

**Randolph Township Schools
Randolph High School**

Seminar in Practical Politics Curriculum

*What is in government itself,
but the greatest of all reflections on human nature?*

If men were angels, no government would be necessary.

--James Madison

Department of Social Studies

Lisa DiAgostino
Humanities Supervisor

Curriculum Contributors

Scott Malagold
Jim Moen

Date of Board Approval: August 2012

Randolph Township Schools

Table of Contents

| <u>Section</u> | <u>Page</u> |
|--|-------------|
| Mission Statement and Education Goals – District | 2 |
| Educational Goals – District | 2 |
| Affirmative Action Compliance Statement | 3 |
| Introduction- Course Description | 4 |
| Pacing Guide | 5 |

Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for state assessments. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

EDUCATIONAL GOALS
Randolph Township Board Of Education
Values In Education

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first.
- Mutual respect and trust are the cornerstones of a learning community.
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members.
- A successful learning community communicates honestly and openly in a non-threatening environment.
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways.
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences.
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth.

**Randolph Township Schools
Department of Social Studies**

SEMINAR IN PRACTICAL POLITICS

Course Description/Rationale

The Seminar in Practical Politics provides students with an opportunity to learn their civic responsibilities and rights in a participatory manner. This course offers a unique opportunity for students to become involved in the varying political processes of our local, state, and federal governments. Students in the seminar will advance their interest in government, law, and politics. Students will be provided with opportunities to campaign for candidates of their choice, write and debate bills in a Model Congress, prepare and argue court cases, hear numerous speakers, and participate in internship programs under the guidance of officials from varying governmental agencies. Upon completion of this course students will be prepared to actively participate in the political process as responsible and informed citizens.

In conformity with the Common Core Standards for English Language Arts in History/ Social Studies and Revised New Jersey Core Curriculum Content Standards for Social Studies, the applicable standards established for the Social Studies Skills, Civics, World History, United States/New Jersey History, Economics and Geography strands are addressed, reinforced, and evaluated as an on-going process wherever appropriate within the context of the course of study.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Seminar in Practical Politics

| SUGGESTED TIME ALLOTMENT | UNIT NUMBER | CONTENT - UNIT OF STUDY |
|---------------------------------|--------------------|--|
| 4 weeks | I | The Political Process |
| 3 weeks | II | The Workings of Federal, State and Local Governments |
| 2 weeks | III | The Legal Process |
| 5 weeks | IV | The Public Policy Process |
| Embedded | V | Student Participation in the Political Process |
| 1 weeks | VI | Review and Final Assessment |

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Seminar in Practical Politics
UNIT I: The Political Process

| ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|--|--|
| The purposes of government range from providing protection and safety to regulating the economy and promoting social equality. | <ul style="list-style-type: none"> • What is the purpose of governments? • What is the best form of government? |
| The American Political system is based on the consent of the governed. | <ul style="list-style-type: none"> • How should governments be formed and changed? • How should political contests run and be decided? |
| Political parties play a vital role in healthy democracies by providing people with options. | <ul style="list-style-type: none"> • What are the benefits and detriments of American political parties? |
| Political candidates are often judged on superficial bases rather than on their actual political views and track record. | <ul style="list-style-type: none"> • How should political candidates be judged? • Should there be restrictions on those who are participating in the political process as candidates for office? If so, what should the restrictions be? |
| Information must always be analyzed for bias and truth. | <ul style="list-style-type: none"> • What role should the media play in the political process? • What are appropriate safeguards to assure a responsible media? |
| The media plays a vital role in informing citizens about politics and can also greatly influence the political process. | <ul style="list-style-type: none"> • Should there be restrictions on the role of media in the political process? • Has social media influenced American political processes? Explain. |
| Citizenship in a democracy can be viewed as both a right and responsibility | <ul style="list-style-type: none"> • How can citizens actively participate in the political process? |
| Citizens in a democracy can influence the political process in many ways besides just voting. | <ul style="list-style-type: none"> • What is the proper role of the citizen in the political process? • What should be the appropriate role of financial contributions in the political process? |

