

AP American Government and Politics/11-12

Unit 1

Course/Subject:
AP Government and Politics

Grade:
11th & 12th

Suggested Timeline:
19 Days

Course Summary	During the course of study students will critically examine politics and government in the United States. The course will focus on 1) the constitutional underpinnings of the United States government; 2) the institutions of national government; 3) civil liberties and civil rights; 4) political beliefs and behaviors; 5) political parties, interest groups and the mass media; and 6) public policy. During the course of study students will gain an understanding of the foundations of government, federalism, the powers of the three branches of government, the electoral process, political parties, the influence of interest groups and the media. Students will study historical and current events issues involving civil liberties and civil rights to determine the legal, political and social ramifications of these events.
Course Units	Unit I: Foundations of American Democracy Unit II: Civil Liberties and Civil Rights Unit III: American Political Culture and Beliefs Unit IV: Political Participation Unit V: Interaction Among Branches

Unit Title	Unit I: Foundations of American Democracy
Unit Summary	American government developed out of the cultures and experiences of early European colonists who set up systems of government that ranged in form, role and function. As the colonies matured, they wanted to achieve independence from the British monarchy and set about establishing a government unlike any other government in history. After an attempt at a national government under the Articles of Confederation it became apparent that the states needed to make reforms. During the Constitutional Convention a new, more workable form of government was developed. Through debate and eventual ratification, a proper balance between federal and state power and a balance between liberty and social order was established.

Unit Essential Questions:

1. How is political power actually distributed in America?
2. What explains major political change?
3. What values matter most in American democracy?
4. Are trade-offs among political purposes inevitable?
5. What branch of government has the greatest power?
6. Does the Constitution tell us what goals the government should serve?
7. Whose freedom does the Constitution protect?
8. How is power divided between the national government and the states under the Constitution?
9. What competing values are at stake in federalism?

Key Understandings:

1. A balance between governmental power and individual rights has been a hallmark of American political development.
2. The writing and ratification of the Constitution emerged from the debate about the weaknesses in the Articles of Confederation and was the product of important compromises.
4. The Constitution creates a complex and competitive policy-making process to ensure the people's will is accurately represented and that freedom is preserved.
5. Federalism reflects dynamic distribution of power between

10. What does federalism mean in the real world? (i.e. disaster relief; Homeland Security; education)	national and state governments.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
5.1.C.B.	Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
5.1.12.A.	Analyze historical examples of the rule of law explaining the purposes and functions of law.
5.3.9.D.	Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
5.1.12.A	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.1.12.E.	Analyze and assess the rights of people as written in the PA Constitution and the U.S. Constitution.
5.3.9.A.	Examine the process of checks and balances among the three branches of government, including the creation of law.
5.1.12.D.	Evaluate state and federal powers based on significant documents and other critical sources: Declaration of Independence U.S. Constitution Bill of Rights Pennsylvania Constitution
5.3.9.B.	Analyze the roles of local, state, and national governments in policy making.

Important Standards Addressed in the Unit:

CC.8.5.11-12.A.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12D.	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).
CC.8.5.11-12F.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12G.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Many students believe the Framers created a true democracy. Many students think the Constitution was the first system of government under which the United States operated. 	<ul style="list-style-type: none"> The republic set up by the Framers was not a true democracy because many people were excluded from voting, such as women, non-property owners, and slaves. The United States originally had the Articles of Confederation, which was proven to be unsuccessful, leading to the writing of the Constitution.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The colonists came to North America for a variety of reasons. • The Framers established the functions of government: 1. Establishing Justice; 2. Ensuring Domestic Tranquility; 3. Providing for the Common Defense; 4. Promoting the General Welfare; 5. Securing the Blessings of Liberty. • The characteristics of the American public has changed through racial and ethnic composition; aging; religious beliefs; regional growth and expansion and family and family size. These changes have changed American expectations for the government. • The thirteen colonies drafted their own constitutions which provided the fundamental rules by which they operated. The British economic theory of mercantilism put the fragile arrangement between Britain and the colonies to the test. The Stamp Act Congress was the first step toward the creation of a unified nation. • As British abuse of the colonists' fundamental rights continued, the First Continental Congress drafted a Declaration of Rights and Resolves and agreed to meet again if the violations continued. Thomas Paine wrote and distributed <i>Common Sense</i> which galvanized the American public and called for independence. • The Declaration of Independence was drafted by Thomas Jefferson with the help of Adams and Franklin. The document laid the foundation for popular sovereignty. • The Articles of Confederation established a loose "league of friendship" between the thirteen sovereign colonies. It became evident that there were weaknesses under the Articles which led to rebellion in the states. • The states called for a convention in Philadelphia to revise the Articles because of evident weaknesses: the military power to take care of Shays' Rebellion; the national government did not have the ability to enforce the 	<ul style="list-style-type: none"> • Students will be able to trace the origins of American government. • Students will identify the foundational document of the U.S. and will explain how it reflects democratic ideals. • Students will discuss how the Articles of Confederation were weak and sparked the debate over granting the national government more power at the expense of the states losing power. • Students will list the differences in ideas that necessitated serious compromises at the Constitutional Convention in order to develop a constitutional system. • Students will identify the problems that were brought up in the ratification debate and will explain how they are still an issue today in continual arguments about democracy and the power of the government. • Students will describe the constitutional principles of separation of powers and "checks and balance." • Students will identify and explain the ramifications of the separation of powers and "checks and balances" of the U.S. political system. • Students will describe how the way the powers are distributed between the Executive, Legislative, and Judicial branches of the federal government and the relationship between the national and state governments impacts policy making. • Students will explain how the Constitution itemizes powers that are specific to the national government and those that are reserved for state governments. • Explain how the balance of power between the national and state governments have been interpreted differently. 	<ul style="list-style-type: none"> • Contributing - members of the community, the nation, and the world. • Critical Thinking - Analyze by evaluating the ideas and information sources for validity, relevance, and impact.

states to pay taxes; because unanimity of all states was required to amend the Articles, nothing could get resolved.

