

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

AP U.S. Government and Politics Curriculum Guide

Pacing Guide:

AP US Government and Politics is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

AP United States Government & Politics –full year elective course

Unit Guide One: Constitutional Underpinnings of the United States Government-20 days

Unit Guide Two: Political Beliefs and Behaviors-20 days

Unit Guide Three: Political Parties, Interest Groups and the Mass Media-30 days

Unit Guide Four: Institutions of the Federal Government-40 days

Unit Guide Five: Public Policy-20 days

Unit Guide Six: Civil Rights and Civil Liberties-20 days

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<p>Technology Standards: 8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming</p> <p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<p>8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. 8.2.12.D.4: Assess the impacts of emerging technologies on developing countries. 8.2.12.E.1: Demonstrate an understanding of the problem-solving capacity of computers in our world</p> <p>9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market 9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions. 9.1.12.D.2: Assess the impact of inflation on economic decisions and lifestyles 9.1.12.F.3: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services</p> <p>9.2.12.C.1: Review career goals and determine steps necessary for attainment 9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education.</p>
<p>Career Ready Practices:</p>	<p>CRP1-Act as a responsible and contributing citizen and employee. CRP2-Apply appropriate academic and technical skills. CRP4-Communicate clearly and effectively and with reason. CRP7-Employ valid and reliable research strategies. CRP8-Utilize critical thinking to make sense of problems and persevere in solving them. CRP11-Use technology to enhance productivity</p>

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues. • Utilize advanced materials and resources to meet the needs of students. • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor Activities • Advanced discussion techniques 	<p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments. • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designed Power Points and notes • Concept development • Collaboration between ESL and mainstream classroom teachers. • Pair novice ELLs with advanced ELL's. • High-interest / low-reading-level civics and history materials 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations 	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in-house strategies for teachers. • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by teacher and student • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use of computers to complete assignments as requested by a student • Provide verbal reminder of assignments • Check student independent work

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	<p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries. • Provide student with clearly stated and written expectations and grading criteria for homework 	<ul style="list-style-type: none"> • Repetition and practice • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> • Assist student with planning of assignments • Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modifications for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessment
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CONTENT: Unit Guide One- The United States Constitution			
Theme: Constitutional Underpinnings			
Essential Questions Is federalism a viable form of government? Is the concept of separation of powers a reality in today's United States federal government?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • 1787 to the Present • A thorough examination of the United States Constitution will be conducted. • The document's historical foundations, formation of the federal government and amendment process will be discussed. • The Constitution's weaknesses (its vagueness) and its strengths (its vagueness) will be examined. • Students will investigate the Founders' difficulties in applying rights, liberties and responsibilities fought for in the War for Independence to an efficient, centralized, non-intrusive government. • The concepts of Federalism and separation of powers and their application to our government will be addressed. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • The student will explore the various philosophical and political ideological origins of the Constitution. Specifically, the influence of the Patriot movement of the 1760s – 1780s, Whig Party Ideology and the European Enlightenment will be examined. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam • Cooperative/Collaborative Group Evaluations • Research Papers/Essays • Marking Period Projects • PowerPoint Presentations • Internet/Library Research • Constitutional Ratification Debate • Comparative Research Essay • Weekly quizzes on material covered that week, averages 6 to 9 per marking period.. • Marking Period Exams. Format based upon the College Board's AP United States Government and Politics exam • Weekly summaries of Washington Post. 	<p>Standards: (NJSL)</p> <p>6.1.12.A.1.a 6.1.12.C.1.b 6.1.12.A.2.a 6.1.12.A.2.e 6.1.12.A.3.g 6.1.12.D.3.c 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-10</p> <p>Technology Standards</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1</p> <p>21st Century Themes and Skills</p> <p>9.1.12.A.5 9.1.12.A.9 9.1.12.D.12 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p>Career Ready Practices</p> <p>CRP1,2,4,7,8,11</p>