| KNOWLEDGE | SKILLS | NJCCCS |
|--|---|--|
| <p>Students will know:</p> <p>The sources of American law and government include Greek, Roman and Enlightenment philosophy.</p> <p>Political philosophies differ on issues such as the nature of humans and society and the purpose and role of government.</p> <p>American government is a federal system, with state and federal governments operating on a two-tier system.</p> <p>Historically, Political campaigns can be described as corrupt and dishonest.</p> <p>Media coverage whether it be print media, television, or radio, is often biased in their coverage of political news.</p> <p>Citizens can actively participate in the political process in a variety of ways including direct participation, campaigning, and monetary contribution</p> <p>The different types of political parties including ideological, one-issue, economic protest, and factional parties. .</p> <p>The beliefs and agendas of the modern Republican, Democratic and various independent parties has</p> | <p>Students will be able to:</p> <p>Compare and contrast political philosophies.</p> <p>Debate the purpose of politics and governments.</p> <p>Identify and analyze the influences of American government.</p> <p>Explain the purpose of American political parties.</p> <p>Analyze the structure of local, state, and federal political parties.</p> <p>Evaluate political candidates and form personal judgments regarding their abilities.</p> <p>Participate actively in the campaign of a candidate of choice.</p> <p>Analyze the role of the media in an election.</p> <p>Participate in a voter registration drive.</p> <p>Describe and analyze recent changes in the American political system.</p> <p>Debate the merits of federalism.</p> <p>Debate the merits and constitutionality of campaign</p> | <p>Civics: 6.3.8.A.1 6.3.8.A.2 6.3.8.B.1 6.3.8.D.1 6.3.12.A.1 6.3.12.C.1 6.3.12.D.1</p> <p>Communication and Media Fluency: 9.1.8.E.1 9.1.8.E.2 9.1.8.E.3 9.1.8.E.4 9.1.12.E.2 9.1.12.E.5</p> <p>Government and Public Administration: 9.4.12.G.(1).1 9.4.12.G.(1).2 9.4.12.G.(1).4</p> <p>Law & Public Safety: 9.4.12.L.(5).1</p> |

| | | |
|---|--|--|
| <p>changed over time.</p> <p>Participation in the political process through monetary contributions has been a political issue dealing with competing interests of First Amendment Rights and potential corruption of the democratic political system.</p> <p>The Supreme Court's decision in <i>Citizens United</i> broke with tradition and allows corporations to donate unlimited amounts of money to political campaigns.</p> | <p>finance limits.</p> <p>Describe recent changes to the American political system.</p> <p>Analyze the ways in which demographic trends are impacting American politics.</p> | |
|---|--|--|

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Unit I Pacing Chart
Seminar in Practical Politics

| SUGGESTED TIME ALLOTMENT | CONTENT – UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
|---------------------------------|---|--|
| 4 Weeks | <p>Unit I – The Political Process</p> <ul style="list-style-type: none"> • Political Philosophy • Political Parties • Campaign Politics • Media in Politics • Changing Face of American Politics | <p><u>American government institutions and policies</u> James Q.Wilson - John J.DiIulio - Houghton Mifflin Co. - 2004</p> <p><u>Perspectives on American politics</u> William Lasser - Houghton Mifflin - 2000</p> <p><u>We the people: the citizen and the Constitution</u> Center for Civic Education - 1999</p> <p><u>Point-counterpoint: readings in American government</u> Herbert M.Levine – St. Martin’s Press - 1992</p> <p><u>Constitutional law</u> Kathleen M. Sullivan - Gerald Gunther - Foundation Press - 2004</p> <p>The War Between the States, Gerry Wells</p> <p>Party Leaders and the New Legislative Process, Barbara Sinclair</p> <p>What Government Agencies Do and Why They Do It, James Q. Wilson</p> <p>The Master of Spin, Howard Kurtz</p> |

| | | |
|--|--|--|
| | | <p><u>iCivics Website - Lessons, Games, etc.</u></p> <p><u>Center for Civic Education Website</u></p> <p><u>60 Second Civics Daily Podcast</u></p> |
|--|--|--|

