
AP Government and Politics

Curriculum Guide

Scranton School District

Scranton, PA



**Curriculum Guide
Scranton School District**

AP Government and Politics

Prerequisite:

- Be in compliance with the [SSD Honors and AP Criteria Policy](#)

This college-level class is challenging and is meant to be the equivalent of a freshman college course and can earn students college credit. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples of United States Foreign and Domestic Policy. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. Current political, legal, and governmental issues will be used to illustrate major points and refine the student's understanding. Solid reading and writing skills, along with a willingness to devote time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills and essay writing. It is strongly recommended that students have Honors or A.P. English placement, as well as participation in the Honors and A.P. track at Scranton or West Scranton High Schools.

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Year-at-a-glance

Subject: AP Government and Politics	Grade Level: 11	Date Completed: 7/20/2017
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1st Quarter

Topic	Resources	Standards
Introducing Government in America	Approved textbook Lesson/Unit plan Instructional content Assessment Various Internet Resources Assigned Readings	5.1.9.A CC.8.5.11-12.A
The Constitution	Approved textbook Lesson/Unit plan Instructional content Assessment Various Internet Resources Assigned Readings	5.1.9.C 5.1.9.D 5.1.6.C 5.1.12.C 5.3.12 B CC.8.5.11-12.C. CC.8.5.11-12.D
Federalism	Approved textbook Lesson/Unit plan Instructional content Assessment Various Internet Resources Assigned Readings	5.1.9.C 5.3.12.A CC.8.5.11-12-C CC.8.5.11-12-D
Civil Liberties and Public Policy	Approved textbook Lesson/Unit plan Instructional content Assessment Various Internet Resources Assigned Readings	5.3.9.G 5.3.6.G CC.8.5.9-10.E CC.8.5.9-10.F

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2nd Quarter

Topic	Resources	Standards
Civil Rights and Public Policy	Approved textbook Lesson/Unit plan Instructional content Assessment Various Internet Resources Assigned Readings	5.3.9.G 5.3.6.G 5.3.12.G CC.8.5.9-10.E CC.8.5.9-10.F
Public Opinion and Political Action	Approved textbook Lesson/Unit plan Instructional content Assessment Various Internet Resources Assigned Readings	5.3.9.E 5.3.9.F CC.8.5.11-12-F
Mass Media and Political Agenda	Approved textbook Lesson/Unit plan Instructional content Assessment Various Internet Resources Assigned Readings	5.3.12.J 5.3.6 .J CC.8.5.11-12.I
Political Parties	Approved textbook Lesson/Unit plan Instructional content Assessment Various Internet Resources Assigned Readings	5.3.9.E 5.3.12.E CC.8.5.11-12.D

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3rd Quarter

Topic	Resources	Standards
Campaigns and Voting Behavior	Approved textbook Lesson/Unit plan Instructional content Educational Resources Assessment Various Internet Resources Assigned Readings	5.3.6.F 5.3.9.F CC.8.5.11-12.F
Interest Groups	Approved textbook Lesson/Unit plan Instructional content Educational Resources Assessment Various Internet Resources Assigned Readings	5.3.12.D 5.3.12.H CC.8.5.11-12.C CC.8.5.11-12.D
Congress	Approved textbook Lesson/Unit plan Instructional content Educational Resources Assessment Various Internet Resources	5.3.12.C CC.8.5.11-12.D
The Presidency	Approved textbook Lesson/Unit plan Instructional content Educational Resources Assessment Various Internet Resources Assigned Readings	5.2.12.D 5.3.3.B CC-8.5.11-12.F

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4th Quarter

Topic	Resources	Standards
The Federal Courts	Approved textbook Lesson/Unit plan Instructional content Assessment Various Internet Resources Assigned Readings	5.3.3 B CC.8.5.9-10.E
The Federal Bureaucracy	Approved textbook Lesson/Unit plan Instructional content Assessment Various Internet Resources Assigned Readings	5.3.12. B 5.3.6.B CC.8.5.6-8.D
The Budget : Taxing and Spending	Approved textbook Lesson/Unit plan Instructional content Assessment Various Internet Resources Assigned Readings	5.1.12.J 5.3.9.I 5.3.12.I CC.8.5.6-8.H CC.8.5.6-8.I
Economic and Social Welfare Policymaking	Approved textbook Lesson/Unit plan Instructional content Assessment Various Internet Resources Assigned Readings	5.3.12.A 5.3.12.D CC.8.5.6-8.H CC.8.5.6-8.I
Review and Final Exam		

