

**U.S. GOVERNMENT AND POLITICS (ADVANCED
PLACEMENT)
GRADES 11-12**

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

BOE Approval Date: September 19, 2022
Written by: District Social Studies Teachers

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

TABLE OF CONTENTS

	<u>Page</u>
Unit 1: Constitutional Underpinnings of the United States Government	1
Unit 2: Political Beliefs and Behaviors	2
Unit 3: Political Parties, Interest Groups and Mass Media	3
Unit 4: Institutions of National Government: the Congress, the Presidency, the Bureaucracy and the Federal Courts	5
Unit 5: Public Policy	7
Unit 6: Civil Rights and Civil Liberties	8
The Advanced Placement (AP) Program	9
Sample Standards Integration	25

UNIT 1: CONSTITUTIONAL UNDERPINNINGS OF THE UNITED STATES GOVERNMENT

Standards/CPI s	Outcomes: The students will...	Assessments
6.1.12.CivicsPI.1. a	Differentiate between the three forms of democracy and their positive and negative impacts on governing	- Test questions - Socratic discussion
6.1.12.CivicsPR.2 .a	Compare and contrast the ideas of legitimacy and power in the differing forms of colonial governments	- Research and discussion - Test questions
6.1.12.HistoryCC .2.b	Contrast the structure and purposes of the Articles of Confederation and the Constitution	- Research and pair/ group presentation - Test questions - DBQ
6.1.12.HistoryCC .2.b	Assess the effect of the Articles' weaknesses on the colonial government	- Written responses - Test questions
6.1.12.CivicsPI.2. a 6.1.12.CivicsPI.3. a	Trace the development and application of the concept of federalism under the Constitution	- Timeline - Class discussion - Anti-Federalist response to Federalist 10
6.1.12.CivicsPI.2. a	Contrast the competing political interests that led to a federal system at the Convention	- Case Study: Federal powers and Shays' Rebellion
6.1.12.HistoryCC .2.b	Decide if the lack of a Bill of rights was a weakness or strength of the Constitution	- Socratic discussion - DBQ: Scope and power of the federal government
6.1.12.CivicsPR.2 .a	Interpret Supreme Court decisions to demonstrate the practical and philosophical goals of federalism and the separation of power	- Socratic discussion - Evaluating primary sources - Test questions - Mock course case hearings

UNIT 2: POLITICAL BELIEFS AND BEHAVIORS

Standards/CPI s	Outcomes: The students will...	Assessments
6.1.12.CivicsPI.3.a	Analyze why some cultural factors foster greater democratic participation than others in America	<ul style="list-style-type: none"> - Evaluate primary sources - Data based questions
6.1.12.CivicsPD.14.a	Compare the American political culture with other nations to determine the methods and reasons for/against political participation	<ul style="list-style-type: none"> - Research political cultures of other nations - Socratic discussion
6.1.12.CivicsDP.13.a 6.1.12.CivicsDP.14.a	Contrast and compare the impact of culture and politics on American society	<ul style="list-style-type: none"> - Socratic discussion based on readings
6.1.12.CivicsDP.13.a	Trace the factors that have led to an increase in the mistrust of government, and its impact on voter turnout	<ul style="list-style-type: none"> - Create timeline of events - Test questions
6.1.12.HistoryCA.7.a 6.1.12.HistoryCC.14.e	Evaluate the impact of the political elite on public opinion	<ul style="list-style-type: none"> - Test questions
6.2.12.CivicsPI.4.a	Differentiate between a liberal and conservative ideology, and demonstrate how each influences political beliefs and behaviors	<ul style="list-style-type: none"> - Debate influences/ effects of political ideology
6.2.12.CivicsPI.4.a 6.3.12.CivicsPD.1	Generate methods to improve both internal and external efficacy	<ul style="list-style-type: none"> - Test questions
6.1.12.CivicsDP.14.a	Monitor the changing electoral behavior of voters to determine reasons for low voter turnout	<ul style="list-style-type: none"> - Generate, distribute and evaluate poll - Primary source reading and discussion