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Seminar in Practical Politics
UNIT II: The US Government Process

| ENDURING UNDERSTANDINGS | | ESSENTIAL QUESTIONS | | |
|--|--|---|--|------------------------|
| Federal law takes precedence over state and local laws. | | <ul style="list-style-type: none"> • What is the appropriate level of authority and power of central and local governments? | | |
| Federal and state laws frequently overlap and in some circumstances regulate the same conduct. | | <ul style="list-style-type: none"> • What are the benefits and detriments of a Federal system of Government? | | |
| Citizenship in a democracy can be viewed as both a right and responsibility. | | <ul style="list-style-type: none"> • How can citizens in a democracy participate in and influence the political process? • What is the proper role of citizens to participate in a government? • What are the detriments and benefits of rule by majority? | | |
| Citizens in a democracy can influence the political process in many ways besides just voting. | | <ul style="list-style-type: none"> • What are the detriments and benefits of limited political participation? | | |
| The legislative process can be influenced by citizens, corporations, and the media. | | <ul style="list-style-type: none"> • What are some of the difficulties encountered in the legislative process? • How might the legislative process be subject to outside influence? • What is the appropriate method of formulation of laws through a legislative process? | | |
| KNOWLEDGE | | SKILLS | | NJCCCS |
| Students will know: | | Students will be able to: | | Civics: |
| The federal government supersedes state and local | | Explain the structure and functions on national, state, and | | 6.3.8.A.1 6.3.8.A.2 |

| | | |
|---|--|--|
| <p>governments and always prevails when there are conflicting laws and regulations.</p> <p>Federal law often sets baseline standards which states are free to improve on.</p> <p>Citizens can participate in the political process through voting, registering voters, campaigning, and contacting politicians.</p> <p>How to measure public opinion and use it to influence the political process.</p> <p>The state and local governments are responsible for local matters such as education and public safety.</p> | <p>local government.</p> <p>Actively participate in the political process.</p> <p>Synthesize knowledge of the law-making process by researching, writing, and debating original legislation.</p> <p>Apply knowledge of the political process through direct participation in local, county, or state government.</p> <p>Review and analyze community problems through participation in research projects regarding local political issues.</p> <p>Present solutions to community problems through the appropriate channels of the political process.</p> <p>Compare and contrast the functions of the federal government with state and local governments.</p> | <p>6.3.8.B.1 6.3.8.D.1 6.3.12.A.1 6.3.12.C.1 6.3.12.D.1</p> <p>Government and Public Administration: 9.4.12.G.(1).1 9.4.12.G.(1).2 9.4.12.G.(1).4</p> <p>Law & Public Safety: 9.4.12.L.(5).1</p> |
|---|--|--|

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Unit II Pacing Chart
Seminar in Practical Politics

| SUGGESTED TIME ALLOTMENT | CONTENT – UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
|---------------------------------|---|--|
| 4 Weeks | <p>Unit II – The US Governmental Process</p> <ul style="list-style-type: none"> • US Congress • The President • The Federal Bureaucracy • State and Local Government | <p><u>American government institutions and policies</u> James Q.Wilson - John J.DiIulio - Houghton Mifflin Co. - 2004</p> <p><u>Perspectives on American politics</u> William Lasser - Houghton Mifflin - 2000</p> <p><u>We the people: the citizen and the Constitution</u> Center for Civic Education - 1999</p> <p><u>Point-counterpoint: readings in American government</u> Herbert M.Levine – St. Martin’s Press - 1992</p> <p><u>Constitutional law</u> Kathleen M. Sullivan - Gerald Gunther - Foundation Press - 2004</p> <p>The War Between the States, Gerry Wells</p> <p>Party Leaders and the New Legislative Process, Barbara Sinclair</p> <p>What Government Agencies Do and Why They Do It, James Q. Wilson</p> <p>The Master of Spin, Howard Kurtz</p> |

| | | |
|--|--|---|
| | | <u>iCivics Website - Lessons, Games, etc.</u> <u>Center for Civic Education Website</u> <u>60 Second Civics Daily Podcast</u> |
|--|--|---|