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		<ul style="list-style-type: none"> Weekly assessments and analysis of political cartoons 	<p><u>Time Frame:</u> 20 days</p> <p><u>Materials:</u> Wilson, James and DiIulio, Jr., John. <u>American Government, 14th Edition.</u> Boston: Houghton-Mifflin, 2006.</p> <p>Benson, David and Waples, Karen. <u>Fast Track to a Five: Preparing for the AP US Government and Politics Examination.</u> Boston: Houghton-Mifflin, 2006.</p> <p>Bose, Meena and DiIulio, Jr., John. <u>Classic Ideas and Current Issues in American Government.</u> Boston: Houghton Mifflin, 2007.</p> <p>Wills, Garry. <u>A Necessary Evil: A History of American Distrust of Government.</u> New York: Simon & Schuster, 1999</p> <p>Selected articles from the <u>Washington Post Politics Daily E-Newsletter:</u> washingtonpost.com</p> <p>Selected articles from <u>Politico:</u> www.politico.com</p> <p>Internet Resources & Websites LCD Projectors</p>
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CONTENT: Unit Guide 2- Political Beliefs and Behaviors			
Theme: Beliefs about Government			
Essential Questions In what ways and to what extent does the “American Mosaic” define political beliefs and shape political behaviors? Do people define political parties, or do political parties define people?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • “How people in our society learn their political values, habits and traditions,” will be the main idea of the unit. • How Americans are politically socialized, from whom they learn these concepts and how they apply them in their everyday lives will be discussed. • The role of Public Opinion, of American politics, in our civic culture will be explored. • An overview of political opinion polling and the effect of those polls on our government will be presented. • Historical examples of public opinion, such as the Abolition question of the Antebellum Era, the Spanish American War and Watergate will be used to illustrate the power and significance of public opinion. • Voting and citizen participation in 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Students will consider what the American people believe about their government and how that belief squares with the reality of our government’s everyday practices. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • “Local Issues Inventory” Project. Students poll peers, parents and teachers to try to gauge issues of importance against actual governmental policy. • “My Political Autobiography” – or – “How I Was Politically Socialized.” Students will seek to discover the nature of political socialization in their lives (or not!). • Mock Election. Student will conduct elections for president, Congress, governor and state legislature in the appropriate election cycle in conjunction with the New Jersey Department of Elections. • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam 	<p>Standards: (NJSLs)</p> <p>6.1.12.A.2.e 6.1.12.A.3.f 6.1.12.A.3.g 6.1.12.D.3.c 6.1.12.A.13.b 6.1.12.A.14.f 6.1.12.A.16.a 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-10</p> <p>Technology Standards</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1</p> <p>21st Century Themes and Skills</p> <p>9.1.12.A.5 9.1.12.A.9 9.1.12.D.12 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p>Career Ready Practices CRP1,2,4,7,8,11</p>