UNIT 3: POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA

Standards/C PIs	Outcomes: The students will...	Assessments
6.1.12.CivicsP D.14.a	Trace the creation and expansion of political parties in America	<ul style="list-style-type: none"> - Create time line of expansion of political parties - Test questions - Video: <i>The Candidate</i> - Class discussion on role of party
6.1.12.CivicsP D.14.a	Determine how changing policy and law have reduced the role of political parties within the electoral system	<ul style="list-style-type: none"> - Data based questions - Video: <i>The Candidate</i> - Class discussion on role of party
6.1.12.CivicsP I.14.a	Decide if the traditional two-party system meets the needs of the electorate	<ul style="list-style-type: none"> - Debate effects of two party system
6.1.12.CivicsP I.3.a	Monitor the election process from initiation to nomination to determine which elements are most relevant to a successful outcome	<ul style="list-style-type: none"> - Trace most recent election and evaluate process - Evaluate video on political process
6.1.12.CivicsP I.3.a	Contrast the differences between party oriented campaigns and candidate oriented campaigns	<ul style="list-style-type: none"> - Data based question
6.1.12.CivicsD P.14.a	Analyze how influential media, mailings and debates are to the outcome of a campaign	<ul style="list-style-type: none"> - Design 3rd party campaign platforms - Debate: Does media corrupt elections? - Socratic discussion on role of media
6.1.12.CivicsP R.2.a	Interpret Supreme Court decisions to determine how the electoral process has changed since its inception	<ul style="list-style-type: none"> - Data based questions
6.3.12.CivicsP D.1	Research specific social policy to determine what effects interest groups have on government agenda	<ul style="list-style-type: none"> - Research project on effects of interest groups
6.1.12.CivicsP D.1.a	Evaluate the effectiveness of different political and economic strategies used by interest groups to promote their agendas	<ul style="list-style-type: none"> - Article analysis: <i>Interest Groups and the American Political System</i>

6.1.12.CivicsP I.3.a	Trace the historical development of interest groups to decide if they are beneficial or detrimental to the political process	- Article analysis: <i>Interest Groups and the American Political System</i> - Article analysis: <i>The Misplaced Obsession with PACs</i>
6.3.12.CivicsP D.1	Decide if campaign finance reform is necessary and effective	- Evaluate current finance reform act by reading court brief: US vs. California Republican Committee
6.1.12.CivicsP D.14.a	Compare how party press and national media have affected campaigns and the dissemination of information	- Socratic discussion on role of media
6.1.12.CivicsP D.14.a	Demonstrate how media has affected the behaviors of public officials and candidate	- Socratic discussion on role of media

**UNIT 4: INSTITUTIONS OF NATIONAL GOVERNMENT: THE CONGRESS,
THE PRESIDENCY, THE BUREAUCRACY, AND THE FEDERAL COURTS**

Standards/CP Is	Outcomes: The students will...	Assessments
6.1.12.CivicsPI. 14.b	Analyze how the Constitution distributes responsibility to prevent the abuse of power	- Geography project creation of congressional districts
6.1.12.CivicsPI. 14.b	Define the roles of the president as chief executive, and evaluate the ability of the president to execute these roles	- Case Study Analysis: Reagan and Clinton - DBQ: Scope and power of the president
6.1.12.CivicsPI. 14.b	Decide which political conditions have affected the expansion and reduction of executive power	- DBQ: Scope and power of the president
6.1.12.CivicsPI. 14.b	Evaluate the effect of the formal and informal powers of the different branches of government	- Test questions
6.1.12.CivicsPI. 14.b	Demonstrate the constitutional and institutional limits on the powers of the different branches	- Reading analysis: <i>How Long Is Too Long?</i> - Debate: <i>Does the court need term limits?</i>
6.1.12.CivicsPI. 14.b	Identify the roles and goals of the bureaucratic system	- Bureaucracy reform research project
6.1.12.CivicsPI. 14.b	Evaluate the effectiveness of attempted reform and restriction of the bureaucracy	- Bureaucracy reform research project
6.1.12.Civics.PI .3.b	Trace the origins and expansion of judicial power	- Historical biographies on justices - Case Study: Warren Court as activism
6.1.12.Civics.PI .3.b	Demonstrate how judicial activism has impacted national policy	- Case Study: Warren Court as activism
6.1.12.Civics.PI .3.b	Compare the activist and constructionist approaches to judicial interpretation and their impact on judicial power	- Mock Court case studies - Test questions
6.1.12.CivicsPI. 14.b	Trace the expansion and limitations of Congressional power	- Test questions

