

**Randolph Township Schools  
Randolph High School  
Advanced Placement Government & Politics Curriculum**

*“Democracy is never a thing done. Democracy is always something that a nation must be doing.”*

A. MacLeish

**Department of Social Studies**

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**Randolph Township Schools  
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**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.*

**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 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

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**EDUCATIONAL GOALS  
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

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**Introduction**

Advanced Placement Government & Politics is offered as a rigorous elective course for juniors and seniors. The course seeks to explore and inform on topics related to political life, behavior, and processes in the United States and the world. Approximately two-thirds of the course focuses on American government and politics, with topics including: constitutional foundations of American government; political beliefs and behaviors of Americans; the influence of groups and interests on politics, including political parties, special interest groups, and the media; functions and organization of national government; public policies and those involved with creating them; and civil rights and liberties. The remaining third focuses on comparative global government and politics, including various topics on the United Kingdom, Nigeria, Iran, Russia, China, and Mexico. Topics of study may be added as necessary, including application of current events as they relate to and interact with the curriculum. Students taking this class, no matter their level of political knowledge, will learn and understand how American and foreign government function and behave in order to make informed political decisions and take appropriate political actions in their lives. The course follows nationally recognized curricula in American Government and Politics and Comparative Government and Politics. Students are **STRONGLY** encouraged to take the corresponding national exams for potential college credit in May. The course emulates a college-level introductory political science course in subject matter, rigor, and class expectations.

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 Curriculum Pacing Chart**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>5 weeks</b>	<b>I</b>	American Constitutional Democracy
<b>6 weeks</b>	<b>II</b>	American Political Culture & Participation
<b>7 weeks</b>	<b>III</b>	American National Government & Policymaking
<b>12 weeks</b>	<b>IV</b>	Comparative Government & Politics
<b>6 weeks</b>	<b>V</b>	Post Exam

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**Unit I: American Constitutional Democracy**

<b>TRANSFER:</b> Students will construct their plan for political advocacy based on their evaluation of the role of the federal government in protecting citizens from abuse by states and itself, using historical evidence as rationale.		
<p><b>STANDARDS / GOALS:</b></p> <p>6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</p> <p>6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution.</p> <p>6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties.</p> <p>6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	The “Framers,” in balancing centralized and decentralized power, established a government that at once derived its power from the people yet diminished their influence in government.	<ul style="list-style-type: none"> <li>• What style of government is best? How can we judge them?</li> <li>• In what ways could the American system of government be called unique?</li> </ul>
	The delicate balance between state and federal powers have been both challenged and reinforced by Supreme Court cases.	<ul style="list-style-type: none"> <li>• Why are there debates about the balance of power between the federal and state governments?</li> </ul>
	Strict and loose constitutionalists have provided for different interpretations of our nation’s founding documents, leading to challenges and court cases.	<ul style="list-style-type: none"> <li>• How might it be possible to re-interpret our nation’s founding documents?</li> </ul>
	The Bill of Rights affords citizens specific civil liberties, which have been further refined and interpreted by the Supreme Court.	<ul style="list-style-type: none"> <li>• How much power should a citizenry have over their government?</li> <li>• Is the Bill of Rights necessary? Why or why not?</li> </ul>
	Civil rights are enshrined in the Constitution but have been subject to varying forms of enforcement over time and by various institutions.	<ul style="list-style-type: none"> <li>• How might it be democratic principles be applied to the law?</li> </ul>

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**Unit I: American Constitutional Democracy**

<p>6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).</p>	<p><b><u>KNOWLEDGE</u></b>  <b>Students will know:</b></p>	<p><b><u>SKILLS</u></b>  <b>Students will be able to:</b></p>
	<p>The United States government is based on ideas of limited government, including natural rights, popular sovereignty, principles of classical republicanism, and a social contract.</p> <p>The United States operates under a constitutional democracy that is a “representative democracy” or “republic.”</p> <p>The framers of our founding documents came up with compromises to address arguments for and against a strong central government that led to a bicameral legislative branch.</p> <p>The Bill of Rights was intended to provide protection from federal government infringement on individual rights, including free speech, property, privacy, and criminal rights.</p> <p>Efforts to balance social order and individual freedom are reflect in interpretations of the First Amendment that both protect and limit speech.</p>	<p>Explain democratic ideals reflected in the Declaration of Independence and the United States Constitution.</p> <p>Use concepts of constitutional democracy to explain American government and politics.</p> <p>Differentiate democracy from other forms of government and identify conditions conducive to successful democracies.</p> <p>Assess the importance of compromises reached at the Constitutional Convention on our modern Constitution.</p> <p>Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects</p>

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**Unit I: American Constitutional Democracy**