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Seminar in Practical Politics
UNIT III: The Legal Process

| ENDURING UNDERSTANDINGS | | ESSENTIAL QUESTIONS | | |
|---|--|---|--|--|
| The Supreme Court can overrule decisions of both federal and state courts. | | <ul style="list-style-type: none"> To what extent does the structure of the American legal system facilitate accurate and efficient resolution of cases? | | |
| The structure of the US court system provides individuals with multiple opportunities to appeal a decision. | | <ul style="list-style-type: none"> Should current political decisions be bound by Constitutional provisions written in the past? Explain. | | |
| The Bill of Rights protects both the individual liberties and collective rights. | | <ul style="list-style-type: none"> How can we balance concerns for individual liberty and group security? | | |
| Citizens in a democracy can influence the political process in many ways besides just voting. | | <ul style="list-style-type: none"> Are there inherent concerns regarding majority rule? Explain. | | |
| The Supreme Court possesses the power of judicial review of legislative acts. | | <ul style="list-style-type: none"> What is the appropriate authority given to the Supreme Court? How should Supreme Court justices be chosen? | | |
| The Supreme Court can properly overrule decisions of both federal and state courts if based upon constitutional grounds; the decisions of the Supreme Court are not intended to be a substitution of policy issues reserved to the Legislative and Executive Branches of Government | | <ul style="list-style-type: none"> What should be the basis of a Supreme Court decision? | | |
| KNOWLEDGE | | SKILLS | | NJCCCS |
| Students will know: | | Students will be able to: | | |
| The federal court system is mandated by the US Constitution. | | Compare and Contrast the structure of the American legal system with the goals and principles of the Founding | | Civics: 6.3.8.A.1 6.3.8.A.2 6.3.8.B.1 |

| | | |
|--|--|--|
| <p>The Bill of Rights was originally enacted to preserve states' rights, but after the Civil War came to be viewed primarily as protecting individual liberties.</p> <p>The Supreme court's power to review and overturn legislative enactments based on their unconstitutionality is a hallmark of the American system of government and can be traced back to the case of Marbury v. Madison (1791).</p> <p>Supreme Court decisions have greatly expanded the power of the federal government over time.</p> | <p>Fathers.</p> <p>Analyze the Bill of Rights and distinguish between protection of individual liberty and group security.</p> <p>Analyze and evaluate landmark Supreme Court decisions</p> <p>Evaluate current debate regarding the authority and power of the Supreme Court, and participate in debate based upon issues before the Supreme Court</p> <p>Anticipate upcoming issues before the Supreme Court, and analyze contrasting arguments that might be made regarding those issues.</p> | <p>6.3.8.D.1 6.3.12.A.1 6.3.12.C.1 6.3.12.D.1</p> <p>Government and Public Administration: 9.4.12.G.(1).1 9.4.12.G.(1).2 9.4.12.G.(1).4</p> <p>Law & Public Safety: 9.4.12.L.(5).1</p> |
|--|--|--|

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Unit III Pacing Chart
Seminar in Practical Politics

| SUGGESTED TIME ALLOTMENT | CONTENT – UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
|---------------------------------|---|---|
| 2 Weeks | Unit III – The Legal Process <ul style="list-style-type: none"> • Federal Court Structure • The Supreme Court • The Bill of Rights | <u>American government institutions and policies</u> James Q.Wilson - John J.DiIulio - Houghton Mifflin Co. - 2004 <u>Perspectives on American politics</u> William Lasser - Houghton Mifflin - 2000 <u>We the people: the citizen and the Constitution</u> Center for Civic Education - 1999 <u>Point-counterpoint: readings in American government</u> Herbert M.Levine – St. Martin’s Press - 1992 <u>Constitutional law</u> Kathleen M. Sullivan - Gerald Gunther - Foundation Press - 2004 The War Between the States, Gerry Wells Party Leaders and the New Legislative Process, Barbara Sinclair What Government Agencies Do and Why They Do It, James Q. Wilson The Master of Spin, Howard Kurtz |

| | | |
|--|--|---|
| | | <u>iCivics Website - Lessons, Games, etc.</u> <u>Center for Civic Education Website</u> <u>60 Second Civics Daily Podcast</u> |
|--|--|---|

