

CURRICULUM

FOR

**AP US GOVERNMENT
& POLITICS**

GRADE 12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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Subject/Course Title:

AP US Government and Politics
Grade 12

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PACING GUIDE

Unit	Title	Pacing
1	Foundations of American Democracy	8 weeks
2	Interactions Among Branches of Government	8 weeks
3	Civil Liberties and Civil Rights	8 weeks
4	American Political Ideologies and Beliefs	8 weeks
5	Political Participation	8 weeks

ACCOMMODATIONS

504 Accommodations:

- ✓ Provide scaffolded vocabulary and vocabulary lists.
- ✓ Provide extra visual and verbal cues and prompts.
- ✓ Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- ✓ Provide links to audio files and utilize video clips.
- ✓ Provide graphic organizers and/or checklists.
- ✓ Provide modified rubrics.
- ✓ Provide a copy of teaching notes, especially any key terms, in advance.
- ✓ Allow additional time to complete assignments and/or assessments.
- ✓ Provide shorter writing assignments.
- ✓ Provide sentence starters.
- ✓ Utilize small group instruction.
- ✓ Utilize Think-Pair-Share structure.
- ✓ Check for understanding frequently.
- ✓ Have student restate information.
- ✓ Support auditory presentations with visuals.
- ✓ Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- ✓ Provide study sheets and teacher outlines prior to assessments.
- ✓ Quiet corner or room to calm down and relax when anxious.
- ✓ Reduction of distractions.
- ✓ Permit answers to be dictated.
- ✓ Hands-on activities.
- ✓ Use of manipulatives.
- ✓ Assign preferential seating.
- ✓ No penalty for spelling errors or sloppy handwriting.
- ✓ Follow a routine/schedule.
- ✓ Provide student with rest breaks.
- ✓ Use verbal and visual cues regarding directions and staying on task.
- ✓ Assist in maintaining agenda book.

Gifted and Talented Accommodations:

- ✓ Differentiate reading levels of texts (e.g., Newsela).
- ✓ Offer students additional texts with higher Lexile levels.
- ✓ Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- ✓ Allow for independent reading, research, and projects.
- ✓ Accelerate or compact the curriculum.
- ✓ Offer higher-level thinking questions for deeper analysis.
- ✓ Offer more rigorous materials/tasks/prompts.
- ✓ Increase number and complexity of sources.
- ✓ Assign group research and presentations to teach the class.
- ✓ Assign/allow for leadership roles during collaborative work and in other learning activities.

IEP Accommodations:

- ✓ Provide scaffolded vocabulary and vocabulary lists.
- ✓ Differentiate reading levels of texts (e.g., Newsela).
- ✓ Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- ✓ Provide extra visual and verbal cues and prompts.
- ✓ Provide links to audio files and utilize video clips.
- ✓ Provide graphic organizers and/or checklists.
- ✓ Provide modified rubrics.
- ✓ Provide a copy of teaching notes, especially any key terms, in advance.
- ✓ Provide students with additional information to supplement notes.
- ✓ Modify questioning techniques and provide a reduced number of questions or items on tests.
- ✓ Allow additional time to complete assignments and/or assessments.
- ✓ Provide shorter writing assignments.
- ✓ Provide sentence starters.
- ✓ Utilize small group instruction.
- ✓ Utilize Think-Pair-Share structure.
- ✓ Check for understanding frequently.
- ✓ Have student restate information.
- ✓ Support auditory presentations with visuals.
- ✓ Provide study sheets and teacher outlines prior to assessments.
- ✓ Use of manipulatives.
- ✓ Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- ✓ Assign appropriate roles in collaborative work.
- ✓ Assign preferential seating.
- ✓ Follow a routine/schedule.

ELL Accommodations:

- ✓ Provide extended time.
- ✓ Assign preferential seating.
- ✓ Assign peer buddy who the student can work with.
- ✓ Check for understanding frequently.
- ✓ Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- ✓ Have student repeat directions.
- ✓ Make vocabulary words available during classwork and exams.
- ✓ Use study guides/checklists to organize information.
- ✓ Repeat directions.
- ✓ Increase one-on-one conferencing.
- ✓ Allow student to listen to an audio version of the text.
- ✓ Give directions in small, distinct steps.
- ✓ Allow copying from paper/book.
- ✓ Give student a copy of the class notes.
- ✓ Provide written and oral instructions.
- ✓ Differentiate reading levels of texts (e.g., Newsela).
- ✓ Shorten assignments.
- ✓ Read directions aloud to student.
- ✓ Give oral clues or prompts.
- ✓ Record or type assignments.

- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Foundations of American Democracy

Target Course/Grade Level: AP U.S. Government and Politics/Grades 10-12

Unit Summary: More than 200 years after the U.S. Constitution was ratified, the compromises that were necessary for ratification (which in some instances led to ambiguity) continue to fuel debate and discussion over how best to protect liberty, equality, order, and private property. This first unit sets the foundation for the course by examining how the framers of the Constitution set up a structure of government intended to stand the test of time. Compromises were made during the Constitutional Convention and ratification debates, and these compromises focused on the proper balance between individual freedom, social order, and equality of opportunity. In subsequent units, students will apply their understanding of the Constitution to the institutions of government and people's daily lives.

Approximate Length of Unit: Approximately 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era 1. Colonization and Settlement (1585-1763)

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.

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.

Era 2. Revolution and the New Nation (1754-1820s)

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.

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.

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.

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.

Era 3. Expansion and Reform (1801-1861)

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.

6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failure 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.)

6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.CivicsDP.3.c: Examine the rights of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Era 4. Civil War and Reconstruction (1850-1877)

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.

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).

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.

Era 5. The Development of the Industrial United States (1870-1900)

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Era 6. The Emergence of Modern America: Progressive Reforms (1890-1940)

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).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organization (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.

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.

Era 7. The Emergence of Modern America: World War I (1890-1930)

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).