	<p>The U.S. Constitution separates power vested in the legislature, the executive, and the judiciary. This creates a system of checks and balances to prevent the abuse of power and stabilize competing interests.</p> <p>The Framers provided a formal procedure for making amendments to the Constitution.</p> <p>The American federal system, which divides power between national and state governments, has been altered and refined throughout history to reflect new interpretations and an expansion of federal power.</p> <p>The First Amendment protections include freedoms of religion, press, and assembly and petition; however, since its adoption certain limits have been placed on each of these rights.</p>	<p>a commitment to individual liberty, while balancing social responsibility.</p> <p>Describe the basic structure of the Constitution and analyze how it limits and separates federal power.</p> <p>Differentiate the various formal and informal interpretations of the Constitution and explain the ways it can be rewritten and re-interpreted.</p> <p>Identify what makes American federalism unique, and identify and assess factors that modified federalism and the distribution of power.</p> <p>Describe the First Amendment freedoms and the limitations on them.</p>
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	<p>The authors of the Bill of Rights sought to protect citizens’ rights to property, privacy, and due process, thus shielding individuals from government intrusion.</p> <p>Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances.</p> <p>The distribution of power between federal and state governments served to meet the needs of societal change, as reflected by grants, incentives, and aid programs, including federal revenue sharing, mandates, categorical grants, and block grants.</p> <p>The rise of global extremist movements has created new questions weighing the role of privacy rights versus national security interests.</p> <p>In the United States, there is a consensus that everyone should have equal opportunity to succeed. However, despite years of civil rights movements, inequalities continue to exist.</p>	<p>Evaluate how the expectation of rights protecting individuals from government intrusion has influenced the national character since the adoption of the Bill of Rights.</p> <p>Explain the implications of separation of powers and “checks and balances” on the political system of the United States.</p> <p>Explain how societal needs affect the constitutional allocation of power between the national and state governments.</p> <p>Debate the role that privacy concerns should occupy in light of technological and foreign policy developments.</p> <p>Detail the history of civil rights and equality movements in the United States and their impact on outcomes as well as ongoing movements today.</p>
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**Unit I: American Constitutional Democracy**

	<p>During the fight for civil rights, oppressed and minority groups have focused on voting rights, equal access, and education.</p>	<p>Assess the various methods of achieving civil rights equality.</p>
	<p><b>VOCABULARY &amp; KEY TERMS:</b>  autocracy, capitalism, natural rights, social contract, constitutionalism, separation of powers, checks and balances, bicameralism, federal model, partisanship, impeachment, habeas corpus, libel, civil disobedience, property rights, eminent domain, due process, grand jury, indictment, plea bargain, affirmative action, naturalization, women’s suffrage, gerrymandering, poll tax, class action suit, segregation, Articles of Confederation, Bill of Rights, Electoral College, Federalists, Antifederalists, Jim Crow laws, Equal Rights Amendment, Stonewall Riots</p>	

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Compiling timeline project, focusing on the evolution of political philosophy leading up to and influencing the U.S. Constitution.
- Analyzing elections with a project based on profiling and analyzing whichever federal, state, and/or local elections are occurring in a given year.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will simulate the Constitutional Convention with delegate roleplaying, and Constitutional amendment creation (using templates).
- Students will engage in strategic planning, peer review, and rubric alignment for AP multiple-choice and free-response grading.

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<ul style="list-style-type: none"> <li>Students will profile civil rights and liberties case studies, focusing on Supreme Court decisions and constitutional questions.</li> </ul>	
<p><b>SUGGESTED TIME ALLOTMENT</b> 5 weeks</p>	<ul style="list-style-type: none"> <li>Constitutional Democracy</li> <li>Constitutional Foundations</li> <li>American Federalism</li> <li>Civil Rights</li> <li>Civil Liberties</li> </ul>
<p><b>SUPPLEMENTAL UNIT RESOURCES</b></p>	<p>First Amendment Center <a href="http://www.firstamendmentcenter.org">www.firstamendmentcenter.org</a></p> <p>Magleby, D.B., Light, P.C., Nemacheck, C.L. (2014). <i>Government by the people</i>. Pearson.</p> <p>National Constitution Center Interactive Constitution <a href="http://constitutioncenter.org/constitution">http://constitutioncenter.org/constitution</a></p> <p>Nonpartisan foundation advocating first amendment rights, affiliated with Vanderbilt University.</p> <p>The Federalist Papers <a href="http://www.foundingfathers.info/federalistpapers/">http://www.foundingfathers.info/federalistpapers/</a> Intent of Framers and analysis of documents.</p> <p>Teaching American History <a href="http://teachingamericanhistory.org/convention/">http://teachingamericanhistory.org/convention/</a> Analysis of the Constitutional Convention with insight into the debates and compromises.</p> <p>U.S. Constitution Online</p>

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	<p><a href="http://usconstitution.net/consttop.html">http://usconstitution.net/consttop.html</a></p> <p>Woll, Peter (2012). <i>American government: Readings and cases</i>. Pearson.</p>
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**Unit II: American Political Culture and Participation**

<b>TRANSFER:</b> Students will analyze how individual political views are developed and contrast them with an opposing view(s), in order to challenge or refine those personal political views.		
<p><b>STANDARDS / GOALS:</b></p> <p>6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties.</p> <p>6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.</p> <p>6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p>6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.</p> <p>6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Most American political ideologies are based on tenets of classical liberalism and focus primarily on individualism, personal liberty, and “the American Dream.”	<ul style="list-style-type: none"> <li>• What ideals are intrinsic to the American citizen and American political process?</li> </ul>
	Public opinion is shaped by a large number of variables, including demographic, psychological, and geographic factors.	<ul style="list-style-type: none"> <li>• What factors might be significant in the shaping of opinion?</li> </ul>
	Money plays an enormous role in the American political process, especially given recent campaign finance developments.	<ul style="list-style-type: none"> <li>• How large an influence should money have in politics?</li> <li>• What are the ethical concerns regarding money and politics?</li> </ul>
	American federal elections include a complex culture and set of rules that govern them.	<ul style="list-style-type: none"> <li>• What changes in American elections, and what remains constant?</li> </ul>
	Political parties exist to promote the interests of like-minded people in politics by pursuing party platforms.	<ul style="list-style-type: none"> <li>• Does the American political party system work?</li> </ul>
	Interest groups and identity politics have played an increasing role in the American political landscape.	<ul style="list-style-type: none"> <li>• How much power should interest groups have over the political process?</li> </ul>

