

Summit Public Schools
Summit, New Jersey
Grade Level 11-12 / AP Government and Politics
Length of Course: One Semester
Revised 2022
Curriculum

Course Description:

The Advanced Placement Course in United States Government & Politics is a one-semester course designed to give students a critical perspective on U.S. politics and government. The objective of this course is to provide students with an introduction to political science, and it is presented at the level of a traditional college-level survey course. The class offers students an opportunity to acquire an in-depth view of the unique nature of the American experiment in democracy and the interactions and processes, which are at the heart of our political system.

Emphasis in this course is placed on analyzing theories of government and the processes by which they are implemented. A major goal of this study is to evaluate the factors and influences that impact, both positively and negatively, the operations of government. An equally important goal of the course is the development of sophisticated analytical writing skills. The course is taught at or near the college-level, and it requires a substantial amount of reading and preparation for every class. The objectives of this course go well beyond a basic analysis of how our government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens. Students will investigate how political beliefs, political parties, interest groups, mass media, and the institutions of the national government shape the political process.

Students who successfully complete the AP United States Government & Politics course will attain a deeper understanding of the relationships among political actors and institutions. At the conclusion of the course, students are required to take the Advanced Placement Examination in May.

Course of Study (and pacing guide):

This AP US Govt & Politics class is taught in one semester

Unit # 1: Foundations of American Democracy 15 days Unit # 2: Interactions

Among Branches of Government 22 days Unit # 3: Civil Liberties and Civil Rights

10 days

Unit # 4: American Political Ideologies and Beliefs 10 days Unit # 5: Political

Participatoin 17 days

Texts and Resources:

Government By the People AP Edition, David B. Magleby, Pearson, 2014 Variety of current scholarly/news articles related to course topics- selection ongoing.

**Unit # 1- Foundations of American Democracy
(15-22%) 15 days**

The U.S. Constitution arose out of important historical and philosophical ideas and preferences regarding popular sovereignty and limited government. Compromises were made during the Constitutional Convention and ratification debates, and these compromises have frequently been the source of conflict in U.S. politics over the proper balance between individual freedom, social order, and equality of opportunity.

Standard 6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

Big Ideas: *Course Objectives / Content Statement(s)*

A balance between governmental power and individual rights has been a hallmark of American political development. BIG IDEA: Liberty and Order

The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government. BIG IDEA: Constitutionalism

The Constitution created a competitive policy-making process to ensure the people's will is represented and that freedom is preserved. BIG IDEA: Competing Policy-Making Interests

Federalism reflects the dynamic distribution of power between national and state governments. BIG IDEA: Constitutionalism

Essential Questions

Enduring Understandings

What will students understand about the big ideas?

<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	
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<ul style="list-style-type: none"> ● How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety? ● How have theory, debate, and compromise influenced the U.S. Constitutional system? ● How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.? 	<p>Students will understand that...</p> <ol style="list-style-type: none"> 1. Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution. <ul style="list-style-type: none"> ● The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract. ● The Declaration of Independence, drafted by Jefferson with help from Adams and Franklin, provides a foundation for popular sovereignty, while the U.S. Constitution drafted at the Philadelphia convention led by George Washington, with important contributions from Madison, Hamilton, and members of the “grand committee,” provides the blueprint for a unique form of political democracy in the U.S. 2. Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S. <ul style="list-style-type: none"> ● Representative democracies can take several forms along this scale: Participatory democracy, which emphasizes broad participation in politics and civil society; Pluralist democracy, which recognizes group-based activism by nongovernmental interests striving for impact on political decision making; Elite democracy, which emphasizes limited participation in politics and civil society ● Different aspects of the U.S. Constitution, as well as the debate between the Federalist No. 10 and Brutus No. 1, reflect the tension between the broad participatory model and the more filtered
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	<p>participation of the pluralist and elite models.</p> <ul style="list-style-type: none"> ● The three models of representative democracy continue to be reflected in contemporary institutions and political behavior. <p>3. Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents</p> <ul style="list-style-type: none"> ● Madison's arguments in Federalist No. 10 focused on the superiority of a large republic in controlling the "mischiefs of faction," delegating authority to elected representatives and dispersing power between the states and national government ● Anti-Federalist writings, including Brutus No. 1, adhered to popular democratic theory that emphasized the benefits of a small decentralized republic while warning of the dangers to personal liberty from a large, centralized government. <p>4. Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.</p> <ul style="list-style-type: none"> ● Specific incidents and legal challenges that highlighted key weaknesses of the Articles of Confederation are represented by the: Lack of centralized military power to address Shays' Rebellion; Lack of tax-law enforcement power <p>5. Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.</p> <ul style="list-style-type: none"> ● Compromises deemed necessary for adoption and ratification of the Constitution are represented by the: Great (Connecticut)
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	<p>Compromise; Electoral College; Three-Fifths</p>
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	<p>Compromise; Compromise on the importation of slaves</p> <ul style="list-style-type: none"> • Debates about self-government during the drafting of the Constitution necessitated the drafting of an amendment process in Article V that entailed either a two-thirds vote in both houses or a proposal from two-thirds of the state legislatures, with final ratification determined by three-fourths of the states. • The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today. • The debate over the role of the central government, the powers of state governments, and the rights of individuals remains at the heart of present-day constitutional issues about democracy and governmental power, as represented by: Debates about government surveillance resulting from the federal government's response to the 9/11 attacks; The debate about the role of the federal government in public school education <p>6. Explain the constitutional principles of separation of powers and checks and balances.</p> <ul style="list-style-type: none"> • The powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the U.S. Constitution. <ul style="list-style-type: none"> • Federalist No. 51 explains how constitutional provisions of separation of powers and checks and balances control abuses by majorities. <p>7.</p>
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Explain the implications of separation of powers and checks and balances for the U.S. political system.