Era 8. The Emergence of Modern America: Roaring Twenties (1890-1930)

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

Era 10. The Great Depression and World War II: New Deal (1929-1945)

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.

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).

Era 11. The Great Depression and World War II: World War II (1929-1945)

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decision 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).

Era 14. Contemporary United States: Domestic Policies (1970-Today)

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.CivicsPI.14.c: 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.

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

Era 15. Contemporary United States: International Policies (1970-Today)

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.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

Era 16. Contemporary United States: Interconnected Global Society (1970-Today)

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

Career Readiness, Life Literacies, and Key Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.1.12.A.5. Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.8. Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.11. Explain the relationship between government programs and services and taxation.

9.1.12.D.2. Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.12. Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.F.1. Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2. Assess the impact of emerging global economic events on financial planning.

9.1.12.F.3. Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Grades 9-10:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

- RH.9-10.6.** Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8.** Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- WHST.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-10.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6.** Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8.** Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.11-12.1.** Write arguments focused on discipline-specific content.
- WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9.** Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- ✓ A balance between governmental power and individual rights has been a hallmark of American political development.
- ✓ The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.
- ✓ The Constitution created a competitive policy-making process to ensure the people’s will is represented and that freedom is preserved.
- ✓ Federalism reflects the dynamic distribution of power between national and state governments.

Unit Essential Questions:

- ✓ Why are there debates about the balance of power between the federal and state governments?
- ✓ Is the Bill of Rights necessary? Why or why not?
- ✓ How does the Constitution affect you and the choices you make?

Knowledge and Skills:

Students will know...

- The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.
- The Declaration of Independence, drafted by Jefferson with help from Adams and Franklin, provides a foundation for popular sovereignty, while the U.S. Constitution drafted at the Philadelphia Convention and led by George Washington, with important contributions from Madison, Hamilton, and members of the “Grand Committee,” provides the blueprint for a unique form of political democracy in the U.S.
- Representative democracies can take several forms along this scale:
 - Participatory democracy, which emphasizes broad participation in politics and civil society
 - Pluralist democracy, which recognizes group-based activism by nongovernmental interests striving for impact on political decision making
 - Elite democracy, which emphasizes limited participation in politics and civil society
- Different aspects of the U.S. Constitution as well as the debate between *Federalist No. 10* and *Brutus No. 1* reflect the tension between the broad participatory model and the more filtered participation of the pluralist and elite models.
- The three models of representative democracy continue to be reflected in contemporary institutions and political behavior.
- Madison’s arguments in *Federalist No. 10* focused on the superiority of a large republic in controlling the “mischiefs of faction,” delegating authority to elected representatives and dispersing power between the states and national government.
- Anti-Federalist writings, including *Brutus No. 1*, adhered to popular democratic theory that emphasized the benefits of a small, decentralized republic while warning of the dangers to personal liberty from a large, centralized government.
- Specific incidents and legal challenges that highlighted key weaknesses of the Articles of Confederation are represented by the:
 - Lack of centralized military power to address Shays’ Rebellion
 - Lack of tax law enforcement power
- Compromises deemed necessary for adoption and ratification of the Constitution are represented by the:
 - Great (Connecticut) Compromise
 - Electoral College
 - Three-Fifths Compromise (AAH)
 - Compromise on the importation of slaves(AAH)
- Debates about self-government during the drafting of the Constitution necessitated the drafting of an amendment process in Article V that entailed either a two-thirds vote in both houses or a proposal from two-thirds of the state legislatures, with final ratification determined by three-fourths of the states.
- The compromise necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today.
- The debate over the role of the central government, the powers of state governments, and the rights of individuals, remains at the heart of present-day constitutional issues about democracy and government power, as represented by:
 - Debates about government surveillance resulting from the federal government’s response to the 9/11 attacks
 - The debate about the role of the federal government in public school education
- The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the Constitution.
- *Federalist No. 51* explains how constitutional provisions of separation of powers and checks and balances control abuses by majorities.
- Multiple access points for stakeholders and institutions to influence public policy flows from the separation of powers and checks and balances.
- Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances.
- The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels.
- The distribution of power between federal and state governments to meet the needs of society changes, as reflected by grants, incentives, and aid programs, including federal revenue sharing, mandates, categorical grants, and block grants.
- The interpretation of the Tenth and Fourteenth Amendments, the commerce clause, the necessary and proper clause, and other enumerated and implied powers is at the heart of the debate over the balance of power between the national and state governments.
- The balance of power between the national and state governments has changed over time based on U.S. Supreme Court interpretation of such cases as:
 - *McCulloch v. Maryland* (1819), which declared that Congress has implied powers necessary to implement its enumerated powers and established supremacy of the Constitution and federal laws over state laws
 - *United States v. Lopez* (1995), which ruled that Congress may not use the commerce clause to make possession of a gun in a school zone a federal crime, introducing a new phase of federalism that recognized the importance of state sovereignty and local control
- Multiple access points for stakeholders and institutions to influence public policy flows from the allocation of powers between national and state governments.
- National policy making is constrained by the sharing of power between and among the three branches and state governments.

Students will be able to...

- Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.
- Explain how models of representative democracy are visible in major institutions, policies, events or debates in the U.S.
- Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.
- Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.
- Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.
- Explain the constitutional principles of separation of powers and “checks and balances.”
- Explain the implications of separation of powers and “checks and balances” for the U.S. political system.

