UNIT GUIDE #1

CONSTITUTIONAL UNDERPINNINGS OF UNITED STATES GOVERNMENT

Number of School Days Allotted: 15 (42 minute periods)
September 5-24, 2013


Reader: Debating Democracy, A Reader in American Politics: Seventh Edition, Bruce Miroff, Raymond Seidelman, Todd Swanstrom

Unit Description:

This unit will cover the type of government created by the Constitution, paying particular attention to federalism and separation of powers. This unit begins with the formulation and adoption of the Constitution. It will cover the doctrines and historical background to the Constitution along with key principles such as federalism, separation of powers, and the ideological and philosophical underpinnings of American Government. Finally this section will include theories of interpretation of the Constitution including democratic theory, republicanism, pluralism and elitism.

Essential Questions:

1. What role does the Constitution play in modern American politics?
2. Is federalism a viable form of government today?
3. Is the concept of separation of powers a reality today?

Unit Objectives:

Students will be able to:

1. Understand the purpose of government in the 20th and 21st century.
2. Analyze the founders’ view of the purpose of government and the role of the citizen in the American Republic and how it has changed in today’s society?
3. Explain how the Constitution underpins the U.S. government?

4. Explain the impact of the enlightenment thinkers on the development of the U.S. Constitution?

5. Describe in which ways the framers dealt with the following: pluralism, popular sovereignty, republican ideals and elite theory.

6. Demonstrate knowledge of the federal system of government described in the United States Constitution.

### Reading Assignments and Study Guide Questions

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<th>Lesson Topic</th>
<th>Wilson Reading</th>
<th>Supplemental Readings</th>
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<td><em>Note that some reading are repeated in each section</em></td>
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<td>Assessment via Discussion Questions at the end of readings</td>
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<tr>
<td>A. Considerations that influenced the formulation and adoption of the Constitution</td>
<td>Pages 9, 20-41, 101-102, 332-334, 582-583</td>
<td>James Madison The Federalist 10, pp.16-21</td>
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<tr>
<td>B. Separation of Powers</td>
<td>Pages 25, 30-32, 41, 43-44, 47, 52, 164, 326, 329, 385, 582-583</td>
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<tr>
<td>C. Checks and Balances</td>
<td>Pages 31, 326, 329, 440, 460-462, 585</td>
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<tr>
<td>D. Federalism</td>
<td>Pages 30-32, 50-76, 164, 205, 326</td>
<td>William Eggers &amp; John O’Leary, Beyond the Beltway, pp. 51-55</td>
</tr>
<tr>
<td>E. Theories of democratic government</td>
<td>Pages 6-14, 16-17, 25-26, 29, 34, 40-45, 81-82, 85-86, 93</td>
<td>John Mueller, Democracy’s Romantic Myths, pp. 31-38</td>
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</table>
**Additional Reading Assessment and Accountability Strategies**

- Unannounced quizzes
- Outline
- Key Issue Identification
- CLUES worksheet
- Reader Articles/Arguments comparison chart
- Vocabulary Identifications while reading

**Vocabulary List:**

- Government
- Politics
- Political Participation
- Majority Rule
- Minority Rights
- Policy Agenda
- Public Policy
- Political System
- Linkage Institutions
- Democracy (Direct & Indirect)
- Pluralism
- Elitism
- Hyperpluralism
- Representation
- Majoritarian Politics
- Popular Sovereignty
- Constitution
- Natural Rights
- Consent of the governed
- Limited Government
- Articles of Confederation
- Factions
- Writ of Habeas Corpus
- Checks and Balances
- Separation of Powers
- Republic
- Federalists
- Anti-Federalist
- The Federalist Papers
- Bill of Rights
- Marbury v. Madison
- Judicial Review
- Social Contract
- Federalism
- Unitary Government
- Intergovernmental Relations
Supremacy Clause
10th Amendment
Enumerated Powers
Implied Powers
Elastic Clause
Gibbons v. Ogden
Full faith and credit clause
Privileges and Immunities
Dual Federalism
Cooperative Federalism
Fiscal Federalism
Categorical Grants
Block Grants
Confederation Government
Commerce Clause
Amending Process
Mandates-Funded/Unfunded

Classroom Activities

1. Introduction to Course-Syllabus/Unit Guides
2. Introduction Power-Point (Located at the beginning of AP Workshop binder)
3. Introduction to the Free-Response Question-Timed FRQ from AP Binder with read around
4. Practice Reading a sample FRQ (2012 FRQ # 4) (pages 125 to 136 in Workshop Handbook)
6. Give students the Scoring Guideline for FRQ? (page 125)
7. Give students Mastering the Free Response Question #20 in Binder
8. Think/Pair/Share: Analyze how the weaknesses of the Articles of Confederation led to its failure. Explain the reasons for a bicameral legislature.
10. Betsy Newmark Constitution Scavenger Hunt
11. Constitution Power Grab Game (AP Workshop Binder #7) Find link for directions (Google)
13. Madison’s Model; Separation of Powers/Checks & Balances (Clues Worksheet (Binder #6) and Discussion on The Federalist 51 and Identifying Federalist and Antifederalist Ideas Worksheet
14. Moot Court-Gonzalez v. Raich (Medical Marijuana) Binder
15. Mapp v. Ohio (AP Workshop Binder #12)
16. Incorporation Doctrine-Lesson from AP Central workbook
Class Assessments

One assessment will be given during this unit. All assessments will consist of one day of multiple choice questions and one day for a topic specific FRQ. Unit one’s multiple choice assessment will be given on day 14 (9/23/13) and the FRQ assessment will be given on day 15 (9/24/13.)