- Multiple access points for stakeholders and institutions to

	<p>influence public policy flows from the separation of powers and checks and balances.</p> <ul style="list-style-type: none"> ● Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances. <p>8. Explain how societal needs affect the constitutional allocation of power between the national and state governments</p> <ul style="list-style-type: none"> ● The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels. <ul style="list-style-type: none"> ● The distribution of power between federal and state governments to meet the needs of society changes, as reflected by grants, incentives, and aid programs, including federal revenue sharing, mandates, categorical grants, and block grants. <p>9. Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.</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. ● The balance of power between the national and state governments has changed over time based on U.S. Supreme Court interpretation of such cases as: McCulloch v. Maryland (1819), which declared that Congress has implied powers
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	<p>necessary to implement its enumerated powers and established supremacy of the U.S. Constitution and federal laws over state laws;</p>
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	<p>United States v. Lopez (1995), which ruled that Congress may not use the commerce clause to make possession of a gun in a school zone a federal crime, introducing a new phase of federalism that recognized the importance of state sovereignty and local control.</p> <p>10. Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.</p> <ul style="list-style-type: none"> ● Multiple access points for stakeholders and institutions to influence public policy flows from the allocation of powers between national and state governments ● National policymaking is constrained by the sharing of power between and among the three branches and state governments.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
NJSLS: 2020	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● The philosophical foundations and documents of American democracy, including the Declaration of Independence, social contract

6.1.12.CivicsPD.2.a 6.1.12.CivicsPI.2.a 6.1.12.CivicsPI.14.d 6.1.12.CivicsPI.2.b 6.1.12.CivicsPR.2.a 6.1.12.HistoryCC.2.b 6.1.12.CivicsPI.3.a 6.1.12.Civics.PI.3.b 6.1.12.CivicsPR.10.b 6.1.12.EconEM.10.a 6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 6.3.12.EconGE.1	<p>theory, republicanism, types of democracy, and the tension between individual liberty and order/safety.</p> <ul style="list-style-type: none"> ● How the Articles of Confederation failed to adequately balance individual liberty and public order/safety, and how the framers wrestled with these questions in drafting the Constitution. ● The compromises reached at the Constitutional Convention and the debate between the Federalists and
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Anti-Federalists during the ratification debate.

- The evolving relationship between the national and state governments, including the grant process, policy issues (Medicaid, marijuana), and the idea of devolution.

Sample Assessments:

The AP Government & Politics course of study is aligned to and in accordance with the AP test. Each unit's length is based upon its inclusion on the AP test and the percentage breakdown, which is provided with each listed unit.

Written analysis of document –based readings; Chart/statistical analysis; class discussion; essay & objective test; role playing & simulations; AP essay writing preparation.

Instructional Strategies:

Document-based readings; internet research; newspaper/magazine articles; role playing & simulations

Readings

- The Declaration of Independence • Federalist No. 10
- Brutus No. 1
- Federalist No. 51
- The Articles of Confederation
- The Constitution of the United States (Articles I-VII, 10th and 14th Amendments) • McCulloch v. Maryland (1819)
- Lopez v. United States (1995)
- Rauch, Jonathan. "How American Politics Went Insane." The Atlantic, July/August 2016.
- Toobin, Jeffrey. "Our Broken Constitution." The New Yorker, December 9, 2013.

	<p>Primary Document: “Grievances in the Declaration of Independence”</p>
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Reading: “The Country Adrift”,
Activity: Constitutional Scavenger
Hunt Activity: Judicial Review:
***Marbury v. Madison* reading –Moot**
Court activity, read primary
document Hamilton’s Federalists 78

Common Core Stds:

1. 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.
2. 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.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

PowerPoint: Federalism

Activity: A Case Study: Hurricane
Katrina & its Aftermath Federalism &
Crisis Management” & A Case Study:
Terrorist Attacks on Sept. 11

Federalism & Crisis Management:

www.youthleadership.net

Interdisciplinary Connections
Current Newspaper Articles as
appropriate Technology Integration

[http://youthleadership.net/index.j](http://youthleadership.net/index.jsp)

[sp](http://youthleadership.net/index.jsp) University of Virginia

Media Literacy Integration

Create a campaign folder for the federal,
state, or local election depending on the
year (i.e. presidential elections would
concentrate on the various key candidates
for each party Global Perspectives

Culturally Responsive Teaching

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<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
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Unit # 2 – Interactions Among Branches of Government (25-36%)

The three key institutions of the federal government are Congress, the Presidency, and the Courts. The bureaucracy, which implements policy, is seen by some as an extension of the executive branch and by others as, in effect, a fourth branch of government because of the discretion it can exercise in carrying out policy directives. The Constitution grants specific

powers to Congress, the president, and the courts, and in addition, each branch exercises informal powers (developed through political practice, tradition, and legislation). Because checks and balances are designed to prevent one branch from becoming too powerful, Congress and the president, for example, will sometimes cooperate and sometimes compete in governance.

Pacing Guide: 22 days

<p>Standard 6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch. BIG IDEA: Constitutionalism</p> <p>The presidency has been enhanced beyond its expressed constitutional powers. BIG IDEA: Constitutionalism</p> <p>The design of the judicial branch protects the Supreme Court's independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice. BIG IDEA: Constitutionalism</p> <p>The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability. BIG IDEA: Competing Policy-Making Interests</p>	
<p>Essential Questions & learning objectives</p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	

- How do the branches of the national government compete and cooperate in order to govern?
- To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

Students will understand that...