- ✓ Explain how societal needs affect the constitutional allocation of power between the national and state governments.
- ✓ Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.
- ✓ Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- ✓ End of Unit Test
- ✓ Chapter Quizzes
- ✓ Essays
- ✓ Homework
- ✓ Anticipatory Sets
- ✓ Reflection Questions
- ✓ Class Discussion
- ✓ Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- ✓ Close Reading
- ✓ Create Representations
- ✓ Critique Reasoning
- ✓ Debate
- ✓ Debriefing
- ✓ Discussion Group
- ✓ Fishbowl
- ✓ Graphic Organizer
- ✓ Guided Discussion
- ✓ Jigsaw
- ✓ Look for a Pattern
- ✓ Making Connections
- ✓ Match Claims and Evidence
- ✓ Quickwrite
- ✓ Self/Peer Revision
- ✓ Socratic Seminar
- ✓ Think-Pair-Share

RESOURCES

Teacher Resources:

- ✓ AP U.S. Government and Politics Course and Exam Description
- ✓ Textbook
- ✓ Required Foundational Documents
- ✓ Required Supreme Court Cases
- ✓ Supplemental Readings
- ✓ Practice Exams
- ✓ AP Classroom
- ✓ Khan Academy

Equipment Needed:

- ✓ Laptops
- ✓ Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Interactions Among Branches of Government

Target Course/Grade Level: AP U.S. Government and Politics/Grades 10-12

Unit Summary: In this unit, students continue to explore policy making, focusing on its complexity and the idea that it is a process involving multiple governmental institutions and actors. Students will look at issues or policies from several different perspectives and then apply their knowledge to better understand the complexity of the policy-making process.

The Constitution grants specific powers to Congress, the presidency, and the courts, each of which exercises informal powers (developed through political practice, tradition, and legislation). Because power is widely distributed, and checks prevent one branch from overreaching or usurping powers from the others, institutional actors are in the position where they must both compete and cooperate in order to govern.

Approximate Length of Unit: Approximately 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era 1. Colonization and Settlement (1585-1763)

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.

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.

Era 2. Revolution and the New Nation (1754-1820s)

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.

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.

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.

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.

Era 3. Expansion and Reform (1801-1861)

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.

6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failure 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.)

6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.CivicsDP.3.c: Examine the rights of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Era 4. Civil War and Reconstruction (1850-1877)

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.

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).

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.

Era 5. The Development of the Industrial United States (1870-1900)

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Era 6. The Emergence of Modern America: Progressive Reforms (1890-1940)

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).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organization (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.

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.

Era 7. The Emergence of Modern America: World War I (1890-1930)

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).

Era 8. The Emergence of Modern America: Roaring Twenties (1890-1930)

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

Era 10. The Great Depression and World War II: New Deal (1929-1945)

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.

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).

Era 11. The Great Depression and World War II: World War II (1929-1945)

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decision 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).

Era 14. Contemporary United States: Domestic Policies (1970-Today)

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.CivicsPI.14.c: 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.

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

Era 15. Contemporary United States: International Policies (1970-Today)

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.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

Era 16. Contemporary United States: Interconnected Global Society (1970-Today)

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

Career Readiness, Life Literacies, and Key Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.1.12.A.5. Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.8. Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.11. Explain the relationship between government programs and services and taxation.

9.1.12.D.2. Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.12. Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.F.1. Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2. Assess the impact of emerging global economic events on financial planning.

9.1.12.F.3. Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Grades 9-10:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- ✓ The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.
- ✓ The presidency has been enhanced beyond its expressed constitutional powers.
- ✓ 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.
- ✓ The federal bureaucracy implements federal policies.

Unit Essential Questions:

- ✓ Which branch of government is the most powerful? Why?
- ✓ Are there really checks and balances when one political party controls all three branches of government? Why or why not?
- ✓ In what ways has the evolution of government powers affected Americans and their daily lives?

Knowledge and Skills:

Students will know...

- ✓ The Senate is designed to represent states equally, while the House is designed to represent the population.
- ✓ Different chamber sizes and constituencies influence formality of debate.
- ✓ Coalitions in Congress are affected by term-length differences.
- ✓ The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes:
 - Passing a federal budget, raising revenue, and coining money
 - Declaring war and maintaining the armed forces
 - Enacting legislation that addresses a wide range of economic, environmental, and social issues based on the necessary and proper clause
- ✓ By design, the different structures, powers, and functions of the Senate and the House of Representatives affect the policy-making process.
- ✓ Though both chambers rely on committees to conduct hearings and debate bills under consideration, different constitutional responsibilities of the House and Senate affect the policy-making process.
- ✓ Chamber-specific procedures, rules, and roles that impact the policy-making process include:
 - Number of chamber and debate rules that set the bar high for building majority support
 - Roles of Speaker of the House, President of the Senate, party leadership, and committee leadership in both chambers
 - Filibuster and cloture
 - Holds and unanimous consent in the Senate
 - Role of Rules Committee, Committee of the Whole, and discharge petitions in the House
 - Treaty ratification and confirmation role of the U.S. Senate
- ✓ Congress must generate a budget that addresses both discretionary and mandatory spending, and as entitlement costs grow, discretionary spending opportunities will decrease unless tax revenues increase or the budget deficit increases.
- ✓ Pork-barrel legislation and logrolling affect lawmaking in both chambers.
- ✓ Congressional behavior and governing effectiveness are influenced by:
 - Ideological divisions within Congress that can lead to gridlock or create the need for negotiation and compromise
 - Gerrymandering, redistricting, and unequal representation of constituencies have been partially addressed by the Supreme Court decision in *Baker v. Carr* (1962), which opened the door to equal protection challenges to redistricting and started the “one person, one vote” doctrine, and the no-racial-gerrymandering decision in *Shaw v. Reno* (1993) (AAH)
 - Elections that have led to a divided government, including partisan votes against presidential initiatives and congressional refusal to confirm appointments of “lame-duck” presidents of the opposite party
 - Different role conceptions of “trustee,” “delegate,” and “politico” as related to constituent accountability in each chamber
- ✓ Presidents use powers and perform functions of the office to accomplish a policy agenda.
- ✓ Formal and informal powers of the president include:
 - Vetoes and pocket vetoes – formal powers that enable the president to check Congress
 - Foreign policy – both formal (commander-in-chief and treaties) and informal (executive agreements) powers that influence relations with foreign nations
 - Bargaining and persuasion – informal power that enables the president to secure congressional action
 - Executive orders – implied from the president’s vested “executive power,” or from power delegate by Congress, executive orders allow the president to manage the federal government
 - Signing statements – informal power that informs Congress and the public of the president’s interpretation of laws passed by Congress and signed by the president
- ✓ The potential for conflict with the Senate depends upon the type of executive branch appointments, including:
 - Cabinet members
 - Ambassadors
 - White House staff
- ✓ Senate confirmation is an important check on appointment powers, but the president’s longest lasting influence lies in life-tenured judicial appointments.
- ✓ Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda.
- ✓ Justifications for a single executive are set forth in *Federalist No. 70*.
- ✓ Term-of-office and constitutional-power restrictions, including the passage of the Twenty-Second Amendment, demonstrate changing presidential roles.
- ✓ Different perspectives on the presidential role, ranging from a limited to a more expansive interpretation and use of power, continue to be debated in the context of contemporary events.
- ✓ The communication impact of the presidency can be demonstrated through such factors as:
 - Modern technology, social media, and rapid response to political issues
 - Nationally broadcast State of the Union messages and the president’s bully pulpit used as tools for agenda setting
- ✓ The foundation for powers of the judicial branch and how its independence checks the power of other institutions and state governments are set forth in:
 - Article III of the Constitution
 - *Federalist No. 78*
 - *Marbury v. Madison* (1803)
- ✓ Precedents and *stare decisis* play an important role in judicial decision making.
- ✓ Ideological changes in the composition of the Supreme Court due to presidential appointments have led to the Court’s establishing new or rejecting existing precedents.
- ✓ Controversial or unpopular court decisions can lead to challenges to the court’s legitimacy and power that Congress and the president can address only through future appointments, legislation changing the Court’s jurisdiction, or refusing to implement decisions.
- ✓ Political discussion about the Supreme Court’s power is illustrated by the ongoing debate over judicial activism versus judicial restraint.
- ✓ Restrictions on the Supreme Court are represented by:
 - Writing and enforcing regulations