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<p>process, rule of law and individual rights).</p> <p>6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.</p> <p>6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</p> <p>6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).</p> <p>6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p>6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p>	<p>The news media is guaranteed certain protections and has achieved a unique and evolving position in American society.</p> <p style="text-align: center;"><b><u>KNOWLEDGE</u></b> <b>Students will know:</b></p> <p>The Senate is designed to represent states equally, while the House is designed to represent the population. By design, the different structures, powers, and functions of the Senate and the House of Representatives affect the policy-making process.</p> <p>Political attitudes are influence by family, schools, the media, social groups, and changing personal and national circumstances.</p> <p>Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties.</p> <p>Protests, letter writing, radio talk shows, jury service, voting or donating time and money to political campaigns are a few ways citizens can participate in politics in a democracy</p>	<ul style="list-style-type: none"> <li>• What role should the news media play in American society?</li> </ul> <p style="text-align: center;"><b><u>SKILLS</u></b> <b>Students will be able to:</b></p> <p>Describe the different structures, powers, and functions of each house of Congress.</p> <p>Identify the forces that create and shape individuals’ political attitudes.</p> <p>Compare and contrast political ideologies and discuss critiques of each ideology.</p> <p>Identify forms of political participation and assess the effect on voter turnout on demographic, legal, and electioneering factors.</p>
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**Unit II: American Political Culture and Participation**

<p>6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p>	<p>Party identification remains the most important element in determining how most people vote. Voters also consider candidate appeal, character, record, and stance on issues.</p>	<p>Analyze why people vote the way they do in elections.</p>
<p>6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.</p>	<p>The United States electoral system is comprised of complex rules including party nominations, direct and indirect elections, and fixed and staggered terms.</p>	<p>Assess the implications of election rules in the United States.</p>
<p>6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).</p>	<p>Candidates for congress must raise money, develop a personal organization, and increase visibility to be nominated for election. Incumbents have a distinct advantage in these areas and thus congressional elections are typically noncompetitive.</p>	<p>Diagram how congressional and presidential elections work.</p>
<p>6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p>		<p>Evaluate the influence of money in American elections and propose a new approach to campaign finance reform.</p>
<p>6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new</p>	<p>Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda.</p>	<p>Explain how the president's agenda can create tension and frequent confrontations with Congress.</p>

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<p>immigrants, Native Americans, and African Americans.</p>	<p>Electoral reform efforts center on presidential primaries, the Electoral College, and campaign finance.</p> <p>The American electorate is highly diverse in terms of geography, ethnicity, socioeconomic status, ideology, etc.</p> <p>Interest groups form when a collection of people share similar ideological or policy goals and organize to achieve them, and their power depends on many factors including size, resources, organization, and funding.</p> <p>Interest groups can be important in influencing elections and decisions of policymakers.</p> <p>Political parties have changed over time and serve many different roles that make them essential to American democracy.</p>	<p>Evaluate the current prospects and proposals for electoral and campaign finance reform in the current political climate.</p> <p>Describe factors that determine America’s political landscape.</p> <p>Explain the role of interest groups and social movements in American politics.</p> <p>Research sources of interest group power, including lobbying and similar activities, that influence the policymaking process.</p> <p>Describe the changes in American political parties, evaluate their function, and assess the effects of recent party reforms.</p>
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**Unit II: American Political Culture and Participation**

	<p>The news media emerged from a more partisan and less professional past, and although journalists strive for more objectivity and investigative reporting today, corporate ownership and consolidation of media outlets raises questions about objectivity.</p> <p>Since people tend to filter the news, the media's influence is most felt in the ability to determine what problems and events come to the public's attention and how these issues are presented.</p> <p>The press historically has served as both an observer and a participant in politics and as a watchdog, agenda setter, and check on the abuse of power.</p>	<p>Trace the evolution of the news media over the course of United States history.</p> <p>Debate the media's influence on public opinion and attention.</p> <p>Assess the media's relationship to governance in the U.S.</p>
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	<p><b>VOCABULARY &amp; KEY TERMS:</b>          random sample, margin of error, electioneering, political ideology, caucus, subsidies, public disclosure, ethnocentrism, demography, fundamentalists, socioeconomics, recall, faction, social movement, lobbying, issue advocacy, caucus, party convention, primary, proportional representation, platform, liberalism, conservatism, socialism, libertarianism, term limits, Electoral College, popular vote, national party convention, Federal Election Commission (FEC), Bipartisan Campaign Reform Act (BCRA), <i>Citizens United</i>, Super PAC, Sun Belt, Bible Belt, Rust Belt, gender gap, collective bargaining, PAC, Bipartisan Campaign Reform Act, soft/hard money, mass media, political socialization</p>	
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Reading a book of their choice representing an alternate ideological viewpoint and writing a report describing its effect on their personal ideology, if any.</li> <li>• Profiling an interest group that aligns with their political interests to present to their peers its mission or worldview.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will role-play a media or political spin doctor by spinning, biasing, or changing language of given headlines or topics.</li> <li>• Students will create a grassroots political party, including charter, issue positions, and electoral targeting and strategy.</li> </ul>		