1. Describe the different structures, powers, and functions of each house of Congress.
 - The Senate is designed to represent states equally, while the House is designed to represent the population
 - Different chamber sizes and constituencies influence formality of debate.
 - Coalitions in Congress are affected by term-length differences.
 - The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes: Passing a federal budget, raising revenue, and coining money; Declaring war and maintaining the armed forces; Enacting legislation that addresses a wide range of economic, environmental, and social issues based on the Necessary and Proper Clause
2. Explain how the structure, powers, and functions of both houses of Congress affect the policymaking process.
 - By design, the different structures, powers, and functions of the U.S. Senate and House of Representatives affect the policy-making process.
 - Though both chambers rely on committees to conduct hearings and debate bills under consideration, different constitutional responsibilities of the House and Senate affect the policy-making process.
 - Chamber-specific procedures, rules, and roles that impact the policy-making process include: Number of chamber and debate

	<p>rules that set the bar high for building majority support; Roles of Speaker of the House, President of the Senate, party leadership, and</p>
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	<p>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 Senate</p> <ul style="list-style-type: none"> ● Congress must generate a budget that addresses both discretionary and mandatory spending, and as entitlement costs grow, discretionary spending opportunities will decrease unless tax revenues increase or the budget deficit increases. ● Pork barrel legislation and logrolling affect lawmaking in both chambers. <p>3. Explain how congressional behavior is influenced by election processes, partisanship, and divided government. ● Congressional behavior and governing effectiveness are influenced by: Ideological divisions within Congress that can lead to gridlock or create the need for negotiation and compromise; Gerrymandering, redistricting, and unequal representation of constituencies have been partially addressed by such Court decisions as Baker v. Carr (1961), which opened the door to equal protection challenges to redistricting and stated the “one person, one vote” doctrine, and the no-racialgerrymandering decision in Shaw v. Reno (1993); Elections that have led to a divided government, including partisan votes against presidential initiatives and</p>
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	<p>congressional refusal to confirm appointments of “lame-duck” presidents of the opposite party; Different role conceptions of “trustee,” “delegate,” and “politico”</p>
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	<p>as related to constituent accountability in each chamber</p> <p>4. Explain how the president can implement a policy agenda.</p> <ul style="list-style-type: none"> ● Presidents use powers and perform functions of the office to accomplish a policy agenda. ● Formal and informal powers of the president include: Vetoes and pocket vetoes – formal powers that enable the president to check Congress; Foreign policy – both formal (Commander-in-Chief and treaties) and informal (executive agreements) powers that influence relations with foreign nations; Bargaining and persuasion – informal power that enables the president to secure congressional action; Executive orders – implied from the president's vested executive power, or from power delegated by Congress, executive orders are used by the president to manage the federal government; Signing statements – informal power that informs Congress and the public of the president's interpretation of laws passed by Congress and signed by the president <p>5. Explain how the president's agenda can create tension and frequent confrontations with Congress.</p> <ul style="list-style-type: none"> ● The potential for conflict with the Senate depends upon the type of executive branch appointments, including: Cabinet members; Ambassadors; White House staff <ul style="list-style-type: none"> ● Senate confirmation is an important check on appointment powers, but the president's longest lasting influence lies in life-tenured judicial appointments. ● Policy initiatives and executive orders promoted by the president
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	<p>often lead to conflict with the congressional agenda.</p>
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	<p>6. Explain how presidents have interpreted and justified their use of formal and informal powers.</p> <ul style="list-style-type: none"> • Justifications for a single executive are set forth in Federalist No. 70. • Term-of-office and constitutional-power restrictions, including the passage of the Twenty-second Amendment, demonstrate changing presidential roles • Different perspectives on the presidential role, ranging from a limited to a more expansive interpretation and use of power, continue to be debated in the context of contemporary events. <p>7. Explain how communication technology has changed the president's relationship with the national constituency and the other branches</p> <ul style="list-style-type: none"> • The communication impact of the presidency can be demonstrated through such factors as: Modern technology, social media, and rapid response to political issues; Nationally broadcast State of the Union messages and the president's bully pulpit used as tools for agenda setting <p>8. Explain the principle of judicial review and how it checks the power of other institutions and state governments.</p> <ul style="list-style-type: none"> • The foundation for powers of the judicial branch and how its independence checks the power of other institutions and state governments are set forth in: Article III of the Constitution; Federalist No. 78; Marbury v. Madison (1803) <p>9. Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power.</p>
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- Precedents and stare decisis play an important role in judicial decision making.
- Ideological changes in the composition of the Supreme Court due to presidential appointments have led to the Court's establishing new or rejecting existing precedents.
- Controversial or unpopular Supreme 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.
- Political discussion about the Supreme Court's power is illustrated by the ongoing debate over judicial activism versus judicial restraint.

10. Explain how other branches in the government can limit the Supreme Court's power.

- Restrictions on the Supreme Court are represented by:
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

11. Explain how the bureaucracy carries out the responsibilities of the federal government.

- Tasks performed by departments, agencies, commissions, and government corporations are represented by: Writing and

	<p>enforcing regulations; Issuing fines; Testifying before Congress; Issue</p> <p>networks and “iron triangles”</p> <ul style="list-style-type: none">● Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by
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	<p>promoting professionalism, specialization, and neutrality.</p> <p>12. Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.</p> <ul style="list-style-type: none"> ● Discretionary and rule-making authority to implement policy are given to bureaucratic departments, agencies, and commissions, such as: Department of Homeland Security; Department of Transportation; Department of Veterans Affairs; Department of Education; Environmental Protection Agency (EPA); Federal Elections Commission (FEC); Securities and Exchange Commission (SEC) <p>13. Explain how Congress uses its oversight power in its relationship with the executive branch.</p> <ul style="list-style-type: none"> ● Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by: Committee hearings; Power of the purse ● As a means to curtail the use of presidential power, congressional oversight serves as a check of executive authorization and appropriation. <p>14. Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration</p> <ul style="list-style-type: none"> ● 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. <p>15. Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress,</p>
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the president, and the federal courts.