- Issuing fines
- Testifying before Congress
- Issue networks and “iron triangles”
- ✓ Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, specialization, and neutrality.
- ✓ Discretionary and rule-making authority to implement policy are given to bureaucratic agencies, including:
 - Department of Homeland Security
 - Department of Transportation
 - Department of Veterans Affairs
 - Department of Education
 - Environmental Protection Agency (EPA)
 - Federal Elections Commission (FEC)
 - Securities and Exchange Commission (SEC)
- ✓ Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by:
 - Committee hearings
 - Power of the purse
- ✓ As a means to curtail the use of presidential power, congressional oversight serves as a check of executive authorization and appropriation.
- ✓ Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration.
- ✓ Compliance monitoring can pose a challenge to policy implementation.
- ✓ Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability.

Students will be able to...

- ✓ Describe the different structures, powers, and functions of each house of Congress.
- ✓ Explain how the structure, powers, and functions of both houses of Congress affect the policy-making process.
- ✓ Explain how congressional behavior is influenced by election processes, partisanship, and divided government.
- ✓ Explain how the president can implement a policy agenda.
- ✓ Explain how the president’s agenda can create tension and frequent confrontations with Congress.
- ✓ Explain how presidents have interpreted and justified their use of formal and informal powers.
- ✓ Explain how communication technology has changed the president’s relationship with the national constituency and the other branches.
- ✓ Explain the principle of judicial review and how it checks the power of other institutions and state governments.
- ✓ 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.
- ✓ Explain how other branches in the government can limit the Supreme Court’s power.
- ✓ Explain how the bureaucracy carries out the responsibilities of the federal government.
- ✓ Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.
- ✓ Explain how Congress uses its oversight power in its relationship with the executive branch.
- ✓ Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.
- ✓ Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- ✓ Unit Tests
- ✓ Chapter Quizzes
- ✓ Essays
- ✓ Homework
- ✓ Anticipatory Sets
- ✓ Reflection Questions
- ✓ Class Discussion
- ✓ Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- ✓ Close Reading
- ✓ Create Representations
- ✓ Critique Reasoning
- ✓ Debate
- ✓ Debriefing
- ✓ Discussion Group

- ✓ Fishbowl
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RESOURCES

Teacher Resources:

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Equipment Needed:

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- ✓ Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Civil Liberties and Civil Rights

Target Course/Grade Level: AP U.S. Government and Politics/Grades 10-12

Unit Summary: Students will connect the founding principles of our government to the debates over the appropriate balance of liberty and order, noting how citizens and other groups have pursued policy solutions to protect the civil liberties and civil rights of all Americans, laying the foundation for later discussions about other ways citizens can participate in the government.

The U.S. Constitution, primarily through the Bill of Rights and the Fourteenth Amendment, protects the civil liberties and civil rights of citizens, though the extent of those protections and the need to protect the safety and general welfare of individuals has long been debated. Through social movements, legal challenges, and acts of Congress, citizens have attempted to restrict the government from unduly infringing on individual rights and from denying equal protection under the law.

Approximate Length of Unit: Approximately 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era 1. Colonization and Settlement (1585-1763)

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.

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.

Era 2. Revolution and the New Nation (1754-1820s)

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.

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.

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.

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.

Era 3. Expansion and Reform (1801-1861)

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.

6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failure 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.)

6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.CivicsDP.3.c: Examine the rights of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Era 4. Civil War and Reconstruction (1850-1877)

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.

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).

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.

Era 5. The Development of the Industrial United States (1870-1900)

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Era 6. The Emergence of Modern America: Progressive Reforms (1890-1940)

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).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organization (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.

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.

Era 7. The Emergence of Modern America: World War I (1890-1930)

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).

Era 8. The Emergence of Modern America: Roaring Twenties (1890-1930)

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

Era 10. The Great Depression and World War II: New Deal (1929-1945)

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.

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).

Era 11. The Great Depression and World War II: World War II (1929-1945)

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decision 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).

Era 14. Contemporary United States: Domestic Policies (1970-Today)

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.CivicsPI.14.c: 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.