6.1.12.CivicsPI.14.b	Evaluate the impact of political parties and ideologies on Congressional elections	-Four fateful elections prediction essay
6.1.12.CivicsPI.14.b	Understand the structure, functions, and organization of both houses	- Test questions
6.1.12.Civics.PI.3.b	Analyze how Court decisions have influenced the role and powers of Congress	- Court watch project
Pertinent to AP curriculum-not included in NJ standards	Decide if Congressional reform is necessary and effective	- Debate Congressional reform

UNIT 5: PUBLIC POLICY

Standards/CP Is	Outcomes: The students will...	Assessments
6.1.12.CivicsPI. 3.a	Compare and contrast the modern concepts of legitimacy and power	-Test questions
6.1.12.CivicsPI. 3.a	Determine how much groups, institutions and the political elite influence policy agenda	- Essay on the political elite - Test questions - Panel discussion on cultural wars - Policy makers and shakers role play seminar
Pertinent to AP curriculum-not included in NJ standards	Classify political behavior and social policy according to cost and benefit	- Comparative essay on budget control: President vs. Congress
6.1.12.HistoryC C.16.a	Demonstrate how campaigns and the media influence public policy	- Reading analysis: <i>Necessary Embrace: The Public and the News Media & The Media on Trial</i> - AP World Today: News broadcasts and presentations
Pertinent to AP curriculum-not included in NJ standards	Compare and contrast the influence of the Executive, legislature and the Judiciary on the enactment of policy agenda	- Political cartoon analysis - Test questions - Policy makers and shakers role play seminar
6.1.12.HistoryC C.16.a	Trace the changing role of policy networks and interest groups in shaping policy	- Test questions - Going green journals with policy review - AP World Today: News broadcasts and presentations

UNIT 6: CIVIL RIGHTS AND CIVIL LIBERTIES

Standards/CP Is	Outcomes: The students will...	Assessments
6.1.12.Civics.PI .3.b	To compare how different Courts have defined judicial interpretation	- DBQ: When Is Free Speech Hate Speech? - Socratic discussion on religion and education
6.1.12.HistoryC C.2.b	Interpret and apply the Bill of Rights to current policy issues and cases	- DBQ: When Is Free Speech Hate Speech? - Socratic discussion on religion and education
6.3.12.CivicsHR .1	Trace the impact of the 14 th Amendment on the constitutional development of rights and liberties	- Affirmative Action: Help or Harm?
6.3.12.CivicsHR .1	Evaluate the role of the courts as a tool to limit and promote civil liberties and rights	- DBQ: When Is Free Speech Hate Speech? - Socratic discussion on religion and education
6.1.12.Civics.PI .3.b 6.1.12.CivicsPR. 10.a	To decide how much influence court decisions have had on public policy	- Reading analysis: Supreme Court watch - Court watch journals project
6.1.12.CivicsPR. 10.a	To monitor past and current cases to determine the shifting views of the court	- Reading analysis: Supreme Court watch - Court watch journals project

THE ADVANCED PLACEMENT (AP) PROGRAM

The Advanced Placement (AP) Program is a collaborative effort between motivated students; dedicated teachers; and committed high schools, colleges and universities. Since its inception in 1955, the Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement, while still in high school.

Most colleges and universities in the United States, as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP Exam grades. Many of these institutions grant up to a full-year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

Each year, an increasing number of parents, students, teachers, high school, and colleges and universities turn to the AP Program as a model of educational excellence.

More information about the AP Program is available at AP Central, the College Board's online home for AP professionals (apcentral.collegeboard.com). Students and parents can find more information at the AP student site (www.collegeboard.com/apstudents).

Advanced Placement United States Government and Politics

The AP Program offers a course and exam in United States Government and Politics to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in United States government. The AP US Government and Politics Exam presumes at least one-year of college-level preparation. The exam tests skills and knowledge gained from an introductory survey in US history.

Purpose

The AP US Government and Politics course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US government. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess current and historical materials - their relevance to a given interpretative problem, reliability and importance - and to weigh the evidence and interpretations presented in political scholarship. An AP US Government course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The aim of this AP course will be to provide the student with a learning experience equivalent to that obtained in most college introductory United States government or politics courses.