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<p>American civil society will be examined. The factors influencing American voting behavior and political participation will be discussed.</p> <ul style="list-style-type: none"> • Historic trends in voting. Jacksonian Democracy, the courting of the immigrant vote and large jumps in voting levels (Great Depression, 2004 election) will be emphasized.. 		<ul style="list-style-type: none"> • Cooperative/Collaborative Group Evaluations • Research/Papers/Essays/Presentations • Marking Period Projects • PowerPoint Presentations • Internet/Library Research • Classwork • Homework • Constitutional Ratification Debate • Comparative Research Essay • Weekly quizzes on material covered that week, averages 6 to 9 per marking period. • Marking Period Projects, one per term • Marking Period Exams. Format based upon the College Board’s AP United States Government and Politics exam • Weekly summaries of Washington Post. • Weekly assessments and analysis of political cartoons 	<p><u>Time Frame:</u> 20 days</p> <p><u>Materials:</u> Wilson, James and DiIulio, Jr., John. <u>American Government, 10th Edition.</u> Boston: Houghton-Mifflin, 2006.</p> <p>Benson, David and Waples, Karen. <u>Fast Track to a Five: Preparing for the AP US Government and Politics Examination.</u> Boston: Houghton-Mifflin, 2006.</p> <p>Bose, Meena and DiIulio, Jr., John. <u>Classic Ideas and Current Issues in American Government.</u> Boston: Houghton Mifflin, 2007.</p> <p>Wills, Garry. <u>A Necessary Evil: A History of American Distrust of Government.</u> New York: Simon & Schuster, 1999</p> <p>Selected articles from the <u>Washington Post Politics Daily E-Newsletter:</u> washingtonpost.com</p> <p>Selected articles from <u>Politico:</u> www.politico.com</p> <p>Internet Resources & Websites</p>
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CONTENT: Unit Guide 3—Political Parties, Interest Groups and the Mass Media			
Theme: The interaction the citizens, the federal government and partisan party politics, interest groups and the media			
Essential Questions: What is the role of political parties in the American electoral process? What traditional and current role does the media play on our American political system?			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> • The historic role of political parties in the American electoral process will be discussed. • The organization, development and function of political parties as political institutions and change agents will be a point of focus. • The historic role and influence of the mass media, from Thomas Paine’s <i>The Crisis</i> to the 24-hour news cycle of today’s cable and media outlets, will be assessed. • The media’s agenda setting role and influence over the American political system will be explored. 	<p>Skills (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> • Students will be able to assess the increasing influence of special interest groups will be explored. • The variety of issues, the activities of these groups and the influence of these groups on the American political process will be examined. • The development of interest groups from Jeffersonian agrarians to the labor movement to the entrance of conservative Christianity into politics in the 1980s will be addressed. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Interest Group FRQ: In addition to the proliferation of interest groups, the money to fund them has also increased exponentially. • Identify and explain two ways in which interest groups are funded. • Identify and explain two campaign finance rules (or laws) and/or SCOTUS decisions that have changed the ways in which interest groups are funded. • To what extent are PACs and 527s a reaction to changes in campaign finance laws over the past 30 years? • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam • Cooperative/Collaborative Group 	<p>Standards: (NJSLs)</p> <p>6.1.12.A.2.e 6.1.12.A.3.g 6.1.12.D.3.c 6.1.12.A.14.d 6.1.12.A.14.f 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-10</p> <p>Technology Standards</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1</p> <p>21st Century Themes and Skills</p> <p>9.1.12.A.5 9.1.12.A.9 9.1.12.D.12 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p>Career Ready Practices</p> <p>CRP1,2,4,7,8,11</p>

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		<p>Evaluations</p> <ul style="list-style-type: none"> • Research/Papers/Essays/Presentations • Marking Period Projects • PowerPoint Presentations • Internet/Library Research • Classwork • Homework • Constitutional Ratification Debate • Comparative Research Essay • Weekly quizzes on material covered that week, averages 6 to 9 per marking period. • Marking Period Projects, one per term • Marking Period Exams. Format based upon the College Board’s AP United States Government and Politics exam • Weekly summaries of Washington Post. • Weekly assessments and analysis of political cartoons • Midterm and Final Exam. Format based upon the College Board’s AP United States Government and Politics exam 	<p><u>Time Frame:</u> 30 days</p> <hr/> <p><u>Materials:</u> Wilson, James and DiIulio, Jr., John. American Government, 10th Edition. Boston: Houghton-Mifflin, 2006.</p> <p>Benson, David and Waples, Karen. Fast Track to a Five: Preparing for the AP US Government and Politics Examination. Boston: Houghton-Mifflin, 2006.</p> <p>Bose, Meena and DiIulio, Jr., John. Classic Ideas and Current Issues in American Government. Boston: Houghton Mifflin, 2007.</p> <p>Wills, Garry. A Necessary Evil: A History of American Distrust of Government. New York: Simon & Schuster, 1999</p> <p>Selected articles from the Washington Post Politics Daily E-Newsletter: washingtonpost.com <newsletter@letters.washingtonpost.com></p> <p>Selected articles from Politico: www.politico.com</p>
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CONTENT: Unit Guide Four—Institutions of the Federal Government—Congress			
Theme: Form, function and role of the United States Congress			
Essential Questions: How effective is legislative oversight over the bureaucracy? How effective is the institution of the Congress in the modern American central government?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The formal and institutional relationships and arrangements of the two houses of Congress will be examined. • The powers and restrictions placed upon the Congress by the Constitution will be discussed. • A review of separation of powers will be offered. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • The student will understand Congresses’ checks and balances on the Executive and Judiciary. • Students will explore and understand “quirks” of interest, such as filibusters and veto overrides. 	<p>Assessments <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i></p> <ul style="list-style-type: none"> • Congress FRQ Congress is often judged by the work it does (or doesn’t do). • Identify and describe three relevant pieces of legislation passed by Congress in the past 100 years that has made a positive impact on our nation. • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam • Cooperative/Collaborative Group Evaluations • Research/Papers/Essays/Presentations • Marking Period Projects • PowerPoint Presentations • Internet/Library Research • Classwork 	<p>Standards: (NJSLs)</p> <p>6.1.12.A.2.a 6.1.12.A.2.c 6.1.12.A.3.g 6.1.12.D.3.c 6.1.12.A.14.a 6.1.12.A.16.a 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-10</p> <p><u>Technology Standards</u></p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills</u></p> <p>9.1.12.A.5, 9.1.12.A.9 9.1.12.D.12 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p><u>Career Ready Practices</u></p> <p>CRP1,2,4,7,8,11</p>