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**Unit II: American Political Culture and Participation**

<ul style="list-style-type: none"> <li>Students will role-play as lobbyists with randomized mission and resources, with the goal of persuading a policymaker to support the cause.</li> </ul>	
<p><b>SUGGESTED TIME ALLOTMENT</b> 5 weeks</p>	<ul style="list-style-type: none"> <li>The American Political Landscape</li> <li>Public Opinion, Ideology, Participation, and Voting</li> <li>Campaigns and Elections: Democracy in Action</li> <li>Interest Groups</li> <li>Political Parties</li> <li>The Media and U.S. Politics</li> </ul>
<p><b>SUPPLEMENTAL UNIT RESOURCES</b></p>	

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**Unit III: American National Government & Policymaking**

<b>TRANSFER:</b> Students will be able to engage others diplomatically and make strategic decisions when faced with contemporary foreign policy crises.		
<p><b>STANDARDS / GOALS:</b></p> <p>6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).</p> <p>6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	The Senate and House of Representatives is sometimes referred to collectively as the Congress and was designed to be a powerful and complex body.	<ul style="list-style-type: none"> <li>• What should define the relationship between representative and constituency?</li> </ul>
	In the modern era, the power of the presidency has increased significantly, leading to what is now known as “the imperial presidency”.	<ul style="list-style-type: none"> <li>• How much power should one person have in a democracy?</li> </ul>
	Much of the executive branch consists of a large federal bureaucracy, a vast network of governmental agencies and departments, which deals with a variety of actors in formulating and implementing public policy.	<ul style="list-style-type: none"> <li>• What should a citizen be able to expect from their representatives in government?</li> </ul>
	The American federal judiciary has evolved with the practice of judicial review and, in the modern era, has treated the Constitution as a living document.	<ul style="list-style-type: none"> <li>• Should the Constitution be open to interpretation? If so, to what degree?</li> </ul>
	Economic policy in the United States must take into account labor and environmental concerns, commercial and financial considerations, globalization, individual economic outcomes, and growing federal budget deficits.	<ul style="list-style-type: none"> <li>• Whose voices should matter most in deciding economic policies?</li> </ul>

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**Unit III: American National Government & Policymaking**

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).	Social policy in the United States has changed drastically and controversially in the period since the Great Depression, ranging from burgeoning social movements to welfare programs.	<ul style="list-style-type: none"> <li>• What responsibilities does a government have toward its people?</li> </ul>
6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.	American foreign policy since the Cold War has been guided by a unipolar interventionist approach that faces challenges in the current international climate.	<ul style="list-style-type: none"> <li>• What should be the United States' role in other nations' internal affairs?</li> </ul>
6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.	<p><b><u>KNOWLEDGE</u></b> <b>Students will know:</b></p> <p><b><u>SKILLS</u></b> <b>Students will be able to:</b></p>	
6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	The congressional election process has regulations regarding who can run for office, when they can run, and how long they can serve.	Describe the congressional election process and the advantages it gives incumbents.
6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	Congress possesses expressed powers, implied powers, and checks and balances that may differ between the two chambers.	Differentiate the powers of Congress and compare and contrast the structure and powers of the House and Senate.
6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.	Depending on the issue, members of Congress vote on the basis of a long list of varying influences that include their colleagues, constituents, staff, ideology, their party, and the president.	Identify the steps by which a bill becomes a law and the ways a bill can be stopped at each step.

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<p>6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.</p> <p>6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.</p> <p>6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.</p> <p>6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).</p> <p>6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial</p>	<p>The framers gave the president three roles: commander in chief, diplomat in chief, and administrator in chief.</p> <p>Controversies and political tensions have arisen over war powers and budgetary decisions.</p> <p>The roles presidents have played vary in response to need and to the times, but often includes the roles of crisis manager, morale builder, and agenda setter.</p> <p>Because the framers of our founding documents did not consider the role of a federal bureaucracy, over time Congress and the president have created four types of government organizations and three types of federal employees.</p> <p>The federal bureaucracy generally makes regulations, raises revenues, or spends money to implement laws.</p>	<p>Describe the constitutional foundations and primary roles of the presidency.</p> <p>Debate the controversies surrounding presidents' assertion of additional executive powers.</p> <p>Examine the various roles that presidents have played.</p> <p>Describe the constitutional roots of the federal bureaucracy and its types of federal organizations and employees.</p> <p>Diagram the federal bureaucracy's organization, purview, and tools of implementation.</p>
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<p>institutions on the development of the nation and the lives of individuals.</p> <p>6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).</p> <p>6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.</p> <p>6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p> <p>6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.</p> <p>6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p>	<p>The various levels of the federal court system provide a neutral area in which two parties argue their differences and present evidence supporting those views before an impartial judge.</p> <p>Partisanship and ideology are significant factors in the selection of all federal judges.</p> <p>Although the federal judiciary is largely independent, there are limits on the degree to which the courts can act without the support of the other branches of government.</p> <p>Political discussion about the Supreme Court’s power is illustrated by the ongoing debate over judicial activism versus judicial restraint.</p> <p>There are two basic tools of fiscal policy: collecting revenues through taxes and fees and spending money through the federal budget.</p>	<p>Determine characteristics of the federal judiciary and describe the structure of the federal court system.</p> <p>Analyze the factors that play an important role in selecting judicial nominees.</p> <p>Debate the limits on judicial action and the role of the judiciary in a constitutional democracy.</p> <p>Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power.</p> <p>Describe the tools and impact of fiscal policy and monetary policy on the economy.</p>
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<p>6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.</p> <p>6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</p> <p>6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.</p> <p>6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab Israeli conflict influenced American foreign policy</p> <p>6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).</p>	<p>The federal government promotes economic growth by supporting specific industries, stabilizing prices, encouraging innovation, seeking trade and commerce with other nations, and most importantly, manipulating the federal funds rate.</p> <p>The goals of social policy are to create a safety net to protect citizens against social and economic problems and to raise the quality of life for all.</p> <p>U.S. foreign policy revolves around five basic questions involving ideal vs. realistic views of the world isolationism vs. involvement, independent vs. group action, proactive vs. reactive response to threats, and the use of hard vs. soft power.</p>	<p>Categorize ways in which the federal government seeks to promote economic growth and regulate the economy.</p> <p>Describe the evolution of social policy throughout the twentieth century.</p> <p>Analyze the questions and responses that shape approaches to U.S. foreign policy and defense.</p>
	<p><b>VOCABULARY &amp; KEY TERMS:</b> reapportionment, incumbent, earmarks, rider, polarization, mandate, impoundment, political capital, entitlement, oversight, precedent,</p>	