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

Era 15. Contemporary United States: International Policies (1970-Today)

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.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

Era 16. Contemporary United States: Interconnected Global Society (1970-Today)

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

Career Readiness, Life Literacies, and Key Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.1.12.A.5. Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.8. Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.11. Explain the relationship between government programs and services and taxation.

9.1.12.D.2. Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.12. Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.F.1. Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2. Assess the impact of emerging global economic events on financial planning.

9.1.12.F.3. Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Grades 9-10:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3.** Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5.** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6.** Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
- RH.9-10.8.** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- WHST.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-10.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6.** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8.** Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.11-12.1.** Write arguments focused on discipline-specific content.
- WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9.** Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- ✓ Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.
- ✓ 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.
- ✓ The Fourteenth Amendment's equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality. (AAH)

Public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time. (AAH)

- The Court's interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights and, at others, protected them. (AAH)

Unit Essential Questions:

- In what ways does the Constitution attempt to limit abuse of government powers?
- How can individuals and groups help protect civil liberties and civil rights? (AAH)
- Why have Supreme Court decisions about civil liberties and civil rights changed over time? (AAH)

Knowledge and Skills:

Students will know...

- The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights.
- Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference.
- The application of the Bill of Rights is continuously interpreted by the courts.
- The Bill of Rights consists of the first ten Amendments to the Constitution, which enumerate the liberties and rights of individuals.
- The interpretation and application of the First Amendment's establishment and free exercise clauses reflect an ongoing debate over balancing majoritarian religious practice and free exercise, as represented by such cases as:
 - *Engal v. Vitale* (1962), which declared school sponsorship of religious activities violates the establishment clause
 - *Wisconsin v. Yoder* (1972), which held that compelling Amish students to attend school past the eighth grade violates the free exercise clause
- The Supreme Court has held that symbolic speech is protected by the First Amendment, demonstrated by *Tinker v. Des Moines Independent Community School District* (1969), in which the court ruled that public school students could wear black armbands in school to protest the Vietnam War.
- Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment that limit speech, including:
 - Time, place, and manner regulations
 - Defamatory, offensive and obscene statements and gestures
 - That which creates a "clear and present danger" based on the ruling in *Schenck v. United States* (1919)
- In *New York Times Co. v. United States* (1971), the Supreme Court bolstered the freedom of the press, establishing a "heavy presumption against prior restraint" even in cases involving national security.
- The Supreme Court's decisions on the Second Amendment rest upon its constitutional interpretation of individual liberty.
- Court decisions defining cruel and unusual punishment involve interpretation of the Eighth Amendment and its application to state death penalty statutes.
- The debate about the Second and Fourth Amendments involves concerns about public safety and whether or not the government regulation of firearms or collection of digital metadata promotes or interferes with public safety and individual rights.
- The doctrine of selective incorporation has imposed limitations on state regulation of civil rights and liberties as represented by *McDonald v. Chicago* (2010), which ruled the Second Amendment's right to keep and bear arms for self-defense in one's home is applicable to the states through the Fourteenth Amendment.
- The Court has on occasion ruled in favor of states' power to restrict individual liberty, as, for example, when speech can be shown to increase the danger to public safety.
- The Miranda rule involves the interpretation and application of accused persons' due process rights as protected by the Fifth and Sixth Amendments, yet the Court has sanctioned a "public safety" exception that allows unwarned interrogation to stand as direct evidence in court.
- Pretrial rights of the accused and the prohibition of unreasonable searches and seizures are intended to ensure that citizen liberties are not eclipsed by the need for social order and security, including:
 - The right to legal counsel, speedy and public trial, and an impartial jury
 - Protection against warrantless searches of cell phone data under the Fourth Amendment
 - Limitations placed on bulk collection of telecommunication metadata (Patriot and USA Freedom Acts)
- The due process clause has been applied to guarantee the right to an attorney and protection from unreasonable searches and seizures, as represented by:
 - *Gideon v. Wainwright* (1963), which guaranteed the right to an attorney for the poor or indigent
 - The exclusionary rule, which stipulates evidence illegally seized by law enforcement officers in violation of the suspect's Fourth Amendment right to be free from unreasonable searches and seizures cannot be used against that suspect in criminal prosecution
- While a right to privacy is not explicitly named in the Constitution, the court has interpreted the due process clause to protect the right of privacy from state infringement. This interpretation of the due process clause has been the subject of controversy, such as has resulted from:
 - *Roe v. Wade* (1973), which extended the right of privacy to a woman's decision to have an abortion while recognizing compelling state interests in potential life and maternal health
- Civil rights protect individuals from discrimination based on characteristics such as race, national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress.
- The leadership and events associated with civil, women's, and LGBT rights are evidence of how the equal protection clause can support and motivate social movements, as represented by:
 - Dr. Martin Luther King's "Letter from a Birmingham Jail" and the civil rights movement of the 1960s (AAH)
 - The National Organization for Women and the women's rights movement
 - The pro-life (anti-abortion) movement
- The government can respond to social movements through court rulings and/or policies.

- *Brown v. Board of Education* (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause (AAH)
- The Civil Rights Act of 1964 (AAH)
- Title IX of the Education Amendments Act of 1972 (AAH)
- The Voting Rights Act of 1965 (AAH)
- ✓ Decisions demonstrating that minority rights have been restricted at times and protected at other times include:
 - State laws and Supreme Court holdings restricting African-American access to the same restaurants, hotels, schools, etc., as the majority white population based on the “separate but equal” doctrine (AAH)
 - *Brown v. Board of Education* (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause (AAH)
 - The Supreme Court upholding the rights of the majority in cases that limit and prohibit majority-minority districting (AAH)
- ✓ The debate of affirmative action includes justices who insist that the Constitution is colorblind and those who maintain that it forbids only racial classifications designed to harm minorities, not help them. (AAH)

Students will be able to...