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		<ul style="list-style-type: none"> • Homework • Constitutional Ratification Debate • Comparative Research Essay • Weekly quizzes on material covered that week, averages 6 to 9 per marking period. • Marking Period Projects, one per term • Marking Period Exams. Format based upon the College Board’s AP United States Government and Politics exam • Weekly summaries of Washington Post. • Weekly assessments and analysis of political cartoons • Midterm and Final Exam. Format based upon the College Board’s AP United States Government and Politics exam 	<p><u>Time Frame:</u> 10 days</p> <hr/> <p><u>Materials:</u> Wilson, James and DiIulio, Jr., John. American Government, 14th Edition. Boston: Houghton-Mifflin, 2013.</p> <p>Benson, David and Waples, Karen. Fast Track to a Five: Preparing for the AP US Government and Politics Examination. Boston: Houghton-Mifflin, 2006.</p> <p>Bose, Meena and DiIulio, Jr., John. Classic Ideas and Current Issues in American Government. Boston: Houghton Mifflin, 2007.</p> <p>Wills, Garry. A Necessary Evil: A History of American Distrust of Government. New York: Simon & Schuster, 1999</p> <p>Selected articles from the Washington Post Politics Daily E-Newsletter: washingtonpost.com <newsletter@letters.washingtonpost.com></p> <p>Selected articles from Politico: www.politico.com</p>
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CONTENT: Unit Guide Four—Institutions of the Federal Government—The Presidency			
Theme: Form, function and role of the United States Executive Branch			
Essential Questions: How effective is the institution of the presidency in the modern American central government? Do POTUS follow public opinion polls?			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> The formal and institutional relationships and arrangements within the Executive branch will be examined. Major “quirks” of interest, such as war powers and recess appointments, will be offered for consideration. 	<p>Skills (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> The learner will analyze the powers and restrictions placed upon the Executive by the Constitution. The students will review separation of powers and the consequences of separation of powers. The students will understand the Executive’s checks and balances on the Legislative and Judiciary. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Presidential Timeline Students will create a timeline of each presidential administration along the following outline: Accomplishments Failures Crises Memorable quote by or about Useless fact Do Now Exercises Chapter Tests Section Quizzes Final Exam Cooperative/Collaborative Group Evaluations Research/Papers/Essays/Presentations Marking Period Projects PowerPoint Presentations Internet/Library Research Classwork Homework Constitutional Ratification Debate Comparative Research Essay 	<p>Standards: (NJSLs) 6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.14.a 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-10</p> <p><u>Technology Standards</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills</u> 9.1.12.A.5, 9.1.12.A.9 9.1.12.D.12 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p><u>Career Ready Practices</u> CRP1,2,4,7,8,11</p> <hr/> <p><u>Time Frame:</u> 10 days</p>