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	<p>appellate, inflation, unemployment, deficit, tariff, discretionary, sales tax, value-added tax, monopoly, antitrust, deregulation, sanctions, preemption, gerrymandering, whip, filibuster, cloture, logrolling, executive privilege, Executive Office of President (EOP), Office of Management and Budget (OMB), Office of Personnel Management (OPM), regulatory commissions, distributive, redistributive, reverse distributive, Hatch Act, Federal Reserve Board, think tank, iron triangle, issue network, writ of habeas corpus, amicus curiae, stare decisis, fiscal policy, monetary policy, federal funds rate, gross domestic product (GDP), excise tax, progressive/regressive tax, Federal Reserve System, laissez-faire economics, Keynesian economics, North American Free Trade Agreement (NAFTA), collective bargaining, Social Security, Medicare, Medicaid, hard power, soft power, National Security Council, Joint Chiefs of Staff, military-industrial complex, theory of deterrence, unilateralism, multilateralism</p>	
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<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Surveying and evaluating elected officials (both historical and contemporary) using various metrics, including “brackets,” scoring points, and other novel methodologies based on legislative accomplishments, executive actions, judgements of effectiveness, etc.</li> <li>• Engaging in model diplomacy and strategic decision-making by researching and role-playing an NSC crisis scenario created by the Council on Foreign Relations.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Students will research, propose, and defend a public policy change in the areas of economic, social, or foreign policy.</li> <li>• Students will create modern congressional legislation and role-play a session of Congress to have their legislation selected and debated.</li> <li>• Students will conduct a hands-on session of fictional redistricting/gerrymandering.</li> <li>• Students will review and select case studies to address issues discussed in class regarding Supreme Court decisions and presidential actions.</li> </ul>	
<p><b>SUGGESTED TIME ALLOTMENT</b> 7 weeks</p>	<ul style="list-style-type: none"> <li>• The Presidency</li> <li>• The Federal Bureaucracy and the Public Policy Process</li> <li>• Congress</li> <li>• The Judiciary</li> <li>• Making Economic Policy</li> <li>• Making Social Policy</li> <li>• Making Foreign and Defense Policy</li> </ul>
<p><b>SUPPLEMENTAL UNIT RESOURCES</b></p>	<p>Congressional Budget Office <a href="http://www.cbo.gov">www.cbo.gov</a> Detailed budget data and analysis from the nonpartisan Congressional Budget Office.</p> <p>C-Span <a href="http://www.c-span.org">http://www.c-span.org</a></p>

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	<p>Provides streaming video and information covering the operations of the federal government.</p> <p>House of Representatives &amp; Senate <a href="http://www.house.gov">www.house.gov</a> &amp; <a href="http://www.senate.gov">www.senate.gov</a> Official web sites of the U.S. House of Representative &amp; Senate.</p> <p>Library of Congress <a href="http://thomas.loc.gov/links">http://thomas.loc.gov/links</a> Online archive and information for the Library of Congress.</p> <p>Magleby, D.B., Light, P.C., Nemacheck, C.L. (2014). Government by the people. Pearson.</p> <p>New York Times Budget Puzzle <a href="http://www.nytimes.com/interactive/2010/11/13/weekinreview/deficits-graphic.html?_r=0">http://www.nytimes.com/interactive/2010/11/13/weekinreview/deficits-graphic.html?_r=0</a> NYT interactive budget proposal infographic and simulation.</p> <p>Oyez <a href="http://www.oyez.org">http://www.oyez.org</a> Multimedia Supreme Court archive.</p> <p>Public Agenda <a href="http://www.publicagenda.org/what-public-agenda">http://www.publicagenda.org/what-public-agenda</a> Engages journalists, policymakers, and citizens in the public policy process across a variety of perspectives.</p>
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SCOTUS Blog

<http://www.scotusblog.com>

Major nonpartisan Supreme Court reporting organization.

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USA Spending

[www.usaspending.gov](http://www.usaspending.gov)

Summary from the federal government on all spending activity.