- The U.S. Constitution which was drafted at the Constitutional Convention, led by George Washington, and included additional work by Madison, Hamilton and the “Grand Committee” which was the result of compromise. Eventually the compromises included: The Great Compromise (Connecticut Plan); the Electoral College; the Three-Fifths Compromise; and a compromise on the importation of slaves.
- Debates about the new system of self-government while the Constitution was being written created the need for an amendment process which is found in Article V.
- During the debate over whether to ratify the Constitution, those who favored the new strong national government called themselves Federalists. Those who opposed a strong national government called themselves Anti-Federalists.
- The compromises that were necessary to get all of the states to ratify the Constitution left issues unresolved which have continued to create discussion and debate today.
- Each branch of the government has its own unique powers which demonstrate the separation of powers and checks and balance which are built into the Constitution.
- There are various ways that interested groups and institutions can influence public policy which results from the separation of powers and checks and balances.
- Because power is shared between and among the three branches of government and state governments, national policy making is constrained.
- The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels.
- Over time the Supreme Court has interpreted the Constitutional powers of the national government and state

<p>governments which has altered the balance of power between the two levels. The most important cases are <i>McCulloch v. Maryland</i> (1819) which declared that Congress has implied powers (Necessary and Proper Clause a/k/a Elastic Clause) necessary to implement its enumerated powers and established the supremacy of the powers and established the U.S. Constitution and federal laws over state laws (Supremacy Clause).</p> <ul style="list-style-type: none"> • 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. 		
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Academic Vocabulary:

<ul style="list-style-type: none"> • Natural rights • Republicanism • Declaration of Independence • Participatory democracy • Elite democracy • Great (Connecticut) Compromise • Three-Fifths Compromise • Separation of powers • Federalism • Concurrent powers 	<ul style="list-style-type: none"> • Categorical grants • Mandates (unfunded) • Popular sovereignty • Social contract • Philadelphia Convention • Pluralist democracy • Shays' Rebellion • Electoral College • Importation (slavery) Compromise • Checks and balances 	<ul style="list-style-type: none"> • Exclusive powers • Federalism • Implied powers • Block grants • Commerce clause
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Current Events Assignments (Functions of Government; A specific amendment; state or Federal power) • Essay on the Articles of Confederation in which students provide an analytical reflection on the weaknesses and positive aspects of the document. • Class debate: Federalist or Anti-Federalist. • Chapter tests (Chapters 1, 2, and 3)

Interdisciplinary Connections:

Additional Resources:

- *American Government: Roots and Reform*, Chapters 1, 2 and 3
- The Lanahan Readings:

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- Alexis de Tocqueville, *Democracy in America*
C. Wright Mills, *The Power Elite*
Michael Kammen, *People of Paradox*
Robert Bellah/Others, *Habits of the Heart*
Andrew Karch, *Democratic Laboratories*
- *Politics in Action: Cases in Modern American Government*
The Meal Deal
Federalism in Education
 - *Common Sense*
 - *Federalist No. 10*
 - *Brutus No 1: To the Citizens of the State of New York*
 - *The Declaration of Independence*
 - *The Articles of Confederation*
 - *The constitution of the United States* (including the Bill of Rights and following amendments)
 - *Federalist No. 51*
 - *McCulloch v. Maryland* (1819)
 - *United States v. Lopez* (1895)

Created By:
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AP American Government and Politics

Unit 2

Course/Subject:
AP Government and Politics

Grade:
11th & 12th

Suggested Timeline:
Days 18 Days

Grade Level Summary

During the course of study students will critically examine politics and government in the United States. The course will focus on 1) the constitutional underpinnings of the United States government; 2) the institutions of national government; 3) civil liberties and civil rights; 4) political beliefs and behaviors; 5) political parties, interest groups and the mass media; and 6) public policy. During the course of study students will gain an understanding of the foundations of government, federalism, the powers of the three branches of government, the electoral process, political parties, the influence of interest groups and the media. Students will study historical and current events issues involving civil liberties and civil rights to determine the legal, political and social ramifications of these events.

Grade Level Units

Unit I: Foundations of American Democracy
Unit II: Civil Liberties and Civil Rights
Unit III: American Political Culture and Beliefs
Unit IV: Political Participation
Unit V: Interaction Among Branches.

Unit Title

Unit II: Civil Liberties and Civil Rights

Unit Summary

The U.S. Constitution protects both Civil liberties, the personal guarantees and freedoms that government cannot abridge, by law, constitution, or judicial interpretation and civil rights, the government-protected rights of individuals against arbitrary or discriminatory treatment by governments or individuals based on categories such as race, sex, national origin, age, religion, or sexual orientation. These guarantees are found primarily through the Bill of Rights and the 14th Amendment of the Constitution. Individual citizens and groups have tried to restrict the national and state governments from infringing upon individual rights and from denying equal protection under the law. Interpretations of the Supreme Court have varied, sometimes producing decisions that protect public order and individual freedom, and at other times the Court has set precedents that protect one at the expense of the other

Unit Essential Questions:

1. What is the importance of First Amendment rights in our society?
2. Why are procedural and due process rights important in our society?
3. What is “equal protection” under the law?
4. Since Congress enacts our laws, why has it not made certain that all groups have the same rights?
5. Under what circumstances can men and women be treated differently?

Key Understandings:

1. Provisions of the Bill of Rights are continually being interpreted to balance the power of government and civil liberties of individuals.
2. The Due Process Clause of the 14th Amendment has been interpreted to prevent the states from infringing upon basic liberties.
3. The 14th Amendment’s Equal Protection Clause has often been used to support the advancement of equality.

6. Was the Civil Rights Act of 1964 the most important piece of legislation of the 20 th century?	
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
5.1.12.C.	Evaluate the application of the principles and ideals in contemporary civic life. Liberty/Freedom Democracy Justice Equality
5.2.12.A.	Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
5.2.12.B.	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.2.12.D.	Evaluate and demonstrate what makes competent and responsible citizens.
5.3.9.F.	Explain the Supreme Court's role in interpreting the U.S. Constitution Individual rights States' rights Civil rights
5.1.12.E.	Analyze and assess the rights of people as written in the PA Constitution and the U.S. Constitution.