- Formal and informal powers of Congress, the president, and the

	courts over the bureaucracy are used to maintain its accountability
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: NJSLS	Instructional Focus: <ul style="list-style-type: none">• Structure of Congress, including significant differences between the chambers regarding organization, leadership, incumbency, and powers.• Congressional representation and gerrymandering.

<p>6.1.12.HistoryCC.2.b 6.1.12.CivicsPI.2.b 6.1.12.CivicsPI.3.a 6.1.12.CivicsPI.3.b 6.1.12.CivicsPR.2.a 6.1.12.CivicsPR.10.a 6.1.12.CivicsPI.13.a 6.1.12.CivicsDP.13.a 6.1.12.CivicsPI.14.c 6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 6.3.12.EconGE.1</p>	<ul style="list-style-type: none"> • The president’s formal and informal powers. • Judicial independence, Federalist No. 78, Marbury v. Madison, and judicial decision-making. • How the bureaucracy operates and its place in the checks and balances system. • The future of entitlement spending in the United States. <p>Readings:</p> <p>The Constitution of the United States (Articles I-III)</p> <ul style="list-style-type: none"> • Baker v. Carr (1962) • Shaw v. Reno (1993) • Federalist No. 70 • Federalist No. 78 • Marbury v. Madison • Moe, Terry M., and William G. Howell. "Unilateral Action and Presidential Power: A Theory." <i>Presidential Studies Quarterly</i> 29, no. 4 (December 1999): 850-73. <p>Instructional Activities for Unit 2:</p> <p>Budget simulation and class discussion. Using the Committee for a Responsible Federal Budget’s The Debt Fixer website and the quantitative data therein, students try to reduce the debt as a percentage of GDP. After completing the online simulation,</p>
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students discuss the difficulties they encountered in reducing the size of the national debt. During this discussion students should link the budget process to important concepts such as entitlement spending and the political nature of the budget.

Sample Assessments:

The AP Government & Politics course of study is aligned to and in accordance with the AP test. Each unit's length is based upon its inclusion on the AP test and the percentage breakdown, which is provided with each listed unit.

Written analysis of document –based readings; Chart/statistical analysis; class discussion; essay & objective test; role playing & simulations; AP essay writing preparation.

Instructional Strategies:

Common Core Stds:

1. 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.
2. 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.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

Interdisciplinary Connections

Technology Integration

	<p>Global Perspectives</p> <p>Culturally Responsive Teaching</p>
	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>

Unit # 3 – Civil Liberties & Civil Rights (13-18%)

Through the U.S. Constitution, but primarily through the Bill of Rights and the Fourteenth Amendment, citizens and groups have attempted to restrict national and state governments from unduly infringing upon individual rights essential to ordered liberty and from denying equal protection under the law. Likewise, it has sometimes been argued that these legal protections have been used to block reforms and restrict freedoms of others in the name of social order.

- A. The Constitution, but especially the Bill of Rights and the Fourteenth Amendment, are used to assert the rights of citizens and protect groups from discrimination. As such, the government must respect the dignity of the person and assure equal treatment, with its power constrained in the process of protecting individual freedoms. The Fourteenth Amendment includes two clauses that affirm and protect civil rights and liberties—the due process clause and the equal protection clause. The courts must balance the desire for social order with the protection of individual rights and freedoms when considering due process and equal protection challenges.
- B. In a process known as selective incorporation, the Supreme Court has used the power of judicial review to interpret the due process clause in such a way as to prevent states from unduly restricting fundamental freedoms. The Court has been called upon to interpret protections for freedom of political expression and religious exercise, the right to bear arms, the right of privacy, and the rights necessary to ensure that those accused of crimes receive a fair trial.
- C. The equal protection clause provides that states may not deprive persons of equal protection under the law. African Americans, Hispanics, women, LGBTQ (lesbian, gay, bisexual, transgender, queer) people, and other groups have used the clause to lead social movements on behalf of their concerns. The Supreme Court has rendered several landmark decisions that expand civil rights, and Congress has passed legislation that expands equality. At times Congress and the courts are asked to determine the legitimacy of equal protection claims by various groups, as well as weigh the majority's concerns that they will be harmed by the changes sought.

Pacing Guide: 10 Days

Standard 6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

Big Ideas: *Course Objectives / Content Statement(s)*

Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals. BIG IDEA: Liberty and Order

Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment's due process clause to prevent state infringement of basic liberties. BIG IDEA: Liberty and Order

The Fourteenth Amendment's equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality. BIG IDEA: Civic Participation in a Representative Democracy

Public policy promoting civil rights is influenced by citizen–state interactions and constitutional interpretation over time. BIG IDEA: Competing Policy-Making Interests

The Supreme Court's interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen–state interactions. At times, it has restricted minority rights and, at others, protected them. BIG IDEA: Constitutionalism

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">● To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?	<p>Students will understand that...</p> <ol style="list-style-type: none">1. Explain how the U.S. Constitution protects individual liberties and rights.