White House

<http://www.whitehouse.gov>

Official website of the current presidential administration.

Woll, Peter (2012). American government: readings and cases. Pearson.

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**Unit IV: Comparative Government & Politics**

<b>TRANSFER:</b> Students will be able to create a policy brief for a specific audience and purpose, and orally deliver its contents and recommendations.		
<p><b>STANDARDS / GOALS:</b> 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.</p> <p>6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p>6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).</p> <p>6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.</p> <p>6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	To best understand the comparative lens, it is best to use both quantitative and qualitative methods and the use of countries as models for comparison.	<ul style="list-style-type: none"> <li>Why and how might a comparison of countries prove useful?</li> </ul>
	While most governments have similarly structured political institutions, there are often major differences in their scope, importance, complexity, and power.	<ul style="list-style-type: none"> <li>Could the structure of a government predetermine its success as a developed nation? Explain.</li> </ul>
	States are often measured and compared by their commitment to democracy or authoritarianism, the legitimacy of their leaders, and their influential political ideologies.	<ul style="list-style-type: none"> <li>How do countries create and maintain political power?</li> </ul>
	Citizens have a variety of methods of interaction with their states, including formal and informal participation, social movements, and via societal institutions.	<ul style="list-style-type: none"> <li>How do people organize themselves into political communities?</li> </ul>
	Major changes within states fall under specific trends, specifically in terms of democracy, market-based economies, and ethno-cultural fragmentation.	<ul style="list-style-type: none"> <li>How do people use politics to create and distribute power and wealth?</li> </ul>

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<p>Reserve System).</p> <p>6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.</p> <p>6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).</p> <p>6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).</p> <p>6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p>	<p>Comparative political scientists are most interested in the public policy realms of the economy, social welfare, and human rights.</p>	<ul style="list-style-type: none"> <li>• What actions make states rise and prosper?</li> </ul>
	<p><b><u>KNOWLEDGE</u></b> <b>Students will know:</b></p>	<p><b><u>SKILLS</u></b> <b>Students will be able to:</b></p>
	<p>The separation of powers between different branches of government prevents abuses of power by any one branch.</p> <p>States under monopolized political power often suffer from a siphoning of economic resources by authoritarian, military, or populist leaders.</p> <p>Political parties are important organizations that bring together diverse groups of people and ideas under the umbrella of an ideological mandate.</p> <p>The overall successes and failures of a nation are quantified in varying degrees, often based on personal political ideologies and groupings.</p>	<p>Describe the basic functions, institutional arrangements (i.e., the distribution of power), and interactions of the branches and levels of government.</p> <p>Identify the recruitment of elites and the influence of popular figures (i.e., cultural, military, or traditional figures) on government.</p> <p>Assess the impact of the political party system on a nation (i.e., one-party, dominant-party, two-party).</p> <p>Interpret the political efficacy of the state and the notable trends of political socialization.</p>

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<p>6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).</p>	<p>Nations are given the choice of integration, expansion, and resistance to various supranational organizations; the option taken alters their dynamic relationship with the world.</p> <p>Societies differ in how individuals define themselves and their relationships to one another, to government, and to the state.</p> <p>There is tremendous diversity in the ways that members of the public cast their votes, how those votes are applied, and, as a result, how many and what kinds of parties enter the legislature.</p> <p>Various types of political-economic systems view the ideal relationship between state and market, and between freedom and equality, in different ways.</p> <p>When examining a variety of regime types – authoritarian, democratic, and transitional – the ways in which specific nations have moved between and among these categories have impacted their current nation-state status.</p>	<p>Assess the relationships with supranational organizations and the impact of these relationships on sovereignty.</p> <p>Examine the state’s relationship with politically relevant social groups.</p> <p>Differentiate the formal and informal methods of political participation in the nation.</p> <p>Analyze the impact of economic reforms on political systems.</p> <p>Measure the impact of regime changes on specific nation case studies.</p>
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	<p>Competing explanations and defense for democratization and democratic institutionalization have fallen in and out of favor over time.</p> <p>Using a country's purchasing power parity (PPP), the Gini index, and the Human Development Index (HDI), economists and political theorists attempt to quantify overall effects on the populace and everyday living.</p> <p>The rise of supranational organizations, market economies, and neoliberal political ideologies have led to an increased interdependency in global markets that has had inconsistent results across nations and social groups.</p> <p>Citizens face obstacles in being heard in the policy process, but their voices and demands can be heard through both traditional and nontraditional means.</p> <p>Countries' commitment to social welfare varies based on political ideology and attitudes, but those with a more substantial investment in the health, education, and employment of its citizens tend to score higher on international development indexes.</p>	<p>Define the status of democratization and apply it to case studies.</p> <p>Analyze the impact of changes in economic development, including income equality, delivery of services, standards of living, and education levels.</p> <p>Evaluate the impact of globalization and economic interdependency.</p> <p>Describe the interest aggregation and how these political systems weigh the input of varied interests on policy making.</p> <p>Outline the status of the social welfare state and the impact of economic liberalization policies.</p>
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	<p>When evaluating a country’s commitment to civil rights, liberties, and the environment, comparativists look for proactivity, inclusion, and specific protections for each of the vulnerable groups or topics.</p>	<p>Explain the status of policies related individual liberties, gender rights, civil rights, environmental protection, and population growth.</p>
	<p><b>KEY TERMS:</b>          Normative, empirical, interdependent, globalization, legitimacy, authority, bases of power, state, nation, government, regime, supranational (EU, ECOWAS), constitutions, political culture, political socialization, political ideology, multiple levels of authority, institutional arrangements, executive-legislative relations, courts, codified law, common law, judicial review, theocratic oversight, supranational courts, elite recruitment, aggregation, one-party systems, dominant-party systems, two-party systems, corporatism, pluralism, bureaucracy, secret police, political relevancy of cleavages, civil society, interest groups, transnational networks, political participation, coercion, anti-globalization, revolution, coup d’état, democratization, consolidated democracy, authoritarianism, income gaps, standard of living, differential access to social services, dependency, import substitution, industrialization, globalization, protected individual liberties, privatization, status of the welfare state</p>	