RANDOLPH TOWNSHIP SCHOOLS DISTRICT
Seminar in Practical Politics
UNIT IV: The Public Policy Process

| ENDURING UNDERSTANDINGS | | ESSENTIAL QUESTIONS | | |
|---|--|---|--|--|
| The political policies of the United States are based upon wide cooperative and competing interests, including economic, social, philosophical, and political considerations | | <ul style="list-style-type: none"> • How are political conflicts resolved? • What should be the primary consideration for making a policy decision? | | |
| The focus of political issues varies dramatically based upon current political, economic, and social events. These issues can include taxation, foreign policy, immigration the role of government in education and healthcare, and stabilization of economic and social crisis. | | <ul style="list-style-type: none"> • How does the past influence political decision making? • How do present circumstances influence political decision making? • What is the role of government in social, economic, education and foreign policies? | | |
| The diversity of sources of political interest and the satisfying of political demands is the source of cooperation and competition of the Federal Government, individual state governments and local municipal governments | | <ul style="list-style-type: none"> • What is the role of central, regional and local government? • How can conflicts between central, regional and local governments be resolved? | | |
| KNOWLEDGE | | SKILLS | | NJCCCS |
| <p>Students will know:</p> <p>United States policy is formed through a variety of political, social and economic considerations, and determinants.</p> <p>The federal government’s interest in education has been increasing. Involvement in education serves various purposes and is subject to competing interests of economic, and social considerations as well as</p> | | <p>Students will be able to:</p> <p>Analyze and evaluate the policy making process of the United States Government.</p> <p>Analyze the Federal governments aid to education.</p> <p>Examine the roots of income security programs and evaluate its effectiveness and changing policy considerations.</p> | | <p>Civics:</p> <p>6.3.8.A.1 6.3.8.A.2 6.3.8.B.1 6.3.8.D.1 6.3.12.A.1 6.3.12.C.1 6.3.12.D.1</p> <p>Government</p> |

| | | |
|--|--|---|
| <p>competing interests inherent in Federalism and local autonomy</p> <p>The federal, state and local government’s role in income security and welfare has been increasing since the Great Depression, and has expanded to include ever widening programs.</p> <p>The federal government’s role in the economy is intended to foster stabilization, development and to address emerging and changing economic concerns</p> <p>Health care expenses and the regulation of quality of healthcare has developed into a primary political debate, with considerations including limits of governmental action, welfare of citizenry and autonomy of the health care system.</p> <p>Immigration has always been a consistent issue in American history and politics, with compelling issues of political and social changes, nationalism, racism, and economic impact.</p> <p>American foreign policy considerations have dramatically changed in the twentieth century, ranging from a policy of general isolationism to a policy of global intervention and dominance. Considerations in forming this policy include issues of economic concerns, military security and stabilization, and spread of political ideals.</p> | <p>Evaluate the role of the government in the intervention of the economy and determine the effectiveness and changing policy considerations.</p> <p>Compare and contrast various programs for health care, and analyze the political, economic, and social considerations for the development federal involvement in the health care system.</p> <p>Analyze, the historical political considerations regarding immigration, including political economic and social benefits and detriments of various immigration policies.</p> <p>Trace the stages of the United States foreign policy development and analyze the process of developing foreign policy goals of the United States.</p> <p>Anticipate future issues of the extension of authority and power of the Federal Government and participate in debate regarding that extension.</p> | <p>and Public Administration: 9.4.12.G.(1).1 9.4.12.G.(1).2 9.4.12.G.(1).4</p> <p>Law & Public Safety: 9.4.12.L.(5).1</p> |
|--|--|---|

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Unit IV Pacing Chart
Seminar in Practical Politics

| SUGGESTED TIME ALLOTMENT | CONTENT – UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
|---------------------------------|---|--|
| 5 Weeks | <p>Unit IV – The Public Policy Process</p> <ul style="list-style-type: none"> • The Policy Making Process • Economic Policy • Environmental Policy • Foreign Policy • Current Events | <p><u>American government institutions and policies</u> James Q.Wilson - John J.DiIulio - Houghton Mifflin Co. - 2004</p> <p><u>Perspectives on American politics</u> William Lasser - Houghton Mifflin - 2000</p> <p><u>We the people: the citizen and the Constitution</u> Center for Civic Education - 1999</p> <p><u>Point-counterpoint: readings in American government</u> Herbert M.Levine – St. Martin’s Press - 1992</p> <p><u>Constitutional law</u> Kathleen M. Sullivan - Gerald Gunther - Foundation Press - 2004</p> <p>The War Between the States, Gerry Wells</p> <p>Party Leaders and the New Legislative Process, Barbara Sinclair</p> <p>What Government Agencies Do and Why They Do It, James Q. Wilson</p> <p>The Master of Spin, Howard Kurtz</p> |

| | | |
|--|--|---|
| | | <u>iCivics Website - Lessons, Games, etc.</u> <u>Center for Civic Education Website</u> <u>60 Second Civics Daily Podcast</u> |
|--|--|---|