- How have U.S. Supreme Court rulings defined civil liberties and civil rights?

- The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights.
- Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference.
- The application of the **Bill of Rights** is continuously interpreted by the

courts.

2. Describe the rights protected in the Bill of Rights.

- The Bill of Rights consists of the first ten Amendments to the Constitution, which enumerate the liberties and rights of individuals.

3. Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty

- The interpretation and application of the First Amendment's establishment and free exercise clauses reflect an ongoing debate over balancing majoritarian religions practice and free exercise, as represented by such cases as: **Engel v. Vitale** (1962), which declared

school sponsorship of religious activities violates the establishment clause; **Wisconsin v. Yoder** (1972), which held that compelling Amish students to attend school past the eighth grade violates the free exercise clause.

- The Supreme Court has held that symbolic speech is protected by the First Amendment, demonstrated by **Tinker v. Des Moines Independent Community School District** (1969), in which the court

ruled that public school students could wear black armbands in school to protest the Vietnam War.

- Efforts to balance social order and individual freedom are reflected in

	<p>interpretations of the First Amendment that limit speech, including: Time, place, and manner regulations. Defamatory, offensive, and obscene statements and gestures. That which creates a “clear and present danger” based on the ruling in Schenck v. United States (1919) ● In New York Times Co. v. United States (1971), the Supreme Court bolstered the freedom of the press, establishing a “heavy presumption against prior restraint” even in cases involving national security.</p> <ul style="list-style-type: none"> ● The Supreme Court’s decisions on the Second Amendment rest upon its constitutional interpretation of individual liberty. <p>4. Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety</p> <ul style="list-style-type: none"> ● Court decisions defining cruel and unusual punishment involve interpretation of the Eighth Amendment and its application to state death penalty statutes over time. ● The debate about the Second and Fourth Amendments involves concerns about public safety and whether or not the government regulation of firearms or collection of digital metadata promotes or interferes with public safety and individual rights. <p>5. Explain the implications of the doctrine of selective incorporation.</p> <ul style="list-style-type: none"> ● The doctrine of selective incorporation has imposed 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-
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	<p>defense in one's home is applicable to the states</p>
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through the **Fourteenth Amendment**

6. Explain the extent to which states are limited by the due process clause from infringing upon individual rights.

- The Supreme Court has on occasion ruled in favor of states' power to restrict individual liberty; for example, when speech can be shown to increase the danger to public safety.
- The Miranda rule involves the interpretation and application of accused persons' due process rights as protected by the **Fifth and Sixth Amendments**, yet the Supreme Court has sanctioned a public safety exception that allows unwarned interrogation to stand as direct evidence in court.
- Pretrial rights of the accused and the prohibition of unreasonable searches and seizures are intended to ensure that citizen liberties are not eclipsed by the need for social order and security, including: The right to legal counsel, a speedy and public trial, and an impartial jury. Protection against warrantless searches of cell phone data under the **Fourth Amendment**. Limitations placed on bulk collection of telecommunication metadata (Patriot and USA Freedom Acts)
- The due process clause has been applied to guarantee the right to an attorney and protection from unreasonable searches and seizures, as represented by: **Gideon v. Wainwright** (1963), which guaranteed the right to an attorney

for the poor or indigent w The
exclusionary rule, which stipulates
that evidence illegally seized by law
enforcement officers in violation
of the suspect's **Fourth**
Amendment
right to be free from unreasonable

searches and seizures cannot be used against that suspect in criminal prosecution.

- While a right to privacy is not explicitly named in the **Constitution**, the Supreme Court has interpreted the due process clause to protect the right of privacy from state infringement. This interpretation of the due process clause has been the subject of controversy, such as has resulted from: **Roe v. Wade** (1973), which extended the right of privacy to a woman's decision to have an abortion while recognizing compelling state interests in potential life and maternal health [NOTE: The case of Roe v. Wade is widely considered required content in college courses, and while students are expected to understand that this case represents an instance in which the Supreme Court applied the due process clause, students are not expected or required to either agree or disagree with the Court's decision. Teachers should encourage students to be familiar with the legal arguments on both sides of leading constitutional cases and thoughtfully analyze the majority and dissenting opinions in cases relating to states' rights, the due process clause, and the Bill of Rights.]

7. Explain how constitutional provisions have supported and motivated social movements

- Civil rights protect individuals from discrimination based on characteristics such as race,

	<p>national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress. The leadership and events associated with civil, women's, and</p>
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	<p>LGBTQ rights are evidence of how the equal protection clause can support and motivate social movements, as represented by: Dr. Martin Luther King's "Letter from a Birmingham Jail" and the civil rights movement of the 1960s w The National Organization for Women and the women's rights movement w The pro-life (anti-abortion) movement</p> <p>8. Explain how the government has responded to social movements.</p> <ul style="list-style-type: none"> • The government can respond to social movements through court rulings and/or policies, as in: w Brown v. Board of Education (1954), which declared that race-based school segregation violates the Fourteenth Amendment's equal protection clause. The Civil Rights Act of 1964. Title IX of the Education Amendments Act of 1972. The Voting Rights Act of 1965 <p>9. Explain how the Supreme Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.</p> <ul style="list-style-type: none"> • Decisions demonstrating that minority rights have been restricted at times and protected at other times include: State laws and Supreme Court holdings restricting African American access to the same restaurants, hotels, schools, etc., as the majority white population based on the "separate but equal" doctrine. Brown v. Board of Education (1954), which declared that race-based school segregation violates the Fourteenth Amendment's equal protection
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clause. The Supreme Court
upholding the rights of the
majority in cases that limit and
prohibit
majority-minority districting.