Course Presentation

Most AP courses are designed to give students a foundation in the subject matter of US government and in major interpretative questions that derive from the study of selected themes. One common approach is to conduct a survey course in which a textbook, with supplementary readings in the form of documents, essays or books on special themes, provides substantive and thematic coverage. A second approach is the close examination of a series of problems or topics through reading specialized writings by historians and through supplementary readings. The offering of this course at this institution will adhere more closely to the initial approach, but will from time adhere to an approach more closely aligned with the second model. Whichever approach is used, students will have access to materials that provide them with an overview of US government and enable them to establish the context and significance of specialized interpretative problems.

To be successful in this course, student must develop a reservoir of knowledge from which to draw analytical conclusions. As such, an attempt will be made to strike a balance between teaching factual knowledge and the necessary skills involved in successful critical analysis of that knowledge.

Themes and Topic Outline in AP US Government and Politics

For a listing of Course Themes and a Topic Outline, students are encouraged to see Pages 11-14 of the US Government and Politics Course Description found at the following website:

http://apcentral.collegeboard.com/apc/public/repository/ap07_govpol_coursedesc.pdf

Constitutional Underpinnings of United States Government	5%-15%
Political Beliefs and Behaviors	10%- 20%
Political Parties, Interest Groups and Mass Media	10%-20%
Institutions of National Government	35%-45%
Public Policy	5%-15%
Civil Rights and Civil Liberties	5%-15%

Material Covered

The AP US Government and Politics Exam is divided into two sections, one consisting of multiple choice, the other of free responses. The exam is 2 hours and 25 minutes in length. The multiple choice section is made up of 45 questions which reflect the variety of topics and the levels of difficulty of the course. In the free response section, students will have 100 minutes to complete four questions. Free response questions may require students to integrate and demonstrate knowledge from a variety of content areas covered during the course. Students will be expected to incorporate specific examples of key government concepts in order to analyze and interpret the materials provided.

AP Grades

Exams are graded by combining the results of the computer-scored multiple-choice questions and the scores awarded students on the essay and problem-solving questions. The total raw scores are converted to a composite score on AP's 5-point scale:

AP Grade	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Grade distribution charts of students nationally are available at AP Central, as is information on how the grade boundaries for each AP grade are established. Grade distribution charts are also available on the AP student site at www.collegeboard.com/apstudents.

Instructional Format

The AP US Government and Politics course is taught in a half year block. Students will end their course work in January. Students will receive both summer work to prepare for the course and supplemental materials to review for the exam in May.

Course Materials

The course's basic text is *American Government: Institutions and Policies* by James Q. Wilson and John J. DiIulio, Jr. Numerous other works and handouts will be distributed throughout the course to accompany daily lessons and to produce homework assignments and DBQs.

Text

Wilson, James Q. and John J. DiIulio, Jr. *American Government: Institutions and Policies (15th Edition)*. Boston, MA: Houghton Mifflin Company, 2020

Supplemental Texts and Resources

Alderman, Ellen and Caroline Kennedy. *In Our Defense: The Bill of Rights in Action*. New York, NY: Morrow, 1991

Anderson, Terry H. *The Pursuit of Fairness: A History of Affirmative Action*. New York, NY: Oxford University Press, 2004

Benson, George, C.S., ed. *Essays in Federalism*. Claremont, CA: Institute for Studies in Federalism of Claremont Men's College, 1961

Benton, William. *The Annals of America*. Chicago, IL: Encyclopedia Britannica, 1968

Black, Henry C., et al. *Black's Law Dictionary (8th Edition)*. St. Paul, MN: Thompson/ West Publishing Co., 2004

Congressional Quarterly Weekly Report. Washington, DC: Congressional Quarterly Press

Conlan, Timothy. *From New Federalism to Devolution*. Washington, DC: Brookings Institution, 1998

CQ Guide to Current American Government. Washington, DC: Congressional Quarterly Press

Cunliffe, Marcus. *The Nation Takes Shape*. Chicago, IL: The University of Chicago Press, 1959

Curtis, Michael. *The Great Political Theories – Volume I*. New York, NY: Avon Books, 1961

Dahl, Robert A. *Democracy in the United States - Promise and Performance (4th Edition)*. Boston, MA: Houghton Mifflin Company, 1981