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Introducing Government in America</p>	<p>5.1.9.A CC.8.5.11-12.A</p>	<p>Identify the key functions of government and explain why they matter.</p> <p>Assess how citizens can have an impact on public policy and how policies can impact people.</p> <p>Describe the ideas behind the American Revolution and their role in shaping the Constitution.</p> <p>Categorize the issues at the Constitutional Convention and outline the resolutions reached on each type of issue.</p> <p>Define federalism and contrast it with alternative ways of organizing a nation.</p> <p>Explain the consequences of federalism for diversity in public polices among the states.</p> <p>Assess the impact of federalism on democratic government and the scope of government.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i> Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>7 days</p>

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<p>The Constitution</p>	<p>5.1.9.C 5.1.9.D 5.1.6.C 5.1.12.C 5.3.12 B CC.8.5.11-12.C. CC.8.5.11-12.D</p>	<p>Explain the influence of English documents on formation of American colonies: Magna Carta, Petition of Right, English Bill of Rights</p> <p>Analyze the fundamental principles contained in the Declaration of Independence: John Locke Popular sovereignty,</p> <p>Analyze how the weaknesses of the Articles of Confederation led to the creation of the Constitution</p> <p>Summarize the major compromises at the Constitutional Convention and the effects of those compromises</p> <p>Identify the major arguments for and against ratification of the Constitution: federalists, anti-federalist</p> <p>Describe how popular sovereignty, limited government, separation of powers, checks and balances, judicial review and federalism contributes to a unique American system of government</p> <p>Describe the ways in which the Constitution has been altered by executive and judicial actions</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i> Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>
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<p>Federalism</p>	<p>5.1.9.C 5.3.12.A CC.8.5.11-12-C CC.8.5.11-12-D</p>	<p>Describe the three basic forms of governmental structures: federalism, unitary, and confederacy.</p> <p>Identify the ways in which the Constitution determines the powers of state and national governments.</p> <p>Evaluate how contrasting interpretations of the supremacy clause and the Tenth Amendment lead to divergent views of the scope of state and national powers.</p> <p>Describe how the Supreme Court set forth the principle of implied powers in the <i>McCulloch v. Maryland</i> case.</p> <p>Understand the relationship between implied powers and enumerated powers.</p> <p>Describe how the Civil War and the civil rights movement contributed to the development of national supremacy over the states.</p> <p>List and analyze the clauses in the Constitution that define the obligations that each state has to every other state.</p> <p>Trace the ways in which American federalism has changed over the past two centuries.</p> <p>Compare the contrasting forms of dual federalism and cooperative federalism.</p> <p>Describe what is meant by “fiscal federalism” and assess the role that federal moneyplays in state policies.</p> <p>Identify the positive and negative effects American federalism has on democracy.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i></p> <p>Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>6 days</p>
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<p>Civil Liberties and Public Policy</p>	<p>5.3.9.G 5.3.6.G CC.8.5.9-10.E CC.8.5.9-10.F</p>	<p>Examine how decisions of the Supreme Court have extended specific provisions of the Bill of Rights to the states as part of the incorporation doctrine.</p> <p>Describe how the two constitutional statements about religion and government—the <i>establishment clause</i> and the <i>free exercise clause</i>—may sometimes conflict.</p> <p>Examine what the First Congress may have intended by using the terms <i>establishment</i> and <i>free exercise</i> of religion.</p> <p>Establish why the Supreme Court will usually not permit prior restraint on speech and press.</p> <p>Explain why it has been so difficult for the courts to clearly define which types of materials are considered to be obscene.</p> <p>Differentiate between <i>freedom of speech</i> and related concepts such as <i>symbolic speech</i> and <i>freedom of expression</i>.</p> <p>Understand the conflict that can occur between free speech and public order.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i> Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>