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**Unit IV: Comparative Government & Politics**

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Creating a policy brief for a professional political audience that evaluates specific options and recommends action, choosing a specific public policy area of a specific nation, and responding to audience questions at a press conference.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will choose a subheading in their textbook that contains information made recently obsolete by current events, then create their own written component to be “added” to the book for future reference.
- Students will compare a nation’s political institutions to that of the United States, with an emphasis on analyzing balance of power through comparative case study work.

**SUGGESTED TIME ALLOTMENT**

12 Weeks

**CONTENT-UNIT OF STUDY**

- Introduction and The Comparative Lens
  - Sovereignty, Authority, and Power
  - Political Institutions
  - Citizens, Society, and the State
  - Political and Economic Change
  - Public Policy
- Western Democratic States
  - The United Kingdom of Great Britain and Northern Ireland
  - The United Mexican States
- Eurasian States in Transition
  - The Russian Federation
  - The People’s Republic of China
- States of the Global South
  - The Islamic Republic of Iran

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- The Federal Republic of Nigeria

**SUPPLEMENTAL UNIT RESOURCES**

CIA World Factbook

<https://www.cia.gov/library/publications/the-world-factbook/>

Reference resource for a wide variety of country-specific information.

O’Neil, Patrick (2015). Essentials of comparative politics with cases. Norton.

Wood, Ethel (2015). AP comparative government and politics: an essential coursebook. WoodYard Publications.

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**Unit V: Post Exam**

<b>TRANSFER:</b> Students will analyze intra- and inter-state relationships to summarize complexities of modern global geopolitics.		
<b>STANDARDS / GOALS:</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.</p> <p>6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.</p> <p>6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p> <p>6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p>6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.</p>	Statecraft is a complicated and exhausting process, and includes creating a government, fostering culture, prioritizing goals, and dealing with crises and diplomatic issues.	<ul style="list-style-type: none"> <li>• Are challenges of statecraft universal?</li> </ul>
	American politics have been depicted in a variety of ways over time, reflecting the public feelings and wishes for its politicians and government.	<ul style="list-style-type: none"> <li>• Does the media reflect society, or does society reflect media?</li> </ul>
	Political leaders must adapt to ever-changing scenarios, global politics, and world events to best serve their nation.	<ul style="list-style-type: none"> <li>• What world changes impact nations?</li> <li>• What are the benefits and drawbacks of becoming more interdependent compared to independent?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b>
	Creating and establishing new states is a difficult process, even given a complete and well-rounded understanding of the people, place, culture, and geopolitical situation involved.	Create a new nation in groups, exploring and dealing with a wide variety of choices, priorities, and problems, both domestic and international.

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<p>6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations</p> <p>6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</p> <p>6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p> <p>6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</p>	<p>The media and culture have depicted the political landscape in a variety of ways throughout American history, reflecting changes in ideology and attitudes.</p> <p>Geopolitics and political alliances can shift with both political/election cycles and economic variances.</p> <p><b>VOCABULARY &amp; KEY TERMS:</b> Statecraft, centralization, decentralization, democracy, aristocracy, freedom, efficiency, innovation, tradition, activism, passivism, instrument of government, policymakers</p>	<p>Analyze and critique a chosen piece of political media or culture to reveal American social attitudes towards politics and politicians.</p> <p>Assess different political alliances in the modern world, and predict future trends based on current data.</p>
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**Unit V: Post Exam**

<b>ASSESSMENT EVIDENCE: Students will show their learning by:</b>	
<ul style="list-style-type: none"> <li>● Creating their own nations from the larger United States and engaging in a variety of statecraft simulation activities (economic, political, etc.).</li> <li>● Analyzing a depiction of government and politics in mass media and understanding the impact of course themes on public perception of government.</li> </ul>	
<b>KEY LEARNING EVENTS AND INSTRUCTION:</b>	
<ul style="list-style-type: none"> <li>● Students will use and refine strategies to take multiple choice and free-response AP practice questions in exam conditions and format, and assess based on peer grading, skill and content diagnostics, and student-chosen review topics and practices.</li> <li>● Students will engage in review competitions and games in a variety of formats, learning styles, and recall methods.</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b> 6 weeks	<ul style="list-style-type: none"> <li>● Exam Review</li> <li>● Statecraft</li> <li>● Politics in the Media</li> </ul>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p>Magleby, D.B., Light, P.C., Nemacheck, C.L. (2014). <i>Government by the people</i>. Pearson.</p> <p>Various student-chosen, teacher-approved political media sources (ex. The West Wing, All The President’s Men, etc.)</p> <p>Woll, Peter (2012). <i>American government: Readings and cases</i>. Pearson.</p>