	<ul style="list-style-type: none">● 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.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
	<p>Instructional Focus:</p> <ol style="list-style-type: none">1. The role of the courts, and the due process and equal protection clauses in the expansion of civil liberties and civil rights, including the idea of selective incorporation.2. The expansion of the liberties protected by the 1st and 2nd
NJSLS	

<p>6.3.12.CivicsHR.1 6.3.12.HistoryCA.1 6.1.12.HistoryUP.2.c 6.1.12.HistorySE.2.a 6.1.12.CivicsDP.3.a 6.1.12. CivicsDP.3.b 6.1.12. CivicsDP.3.c 6.1.12.HistoryCA.3.a 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsDP.7.a 6.1.12.CivicsDP.13.a 6.1.12.CivicsPI.14.c</p>	<p>Amendments.</p> <p>3. The development of the right to privacy and its implications for reproductive rights and 4th Amendment protections.</p> <p>4. A history of civil rights issues and how historically disadvantaged groups in American society have achieved greater equality and equitable treatment in society.</p> <p>Readings:</p> <p>The Bill of Rights</p> <ul style="list-style-type: none">• The 14th Amendment’s due process and equal protection clauses• Engel v. Vitale (1962)• Wisconsin v. Yoder (1972)• Tinker v. Des Moines Independent Community School District (1969) • Schenck v. United States (1919)• New York Times Co. v. United States (1971)
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- **McDonald v. Chicago (2010)** • **Gideon v. Wainwright (1963)**
- **Roe v. Wade (1973)**
- **Brown v. Board of Education, Topeka Kansas (1954)**
- **“Letter from Birmingham Jail” (Martin Luther King, Jr.)**
- **Bentele, Keith G., and Erin E. O’Brien. “Jim Crow 2.0? Why States Consider and Adopt Restrictive Voter Access Policies.” Perspectives on Politics 11, no. 4 (December 2013): 1088-1116.**

Sample Assessments:

The AP Government & Politics course of study is aligned to and in accordance with the AP test. Each unit’s length is based upon its inclusion on the AP test and the percentage breakdown, which is provided with each listed unit.

Written analysis of document –based readings; Chart/statistical analysis; class discussion; essay & objective test; role playing & simulations; AP essay writing preparation.

Instructional Strategies:

Common Core Std:

1. 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.
2. 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.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

Readings: Woll *Divided WE Govern* pp.

	<p>192-199</p> <p>Supreme Court ruling in <i>Citizens United</i></p> <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Media Literacy Integration</p> <p>Global Perspectives</p> <p>Culturally Responsive Teaching</p>
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<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
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Unit # 4 – American Political Ideologies and Beliefs (9-15%)

American political beliefs are shaped by founding ideals, core values, linkage institutions (e.g., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens. These beliefs about government, politics, and the individual's role in the political system influence the creation of public policies.

Pacing Guide: 10 days

Standard 6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

Big Ideas: *Course Objectives / Content Statement(s)*

Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change. BIG IDEA: Methods of Political Analysis

Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions. BIG IDEA: Methods of Political Analysis

Widely held political ideologies shape policy debates and choices in American policies. BIG IDEA: Competing Policy-Making Interests

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How are American political beliefs formed and how do they evolve over time?
- How do political ideology and core values influence government policy making?

Enduring Understandings

What will students understand about the big ideas?

- Students will understand that...
1. Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.
 - Different interpretations of core values, including individualism, equality of opportunity, free

	<p>enterprise, rule of law, and limited government, affect the relationship between citizens and the federal government and the relationships citizens have with one another.</p> <p>2. Explain how cultural factors influence political attitudes and socialization.</p> <ul style="list-style-type: none"> ● Family, schools, peers, media, and social environments (including civic and religious organizations) contribute to the development of an individual's political attitudes and values through the process of political socialization. ● As a result of globalization, U.S. political culture has both influenced and been influenced by the values of other countries. <ul style="list-style-type: none"> ● Generational and lifecycle effects also contribute to the political socialization that influences an individual's political attitudes. ● The relative importance of major political events to the development of individual political attitudes is an example of political socialization. <p>3. Describe the elements of a scientific poll.</p> <ul style="list-style-type: none"> ● Public opinion data that can impact elections and policy debates is affected by such scientific polling types and methods as: Type of poll (opinion polls, benchmark or tracking polls, entrance and exit polls). Sampling techniques, identification of respondents, mass survey or focus group, sampling error. Type and format of questions 4. Explain the quality and credibility of claims based on public opinion data. ● The relationship between scientific polling and elections and policy debates is affected by the:
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	<p>Importance of public opinion as a source of political influence in a given election or policy debate.</p>
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	<p>Reliability and veracity of public opinion data</p> <p>5. Explain how the ideologies of the two major parties shape policy debates.</p> <ul style="list-style-type: none"> ● The Democratic Party (D or DEM) platforms generally align more closely to liberal ideological positions, and the Republican Party (R or GOP) platforms generally align more closely to conservative ideological positions. <p>6. Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.</p> <ul style="list-style-type: none"> ● Because the U.S. is a democracy with a diverse society, public policies generated at any given time reflect the attitudes and beliefs of citizens who choose to participate in politics at that time. ● The balancing dynamic of individual liberty and government efforts to promote stability and order has been reflected in policy debates and their outcomes over time. <p>7. Describe different political ideologies regarding the role of government in regulating the marketplace.</p> <ul style="list-style-type: none"> ● Liberal ideologies favor more governmental regulation of the marketplace, conservative ideologies favor fewer regulations, and libertarian ideologies favor little or no regulation of the marketplace beyond the protection of property rights and voluntary trade. <p>8. Explain how political ideologies vary on the government's role in regulating the marketplace.</p> <ul style="list-style-type: none"> ● Ideological differences on marketplace regulation are based on different theoretical support, including Keynesian and supply-
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	<p>side positions on monetary and fiscal policies promoted by the president, Congress, and the Federal Reserve.</p>
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	<p>9. Explain how political ideologies vary on the role of the government in addressing social issues.</p> <ul style="list-style-type: none"> • Liberal ideologies tend to think that personal privacy—areas of behavior where government should not intrude—extends further than conservative ideologies do (except in arenas involving religious and educational freedom); conservative ideologies favor less government involvement to ensure social and economic equality; and libertarian ideologies disfavor any governmental intervention beyond the protection of private property and individual liberty <p>10. Explain how different ideologies impact policy on social issues.</p> <ul style="list-style-type: none"> • Policy trends concerning the level of government involvement in social issues reflect the success of conservative or liberal perspectives in political parties.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
NJSLS	<p>Instructional Focus:</p> <ol style="list-style-type: none"> 1. Elements of a scientific poll, the different types of polls, and how they are used in U.S. government and politics. 2. The basic tenets of American political culture, the conservative