DeParle, James. *American Dream: Three Women, Ten Kids and a Nation's Drive to End Welfare*. New York, NY: Viking, 2004

Dilulio, John J., Gerald Farvey and Donald F. Kettl. *Improving Government Performance: An Owner's Manual*. Washington DC: Brookings Institution, 1993

Dudley, William. *The Creation of the Constitution - Opposing Viewpoints*. San Diego, CA: Greenhaven Press, Inc., 1995

Dye, Thomas R. *Who's Running America? (5th Edition)*. Englewood Cliffs, NJ: Prentice Hall, 1990

Gibson, Alan. *Interpreting the Founding: Guide to the Enduring Debates Over the Origins and Foundations of the American Republic*. Lawrence, KS: University Press of Kansas, 2006

Hamilton, Alexander, James Madison and John Jay (edited by C. Rossiter). *The Federalist Papers*. New York, NY: The New American Library, 1961

Hertsgard, Mark. *On Bended Knee, the Press and the Reagan Presidency*. New York, NY: Farrar Straus Giroux, 1988

Ketcham, Ralph. *The Anti-Federalists Papers and the Constitutional Convention Debates*. New York, NY: Penguin Books, 1986

Key, V.O., Jr. *A Theory of Critical Elections*. New York, NY: Irvington Publishers, 1993

Kingdon, John W. *Agendas, Alternatives and Public Policies*. New York, NY: HarperCollins, 1995

Leone, Bruno. *Opposing Viewpoints in American History - Volume I*. San Diego, CA: Greenhaven Press, Inc., 1996.

Levine, Herbert M. *Point-Counterpoint: Readings in American Government (5th Edition)*. New York, NY: St. Martin's Press, 1995

Levy, Peter B. ed. *100 Key Documents in American Democracy*. Westport, CT: Praeger, 1999

Lewis, Sinclair. *It Can't Happen Here*. New York, NY: Penguin Group, 1963

Madaras, Larry and James M SoRelle. *Taking Sides - Volume I*. Guilford, CT: McGraw-Hill/Dushkin, 2001

Matthews, Christopher. *Hardball: How Politics is Played - Told By One Who Knows the Game*. New York, NY: HarperCollins, 1989

Mills, C. Wright. *The Power Elite*. New York, NY: Oxford University Press, 1956

Morgan, Edmund S. *The Birth of the Republic: 1763-89 (3rd Edition)*. Chicago, IL: The University of Chicago Press, 1956

Morrison, Samuel Elliot. *The Oxford History of the American People - Volume I: Prehistory to 1789*. New York, NY: Penguin Group, 1965

Morrison, Samuel Elliot. *The Oxford History of the American People - Volume II: 1789 to Reconstruction*. New York, NY: Penguin Group, 1965

O'Brien, David M. *Constitutional Law and Politics Volume II: Civil Rights and Civil Liberties*. New York, NY: W.W. Norton, 1994

O'Brien, David M. *Supreme Court Watch (Annual)*. New York, NY: W.W. Norton, 2001

Patterson, Thomas E. *Out of Order*. New York, NY: Random House, 2001

Patterson, Thomas E. *The Vanishing Voter - Public Involvement in an Age of Uncertainty*. New York, NY: Random House, 2002

Peterson, Paul E. *The Price of Federalism*. Washington, DC: Brookings Institution, 1995

Reynolds, H.T. and David Vogler. *Governing America*. New York, NY: Harper Colilns, 1991

Rossiter, Clinton. *The American Presidency*. Baltimore, MD: The Johns Hopkins University Press, 1987

Rossiter, Clinton. *The Federalist Papers*. New York, NY: Penguin Books, 1961

Shipler, David K. *A Country of Strangers: Blacks and Whites in America*. New York, NY: Alfred A. Knopf, 1997

Storing, Herbert J. *What the Anti-Federalists Were For*. Chicago, IL: The University of Chicago Press, 1981

Tocqueville, Alexis de. *Democracy in America*. New York, NY: Harper Perennial, 1966

Tucker, Robert C. ed. *The Marx-Engels Reader (2nd Edition)*. New York, NY: Norton, 1978

White, John Kenneth and Daniel M. Shea. *New Party Politics: From Jefferson and Hamilton to the Information Age (2nd Edition)*. Belmont, CA: Thomson/Wadsworth, 2004