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<p>Civil Rights and Public Policy</p>	<p>5.3.9.G 5.3.6.G 5.3.12.G CC.8.5.9-10.E CC.8.5.9-10.F</p>	<p>Understand how civil rights have been used to extend more equality to groups that historically have been subject to discrimination.</p> <p>Analyze different interpretations of <i>equality</i>, such as equality of opportunity contrasted with equality of results.</p> <p>Identify provisions of the Bill of Rights that have implications for equality.</p> <p>Explain how the Fourteenth Amendment guarantee of “equal protection of the laws” has been applied to the idea of equality.</p> <p>Summarize the reasoning of the Court in the 1954 case of <i>Brown v. Board of Education</i> and use this case to show how the Court set aside its earlier precedent in <i>Plessy v. Ferguson</i>.</p> <p>Trace the attempts of southern states to deny African Americans the right to vote even after the passage of the Fifteenth Amendment.</p> <p>Identify the major public policy milestones in the movement toward gender equality.</p> <p>Determine the ways in which Americans with disabilities have become the successors to the civil rights movement.</p> <p>Explain why gay and lesbian activists may face the toughest battle for equality of any of America’s minority groups.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i> Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>
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<p>Public Opinion and Political Action</p>	<p>5.3.9.E 5.3.9.F CC.8.5.11-12-F</p>	<p>Contrast the relative positions of African Americans, Hispanic Americans, Asian Americans, and Native Americans in the American political and economic spheres.</p> <p>Identify the political implications of an increasingly elderly population.</p> <p>Describe the process of political socialization and identify the primary agents of socialization.</p> <p>Outline the components that are essential to obtain accuracy in public opinion polling.</p> <p>Evaluate the role of polls in American democracy.</p> <p>Identify the political beliefs that are likely to be preferred by liberals and conservatives.</p> <p>Identify the activities that encompass political participation in the United States.</p> <p>Distinguish between conventional and unconventional types of political participation.</p> <p>Show how nonviolent civil disobedience was one of the most effective techniques of the civil rights movement in the American South.</p> <p>Explain what political scientists mean when they conclude that Americans are ideological conservatives but operational liberals.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i></p> <p>Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>9 days</p>
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<p>Mass Media and Political Agenda</p>	<p>5.3.12.J 5.3.6 .J CC.8.5.11-12.I</p>	<p>Trace the development of the mass media and the ways in which presidents have used the media in different periods of our history.</p> <p>Describe the major sources that people rely on for their information about politics and how technologies are changing this.</p> <p>Determine how journalists define what is newsworthy, where they get their information, and how they present it.</p> <p>Explain the role that the profit motive plays in decisions by the mass media on how to report the news.</p> <p>Examine and analyze the charge that the media have a liberal bias.</p> <p>Identify factors that would explain why the news is typically characterized by political <i>neutrality</i>.</p> <p>Determine methods used by political activists to get their ideas placed high on the governmental agenda.</p> <p>Clarify how the media act as <i>key linkage institutions</i> between the people and the policymakers.</p> <p>Explain how functions of the media may help to keep government small and how other functions may encourage the growth of government.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i> Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>8 days</p>
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<p>Political Parties</p>	<p>5.3.9.E 5.3.12.E CC.8.5.11-12.D</p>	<p>Understand the roles of the party-in-the-electorate, the party as an organization, and the party-in-government.</p> <p>Examine how political parties in a democracy serve as key linkage institutions to translate inputs from the public into outputs from the policymakers.</p> <p>Describe Anthony Downs' <i>rational-choice theory</i> as a working model of the relationship among citizens, parties, and policy.</p> <p>Trace the historical development of the American two-party system.</p> <p>Describe what is meant by <i>party eras, critical elections, and party realignment</i>.</p> <p>Examine the significance of <i>divided government</i> and explain how the recent pattern of divided government may explain <i>party dealignment</i>.</p> <p>Differentiate between the ideology or party philosophy of the Democratic and Republican parties.</p> <p>Explain how electoral rules such as the "winner-take-all" plurality system have helped to maintain a two-party system in the United States.</p> <p>Evaluate the impact of third parties on American politics and the American party system.</p> <p>Describe the consequences or effects of the American two-party system as contrasted with a multiparty system.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i></p> <p>Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>8 days</p>
