and Germany after World War II. Describe policies used in past reconstructions that might have benefited the United States in rebuilding Iraq.

- Have each student choose a country, and, using Internet, library, and government document sources, investigate the nature of U.S. foreign policy toward that country. In what specific issues does the United States have an interest? What policy instruments (foreign aid, diplomacy, military forces, etc.) is the United States using to accomplish those goals? Have students write a brief essay addressing these questions. If shared with the class, this writing exercise could also result in an interesting discussion highlighting the diversity of American interests around the world, and help students to develop more thoughtful positions on foreign and defense policy making.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Homework: Cornell Note sections of the textbook, Vocabulary from each chapter (remembering, understanding, creating)

Quizzes: Vocabulary from each chapter (remembering, understanding)

Writing Assignments: FRQ's from this unit, letters to Congressmen (remembering, understanding, applying, evaluating)

Participation: in discussions, debates, and Socratic Seminars (understanding, analyzing, evaluating)

Role Playing: Model UN (understanding, applying, analyzing, creating)

Posters: Domestic Policy Ads (understanding, creating)

Power Points/ Prezis: Outlines of the chapters (applying, evaluating, creating)

Panel Discussions: What would happen if...? (applying, evaluation)

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Adapted worksheets
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized
Study Guides

Summative Assessments:

Chapter quizzes (remembering, understanding)

Unit tests (remembering, applying, analyzing)

Unit projects (applying, analyzing, evaluating, creating)

Evaluation of interactive discussion and debate (analyzing, evaluating)

Benchmarks on unit (remembering, applying, analyzing)

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher

Help to keep student organized
Study Guides

Performance Assessments:

Projects, presentations, final writing projects: Model UN (applying, evaluating, creating)

Panel discussion: What do you think the policy should be? (applying, analyzing, creating)

Frequent research (computer/reference book labs): Environmental research (applying, analyzing, evaluating)

Power point/Prezi presentations: Understanding the US Budget (understanding, applying, creating)

Short research paper: Domestic/ Foreign Aid research (analyzing, evaluating, creating)

Debate: Where the US money should go? (analyzing, evaluating)

Accommodations/Modifications:

Repeat/ Directions

Ongoing feedback

Extended Time

Pair student with a stronger learner

Close proximity to the teacher

Help to keep student organized