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		<ul style="list-style-type: none"> • Weekly quizzes on material covered that week, averages 6 to 9 per marking period.. • Marking Period Projects, one per term • Marking Period Exams. Format based upon the College Board’s AP United States Government and Politics exam • Weekly summaries of Washington Post. • Weekly assessments and analysis of political cartoons • Midterm and Final Exam. Format based upon the College Board’s AP United States Government and Politics exam 	<p><u>Materials:</u> Wilson, James and DiIulio, Jr., John. American Government, 14th Edition. Boston: Houghton-Mifflin, 2013.</p> <p>Benson, David and Waples, Karen. Fast Track to a Five: Preparing for the AP US Government and Politics Examination. Boston: Houghton-Mifflin, 2006.</p> <p>Bose, Meena and DiIulio, Jr., John. Classic Ideas and Current Issues in American Government. Boston: Houghton Mifflin, 2007.</p> <p>Wills, Garry. A Necessary Evil: A History of American Distrust of Government. New York: Simon & Schuster, 1999</p> <p>Selected articles from the Washington Post Politics Daily E-Newsletter: washingtonpost.com <newsletter@letters.washingtonpost.com></p> <p>Selected articles from Politico: www.politico.com</p>
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CONTENT: Unit Guide Four—Institutions of the Federal Government—The Bureaucracy			
Theme: The self-perpetuating, nearly autonomous bureaucracy			
Essential Questions: How effective is legislative oversight over the bureaucracy? How effective is the institution of the presidency in the modern American central government? Does the Supreme Court of the United States follow election returns?			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> The formal and institutional relationships and linkages of the Federal government and the citizenry, media, the states, interest groups and political parties will be examined. 	<p>Skills (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> The students will understand the relationships among the bureaucracy Congress and competing interest groups. Students will analyze their competing agendas will be discussed. Students will review separation of powers as it relates to the bureaucracy. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Bureaucracy FRQ The United States Congress and the President together have the power to enact federal law. Federal Bureaucratic agencies have the responsibility to execute federal law. However, in the carrying out of these laws, federal agencies have policymaking discretion. Explain two reasons why Congress gives federal agencies policy-making discretion in executing federal laws Given the list of bureaucratic agencies listed below, identify the policy area over which is exercises policy-making discretion and give specific examples of how it exercises that discretion. Environmental Protection Agency (EPA) Federal Communications Commission (FCC) Federal Reserve Board Describe two ways in which Congress ensures that federal agencies follow legislative intent. 	<p>Standards: (NJSL)</p> <p>6.1.12.A.14.b 6.1.12.A.14.d 6.1.12.A.14.f 6.1.12.A.16.a 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-10</p> <p>Technology Standards</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1</p> <p>21st Century Themes and Skills</p> <p>9.1.12.A.5, 9.1.12.A.9 9.1.12.D.12 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p>Career Ready Practices CRP1,2,4,7,8,11</p> <hr/> <p>Time Frame: 10 days</p>