6.1.12.GeoHE.14.a 6.1.12.CivicsPR.16.a 6.1.12.EconNE.16.b 6.1.12.HistoryCC.16.a 6.3.12.CivicsPD.1 6.1.12.HistoryCA.2.a	<p>and liberal political ideologies, and how these are acquired (political socialization).</p> <p>Readings:</p> <ul style="list-style-type: none"> ● The Monkey Cage series on political polarization in America found at The Washington Post.
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- "Political Polarization in the American Public." Pew Research Center, June 12, 2014.
- Abramowitz, Alan I., and Morris P. Fiorina. "Polarized or Sorted? Just What's Wrong with Our Politics, Anyway?" The American Interest, March 11, 2013.
- Fiorina, Morris P. "America's Missing Moderates: Hiding in Plain Sight." The American Interest 8, no. 4, February 12, 2013.

Sample Assessments:

Written analysis of document –based readings; Chart/statistical analysis; class discussion; essay & objective test; role playing & simulations; AP essay writing preparation.

Instructional Strategies:

Common Core Stds:

1. 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.
2. 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.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

Interdisciplinary Connections

Technology Integration

Global Perspectives

	<p>Culturally Responsive Teaching</p>
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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>

Unit 5: Political Participation (20-27%)

Governing is achieved directly through citizen participation and indirectly through 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.

Pacing Guide: 17 days

<p>Standard 6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation. BIG IDEA: Methods of Political Analysis</p> <p>Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policymakers. BIG IDEA: Competing Policy-Making Interests</p> <p>The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum. BIG IDEA: Civic Participation in a Representative Democracy</p> <p>The various forms of media provide citizens with political information and influence the ways in which they participate politically. BIG IDEA: Civic Participation in a Representative Democracy</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How have changes in technology influenced political communication and behavior? ● Why do levels of participation and influence in politics vary? 	<p>Describe the voting rights protections in the Constitution and in legislation.</p> <ul style="list-style-type: none"> ● Legal protections found in federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth

<ul style="list-style-type: none"> ● How effective are the various methods of political participation in shaping public policies? 	<p>Amendments relate to the expansion of opportunities for political participation.</p> <p>Describe different models of voting behavior.</p> <ul style="list-style-type: none"> ● Examples of political models explaining voting behavior include: <ul style="list-style-type: none"> w Rational-choice voting–Voting based on what is perceived to be in the citizen’s individual interest w Retrospective voting–Voting to decide whether the party or candidate in power should be re-elected based on the recent past w Prospective voting–Voting based on predictions of how a party or candidate will perform in the future w Party-line voting–Supporting a party by voting for candidates from one political party for all public offices across the ballot <p>Explain the roles that individual choice and state laws play in voter turnout in elections ● In addition to the impact that demographics and political efficacy can have on voter choice and turnout, structural barriers and type of election also affect voter turnout in the U.S., as represented by: State voter registration laws, Procedures on how, when, and where to vote; Mid-term (congressional) or general presidential elections</p> <ul style="list-style-type: none"> ● Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote. ● Factors influencing voter choice include: Party identification and
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	<p>ideological orientation; Candidate characteristics; Contemporary political issues; Religious beliefs or affiliation, gender, race and ethnicity, and other demographic characteristics</p> <p>Describe linkage institutions.</p>
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- Linkage institutions are channels, such as the following, that allow individuals to communicate their preferences to policy-makers:
Parties; Interest Groups; Elections; Media

Explain the function and impact of political parties on the electorate and government. ● The functions and impact of political parties on the electorate and government are represented by:
Mobilization and education of voters; Party platforms; Candidate recruitment; Campaign management, including fundraising and media strategy; The committee and party leadership systems in legislatures

Explain why and how political parties change and adapt.

- Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened.
- Parties modify their policies and messaging to appeal to various demographic coalitions.
- The structure of parties has been influenced by: Critical elections and regional realignments; Campaign finance law; Changes in communication and data-management technology
- Parties use communication technology and voter-data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts.

Explain how structural barriers impact third-party and independent candidate success.

- In comparison to proportional systems, winner-take-all voting

	<p>districts serve as a structural barrier to third-party and independent candidate success.</p>
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- The incorporation of third-party agendas into platforms of major political parties serves as a barrier to third-party and independent candidate success.