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**APPENDIX A**

REQUIRED FOUNDATIONAL DOCUMENTS:

*Foundational documents are necessary for students to understand the philosophical underpinnings and political values of the U.S. political system and may serve as the focus of AP Exam questions. The following list represents the required readings for the course as they relate to the enduring understandings. Teachers are encouraged to also use both classic and contemporary scholarly writings in political science to promote the comparison of political ideas and their application to recent events.*

Federalist No. 10

*The Same Subject Continued: The Union as a Safeguard Against Domestic Faction and Insurrection*

<https://teachingamericanhistory.org/library/document/federalist-no-10/>

Brutus No. 1

*To the Citizens of the State of New York*

<https://teachingamericanhistory.org/library/document/brutus-i/>

The Declaration of Independence

[www.archives.gov/exhibits/charters/declaration\\_transcript.html](http://www.archives.gov/exhibits/charters/declaration_transcript.html)

The Articles of Confederation

[www.ushistory.org/documents/confederation.htm](http://www.ushistory.org/documents/confederation.htm)

The Constitution of the United States (including the Bill of Rights and Subsequent Amendments)

[www.constitutioncenter.org/interactive-constitution](http://www.constitutioncenter.org/interactive-constitution)

Federalist No. 51

*The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments*

[www.teachingamericanhistory.org/library/document/federalist-no-51/](http://www.teachingamericanhistory.org/library/document/federalist-no-51/)

“Letter From a Birmingham Jail” (By Martin Luther King, Jr.)

[https://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)

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Federalist No. 70

[www.teachingamericanhistory.org/library/document/federalist-no-70/](http://www.teachingamericanhistory.org/library/document/federalist-no-70/)

Federalist No. 78

[www.teachingamericanhistory.org/library/document/federalist-no-78/](http://www.teachingamericanhistory.org/library/document/federalist-no-78/)

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**APPENDIX B**

REQUIRED SUPREME COURT CASES

*Supreme Court cases are necessary for students to understand significant legal precedents may serve as the focus of AP Exam questions. The following list represents required Supreme Court cases and their holdings as related to the enduring understandings in the content outline.*

AP U.S. Government and Politics students should be familiar with the structure and functions on the U.S. Supreme Court, as well as how the court renders its decisions. This includes knowing how holdings are decided and that justices who are in the minority often write dissents that express their opinions on the case and the constitutional questions. While students will not need to know any dissenting (or concurring) opinions from the required cases, it is important for students to understand the role of dissenting opinions, especially as they relate to future cases on similar issues. The required Supreme Court cases are widely considered essential content in college courses. Some of the cases may be seen as controversial and some were decided by thin majorities (5 to 4 decisions). Students are not expected or required to either agree or disagree with the Court's decision. Teachers should encourage students to be familiar with the legal arguments on both sides of leading constitutional cases and thoughtfully analyze the majority and dissenting opinions.

**Federalism reflects the dynamic distribution of power between national and state governments.**

- McCullough v. Maryland (1819)
  - *This case established supremacy of the U.S. Constitution and federal laws over state laws.*
- United States v. Lopez (1995)
  - *Congress may not use the commerce clause to make possession of a gun in a school zone a federal crime.*

**Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of the government and the civil liberties of individuals.**

- Engel v. Vitale (1962)
  - *School sponsorship of religious activities violates the establishment clause.*

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- Wisconsin v. Yoder (1972)
  - *Compelling Amish students to attend school past the eighth grade violates the free exercise clause.*
- Tinker v. Des Moines Independent Community School District (1969)
  - *Public schools students have the right to wear black armbands in school to protest the Vietnam War.*
- New York Times Co. v. United States (1971)
  - *This case bolstered the freedom of press, establishing a “heavy presumption against prior restraint” even in cases involving national security.*
- Schenck v. United States (1919)
  - *Speech creating a “clear and present danger” is not protected by the First Amendment.*

**Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment’s due process clause to prevent state infringement of basic liberties.**

- Gideon v. Wainwright (1963)
  - *This case guaranteed the right to an attorney for the poor or indigent in a state felony case.*
- Roe v. Wade (1973)
  - *This case extended the right of privacy to a woman’s decision to have an abortion.*
- McDonald v. Chicago (2010)
  - *The Second Amendment right to keep and bear arms for self-defense is applicable to the states.*

**The Fourteenth Amendment’s equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality.**

- Brown v. Board of Education (1954)
  - *Race-based school segregation violates the equal protection clause.*

**The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.**

- Citizen United v. Federal Election Commission(2010)
  - *Political spending by corporations, association, and labor unions is a form of protected speech under the First Amendment.*

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**The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.**

- Baker v. Carr (1962)
  - *This case opened the door to equal protection challenges to redistricting and the development of the “one person, one vote” doctrine by ruling that challenges to redistricting did not raise “political questions” that would keep federal courts from reviewing such challenges.*
- Shaw v. Reno (1993)
  - *Majority-minority districts, created under the Voting Rights Act of 1965, may be constitutionally challenged by voters if race is the only factor used in creating the district.*

**The design of the judicial branch protects the Supreme Court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.**

- Marbury v. Madison (1803)
  - *This case established the principle of judicial review, empowering the Supreme Court to nullify an act of the legislative or executive branch that violates the Constitution.*