Wilson, James Q. *Bureaucracy: What Government Agencies Do and Why They Do It*. New York, NY: Basic Books, 1989

Woll, Peter. ed. *American Government: Readings and Cases (12th Edition)*. New York, NY: HarperCollins, 1996

Woll, Peter, ed. *Behind the Scenes in American Government: Personalities and Politics (9th Edition)*. New York, NY: HarperCollins, 1994

Course Syllabus

Constitutional Underpinnings of the United States Government: Units I, II and III

Unit I: The American System

Topics: representative democracy, pluralism, bureaucracy, elitism, power, legitimacy, democracy, liberty, authoritarianism, direct democracy, representative democracy, communism, socialism

Readings:

American Government - Chapter 1
Democracy in the United States - Chapter 4
Message From the President: January 1944
The Power Elite
The Manifesto of the Communist Party
Socialism: Utopian and Scientific
The Rise and Fall of Pluralism

Activities:

Lecture and Discussion
DBQ: communism, socialism and democracy
Socratic discussion on legitimacy and political authority
Essay on the power elite
Chapter Test

Unit II: Constitution

Topics: constitution, Articles of Confederation, Constitutional Convention, Shay's Rebellion, Great Compromise, republic, judicial review, federalism, checks and balances, separation of powers, factions, Federalists, Anti-Federalists, Federalist Papers, coalitions, habeas corpus, ex post facto, bill of rights, amendments, natural rights

Readings:

American Government – Chapter 2

Federalist 10, 16, 17, 47, 48, 51

Declaration of Independence

Democracy in the United States - Chapter 2

Opposing Viewpoints

U.S. Constitution

Speech Before the House of Representatives in 1789

Anti-Federalist Paper 84

What the Anti-Federalists Were For

Activities:

Model Congress re-enactment and debate

DBQ: scope and power of the federal government

Anti-Federalist response to *Federalist 10*

Case Study: Federal Powers and Shay's Rebellion

Lecture and discussion

Unit Test

Unit III: Federalism

Topics: federalism, sovereignty, devolution, block grants, unitary system, nullification, dual federalism, second/third order devolution, conditions of aid, revenue sharing, grants-in-aid, categorical grants, recall, referendum, initiative, police powers, charters, Dillon's rule, mandates, 10th amendment

Readings:

American Government - Chapter 3
The Price of Federalism
Medicaid and Devolution: A View From the States
From New Federalism to Devolution
The Federalist's View of Federalism
McCulloch v. Maryland case
Gibbons v. Ogden case

Activities:

Grant writing project
Debate: fiscal vs. regulatory responsibility
Case Study: AFDC and welfare reform
Lecture and Discussion
Unit Test

Political Beliefs and Behaviors: Unit IV

Unit IV: Politics of Participation

Topics: political ideology, cleavages, political culture, orthodox, progressive, efficacy (political/internal/external), culture wars, liberal, conservative, libertarian, populist, political elite, gender gap, poll, activist, literacy test, poll tax, registration, grandfather clause, Australian ballot, motor voter laws

Readings:

American Government - Chapters 4, 5, 6
The Normal System: Crosscutting Cleavages and Low Polarization
Democracy in the United States - Chapter 4
Democracy in America
Election Day: The Politics of Inequity
Is There a Culture War?
Democratic Practice and Democratic Theory
The Responsible Electorate

Activities:

Voter registration programs

Model panel discussion on culture wars

Lecture and discussion

Geography project: voter turnout vs. registration

Political cartoon analysis

Unit test

Political Parties, Interest Groups and Mass Media: Units V and VI

Unit V: Parties, Campaigns and Interest Groups

Topics: political parties, progressives, caucus, two-party system, conventions, national committee, superdelegates, political machines, ideological party, sponsored party, incumbent, PACs, soft money, primary v. general elections, types of primaries, split tickets, lobbyist, interest groups, incentives, social movements, ideological interest groups, public interest lobby

Readings:

American Government - Chapters 7, 8, 9
Democracy in the United States - Chapters 13, 14, 15, 16
Interest Groups and the American Political System
The Misplaced Obsession with PACs
Toward a More Responsible Two- Party System
Madison's Dilemma
Divided We Govern
Parties and Candidate: Politics of the Moment
Four Fateful Elections
Buckley v. Valeo case
Colorado Republican Federal Campaign Committee v. FEC case
The Governmental Process