Seminar in Practical Politics
UNIT V: Project Presentations & Assessments

| ENDURING UNDERSTANDINGS | | ESSENTIAL QUESTIONS | |
|--|--|---|--|
| A significant attribute of American Politics is the ability of individuals or small groups to affect the national debate on political issues. | | <ul style="list-style-type: none"> • How are policy issues of political concern introduced to the public? • How can an individual or small group voice their concerns regarding public policy? • What are ways for citizens to participate in the political process? | |
| Many major policies of the Federal Government, the individual states and local governments have been introduced by grass root organizations. | | <ul style="list-style-type: none"> • How does the past influence political decision making? • How do present circumstances influence political decision making? • What is the role of individuals or groups in political decision making? | |
| There are many opportunities for members of society to become indirectly and directly involved in the political process. | | <ul style="list-style-type: none"> • How can individuals or groups directly become involved in central, regional and local government? • How can conflicts between individuals and the central, regional and local governments be resolved? • What opportunities are there for grass root movements to affect local, state and federal policies? | |
| KNOWLEDGE | SKILLS | | NJCCCS |
| <p>Students will know:</p> <p>The history of America contains innumerable accounts of individual and small group participation in political decision making</p> | <p>Students will be able to:</p> <p>Analyze and evaluate the policy making process of the United States Government.</p> <p>Analyze and evaluate the ability of small groups to effect</p> | | <p>Civics:</p> <p>6.3.8.A.1 6.3.8.A.2 6.3.8.B.1 6.3.8.D.1 6.3.12.A.1</p> |

| | | |
|---|--|---|
| <p>Students and youth have a tremendous opportunity to participate in the political process through direct involvement in local and regional governmental programs.</p> <p>Students and youth can affect public opinion on various issues at a local, regional and national level.</p> <p>Students and youth have the opportunity through with modern technology and social networks to bring political issues of concern forward to a national and international audience.</p> | <p>local, regional and federal policies through a comparison of various historical examples.</p> <p>Participate in the political process as a semester long project. The project will require, direct or indirect participation in the political process at a local, regional or federal level, with specific goals, and an assessable measure of success.</p> | <p>6.3.12.C.1 6.3.12.D.1</p> <p>Government and Public Administration: 9.4.12.G.(1).1 9.4.12.G.(1).2 9.4.12.G.(1).4</p> <p>Law & Public Safety: 9.4.12.L.(5).1</p> |
|---|--|---|

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Unit V Pacing Chart
Seminar in Practical Politics

| SUGGESTED TIME ALLOTMENT | CONTENT – UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
|---------------------------------|---|--|
| 5 Weeks | <p>Unit IV – The Public Policy Process</p> <ul style="list-style-type: none"> • The Policy Making Process • Economic Policy • Environmental Policy • Foreign Policy • Current Events | <p><u>American government institutions and policies</u> James Q.Wilson - John J.DiIulio - Houghton Mifflin Co. - 2004</p> <p><u>Perspectives on American politics</u> William Lasser - Houghton Mifflin - 2000</p> <p><u>We the people: the citizen and the Constitution</u> Center for Civic Education - 1999</p> <p><u>Point-counterpoint: readings in American government</u> Herbert M.Levine – St. Martin’s Press - 1992</p> <p><u>Constitutional law</u> Kathleen M. Sullivan - Gerald Gunther - Foundation Press - 2004</p> <p>The War Between the States, Gerry Wells</p> <p>Party Leaders and the New Legislative Process, Barbara Sinclair</p> <p>What Government Agencies Do and Why They Do It, James Q. Wilson</p> <p>The Master of Spin, Howard Kurtz</p> |

| | | |
|--|--|---|
| | | <u>iCivics Website - Lessons, Games, etc.</u> <u>Center for Civic Education Website</u> <u>60 Second Civics Daily Podcast</u> |
|--|--|---|