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<p>Campaigns and Voting Behavior</p>	<p>5.3.6.F 5.3.9.F CC.8.5.11-12.F</p>	<p>Describe the role of <i>campaign strategy</i> in winning a nomination to elective office.</p> <p>Describe and evaluate the <i>caucus</i> and <i>primary</i> methods of delegate selection.</p> <p>Contrast the American primary system of nomination with those of other countries such as those in Europe.</p> <p>Trace the historical evolution of national party conventions as nominating vehicles for presidential candidates.</p> <p>Consider the ways that high-tech campaigning has changed the nature of American politics.</p> <p>Examine the growth of PACs and their impact on modern campaigning.</p> <p>Assess the crucial (and increasing) role of money and technology in American campaign organizations.</p> <p>Analyze the role the media play in influencing the style and substance of presidential campaigns.</p> <p>Evaluate whether the “openness” of the American style of campaigning leads to a more democratic system or a less democratic system of government.</p> <p>Assess whether or not American presidential elections lead to an increased scope of government.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i> Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>9 days</p>
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<p>Interest Groups</p>	<p>5.3.12.D 5.3.12.H CC.8.5.11-12.C CC.8.5.11-12.D</p>	<p>Distinguish the essential differences between <i>interest groups</i> and <i>political parties</i>.</p> <p>Understand three basic theories of interest group politics: <i>pluralist</i> theory, <i>elite</i> theory, and <i>hyperpluralist</i> theory.</p> <p>Determine the factors that tend to make an interest group successful.</p> <p>Differentiate between a <i>potential group</i> and an <i>actual group</i>, and determine how the <i>free-rider problem</i> applies.</p> <p>Explain how interest groups try to shape public policy and how lobbyists represent interest groups in influencing the legislative agenda.</p> <p>Describe various types of interest groups.</p> <p>Explain why the authors of the textbook say that the problems of honest lobbying now appear to outweigh the traditional problems of dishonest lobbying.</p> <p>Summarize the implications for the size of government that are generated by the power of PACs and special interest groups.</p> <p>Analyze the appropriate role of interest groups within a democratic environment.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i> Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>8 days</p>
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<p>Congress</p>	<p>5.3.12.C CC.8.5.11-12.D</p>	<p>Describe the essential roles and functions of a senator and a representative.</p> <p>Examine the role of money in congressional elections—where it comes from, how it is used, and what influence or effect it has.</p> <p>Summarize both the advantages and disadvantages of PACs’ growing influence.</p> <p>Identify the major leadership positions in the House and Senate and summarize the functions of each office.</p> <p>Review the four types of congressional committees and explain how they control the congressional agenda and guide legislation.</p> <p>Determine the significance of legislative procedures like the <i>filibuster</i> and <i>oversight</i>.</p> <p>Outline the process by which a bill would move through the legislative process, from introduction to the point where it is sent to the president.</p> <p>Contrast three theories of the role of a legislator: <i>trustee</i>, <i>instructed delegate</i>, and <i>politico</i>.</p> <p>Appraise the influence of lobbyists and interest groups on the legislative process.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i> Magazines such as: <i>Newsweek</i> Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>25 days</p>
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<p>The Presidency</p>	<p>5.2.12.D 5.3.3.B CC-8.5.11-12.F</p>	<p>Describe the constitutional process of impeachment and explain why it is so difficult to remove a discredited president before the end of his term.</p> <p>Outline the procedures established in the Twenty-fifth Amendment to deal with presidential succession and presidential disability.</p> <p>Trace the evolution of the presidency from the limited office envisioned by the framers to the more powerful contemporary office.</p> <p>Identify the major offices and positions that serve as key aides and advisors to the president.</p> <p>Examine the ways in which the American system of separation of powers is actually one of <i>shared</i> powers.</p> <p>Review methods by which presidents may improve their chances of obtaining party support in Congress.</p> <p>Summarize the constitutional powers that are allocated to the president in the realm of national security.</p> <p>Identify and review major roles and functions of the president, such as chief executive, chief legislator, commander in chief, and crisis manager.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i> Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>20 days</p>