Activities:

Lecture and Discussion
Third Party Campaign platforms
Creation of Interest Group project
Political cartoon analysis
Campaign finance reform analysis research paper
Four Fateful Elections prediction essay
Debate: Is the two-party system outdated?
Unit Test

Unit VI: Media

Topics: muckrakers, equal time rule, right of reply rule, editorials, fairness doctrine, adversarial press, types of stories, attack journalism, feature stories, Federal Communications Commission, yellow journalism, slander, libel, party press, prior restraint, watchdog

Readings:

New York Times
Washington Post
Wall Street Journal
Christian Science Monitor
Media Power and Congressional Power
The Media on Trial
Necessary Embrace: The Public and the News Media

Activities:

American Government - Chapter 10
Media and Politics video review
Media monitoring project
Debate: Does media corrupt elections?
Lecture and discussion
Socratic discussion on role of media
Unit Test

Institutions of National Government: Units VII, VIII, IX and X

Unit VII: Congress

Topics: bicameral legislation, congressional caucus, closed rule, cloture, riders, resolutions, committees, Congress, petitions, types of votes, filibuster, franking, General Accounting Office, Congressional Budget Office, gerrymandering, malapportionment, majority-minority districts, pork barrel legislation, members and rankings, Rules committee, quorum, courtesy, referrals

Readings:

American Government - Chapter 11
Democracy in the United States - Chapters 8, 9
If, as Ralph Nader Says, Congress Is "The Broken Branch," How Come We Love Our Congressmen So Much?
Congress Bashing For Beginners
Shock and Awe in the Senate
American Government - Chapter 14
Democracy in the United States - Chapters 10, 11
How Long Is Too Long?
Familiar Battles
Black's Law Dictionary
Supreme Court Watch
Out of Order

Activities:

Lecture and Discussion
Case Study: Warren Court as activism
Mock Court case hearings
Historical Biographies on Justices
Debate: Does the Court need term limits?
Court Watch project
Case review and analysis group assignments
Unit Test

Unit X: The Bureaucracy

Topics: appropriations, bureaucracy, discretionary authority, annual authorization, Administrative Procedure Act, authorization legislation, duplication, Freedom of Information Act, imperialism, Whistleblower Protection Act, spoils system, Schedule C jobs, iron triangle, issue networks, name-request jobs, patronage, Pendleton Act, Privacy Act, red tape, Senior Executive Service, legislative veto

Readings:

American Government - Chapter 13
Democracy in the United States - Chapter 17
Bureaucracy
Improving Government Performance
Elrod v. Burns case
Chadha case

Activities:

Lecture and discussion

Pendleton Act: Success or Failure?

Bureaucracy reform research project

Presidential appointments review

Unit Test

Unit XI: Public Policy

Topics: cost, benefit, client politics, entrepreneurial politics, majoritarian politics, policy entrepreneurs, boycott, interest group politics, pork barrel projects, budget/deficit, Congressional Budget Act, Council of Economic Advisors, entitlements, Federal Reserve Board, fiscal policy, Gramm-Rudman Act, economic policies, OMB, Reaganomics, 16th amendment, Tax Reform Act, supply side theory, tariff, expenditures, AFDC, Medicare, Social Security, TANF, means test, assistance programs, intelligence oversight, Joint Chiefs of Staff, National Security Act, War Powers Act, worldviews, military industrial complex, Clean Air Act, Environmental Protection Agency, National Environmental Policy Act, Water Quality Improvement Act, command and control strategy

Readings:

American Government - Chapters 15, 16, 17, 20, 21
Opposing Viewpoints
Behind The Scenes
Agendas, Alternatives and Public Policies
The Campaign and the Environment
Taking On Social Security
American Dream
Clearer Than the Truth
The End of the West

Activities:

Lecture and Discussion
Public Policy Research project
DBQ: Do regulatory agencies need to be better regulated?
Political Cartoons
Comparative essay on budget control: President vs. Congress
AP World Today news broadcasts and presentations
Going Green journals w/policy review
Policy makers and shakers role playing seminar
Unit Test