Important Standards Addressed in the Unit:

CC.8.5.11-12.A.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12F.	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.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Students often think civil liberties and civil rights are the same thing Students often think the Civil Rights Act (1964) is the only civil rights legislation ever passed by the U.S. Congress. 	<ul style="list-style-type: none"> Civil liberties are the personal guarantees and freedoms that the government cannot abridge by law, constitution, or judicial interpretation. Civil rights are the government-protected rights of individuals against arbitrary or discriminatory treatment by governments or individuals. There was first the Civil Rights Act of 1875 which was passed by Congress to enforce the Fourteenth Amendment guarantees of equal protection to African Americans. It also granted equal access to public accommodations among other provisions. The Civil Rights Act of 1964 was wide-ranging legislation to outlaw segregation in public facilities and discrimination in employment, education, and voting; created the Equal Employment Opportunity Commission.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The First Amendment's Establishment and Free Exercise Clauses have been applied and interpreted differently over the years and this shows the ongoing debate over religious practice and free exercise. These issues have been represented in such cases as: Engel v. Vitale (1962) – Establishment Clause Lemon v. Kurtzman (1971) – Establishment Clause Wisconsin v. Yoder (1972) – Free Exercise Clause • The Supreme Court has set precedent that symbolic speech is protected by the First Amendment. The precedent was established through Tinker v. Des Moines Independent Community School District (1969), when the court ruled that public school students could wear black armbands in school to protest the Vietnam War. • In New York Times Co. v. United States (1971), the Court upheld freedom of the press and established a “heavy presumption against prior restraint” even in cases involving national security. • The Supreme Court has made decisions on the Second Amendment that are contingent on its constitutional interpretation of individual liberty. • Miranda v. Arizona (1966) determined the Fifth Amendment requires that individuals arrested for a crime must be advised of their right to remain silent and to have counsel present. The ruling involved the interpretation and application of due process rights as protected by the Fifth and Sixth Amendments, but the Court has also 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. 	<ul style="list-style-type: none"> • Students will explain how the Supreme Court has interpreted the First and Second Amendments in a way that demonstrates its commitment to individual liberty. • Students will describe how the Supreme Court has tried, through its decisions, to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety. • Students will explain how states are limited by the due process clause from infringing upon individual rights. • Students will identify the implications of the doctrine of selective incorporation. • Students will describe how constitutional provisions have supported and motivated social movements and policy responses. • Students will describe how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights. 	<ul style="list-style-type: none"> • Contributing - members of the community, the nation, and the world. • Critical Thinking - Analyze by evaluating the ideas and information sources for validity, relevance, and impact.

- Court decisions that define cruel and unusual punishment involve the interpretation of the Eighth Amendment and its application to state death penalty statutes.
- Attempts at balancing 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. - Based on the ruling in *Schenck v. United States* (1919), that which creates a “clear and present danger”.
- The Second and Fourth Amendments have been applied to the government regulation of firearms, collection of digital metadata and the question of whether it promotes or interferes with public safety and individual rights. This continues to be a debate.
- 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 that 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.
- The Due Process Clause has been interpreted by the Court to protect the right of privacy from state infringement as represented by:
 - *Roe v. Wade* (1973), the court’s ruling 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.
- The Court has ruled on enhancing states’ power over individual liberty in spite of selective incorporation, as represented by:

- *Gitlow v. New York* (1825), which held that while the First Amendment applies to the states via the 14th Amendment, the states may prohibit speech having a tendency to cause a danger to public safety.
- 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 14th Amendment.
- The application and interpretation of the following Supreme Court rulings and legislative policies illustrate how constitutional provisions can motivate policy responses:
 - The Civil Rights Act of 1964.
 - Title IX of the Civil Rights Act Amendments (1972).
 - The Voting Rights Act of 1965.
 - *Brown v. Board of Education* (I) (1954), which declared that race-based school segregation violates the 14 Amendment Equal Protection Clause.
- *Brown v. Board of Education* (II) (1955), which held that school districts and federal district courts must implement the court's decision in *Brown v. Board of Education* (I) (1954) "with all deliberate speed".
- The leadership and events associated with civil, women's and LGBT rights are evidence of how the equal protection clause can motivate social movements, as represented by:
 - Dr. Martin Luther King's Letter from a Birmingham Jail" and the Civil Rights Movement of the 1960s.
 - The National Organization for Women and the Women's Rights Movement.
 - The Pro-Life (anti-abortion) Movement.
- Decisions affecting the rights of minority groups demonstrating that minority rights have been restricted at times and protected at other times include:

<ul style="list-style-type: none"> - Plessy v. Ferguson (1896), which upheld “separate but equal” racial segregation by the states. - Brown v. Board of Education (I) (1954) which declared that race-based school segregation violates the 14th Amendment’s Equal Protection Clause. • Brown v. Board of Education (II) (1955), which held that school districts and federal district courts must implement the court’s decision in Brown v. Board of Education (I) (1954) “with all deliberate speed”. • The Supreme Court has upheld the rights of the majority in cases that limit inter-district school busing and those that prohibit majority-minority districting. • The debate on 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. 		
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Academic Vocabulary:

<ul style="list-style-type: none"> • Civil liberties • Civil Rights • Bill of Rights • Fourteenth Amendment • Due Process clause • Substantive due process • Sedition laws • Incorporation doctrine • Symbolic speech • Capital cases • Right to privacy • Undue burden test • Abolitionist • Equal protection clause • Civil Rights Act of 1873 • Jim Crow Laws • Separate but equal doctrine • NAACP • NAWSA • Suffrage movement • NWP • Nineteenth Amendment • LULAC • ADA • Strict scrutiny 	<ul style="list-style-type: none"> • Selective incorporation • Fundamental freedoms • Warren Court • First Amendment – Tenth Amendment • Establishment clause • Free exercise clause • Lemon test • Prior restraint • Alien and Sedition Acts • Abolitionist • Espionage Act • Clear and present danger test • Direct incitement test • Seneca Falls Convention • NAACP LDF • Civil Rights Act of 1964 • NOW • MALDEF • Standards of review • Suspect classifications • Rational basis standard of review • Intermediate standard of review 	<ul style="list-style-type: none"> • Hate speech • Occupy Wall Street • Black Live Matter (BLM) • Libel • Slander • Fighting words • Writs of habeas corpus • Ex post facto law • Bill of attainder • Due process rights • Grand jury • Miranda rights • Double jeopardy clause • Exclusionary rule • Thirteenth Amendment • Fifteenth Amendment • Emancipation Proclamation • Poll taxes • Grandfather clause • Progressive Era (1890 – 1920) • Equal Pay Act of 1963 • Title IX • Equal Rights Amendment • Chinese Exclusion Act • Affirmative action
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Evidence: Assessments and Performance Task(s)