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<p>The Federal Courts</p>	<p>5.3.3 B CC.8.5.9-10.E</p>	<p>Explain why the American judicial system is called an <i>adversarial</i> system.</p> <p>Identify the major actors in the judicial system and explain the functions and responsibilities of each.</p> <p>Describe the functions of federal district courts, courts of appeals, and the U.S. Supreme Court.</p> <p>Summarize judicial selection procedures for federal judges and justices.</p> <p>Discuss the backgrounds of judges and justices.</p> <p>Describe the role of the courts as <i>policymakers</i>.</p> <p>Summarize procedure in the U.S. Supreme Court, including the “discuss list,” oral argument, the conference, and opinion writing.</p> <p>Explain the importance of opinion writing at the Supreme Court level and describe the different types of opinions.</p> <p>Identify factors used by the Supreme Court in deciding which cases to accept for review.</p> <p>Analyze the contrasting positions of <i>judicial restraint</i> and <i>judicial activism</i>.</p> <p>Examine the ways in which American courts are both democratic and undemocratic institutions.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i></p> <p>Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>
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<p>The Federal Bureaucracy</p>	<p>5.3.12. B 5.3.6.B CC.8.5.6-8.D</p>	<p>Understand why many things that Americans think about bureaucracy are myths.</p> <p>Describe the ways in which the permanent bureaucracy is broadly representative of the American people.</p> <p>Trace the development of the American bureaucracy from the “spoils system” to the “merit system.”</p> <p>Identify and describe several theories of the functions and organization of bureaucracies.</p> <p>Distinguish among the four basic types of federal agencies: cabinet departments, regulatory agencies, government corporations, and independent executive agencies.</p> <p>Explain why implementation of policy can break down.</p> <p>Describe the importance of <i>administrative routine</i> and <i>administrative discretion</i>.</p> <p>Evaluate the effects that the movement toward <i>deregulation</i> has had on the American economy.</p> <p>Determine how presidents try to control the bureaucracy and how Congress tries to control the bureaucracy.</p> <p>Investigate the importance of <i>iron triangles</i> and <i>issue networks</i>.</p> <p>Explain the relationship between democratic theory and the operations of bureaucracies.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i> Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>
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<p>The Budget : Taxing and Spending</p>	<p>5.1.12.J 5.3.9.I 5.3.12.I CC.8.5.6-8.H CC.8.5.6-8.I</p>	<p>Identify the major sources of federal revenue and the major recipients of federal tax expenditures.</p> <p>Determine how <i>tax expenditures</i> benefit middle- and upper-income taxpayers and corporations.</p> <p>Discuss how the <i>rise of the national security state</i> and the <i>rise of the social service estate</i> are associated with government growth in America. Explain the term <i>incrementalism</i> and how it describes the spending and appropriations process.</p> <p>Explain the impact that “uncontrollable” expenditures and entitlements have on the federal budget.</p> <p>Evaluate the ways in which the budget affects the scope of government.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i></p> <p>Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>
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<p>Economic and Social Welfare Policymaking</p>	<p>5.3.12.A 5.3.12.D CC.8.5.6-8.H CC.8.5.6-8.I</p>	<p>Explain the term, <i>social welfare policy</i>.</p> <p>Summarize how liberals and conservatives disagree about the conduct and impact of public assistance programs.</p> <p>Distinguish the three major types of taxation: progressive, regressive, and proportional. Show how each affects the public class structure in different ways.</p> <p>Summarize the effects that social welfare programs have had on the day-to-day living conditions of groups of Americans, such as the poor, the young, and the elderly.</p> <p>Differentiate between <i>entitlement</i> programs and <i>means-tested</i> programs.</p> <p>Identify the major American social welfare programs and the groups that benefit from them.</p> <p>Understand the relationship between immigration and social policy in the United States.</p> <p>Explain the changing opinions and suspicions surrounding immigration and immigration policy.</p> <p>Compare and contrast the different immigration policies of the federal government and of the states.</p> <p>Contrast social welfare policy in the United States with that of other major Western democracies.</p>	<p>Textbook</p> <p>Teacher led discussions and presentations.</p> <p>Online assignments</p> <p>Assigned Readings and Papers</p> <p>Chapter Readings</p> <p>Cooperative learning groups</p> <p>Newspapers such as: <i>The New York Times</i> <i>Wall Street Journal</i> <i>USA Today</i> Magazines such as: Newsweek Time</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>10 days</p>
<p>Review and Final Exam</p>					<p>10 days</p>