Unit XII: Civil Rights and Civil Liberties

Topics: First Amendment, Fourteenth Amendment, freedom of expression, press, religion, prior restraint, due process clause, good faith exception, probable cause, exclusionary rule, Fifth Amendment, Sixth Amendment, Eighth Amendment, wall of separation principle, establishment clause, free exercise clause, symbolic speech, libel, clear and present danger test, civil rights, Jim Crow laws, Affirmative Action, separate but equal doctrine, de jure/de facto segregation, civil disobedience, strict scrutiny, equality of opportunity, suspect classifications, reverse discrimination

Readings:

American Government - Chapters 18, 19

Black's Law Dictionary

The Pursuit of Fairness

Civil Rights and Civil Liberties

A Country of Strangers

Opposing Viewpoints

Supreme Court Watch

Activities:

Lecture and Discussion

Court Watch journals project

Affirmative Action: Help or Harm?

DBQ: When is Free Speech Hate Speech?

Socratic Discussion on religion and education

Unit Test

SAMPLE STANDARDS INTEGRATION

21st Century Skills & Career Readiness Practices

Career Education

In Unit 2, teachers help students to learn about roles and careers in local and state government to support free and fair elections. In Unit 3, students learn about myriad ways students can get involved in policymaking through engagement and participation in elections, political organizations, interest groups and journalism. In Unit 5, students learn about other non-governmental organizations and how their membership or employment in organizations can support research, development and passage of new policy through regulation and/or legislation.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

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.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

For Example: Throughout the course students are required to demonstrate all of the above skills, as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas.

9.3.12.AG-

NR.2 Analyze the interrelationships between natural resources and humans.

In Unit 5, students consider how the policymaking system deals with short- and long-term challenges relating to climate change and security.

Technology Integration

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

For Example: In each of the units there has been an implementation of cutting-edge tools to enhance student engagement. Student projects require pupils to employ a variety of search tools (including databases), corroborate information with reliable sources, and produce multi-page digital documents as well as other authentic visual formats, in order to produce real-world documents to simulate policymaking in Congress, the executive branch and the federal courts, as well as electioneering communications.

Interdisciplinary Connection

The DBQ/RST requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For example, students will use quantitative databases such as the National Election Study (NES) and General Social Survey (GSS) to uncover connections between policy, ideology and voting behavior.

Holocaust Mandate

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

Students learn about the Bill of Rights and the Equal Protection Clause of the 14th Amendment, and how those seek to provide for equality and fair treatment all of peoples, and avoid discrimination, bias and injustice.

Amistad Mandate

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society.

For example, in Unit 6, students learn about how the federal courts, as well as Congressional legislation and action by state governors and the President's deployment of the National Guard all served to protect and promote the welfare and equal protection rights of African-Americans and other minorities during a critical time in our nation's history. Students learn about the federal government's role and enforcement of important civil rights laws, such as the Civil Rights Acts of 1964 and 1968, and the Voting Rights Act of 1965.

LGBTQ/Disabilities Resources

Time Magazine, [9 Landmark Supreme Court Cases That Shaped LGBTQ Rights in America](#)

U.S. Equal Employment Opportunity Commission, [Examples of Court Decisions Supporting Coverage of LGBT-Related Discrimination Under Title VII](#)

UCLA School of Law - Williams Institute, [The 2020 LGBT Vote: Preferences and Characteristics of LGBT Voters in the U.S.](#)

Library of Congress, Veterans History Project: [Kathleen A. Robbins](#)

Garden State Equality, [Understanding Historical Limitations Placed Upon Minority Groups in American History](#)

History Channel: [Harvey Milk](#)

[Timeline of Events, Legislation, and Literature that Have Affected the Lives of Persons with Disabilities](#)

[How Children With Disabilities Came To Be Accepted in Public Schools](#)

LGBTQ History, The AIDS Epidemic: [Part 1](#) [Part 2](#)

NYC LGBT Historic Sites Project: [The AIDS Crisis](#)

National Geographic, [How the Americans with Disabilities Act Transformed a Country](#)

GLSEN: [Underheard Voices: Stories and Lessons for Grades 6-12](#)

Global Citizen: [15 LGBTQ Activists of the Past and Present](#)

Disabled World: [Famous People with Disabilities database](#)

CDC: [Disability and Health Stories from People Living with a Disability](#)

Smithsonian: [An Artifact History of Disability in America](#)