Explain the benefits and potential problems of interest-group influence on elections and policy making.

- 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.

Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.

- Interest group influence may be impacted by: Inequality of political and economic resources; Unequal access to decision makers; “Free rider” problem

Explain how various political actors influence public policy outcomes.

- Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making.

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| | <ul style="list-style-type: none">● Competing actors such as interest groups, professional organizations, social movements, the military, and bureaucratic agencies influence policy making, such as the federal |
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	<p>budget process, at key stages and to varying degrees.</p> <ul style="list-style-type: none"> ● Elections and political parties are related to major policy shifts or initiatives, occasionally leading to political realignments of voting constituencies. <p>Explain how the different processes work in a U.S. presidential election.</p> <ul style="list-style-type: none"> ● The process and outcomes in U.S. presidential elections are impacted by: Incumbency advantage phenomenon; Open and closed primaries; Caucuses; Party conventions; Congressional and State elections; The Electoral College <p>Explain how the Electoral College impacts democratic participation.</p> <ul style="list-style-type: none"> ● The winner-take-all allocation of votes per state (except Maine and Nebraska) under the setup of the Electoral College compared with the national popular vote for president raises questions about whether the Electoral College facilitates or impedes democracy. <p>Explain how the different processes work in U.S. congressional elections.</p> <ul style="list-style-type: none"> ● The process and outcomes in U.S. Congressional elections are impacted by: Incumbency advantage phenomenon; Open and closed primaries; Caucuses; General (presidential and mid-term) elections <p>Explain how campaign organizations and strategies affect the election process. ●</p> <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; Duration of election cycles;
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	<p>Impact of and reliance on social media for campaign communication and fundraising</p>
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	<p>Explain how the organization, finance, and strategies of national political campaigns affect the election process.</p> <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: Bipartisan Campaign Reform Act of 2002, which was an effort to ban soft money and reduce attack ads with “Stand by Your Ad” provision: “I’m [candidate’s name] and I approve this message” ; Citizens United v. Federal Election Commission (2010), which ruled that political spending by corporations, associations, and labor unions is a form of protected speech under the First Amendment ● Debates have increased over free speech and competitive and fair elections related to money and campaign funding (including contributions from individuals, PACs, and political parties). ● Different types of political action committees (PACs) influence elections and policy making through fundraising and spending. <p>Explain the media’s role as a linkage institution.</p> <ul style="list-style-type: none"> ● Traditional news media, new communication technologies, and advances in social media have profoundly influenced how citizens routinely acquire political information, including new events, investigative journalism, election coverage, and political commentary. ● The media’s use of polling results to convey popular levels of trust and confidence in government can
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	<p>impact elections by turning such events into “horse races” based more on popularity and factors other than</p>
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	<p>qualifications and platforms of candidates.</p> <p>Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.</p> <ul style="list-style-type: none"> ● Political participation is influenced by a variety of media coverage, analysis, and commentary on political events. ● The rapidly increasing demand for media and political communications outlets from an ideologically diverse audience have led to debates over media bias and the impact of media ownership and partisan news sites. ● The nature of democratic debate and the level of political knowledge among citizens is impacted by: Increased media choices; Ideologically oriented programming; Consumer-driven media outlets and emerging technologies that reinforce existing beliefs; Uncertainty over the credibility of news sources and information.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
NJSLS	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● The evolution of voting rights and the current state of voter turnout. ● Factors that influence voter choice in elections. ● The functions of political parties in

6.1.12.GeoHE.14.a 6.1.12.EconNE.14.a 6.1.12.GeoNE.14.a 6.1.12.EconET.14.a 6.1.12.EconET.14.b 6.1.12.CivicsPD.16.a 6.1.12.CivicsDP.14.a 6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 6.3.12.EconGE.1	the United States and third parties in United States government and politics. <ul style="list-style-type: none"> • The development of candidate-centered campaigns. • The theory of critical elections. <ul style="list-style-type: none"> • Interest groups in United States government and politics. • Nominations, campaigns, and elections in United States government and politics. • The media as a linkage institution, including changes in media, such as
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	<p>the growth of social media and partisan media sources.</p> <p>Readings:</p> <ul style="list-style-type: none">● Federalist No. 10 •<ul style="list-style-type: none">● Desilver, Drew. "U.S. trails most developed countries in voter turnout." Pew Research Center, May 15, 2017.● Citizens United v. FEC (2010)● Gaslowitz, Lea. "How to Spot a Misleading Graph - Lea Gaslowitz." TED-Ed video, 4:09.● Barthel, Michael, and Amy Mitchell. "Americans' Attitudes About the News Media Deeply Divided Along Partisan Lines." Pew Research Center, May 10, 2017.● Kiely, Eugene, and Lori Robertson. "How to Spot Fake News." FactCheck.org, November 18, 2016.● Neale, Thomas H. "The Electoral College: How It Works in Contemporary Presidential Elections." The Congressional Research Service, May 15, 2017. <p>Technology Integration</p> <p>Media Literacy Integration</p> <p>Global Perspectives</p> <p>Culturally Responsive Teaching</p>
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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21 st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
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	Information Literacy Media Literacy Life and Career Skills 21 st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
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Texts and Resources:

Government By the People AP Edition, David B. Magleby, Pearson, 2014

American Government: Readings and Cases, Peter Woll, Pearson 2008

Content Area: AP Government and Politics

6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of

individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.

6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

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

6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's laws in eliminating segregation and discrimination. Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment,

6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

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

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.

6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. •

6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

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

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

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials

6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an

American identity.

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).

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

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

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

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

6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).

6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

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