- ✓ Explain how the U.S. Constitution protects individual liberties and rights.
- ✓ Describe the rights protected in the Bill of Rights.
- ✓ Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.
- ✓ Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.
- ✓ Explain the implications of the doctrine of selective incorporation.
- ✓ Explain the extent to which states are limited by the due process clause from infringing upon individual rights.
- ✓ Explain how constitutional provisions have supported and motivated social movements. (AAH)
- ✓ Explain how the government has responded to social movements. (AAH)
- ✓ Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights. (AAH)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- ✓ Unit Tests
- ✓ Chapter Quizzes
- ✓ Essays
- ✓ Homework
- ✓ Anticipatory Sets
- ✓ Reflection Questions
- ✓ Class Discussion
- ✓ Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- ✓ Close Reading
- ✓ Create Representations
- ✓ Critique Reasoning
- ✓ Debate
- ✓ Debriefing
- ✓ Discussion Group
- ✓ Fishbowl
- ✓ Graphic Organizer
- ✓ Guided Discussion
- ✓ Jigsaw
- ✓ Look for a Pattern
- ✓ Making Connections
- ✓ Match Claims and Evidence
- ✓ Quickwrite
- ✓ Self/Peer Revision
- ✓ Socratic Seminar
- ✓ Think-Pair-Share

RESOURCES

Teacher Resources:

- ✓ AP U.S. Government and Politics Course and Exam Description
- ✓ Textbook
- ✓ Required Foundational Documents
- ✓ Required Supreme Court Cases
- ✓ Supplemental Readings
- ✓ Practice Exams
- ✓ AP Classroom
- ✓ Khan Academy

Equipment Needed:

- ✓ Laptops
- ✓ Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: American Political Ideologies and Beliefs

Target Course/Grade Level: AP U.S. Government and Politics/Grades 10-12

Unit Summary: Connecting the application of political science methods to the development of social and economic policies that Americans support, advocate for, and adopt is foundational to understanding the ideologies of political parties and patterns of political participation. American political beliefs are shaped by founding ideals, core values, linkage institutions (i.e., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens. These beliefs about government, politics, and the individual's role in the political system influence the creation of public policies.

Approximate Length of Unit: Approximately 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era 1. Colonization and Settlement (1585-1763)

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.

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.

Era 2. Revolution and the New Nation (1754-1820s)

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.

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.

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.

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.

Era 3. Expansion and Reform (1801-1861)

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.

6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failure 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.)

6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.CivicsDP.3.c: Examine the rights of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Era 4. Civil War and Reconstruction (1850-1877)

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.

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).

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.

Era 5. The Development of the Industrial United States (1870-1900)

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Era 6. The Emergence of Modern America: Progressive Reforms (1890-1940)

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).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organization (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.

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.

Era 7. The Emergence of Modern America: World War I (1890-1930)

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).

Era 8. The Emergence of Modern America: Roaring Twenties (1890-1930)

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

Era 10. The Great Depression and World War II: New Deal (1929-1945)

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.

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).

Era 11. The Great Depression and World War II: World War II (1929-1945)

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decision 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).

Era 14. Contemporary United States: Domestic Policies (1970-Today)

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.CivicsPI.14.c: 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.

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

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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.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

Era 16. Contemporary United States: Interconnected Global Society (1970-Today)

- 6.1.12.CivicsPD.16.a:** Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.CivicsPR.16.a:** Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

Career Readiness, Life Literacies, and Key Skills:

- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- 9.1.12.A.5.** Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.A.8.** Analyze different forms of currency and how currency is used to exchange goods and services.
- 9.1.12.A.11.** Explain the relationship between government programs and services and taxation.
- 9.1.12.D.2.** Assess the impact of inflation on economic decisions and lifestyles.
- 9.1.12.D.12.** Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
- 9.1.12.F.1.** Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
- 9.1.12.F.2.** Assess the impact of emerging global economic events on financial planning.
- 9.1.12.F.3.** Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
- 9.2.12.C.4.** Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

- RI.9-10.1.** Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.7.** Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
- W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

- RI.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
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- W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Grades 9-10:

- RH.9-10.1.** Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3.** Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RH.9-10.5.** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- ✓ Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.
- ✓ Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.
- ✓ Widely held political ideologies shape policy debates and choices in American policies.

Unit Essential Questions:

- ✓ How do our core beliefs about the role of government affect our behavior?
- ✓ How does our view of what freedom is shape our opinions?
- ✓ Why are some opinion polls better than others?
- ✓ How can policy-makers use information from political science to make decisions?

Knowledge and Skills:

Students will know...

- ✓ Different interpretations of core values, including individualism, equality of opportunity, free enterprise, rule of law, and limited government, affect the relationship between citizens and the federal government and that citizens have with each other.
- ✓ Family, schools, peers, media, and social environments (including civic and religious organizations) contribute to the development of an individual's political attitudes and values through the process of political socialization.
- ✓ As a result of globalization, U.S. political culture has both influenced and been influenced by the values of other countries.
- ✓ Generational and life cycle effects also contribute to the political socialization that influences an individual's political attitudes.
- ✓ The relative importance of major political events to the development of individual political attitudes is an example of political socialization.
- ✓ Public opinion data that can impact elections and policy debates is affected by such scientific polling types and methods as:
 - Type of poll (opinion polls, benchmark or tracking polls, entrance and exit polls)
 - Sampling techniques, identification of respondents, mass survey or focus group, sampling error
 - Type and format of questions
- ✓ The relationship between scientific polling and elections and policy debates is affected by the:
 - Importance of public opinion as a source of political influence in a given election or policy debate
 - Reliability and veracity of public opinion data
- ✓ The Democratic Party (D or DEM) platforms generally align more closely to liberal ideological positions, and the Republican Party (R or GOP) platforms generally align more closely to conservative ideological positions.
- ✓ Because the U.S. is a democracy with a diverse society, public policies generated at any given time reflect the attitudes and beliefs of citizens who choose to participate in politics at that time.
- ✓ The balancing dynamic of individual liberty and government efforts to promote stability and order has been reflected in policy debates and their outcomes over time.
- ✓ Liberal ideologies favor more governmental regulation of the marketplace, conservative ideologies favor fewer regulations, and libertarian ideologies favor little or no regulation of the marketplace beyond the protection of property rights and voluntary trade.
- ✓ Ideological differences on marketplace regulation are based on different theoretical support, including Keynesian and supply-side positions on monetary and fiscal policies promoted by the president, Congress, and the Federal Reserve.
- ✓ Liberal ideologies tend to think that personal privacy (areas of behavior where government should not intrude) extends further than conservative ideologies do (except in arenas involving religious and educational freedom); conservative ideologies favor less government involvement to ensure social and economic equality; and libertarian ideologies disfavor any governmental intervention beyond the protection of private property and individual liberty.
- ✓ Policy trends concerning the level of government involvement in social issues reflect the success of conservative or liberal perspectives in political parties.