- Lincoln and Habeas Corpus and Proclamation Activity: Students will analyze Lincoln’s suspension of habeas corpus and provide validation for Lincoln’s actions.
 - Current Events Assignments: Civil Rights and Civil Liberties
 - Comparison and contrast writing between **Plessy v. Ferguson** and Brown v. Board of Education I
 - Chapter Tests (Chapters 4 and 5)
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Interdisciplinary Connections:

Additional Resources:

- *American Government: Roots and Reform*, Chapters 4 and 5
 - *The Lanahan Readings*
 - Charles Ogletree, *All Deliberate Speed*
 - David Bernstein, *You Can’t Say That*
 - *Politics in Action: Cases in Modern American Government*
 - Abortion and Public Opinion
 - Freedom of Speech and Campus Speech Codes
 - Affirmative Action at the University of Michigan
 - The 14th Amendment’s “equal protection clause”
 - Engle v. Vitale (1962)
 - Lemon v. Kurtzman (1971)
 - Wisconsin v. Yoder (1972)
 - Tinker v. Des Moines Independent Community School District (1969)
 - New York Times Company v. United States (1971)
 - Miranda v. Arizona (1966)
 - Schenck v. United States (1919)
 - Gideon v. Wainwright (1963)
 - Roe v. Wade (1973)
 - Gitlow v. New York (1923)
 - McDonald v. Chicago (2010)
 - Plessy v. Ferguson (1896)
 - Brown v. Board of Education, I (1954)
 - Brown v. Board of Education, II (1955)
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Created By:

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AP American Government and Politics

Unit 3

Course/Subject:
AP Government and Politics

Grade:
11th & 12th

Suggested Timeline:
Days 13 Days

Grade Level Summary

During the course of study students will critically examine politics and government in the United States. The course will focus on 1) the constitutional underpinnings of the United States government; 2) the institutions of national government; 3) civil liberties and civil rights; 4) political beliefs and behaviors; 5) political parties, interest groups and the mass media; and 6) public policy. During the course of study students will gain an understanding of the foundations of government, federalism, the powers of the three branches of government, the electoral process, political parties, the influence of interest groups and the media. Students will study historical and current events issues involving civil liberties and civil rights to determine the legal, political and social ramifications of these events.

Grade Level Units

Unit I: Foundations of American Democracy
Unit II: Civil Liberties and Civil Rights
Unit III: American Political Culture and Beliefs
Unit IV: Political Participation
Unit V: Interaction Among Branches

Unit Title

Unit III: American Political Culture and Beliefs

Unit Summary

The political beliefs held by Americans have been formed through the founding ideals of the country, core values, and through changes in the demographics of the country. The beliefs people hold about the government, politics, and their role, as individuals, in the political system have influenced the creation of ideology that impacts public policies.

Unit Essential Questions:

1. What were the beginnings of public opinion research?
2. What influence does political ideology have on political attitudes and behaviors?
3. What are the effects of public opinion on policy making?

Key Understandings:

1. Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.
2. Widely held political ideologies shape debates and choices in American politics.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
5.1.12.C.	Evaluate the application of the principles and ideals in contemporary civic life. • Liberty / Freedom • Democracy • Justice • Equality
5.1.12.F.	Evaluate the role of nationalism in uniting and dividing citizens.

5.2.12.B.	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.2.12.C.	Evaluate political leadership and public service in a republican form of government

Important Standards Addressed in the Unit:

CC.8.5.11-12.A.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.C.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CC.8.5.11-12F.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12G.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Many students believe that polls reflect accurate information. Many students believe polls are not that important and are just a way to gauge current political opinion. 	<ul style="list-style-type: none"> In actuality, many errors can occur in polling such as the use of unscientific surveys used to gauge public opinion, and sampling errors. Since the 1930s, governmental decision makers have relied heavily on public opinion polls.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> There are different interpretations of core values, such as individualism, equality of opportunity, free enterprise, rule of law, and limited government, that all work together to affect the relationship between citizens and the federal government and that which 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. The relative importance of major political events to the development of individual political attitudes is an example of political socialization. Generational and lifecycle effects also contribute to the political socialization that influences an individual's political attitudes. 	<ul style="list-style-type: none"> Students will explain the relationship between the core beliefs held by U.S. citizens and their attitudes about the role of government. Students will describe how cultural factors influence political attitudes and socialization. Students will describe how the formation, goals and implementation of public policy have been influenced by political culture (e.g. values, attitudes, and beliefs) will be examined. Students will compare how political ideologies vary on the role of government in regulating the marketplace. Students will compare how political ideologies vary with regard to the government's role in addressing social issues. 	<ul style="list-style-type: none"> Contributing - members of the community, the nation, and the world. Critical Thinking - Analyze by evaluating the ideas and information sources for validity, relevance, and impact.

<ul style="list-style-type: none"> • U.S. political culture has both influenced and been influenced by the values of other countries because of globalization. • U.S. public policy reflects the attitudes and beliefs of citizens who choose to participate in politics at that time. • Individual liberty and government efforts to promote stability and order has been reflected in policy debates and their outcomes over time. • 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 ideological support for governmental regulation of the market, conservative support for less regulation, and libertarian preference for little to no regulation demonstrate how ideologies vary on the role of government in regulating the marketplace. • Conservative, liberal, communitarian, and libertarian political ideologies have differing views on the role of government in addressing social issues. • The trends in policy concerning the level of government involvement in social issues reflect the success of conservative or liberal perspectives in political parties. 		
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Academic Vocabulary:

<ul style="list-style-type: none"> • Political ideology • Political socialization • Liberal ideology 	<ul style="list-style-type: none"> • Demographics • Scientific polling • Conservation ideology 	<ul style="list-style-type: none"> • Political culture • Party platform
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Analysis of chart, “How do global attitudes toward democracy compare?” • Analysis of a political cartoon • The Importance of Political Cartoons – Student created political cartoon which will reflect a current political issue • Current Events Assignment: Public opinion of a political issue • Chapter 10 test

Interdisciplinary Connections:

Additional Resources:

- *American Government: Roots and Reform*, Chapters 10
- *The Lanahan Readings*
 - V.O. Key, *Public Opinion and American Democracy*
 - Larry Sabato, *Feeding Frenzy*
 - Diana Mutz, *How the Mass Media Divide Us*

Created By:

Beth Wire



AP American Government and Politics/11-12

Unit 4

Course/Subject:
AP Government and Politics

Grade:
11th & 12th

Suggested Timeline:
Days 26 Days

Grade Level Summary	During the course of study students will critically examine politics and government in the United States. The course will focus on 1) the constitutional underpinnings of the United States government; 2) the institutions of national government; 3) civil liberties and civil rights; 4) political beliefs and behaviors; 5) political parties, interest groups and the mass media; and 6) public policy. During the course of study students will gain an understanding of the foundations of government, federalism, the powers of the three branches of government, the electoral process, political parties, the influence of interest groups and the media. Students will study historical and current events issues involving civil liberties and civil rights to determine the legal, political and social ramifications of these events.
Grade Level Units	Unit I: Foundations of American Democracy Unit II: Civil Liberties and Civil Rights Unit III: American Political Culture and Beliefs Unit IV: Political Participation Unit V: Interaction Among Branches

Unit Title	Unit IV: Political Participation
Unit Summary	Governing is achieved directly through citizen participation and indirectly through linkage 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.

Unit Essential Questions:

1. What are the effects of public opinion on policy making?
2. Are the political parties really that different?
3. How important are realigning elections?
4. How much power do the media have in our political system?
5. What influence does money have in elections and what approaches have been taken for campaign reform?
6. What factors influence voter turnout and voter choice?
7. What is the influence of the media on American politics?
8. What are recent trends in the news media and what effect has the news media had on recent political outcomes?
9. What methods and activities do interest groups use to influence political outcomes?

Key Understandings:

1. Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.
2. The various forms of media provide citizens with political information and influence the ways in which they participate politically.
3. Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government.
4. Although laws and amendments have expanded voting rights in the U.S., voting participation varies widely from election to election.
5. The impact of federal policies on campaigning and electoral rules continued by both sides of the political spectrum.

10. How effective are regulations designed to control interest groups, PACS and Super PACs?	
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
5.3.C.C.	Explain how government agencies create, amend, and enforce policies in local, state, and national governments
5.3.C.D.	Evaluate the roles of political parties, interest groups, and mass media in politics and public policy
5.3.C.G.	Analyze the influence of interest groups in the political process.
5.3.C.H.	Evaluate the role of mass media in setting public agenda and influencing political life.

Important Standards Addressed in the Unit:

C.C.8.5.11-12A.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12B.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12D.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
CC.8.5.11-12F.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12G.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CC.8.5.11-12I.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Many students believe that bills are thought of and influenced by the elected representatives in Congress. Many students think that the president of the U.S. is elected through the popular vote. 	<ul style="list-style-type: none"> In actuality, interest groups exert influence through long-standing relationships with bureaucratic agencies, Congressional committees, and other interest groups; such relationships are called iron triangles and issue networks and they help interest groups exert influence across political party coalitions. In actuality, it is the Electoral College who casts votes for the president. For that reason, a candidate may win the popular vote, but not have enough electoral votes to become the next president.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The media's report of public opinion data that can impact elections and policy debates is affected by such 	<ul style="list-style-type: none"> Students will describe the elements of a scientific poll. Students will explain how public opinion polling and polling results 	<ul style="list-style-type: none"> Contributing - members of the community, the nation, and the world.

<p>scientific polling types and methods as:</p> <ul style="list-style-type: none"> - Type of poll - Sampling techniques, identification of respondents, mass survey or focus group, and sampling error. • 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. • The relationship between scientific polling and elections and policy debates is affected by the: <ul style="list-style-type: none"> - Importance of public opinion as a source of political influence in a given election or policy debate. - Reliability and veracity of public opinion. • 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 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: <ul style="list-style-type: none"> - 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. • The functions and impact of political parties on the electorate and government are represented by: <ul style="list-style-type: none"> - Mobilization and education of voters. - Party platforms. - Candidate recruitment. - Campaign management, fundraising and media. • The committee and party leadership systems in legislatures influence the ability of political parties to carry out 	<p>impact elections, political behavior, and policy process.</p> <ul style="list-style-type: none"> • Students will evaluate the quality and credibility of claims based on public opinion data. • Students will describe the media's role as a linkage institution. • Students will explain how increasingly diverse media and communications outlets influence political institutions behavior. • Students will describe the linkage functions of political parties and explain how parties impact the electorate and the government. • Students will explain why and how political parties change and adapt. • Students will explain how structural barriers impact third-party and independent-candidate success. • Students will describe the benefits and potential problems of interest-group influence on elections and policy making. • Students will explain how various political actors influence public policy outcomes. • Students will describe the voting rights protections in the Constitution and in legislation. • Students will identify the roles that individual choice and state laws play in voter turnout in elections. • Students will describe factors that influence voter choices. • Students will identify different models of voting behavior. • Students will explain how the different processes work in a U.S. federal election. • Students will describe how campaign organizations and strategies affect the election process. • Students will explain how the organization, finance, and strategies of national political campaigns affect the election process. • Students will evaluate the extent to which the Electoral College facilitates or impedes democracy. 	<ul style="list-style-type: none"> • Critical Thinking - Analyze by evaluating the ideas and information sources for validity, relevance, and impact.
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<p>citizen preferences in government decision making.</p> <ul style="list-style-type: none"> • Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened. • The structure of parties has been influenced by: <ul style="list-style-type: none"> - 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 serve 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, 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: <ul style="list-style-type: none"> - Inequality of resources. - Unequal access to decision makers. - “Free rider” problem. <ul style="list-style-type: none"> • Different types of political action committees (PACs) influence elections and policy making through fundraising and spending. • Single-issue groups, ideological/social movements, and protest movements form with the 		
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<p>goal of impacting society and policy making.</p> <ul style="list-style-type: none"> • Competing actors such as interest groups, professional organizations, social movements, the military and bureaucratic agencies influence policy making. • Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies. • Legal protections found in federal legislation and in the 15th, 17th, 19th, 24th, and 26th Amendments relate to the expansion of opportunities for political participation. • 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: <ul style="list-style-type: none"> - National versus state-controlled elections. - Voter registration laws and procedures. - Voting incentives or penalties or fines. - Election type (mid-term or presidential). <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Examples of political models explaining voting behavior include: - Rational choice. - Retrospective voting. - Prospective voting. - Party-line voting. <ul style="list-style-type: none"> • The process and outcomes in U.S. federal elections are impacted by: - Open and closed primaries. - Caucuses. - Party conventions. - General (presidential and mid-term) elections. - The Electoral College <ul style="list-style-type: none"> • The benefits and drawbacks of modern campaigns are represented by: - Dependence on professional consultants. - Rising campaign costs and intensive fundraising efforts. 		
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<ul style="list-style-type: none"> - Duration of election cycles. - Impact of and reliance on social media for campaign communication/fundraising. <ul style="list-style-type: none"> • 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: - Buckley v. Valeo (1978). - Bipartisan Campaign Reform Act of 2002. - Citizens United v. Federal Election Commission (2010). <ul style="list-style-type: none"> • Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, PACs, and political parties). • The winner-take-all allocation of votes per state under the Electoral College compared with the national popular vote raises questions if the Electoral College facilitates/impedes democracy. 		
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Academic Vocabulary:

<ul style="list-style-type: none"> • Rational choice theory • Retrospective voting • Prospective voting • Party-line voting • Political efficacy • Midterm election • Demographics • Linkage institution • Political party • Interest group • Critical election • Political realignment • Proportional electoral system 	<ul style="list-style-type: none"> • Primaries (open v. closed) • Caucuses • Party convention • General election • Electoral College • Incumbency advantage • Federal Election Commission • Federal Elections Campaign Act • McCain-Feingold • Citizens United v. FEC (2010) • PACs • Super PACs • Independent expenditures 	<ul style="list-style-type: none"> • Free rider problem • Single issue groups • Participatory democracy • Pluralist democracy • Elite democracy • Media • Social media • Watchdog • Gatekeeper • Horse race journalism • “Fake news” • Iron Triangles • Issue networks
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Analyzing “Fake News” or “Real News” Activity • Current Events Assignment: Interest Groups and PACS • Chapter Tests (Chapters 10, 11, 12, 13, and 14)

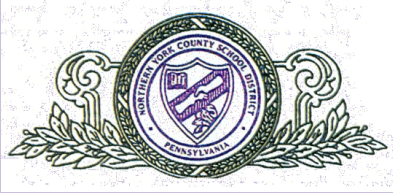
Interdisciplinary Connections:

Additional Resources:

- *American Government: Roots and Reform*, Chapters 10, 11, 12, 13 and 14
- *The Lanahan Readings*
 - Robert Boatright, *Getting Primaried*
 - Sasha Issenberg, *The Victory Lab*
 - Kenneth Vogel, *Big Money*
 - Sean Trende, *Are We in an Electoral Realignment?*
 - Willia Frey, *Diversity Explosion*
 - Anthony Nownes, *Interest Groups in American Politics*
- *Politics in Action: Cases in Modern American Government*
 - *Harry & Louise vs. Bill & Hillary: An Interest Group Goes Public*
 - *Media and the Lewinsky Scandal: A Perfect Storm*
 - *Networking Congress: Passing Pension Reform*
- *Buckley v. Valeo* (1976)
- *Citizens United v. Federal Election Commission (FFC)* (2010)

Created By:

Beth Wire



AP American Government and Politics

Unit 5

Course/Subject:
AP Government and Politics

Grade:
11th & 12th

Suggested Timeline:
Days 34 Days

Grade Level Summary

During the course of study students will critically examine politics and government in the United States. The course will focus on 1) the constitutional underpinnings of the United States government; 2) the institutions of national government; 3) civil liberties and civil rights; 4) political beliefs and behaviors; 5) political parties, interest groups and the mass media; and 6) public policy. During the course of study students will gain an understanding of the foundations of government, federalism, the powers of the three branches of government, the electoral process, political parties, the influence of interest groups and the media. Students will study historical and current events issues involving civil liberties and civil rights to determine the legal, political and social ramifications of these events.

Grade Level Units

Unit I: Foundations of American Democracy
Unit II: Civil Liberties and Civil Rights
Unit III: American Political Culture and Beliefs
Unit IV: Political Participation
Unit V: Interaction Among Branches

Unit Title

Unit V: Interaction Among Branches

Unit Summary

Because power is widely distributed and checks prevent one branch from usurping powers from the others, institutional actors are in the position where they must both compete and cooperate in order to govern.

Unit Essential Questions:

1. How do members of Congress represent their constituents?
2. How does incumbency and redistricting help members of Congress stay in office?
3. What are the roles of leaders, political parties, and committees in Congress?
4. What are the powers of Congress?
5. What are the strategic interactions between Congress, the president, the courts and the people?
6. What is the legislative process of Congress?
7. How has the role of the President changed in the last one hundred years?
8. How important is the presidential character in determining how he governs?
9. How does divided government affect the president?
10. How is the federal bureaucracy organized?

Key Understandings:

1. The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.
2. The presidency has been enhanced beyond its expressed constitutional powers.
3. The design of the judicial branch protects the court's independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.
4. The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability.

11. What are the roles and responsibilities of the federal bureaucracy? 12. What means are used to control the federal bureaucracy? 13. What are the constitutional foundations of the federal judiciary and judicial review? 14. What is the process by which the Supreme Court makes decisions and what are the factors that influence judicial decision making? 15. What role does the Supreme Court have in national policy making? 16. What are the stages of the policy-making process? 17. How effective are the monetary policy tools used by the federal government to manage the economy? 18. What is the current U.S. policy in healthcare, education, social welfare policy and programs? 19. What are the ongoing challenges in U.S. social and economic policy making? 20. What are the major events and issues in the development of U.S. foreign and defense policy? 21. What major foreign and defense policy challenges is the U.S. now facing? 22. What are the emerging challenges that are shaping U.S. foreign and defense policies in four critical regions?	
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
5.1.12.A.	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.1.12.D.	Evaluate state and federal powers based on significant documents and other critical sources. <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution
5.1.12.F.	Evaluate the role of nationalism in uniting and dividing citizens.
5.2.12.B.	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.2.12.C.	Evaluate political leadership and public service in a republican form of government.
5.3.12.A.	Analyze the changes in power and authority among the three branches of government over time.
5.3.12.B	Compare and contrast policymaking in various contemporary world governments.
5.3.12.D.	Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
5.3.9.A.	Examine the process of checks and balances among the three branches of government, including the creation of law.
5.3.12.C.	Evaluate how government agencies create, amend, and enforce regulations.
5.3.12.E.	Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college.
5.3.12.F.	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
5.3.12.G.	Evaluate the impact of interest groups in developing public policy.