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		<ul style="list-style-type: none"> • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam • Cooperative/Collaborative Group Evaluations • Research/Papers/Essays/Presentations • Marking Period Projects • PowerPoint Presentations • Internet/Library Research • Classwork • Homework • Constitutional Ratification Debate • Comparative Research Essay • Weekly quizzes on material covered that week, averages 6 to 9 per marking period. • Marking Period Projects, one per term • Marking Period Exams. Format based upon the College Board's AP United States Government and Politics exam • Weekly summaries of Washington Post. • Weekly assessments and analysis of political cartoons • Midterm and Final Exam. Format based upon the College Board's AP United States Government and Politics exam 	<p><u>Materials:</u> Wilson, James and DiIulio, Jr., John. American Government, 14th Edition. Boston: Houghton-Mifflin, 2013.</p> <p>Benson, David and Waples, Karen. Fast Track to a Five: Preparing for the AP US Government and Politics Examination. Boston: Houghton-Mifflin, 2006.</p> <p>Bose, Meena and DiIulio, Jr., John. Classic Ideas and Current Issues in American Government. Boston: Houghton Mifflin, 2007.</p> <p>Wills, Garry. A Necessary Evil: A History of American Distrust of Government. New York: Simon & Schuster, 1999</p> <p>Selected articles from the Washington Post Politics Daily E-Newsletter: washingtonpost.com <newsletter@letters.washingtonpost.com></p> <p>Selected articles from Politico: www.politico.com</p>
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CONTENT: Unit Guide Four--Institutions of the Federal Government—The Judiciary			
Theme: We love the Federal Judiciary!			
Essential Questions: How effective is the institution of the presidency in the modern American central government? Does the Supreme Court of the United States follow election returns?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The formal and institutional relationships and arrangements of the Federal Judiciary will be examined. • The powers and restrictions placed upon the Judicial Branch by the Constitution will be discussed. • A review of separation of powers will be offered. . 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • The student will understand the Judiciary’s role in checks and balances on the Executive and Legislative. • Students will analyze major “quirks” of interest, such as the concept of Judicial Review. • Students will be able to discern the difference between the recent emergence of Justice Antonin Scalia’s doctrine of “originalism ” and the traditional loose construction model. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Court Case Study Guide • For each of the following summarize the key finding and why the case is important. The website oyez.org is helpful. You may also use the <u>Oxford Guide to SCOTUS</u>. Please complete this assignment in chart form, Power Point or flashcards. You may also earn bonus points for completing the “bonus cases.” • Major Court Decisions Organizer. Students will identify and give capsule evaluations of major decisions of the Federal judiciary and their impact upon Juris Prudence and American civic life. • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam • Cooperative/Collaborative Group Evaluations • Research/Papers/Essays/Presentations • Marking Period Projects 	<p>Standards: (NJSLs)</p> <p>6.1.12.A.14.b 6.1.12.A.14.d 6.1.12.A.14.f 6.1.12.A.16.a 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-10</p> <p><u>Technology Standards</u></p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills</u></p> <p>9.1.12.A.5, 9.1.12.A.9 9.1.12.D.12 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p><u>Career Ready Practices</u></p> <p>CRP1,2,4,7,8,11</p> <hr/> <p><u>Time Frame:</u> 10 days</p>

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		<ul style="list-style-type: none"> • PowerPoint Presentations • Internet/Library Research • Classwork • Homework • Constitutional Ratification Debate • Comparative Research Essay • Weekly quizzes on material covered that week, averages 6 to 9 per marking period.. • Marking Period Projects, one per term • Marking Period Exams. Format based upon the College Board’s AP United States Government and Politics exam • Weekly summaries of Washington Post. • Weekly assessments and analysis of political cartoons • Midterm and Final Exam. Format based upon the College Board’s AP United States Government and Politics exam 	<p><u>Materials:</u> Wilson, James and DiIulio, Jr., John. American Government, 14th Edition. Boston: Houghton-Mifflin, 2013.</p> <p>Benson, David and Waples, Karen. Fast Track to a Five: Preparing for the AP US Government and Politics Examination. Boston: Houghton-Mifflin, 2006.</p> <p>Bose, Meena and DiIulio, Jr., John. Classic Ideas and Current Issues in American Government. Boston: Houghton Mifflin, 2007.</p> <p>Wills, Garry. A Necessary Evil: A History of American Distrust of Government. New York: Simon & Schuster, 1999 Selected articles from the Washington Post Politics Daily E-Newsletter: washingtonpost.com <newsletter@letters.washingtonpost.com></p> <p>Selected articles from Politico: www.politico.com</p>
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CONTENT: Unit Guide Five—Public Policy			
Theme: The Behaviors, Beliefs and Context of Foreign Policy			
Essential Questions: Is public policy an accurate reflection of prevalent public opinion? What are the forces that effect and implement public policy?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The formal and institutional relationships and arrangements of the public policy making apparatus within the American political system will be examined. The powers and restrictions placed upon the public policy makers by the Constitution will be discussed. A review of separation of powers will be offered in the context of public policy making. The relationships and linkages between governmental and extra-governmental policy makers will be explored. Major public policy initiatives of interest, such as those of the Progressive Era and the New Deal, will be offered for consideration. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Students will be able to address, assess and analyze the following: How is public policy created? What are the four types of public policy? What is public policy? Who makes public policy? Why is a certain public policy pursued? When is a public policy enacted, when is it rescinded? Where will public policy be most effective? 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Public Policy paper Thoroughly read chapters 17 through 21. Chapter 19, Social Policy. Give a three to five page overview on each chapter For each chapter, provide current, political examples and explanations of the public policy involved, the players involved, how that got to be the public policy and so on. For chapter 17, discuss what policy is and how it works. Provide historic and/or current political examples wherever possible. Integrate the terms and definitions Be sure to discuss “must knows,” as in chapter 18’s discussion of key economic voices of the past 100 years. Examples from previous Unit Guides (Political Participation, 	<p>Standards: (NJSL)</p> <p>6.1.12.A.6.a 6.1.12.A.8.a 6.1.12.A.9.a 6.1.12.A.10.b 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-10</p> <p>Technology Standards</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1</p> <p>21st Century Themes and Skills</p> <p>9.1.12.A.5, 9.1.12.A.9 9.1.12.D.12 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p>Career Ready Practices CRP1,2,4,7,8,11</p> <hr/> <p>Time Frame: 20 days</p>