Students will be able to...

- ✓ Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.
- ✓ Explain how cultural factors influence political attitudes and socialization.
- ✓ Describe the elements of a scientific poll.
- ✓ Explain the quality and credibility of claims based on public opinion data.
- ✓ Explain how ideologies of the two major parties shape policy debates
- ✓ Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.
- ✓ Describe different political ideologies on the role of government in regulating the marketplace.
- ✓ Explain how political ideologies vary on the government's role in regulating the marketplace.
- ✓ Explain how political ideologies vary on the role of the government in addressing social issues.
- ✓ Explain how different ideologies impact policy on social issues.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- ✓ Unit Tests
- ✓ Chapter Quizzes
- ✓ Essays
- ✓ Homework
- ✓ Anticipatory Sets
- ✓ Reflection Questions
- ✓ Class Discussion
- ✓ Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- ✓ Close Reading
- ✓ Create Representations
- ✓ Critique Reasoning
- ✓ Debate
- ✓ Debriefing
- ✓ Discussion Group
- ✓ Fishbowl
- ✓ Graphic Organizer
- ✓ Guided Discussion
- ✓ Jigsaw
- ✓ Look for a Pattern
- ✓ Making Connections
- ✓ Match Claims and Evidence
- ✓ Quickwrite
- ✓ Self/Peer Revision
- ✓ Socratic Seminar
- ✓ Think-Pair-Share

RESOURCES

Teacher Resources:

- ✓ AP U.S. Government and Politics Course and Exam Description
- ✓ Textbook
- ✓ Required Foundational Documents
- ✓ Required Supreme Court Cases
- ✓ Supplemental Readings
- ✓ Practice Exams
- ✓ AP Classroom
- ✓ Khan Academy

Equipment Needed:

- ✓ Laptops
- ✓ Projector

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Political Participation

Target Course/Grade Level: AP U.S. Government and Politics/Grades 10-12

Unit Summary: Students should understand the many ways that they can influence policy-makers and impact the decisions that will affect their daily lives.

The principle of rule by the people is the bedrock of the American political system and requires that citizens engage and participate in the development of policy. Under our Constitution, governing is achieved directly through citizen participation, although there are institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.

Approximate Length of Unit: Approximately 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Era 1. Colonization and Settlement (1585-1763)

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.

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.

Era 2. Revolution and the New Nation (1754-1820s)

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.

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.

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.

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.

Era 3. Expansion and Reform (1801-1861)

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.

6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failure 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.)

6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.CivicsDP.3.c: Examine the rights of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Era 4. Civil War and Reconstruction (1850-1877)

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.

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).

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.

Era 5. The Development of the Industrial United States (1870-1900)

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Era 6. The Emergence of Modern America: Progressive Reforms (1890-1940)

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).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organization (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.

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.

Era 7. The Emergence of Modern America: World War I (1890-1930)

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).

Era 8. The Emergence of Modern America: Roaring Twenties (1890-1930)

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

Era 10. The Great Depression and World War II: New Deal (1929-1945)

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.

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).

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6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

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6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

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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.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

Era 16. Contemporary United States: Interconnected Global Society (1970-Today)

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

Career Readiness, Life Literacies, and Key Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.1.12.A.5. Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.A.8. Analyze different forms of currency and how currency is used to exchange goods and services.

9.1.12.A.11. Explain the relationship between government programs and services and taxation.

9.1.12.D.2. Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.12. Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.F.1. Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

9.1.12.F.2. Assess the impact of emerging global economic events on financial planning.

9.1.12.F.3. Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

English Language Arts:

Grades 9-10:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 11-12:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

Grades 9-10:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from information texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.
- Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.
- The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.
- The various forms of media provide citizens with political information and influence the ways in which they participate politically.

Unit Essential Questions:

- Why do some people choose to participate in government while others do not?
- How does your social network affect your political beliefs?
- Why might you join a political party? Why might you choose not to?

- How does who you are affect whether you participate or not?

Knowledge and Skills:

Students will know...