5.3.9.A.	Examine the process of checks and balances among the three branches of government including the creation of law.
5.3.9.B.	Analyze the roles of local, state, and national governments in policy-making.
5.3.12.I.	Evaluate tax policies of various states and countries.
5.3.9.C.	Explain how government agencies create, amend and enforce policies in local, state, and national governments.
5.3.9.F.	Explain the Supreme Court's role in interpreting the U.S. Constitution. <ul style="list-style-type: none"> • Individual rights • States' rights • Civil rights
5.4.12.A.	Examine foreign policy perspectives, including realism, idealism, and liberalism.
5.4.12.B.	Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g. diplomacy, economic aid, military aid, sanctions, treaties).
5.4.12.C.	Evaluate the effectiveness of international organizations, both governmental and non-governmental.
5.4.12.E.	Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.

Important Standards Addressed in the Unit:

CC.8.5.11-12.A.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.D.	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).
CC.8.5.11-12.F.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12.G.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CC.8.5.11-12.I.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Many students assume that the president of the U.S. has limited power. • Many students think that only Congress can make laws. • Many students believe that the Supreme Court has original jurisdiction to hear cases. • Many students think that "Obama Care" is the same thing as Medicaid. 	<ul style="list-style-type: none"> • The powers of the president, both enumerated and implied are actually identified in the U.S. Constitution, Article II. • The federal Bureaucracy, also known as the fourth branch of government, acts in a quasi-legislative manner because it passes policy that has the force of law (e.g. tax laws). • The Supreme Court is actually an appellate court and has very limited original jurisdiction. The main function of the Court is to determine the constitutionality of issues that come from lower courts. • "Obama Care" or the ACA (Affordable Care Act) offers Americans rights and protections in regards to their healthcare and sets up a Health Insurance Marketplace where Americans can purchase federally regulated and subsidized health insurance. Medicaid is a government program that subsidizes health insurance for the poor and disabled based

on a set of eligibility requirements, such as minimum-income threshold or a disability that meets the Social Security Administration's definition of disabled.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes: <ul style="list-style-type: none"> - 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. • 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. • 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: <ul style="list-style-type: none"> - Number of chamber and debate rules that set the bar high for building majority support. - Roles of Speaker of the House, 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. - Differing role conceptions of “trustee,” “delegate,” and “politico” as related to constituent accountability in each chamber. 	<ul style="list-style-type: none"> • Students will be able to describe the powers and functions of Congress. • Students will compare the Senate and House of Representatives in terms of how constituencies, lawmaking authority, and chamber rules and roles affect the policy-making process. • Students will explain how congressional behavior is influenced by election processes, partisanship, and divided government. • Students will explain how Congress uses its oversight power in its relationship with the executive branch. • Students will identify presidential powers or functions that promote a policy agenda. • Students will explain how the president's agenda can create tension and frequent confrontations with Congress. • Students will explain how presidents have interpreted and justified their use of formal and informal powers. • Students will describe how communication technology has changed the president's relationship with the national constituency and the other branches. • Students will describe how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration. • Students will explain the principle of judicial review and how it checks the power of other institutions and state governments. • Students will explain how the exercise of judicial review in conjunction with life tenure can lead to controversy about the legitimacy of the Supreme Court's power. • Students will identify the ways other branches of government can limit the Supreme Court's power. • Students will explain how the bureaucracy carries out the 	<ul style="list-style-type: none"> • Contributing - members of the community, the nation, and the world. • Critical Thinking - Analyze by evaluating the ideas and information sources for validity, relevance, and impact.

<ul style="list-style-type: none"> • Congressional behavior and governing effectiveness are influenced by: <ul style="list-style-type: none"> - Ideological divisions within Congress that can lead to gridlock or create the need for negotiation and compromise. - Gerrymandering, redistricting, and unequal representation of constituencies that have increased partisanship and decreased accountability, partially addressed such court decisions as the “one-person, one-vote” ruling in <i>Baker v. Carr</i> (1961) and the no-racial-gerrymandering decision in <i>Shaw v. Reno</i> (1993). - 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. Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by: <ul style="list-style-type: none"> - Committee hearings. - Power of the purse. • As a means to curtail the use of presidential power, “congressional oversight” serves as a check of the executive authorization and appropriation. • Presidents use powers and functions of the office to accomplish a policy agenda. • Formal and informal powers of the president are represented by: <ul style="list-style-type: none"> - Vetoes and pocket vetoes. - Treaties and executive agreements. - Bargaining and persuasion. - Executive orders. - Signing statements. • The potential for conflict with the Senate depends upon the type of executive branch appointments, including: <ul style="list-style-type: none"> - Cabinet members. - Ambassadors. - White House staff. • Senate confirmation is an important check on appointment powers, but the president’s longest lasting 	<p>responsibilities of the federal government.</p> <ul style="list-style-type: none"> • Students will describe how the federal bureaucracy uses delegated discretionary authority for rule making and implementation. • Students will explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress the president, and the federal courts. 	
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<p>influence lies in life-tenured judicial appointments.</p> <ul style="list-style-type: none"> • Policy initiatives and executive orders promoted by the president often leads to conflict with the congressional agenda. • Justifications for a single executive are set forth in <i>Federalist No. 70</i>. • Term-of-office and constitutional-power restrictions, including the passage of the 22nd 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: <ul style="list-style-type: none"> - 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. • 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. • 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: <ul style="list-style-type: none"> - Article III of the Constitution. - <i>Federalist No. 78</i>. - <i>Marbury v. Madison</i> (1803). • Precedence and stare decisis play an important role in judicial decision making. • Controversial or unpopular court decisions can lead to challenges of the court's legitimacy and power which Congress and the president can address only through future appointments, legislation changing the court's jurisdiction, or refusing to implement decisions. • Controversy about the Supreme Court's power is illustrated by the ongoing debate over judicial activism versus judicial restraint. 		
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<ul style="list-style-type: none"> • Restrictions on the Supreme Court are represented by: <ul style="list-style-type: none"> - Congressional legislation to modify the impact of prior Supreme Court decisions. - Constitutional amendments. - Judicial appointments and confirmations. - The president and states evading or ignoring Supreme Court decisions. - Legislation impacting court jurisdiction. • Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy promoting professionalism, specialization, and neutrality. • Discretionary and rule-making authority to implement policy are given to bureaucratic agencies such as: <ul style="list-style-type: none"> - U.S. Department of Agriculture. - U.S. Department of Defense. - U.S. Department of Homeland Security. - U.S. Department of Transportation. - U.S. Department of State. - U.S. Department of Veterans Affairs. - U.S. Department of Education. • Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability. 		
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Academic Vocabulary:

<ul style="list-style-type: none"> • Apportionment • Bicameral Legislature • Bill • Cloture • Committee of the Whole • Conference committee • Congressional Budget Act of 1974 • Congressional Budget Office (CBO) • Congressional Research Service (CRS) • Congressional review • Delegate • Discharge petition • Divided Government • Filibuster • Gerrymandering • Government Accountability Office (GAO) 	<ul style="list-style-type: none"> • Bully pulpit • Cabinet • Executive agreements • Executive Office of the President (EOP) • Executive order • Executive privilege • First lady • Inherent powers • League of Nations • Office of Management and Budget (OMB) • Pardon • Presidential Succession Act • Signing statements • Twenty-Fifth Amendment • Twenty-Second Amendment • U.S. v. Nixon (1974) 	<ul style="list-style-type: none"> • Amicus curiae • Appellate court • Appellate jurisdiction • Brief • Constitution (or Article III) courts • Dissenting opinions • Chisholm v. Georgia • Concurring opinions • Eleventh Amendment • <i>Federalist No. 78</i> • Judicial activism • Judicial implementation • Judicial restraint • Judicial review • Judiciary Act of 1789 • Jurisdiction • Lame duck • Legislative courts
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<ul style="list-style-type: none"> • Hold • House Committee on Rules • Impeachment • Incumbency • Joint committee • Logrolling • Majority leader • Majority party • Markup • Minority leader • Minority party • Part caucus (or conference) • Pocket veto • Politico • Pork • President pro tempore • Reconciliation • Redistricting • Select (or special) committee • Senatorial courtesy • Seniority • Speaker of the House • Standing committee • Trustee • Unified government • Veto • War Powers Resolution • Whip • Defense policy • Department of Defense • Department of State • Détente • Deterrence • European Union • Foreign policy idealism • Foreign policy realism • Free trade system • General Agreement on Tariffs and Trade (GATT) • Global war on terror • Human rights • Reagan Doctrine • Roosevelt Corollary • World Bank 	<ul style="list-style-type: none"> • Vice president • Watergate • Administrative adjudication • Administrative discretion • Cabinet departments • civil service system • Department of Homeland Security • Federal bureaucracy • <i>Federal Register</i> • Government corporations • G.I. (Government Issue) Bill • Great Depression • Great Society • Hatch act • Implementation • Independent executive agencies • Independent regulatory commission • Interagency councils • Merit system • Patronage • Pendleton Act • Policy coordinating committees (PCCs) • Regulations • Rule making • Sixteenth Amendment • Spoils system • International Monetary Fund (IMF) • Iron Curtain • ISIS • Isolationism • Joint Chiefs of Staff • Manifest destiny • Marshall Plan • Military-industrial complex • Marshall Plan • Monroe Doctrine • National Security Council • North American Free Trade Agreement (NAFTA) • North Atlantic Treaty Organization (NATO) • Protectionism • United Nations 	<ul style="list-style-type: none"> • Marbury v. Madison (1803) • Original jurisdiction • Precedents • Plurality opinions • Rule of Four • Solicitor general • Stare decisis • Strict constructionist • Trial court • Whiskey Rebellion • Writ of certiorari • Affordable Care Act (ACA) • Agenda setting • Board of Governors • Budget deficit • Department of Health and Human Services • Distributive policies • Entitlement programs • Federal Reserve System • Fiscal policy • Gross domestic product (GDP) • Inflation • Keynesian economics • Laissez-faire • Means tested programs • Medicaid • Medicare • Monetary policy • National debt • Non-means tested programs • Open market operations • Public policy • Recession • Redistributive policies • Reserve requirements • Social Security Act • Systematic agenda • Vouchers • Strategic trade policy • Tariffs • Trans-Pacific Partnership (TPP) • Truman Doctrine • UN Security Council • World Trade Organization
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Evidence: Assessments and Performance Task(s)

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- Current Events Assignments: The Executive and the Executive Branch, Congress, The Judicial Branch, Monetary Policy, Fiscal Policy, Health Care, Social Security, and Entitlement Programs.
 - Chapter Tests (Chapters 6, 7, 8, 9, 15, and 16)
 - Final Project: Students will develop an argument in the form of an essay that analyses political principles, processes, behaviors, and outcomes. All students will be required to present their project to the class and to the AP US History class.
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Interdisciplinary Connections:

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Additional Resources:

- *Letter from Birmingham Jail* (Martin Luther King, Jr.)
- *Federalist No. 78*: The Judiciary Department
- *Baker v. Carr* (1961)
- *Shaw v. Reno* (1993)
- *Marbury v. Madison* (1803)
- *American Government: Roots and Reform*, Chapters 6, 7, 8, 9, 15 and 16
- *The Lanahan Readings*
 - Paul Starobin, *Pork: A Time-Honored Tradition*
 - David Mayhew, *Congress: The Electoral Connection*
 - Arthur Schlesinger, *The Imperial Presidency*
 - Craig Rimmerman, *The Rise of the Plebiscitary Presidency*
 - Paul Light, *A Government Ill Executed*
 - Robert Reich, *Locked in the Cabinet*
- *Politics in Action: Cases in Modern American Government*
 - *9/11 Presidential Power in Crisis*
 - *Watergate, U.S. v. Nixon, and the U.S. Supreme Court*

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