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		<p>Constitutional Underpinnings, viz.) as evidence to support your assertions (see also #3).</p> <ul style="list-style-type: none"> • Provide a works cited beyond the Wilson • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam • Cooperative/Collaborative Group Evaluations • Research/Papers/Essays • Marking Period Projects • PowerPoint Presentations • Internet/Library Research • Constitutional Ratification Debate • Comparative Research Essay • Weekly quizzes on material covered that week, averages 6 to 9 per marking period. • Marking Period Projects • Marking Period Exams. Format based upon the College Board’s AP United States Government and Politics exam • Weekly summaries of Washington Post. • Weekly assessments and analysis of political cartoons 	<p><u>Materials:</u> Wilson, James and DiIulio, Jr., John. American Government, 14th Edition. Boston: Houghton-Mifflin, 2013.</p> <p>Benson, David and Waples, Karen. Fast Track to a Five: Preparing for the AP US Government and Politics Examination. Boston: Houghton-Mifflin, 2006.</p> <p>Bose, Meena and DiIulio, Jr., John. Classic Ideas and Current Issues in American Government. Boston: Houghton Mifflin, 2007.</p> <p>Wills, Garry. A Necessary Evil: A History of American Distrust of Government. New York: Simon & Schuster, 1999</p> <p>Selected articles from the Washington Post Politics Daily E-Newsletter: washingtonpost.com newsletter@letters.washingtonpost.com</p> <p>Selected articles from Politico: www.politico.com</p> <p>http://www.federalreserve.gov/aboutthefed/default.htm</p>
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CONTENT: Unit Guide Six—Civil Rights and Civil Liberties			
Theme: The delicate balance between individual rights and liberties and the power, authority and interest of the federal government.			
Essential Questions: What is the balance between individual rights and liberties against the power, authority and interest of the central government? In what ways and to what extent are civil rights and civil liberties an accurate reflection of prevailing public opinion?			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> • An overview of basic tenets of American civil rights, civil liberties and protections afforded each American citizen. • The history of American rights and liberties, including major events (Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX and etc.) will be stressed. • Trace connections between reform movements and the development of civil rights and liberties. • Specific Constitutional references to civil rights and civil liberties will be examined. Key references shall include, but not be limited to: 	<p>Skills (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> • Students will demonstrate a knowledge of the difference between substantive rights and liberties • The learner will understand and appreciate Constitutional guarantees of Civil Rights and Civil Liberties • The students will be able to follow the development of Civil Liberties and Civil Rights in the United States 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Civil Rights and Civil Liberties definitions organizer. • Do Now Exercises • Chapter Tests • Section Quizzes • Final Exam • Cooperative/Collaborative Group Evaluations • Research/Papers/Essays/Presentations • Marking Period Projects • PowerPoint Presentations • Internet/Library Research • Constitutional Ratification Debate • Comparative Research Essay • Weekly quizzes on material covered that week, averages 6 to 9 per marking period. • Marking Period Projects, one per term • Marking Period Exams. Format based upon the College Board’s AP United States Government and Politics exam 	<p>Standards: (NJSLs)</p> <p>6.1.12.A.14.a 6.1.12.A.3.g 6.1.12.A.4.b 6.1.12.A.6.b 6.1.12.A.13.b 6.1.12.D.13.a 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-10</p> <p>Technology Standards</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.E.1</p> <p>21st Century Themes and Skills</p> <p>9.1.12.A.5, 9.1.12.A.9 9.1.12.D.12 9.1.12.F.1, 9.1.12.F.3 9.2.12.C.1, 9.2.12.C.4</p> <p>Career Ready Practices CRP1,2,4,7,8,11</p>