- Legal protections found in federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments relate to the expansion of opportunities for political participation. (AAH)
- Examples of political models explaining voting behavior include:
 - Rational choice – Voting based on what is perceived to be in the citizen’s individual interest
 - Retrospective voting – Voting to decide whether the party or candidate in power should be reelected based on the recent past
 - Prospective voting – Voting based on predictions of how a party or candidate will perform in the future
 - Party-line voting – Supporting a party by voting for candidates from one political party for all public offices at the same level of government
- Structural barriers, political efficacy, and demographics can predict differences in voter turnout in the U.S., and the following can influence voter turnout among democracies worldwide:
 - National versus state-controlled elections
 - Voter registration laws and procedures
 - Voting incentives or penalties or fines
 - Election type (midterm or presidential)
- Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.
- Factors influencing voter choice include:
 - Party identification and ideological orientation
 - Candidate characteristics
 - Contemporary political issues
 - Religious beliefs or affiliation, gender, race and ethnicity, and other demographic characteristics
- Linkage institutions are channels that allow individuals to communicate their preferences to policy-makers:
 - Parties
 - Interest groups
 - Elections
 - Media
- The functions and impact of political parties on the electorate and government are represented by:
 - Mobilization and education of voters
 - Party platforms
 - Candidate recruitment
 - Campaign management, including fundraising and media strategy
 - The committee and party leadership systems in legislatures
- Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened.
- Parties modify their policies and messaging to appeal to various demographic coalitions.
- The structure of parties has been influenced by:
 - Critical elections and regional realignments
 - Campaign finance law
 - Changes in communication and data-management technology
- Parties use communication technology and voter data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts.
- In comparison to proportional systems, winner-take-all voting districts serve as a structural barrier to third-party and independent candidate success.
- The incorporation of third-party agendas into platforms of major political parties serves as a barrier to third-party and independent candidate success.
- Interest groups may represent very specific or more general interests, and can educate voters and office holders, conduct lobbying, draft legislation, and mobilize membership to apply pressure on and work with legislators and government agencies.
- In addition to working within party coalitions, interest groups exert influence through long-standing relationships with bureaucratic agencies, congressional committees, and other interest groups; such relationships are described as “iron triangles” and “issue networks” and they help interest groups exert influence across political party coalitions.
- Interest group influence may be impacted by:
 - Inequality of political and economic resources
 - Unequal access to decision makers
 - “Free rider” problem
- Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making.
- Competing actors such as interest groups, professional organizations, social movements, the military, and bureaucratic agencies influence policy making, such as the federal budget process, at key stages and to varying degrees.
- Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies.
- The process and outcomes in U.S. presidential elections are impacted by:
 - Incumbency advantage phenomenon
 - Open and closed primaries
 - Caucuses
 - Party conventions
 - General (presidential) elections

- The Electoral College
- ✓ The winner-take-all allocation of votes per state (except Maine and Nebraska) under the setup of the Electoral College compared with the national popular vote for president raises questions about whether the Electoral College facilitates or impedes democracy.
- ✓ The process and outcomes in U.S. congressional elections are impacted by:
 - Incumbency advantage phenomenon
 - Open and closed primaries
 - Caucuses
 - General (presidential and midterm) elections
- ✓ The benefits and drawbacks of modern campaigns are represented by:
 - Dependence on professional consultants
 - Rising campaign costs and intensive fundraising efforts
 - Duration of election cycles
 - Impact of and reliance on social media for campaign communication and fundraising
- ✓ Federal legislation and case law pertaining to campaign finance demonstrate the ongoing debate over the role of money in political and free speech, as set forth in:
 - Bipartisan Campaign Reform Act of 2002, which was an effort to ban soft money and reduce attack ads with “Stand by Your Ad” provision: “I’m (candidate’s name) and I approve this message”
 - *Citizens United v. Federal Election Commission* (2010), which ruled that political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment
- ✓ Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, political action committees [PACs], and political parties).
- ✓ Different types of PACs influence elections and policy making through fundraising and spending.
- ✓ Traditional news media, new communication technologies, and advances in social media have profoundly influenced how citizens routinely acquire political information, including news events, investigative journalism, election coverage, and political commentary.
- ✓ The media’s use of polling results to convey popular levels of trust and confidence in government can impact elections by turning such events into “horse races” based more on popularity and factors other than qualifications and platforms of candidates.
- ✓ Political participation is influenced by a variety of media coverage, analysis, and commentary on political events.
- ✓ The rapidly increasing demand for media and political communications outlets from an ideologically diverse audience have led to debates over media bias and the impact of media ownership and partisan news sites.
- ✓ The nature of democratic debate and the level of political knowledge among citizens is impacted by:
 - Increased media choices
 - Ideologically oriented programming
 - Consumer-driven media outlets and emerging technologies that reinforce existing beliefs
 - Uncertainty over the credibility of news sources and information

Students will be able to...

- ✓ Describe the voting rights protections in the Constitution and in legislation. (AAH)
- ✓ Describe different models of voting behavior.
- ✓ Explain the roles that individual choice and state laws play in voter turnout in elections.
- ✓ Describe linkage institutions.
- ✓ Explain the function and impact of political parties on the electorate and government.
- ✓ Explain why and how political parties change and adapt.
- ✓ Explain how structural barriers impact third-party and independent candidate success.
- ✓ Explain the benefits and potential problems of interest-group influence on elections and policy making.
- ✓ Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.
- ✓ Explain how various political actors influence public policy outcomes.
- ✓ Explain how the different processes work in a U.S. presidential election.
- ✓ Explain how the Electoral College facilitates and/or impedes democracy.
- ✓ Explain how the different processes work in U.S. congressional elections.
- ✓ Explain how campaign organizations and strategies affect the election process.
- ✓ Explain how the organization, finance, and strategies of national political campaigns affect the election process.
- ✓ Explain the media’s role as a linkage institution.
- ✓ Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- ✓ Unit Tests
- ✓ Chapter Quizzes
- ✓ Essays
- ✓ Homework
- ✓ Anticipatory Sets
- ✓ Reflection Questions
- ✓ Class Discussion
- ✓ Practice AP Exams

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- ✓ Close Reading
- ✓ Create Representations
- ✓ Critique Reasoning
- ✓ Debate
- ✓ Debriefing
- ✓ Discussion Group
- ✓ Fishbowl
- ✓ Graphic Organizer
- ✓ Guided Discussion
- ✓ Jigsaw
- ✓ Look for a Pattern
- ✓ Making Connections
- ✓ Match Claims and Evidence
- ✓ Quickwrite
- ✓ Self/Peer Revision
- ✓ Socratic Seminar
- ✓ Think-Pair-Share

RESOURCES

Teacher Resources:

- ✓ AP U.S. Government and Politics Course and Exam Description
- ✓ Textbook
- ✓ Required Foundational Documents
- ✓ Required Supreme Court Cases
- ✓ Supplemental Readings
- ✓ Practice Exams
- ✓ AP Classroom
- ✓ Khan Academy

Equipment Needed:

- ✓ Laptops
- ✓ Projector