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<ul style="list-style-type: none"> • Sections one through seven, outlining basic separation of powers and Constitutional checks against abuse of power. • First Amendment protections of freedom of speech, press and religion • Fourth Amendment protections of privacy, specifically search and seizure Fifth Amendment protections against self-incrimination Sixth Amendment guarantees for trial by jury The Civil War Amendments • Direct election of senators • Women’s Suffrage • 24th Amendment prohibitions against the poll tax • Basic concepts and constructions separating church and state • Judicial interpretations of Constitutional protections of civil rights and liberties • Public opinion regarding civil rights, civil liberties and the Constitution • The development of civil liberties and civil rights within the American civic life will be traced. 		<ul style="list-style-type: none"> • Weekly summaries of Washington Post. • Weekly assessments and analysis of political cartoons 	<p><u>Time Frame:</u> 20 days</p> <p><u>Materials:</u> Wilson, James and DiIulio, Jr., John. American Government, 14th Edition. Boston: Houghton-Mifflin, 2013.</p> <p>Benson, David and Waples, Karen. Fast Track to a Five: Preparing for the AP US Government and Politics Examination. Boston: Houghton-Mifflin, 2006.</p> <p>Bose, Meena and DiIulio, Jr., John. Classic Ideas and Current Issues in American Government. Boston: Houghton Mifflin, 2007.</p> <p>Wills, Garry. A Necessary Evil: A History of American Distrust of Government. New York: Simon & Schuster, 1999</p> <p>Selected articles from the Washington Post Politics Daily E-Newsletter: washingtonpost.com <newsletter@letters.washingtonpost.com></p> <p>Selected articles from Politico: www.politico.com</p>
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<ul style="list-style-type: none">• The evolution of civil liberties and civil rights from the colonial era (white, Protestant, land holders) to the present (civil rights for all) will be investigated.• Major court decisions effecting civil liberties (such as <i>Mapp v Ohio</i>, <i>in re Miranda</i>) and civil rights (<i>Plessy v Ferguson</i>, <i>Brown v Board of Education</i>) will be discussed.			
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CONTENT: Review for AP US Government & Politics			
Theme: Show what you know			
Essential Questions: N/A			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <p><i>See Unit Guides above.</i></p>	<p>Skills (<i>As a result of this learning segment, students will be able to...</i>)</p> <p><i>See Unit Guides Above</i></p>	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Weekly quizzes on material covered that week. Averages 6 to 9 per marking period. • Students follow up each quiz with the “Ondrof Rule,” in which students correct incorrect responses. • Marking Period Projects. • One per term • Marking Period Exams. Format based upon the College Board’s AP US GoPo exam. • Weekly summaries of Washington Post. • Weekly assessments and analysis of political cartoons • Midterm and Final Exam. Format based upon the College Board’s AP US GoPo exam. 	<p>Standards: See Unit Guides above</p> <p>COMMON CORE SKILL STANDARDS (CCSS): WHST.11.12.1 – 10</p> <p>21st Century Skills Standards and 21st Century Life and Careers:</p> <p>NJSLS 9.1.12.A.1 through 4 NJSLS 9.1.12.B.1 through 3 NJSLS 9.1.12.C.1 through 5 NJSLS 9.1.12.D.1 through 3 NJSLS 9.1.12.E.1 through 5 NJSLS 9.1.12.F.1 through 6 NJSLS 9.2.12.A.1 through 9</p> <p>Technology Standards:</p> <p>NJSLS 8.1.12.A.1 through 3 NJSLS 8.1.12.D.1 through 4 NJSLS 8.1.12.E.1 through 2 NJSLS 8.1.12.F.1 through 2</p> <p>Time Frame: 1787 to present</p> <p>Materials: See Unit Guides above.</p>