AP Free Response Questions related to Unit 1:

- 2000: 1
- 2001: 1
- 2003: 3
- 2004: 1
- 2005: 2
- 2006: 4
- 2007: 3, 4
- 2009: 1
- 2010: 4
- 2011: 4
- 2013: 1

Selected Unit Websites

http://www.oyez.org (The Oyez Project at Chicago-Kent)

http://www.congresslink.org/ (Information about the U.S. Congress)

http://www.house.gov (US House of Representatives)

http://www senate.gov (US Senate)

http://www.whitehouse.gov (The Presidency)

http://www.supremecourt.gov/ (US Supreme Court)

http://www.c-span.org (C-Span)

http://www.potus.com (Presidents of the United States)

http://thomas.loc.gov/home/thomas.html (Thomas-The official guide to congressional legislation.)
Number of School Days Allotted: 22 (42 minute periods)

September 25-October 24, 2013


Reader: Debating Democracy, A Reader in American Politics: Seventh Edition, Bruce Miroff, Raymond Seidelman, Todd Swanstrom

Unit Description

In this unit, students will look at the factors that influence citizens to differ from one another in terms of political beliefs and behaviors. We will look at factors that influence how beliefs are formed, how they evolve and the processes by which they are transmitted including a look at the nature, sources and consequences of public opinion. We will analyze the demographic features of the American population to gain a better understanding of what leads citizens to differ from one another in their political beliefs and behaviors and we will also analyze the various forms of political participation and effects on the political system.

Essential Questions:

1. What sociological forces affect the political ideologies of Americans?

2. How does the electoral system shape political culture?

3. Why should civic participation be important to all Americans?

4. How do Americans form political beliefs and act upon those beliefs in their everyday lives?
Objectives:

Students will be able to:

1. Explain how polls are conducted and what can be learned from them about American public opinion
2. Classify forms of political participation into two broad types
3. Analyze how public opinion about the scope of government guides political behavior
4. Assess the influence of political ideology on Americans’ political thinking and behavior
5. Identify demographic trends and their likely impact on American politics
6. Outline how various forms of socialization shape political opinion
7. Identify the factors that influence whether people vote
8. Assess the impact of party identification, candidate evaluations, and policy opinions on voting behavior

Reading Assignments and Study Guide Questions

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<th>Lesson Topic</th>
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<th>Supplemental Readings</th>
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<tr>
<td>A. Beliefs citizens hold about their government and its leaders</td>
<td>Pages 4-9, 16, 32, 81-98, 162-164, 167-180, 471-476, 486-488</td>
<td>&quot;Note that some reading are repeated in each section</td>
</tr>
<tr>
<td>B. Processes by which citizens learn about politics</td>
<td>Pages 167-180, 235-238, 246-249, 298-324</td>
<td>Paul Loeb, The Active Citizen, pp. 39-46</td>
</tr>
<tr>
<td>D. The ways in which citizens vote and otherwise participate in political life</td>
<td>Pages 182-199, 257-260, 263, 270-297</td>
<td>James Q. Wilson, How Divided Are We?, pp. 192-201</td>
</tr>
<tr>
<td>E. Factors that influence citizens to differ from one another in terms of political beliefs and behaviors</td>
<td>4, 79-97, 102-105, 130-159, 166-176, 244-249, 270-297, 471-476, 486-488</td>
<td>Assessment via Discussion Questions at the end of readings</td>
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</table>
Additional Reading Assessment and Accountability Strategies

- Unannounced quizzes
- Outline
- Key Issue Identification
- CLUES worksheet
- Reader Articles/Arguments comparison chart
- Vocabulary Identifications while reading

Vocabulary List

demography
census
political socialization (agents)
public opinion
political culture
polling
exit polls
civil disobedience
political spectrum
political ideology (types)
forms of political participation

Classroom Activities

1. View American’s Aging Population (6.1) video on MyPoliSciLab (http://mypoliscilab.com/) and answer provided multiple choice questions
2. Students will take an ideology quiz on Pew Research Center’s website (http://www.people-press.org/typology/quiz/)
3. Think-Pair-Share/Debrief: Students will share quiz results and compare typology groups with classmates
5. Full group discussion on how to read a line graph on poll results conducted by ANES: “The ANES Guide to Public Opinion and Electoral Behavior” (Liberal, Moderate, and Conservative Responses) http://electionstudies.org/nesguide/toptable/tab3_1.htm
6. Group Project: Student groups will brainstorm their own views on the issues of the day (abortion, school prayer, health care reform, etc.) and then see what the latest surveys on these issues suggest about whether their views are held by a majority of people whose demographic description (age, gender, ethnicity, etc.) mirrors their own. Students should refer to tab #10 (Analyzing Tables and Charts Handout). Students will create a PowerPoint to present to the class which includes (1) initial views on topic (2) data in table and chart form retrieved from major polling sources such as Gallup, Real Clear Politics, Rasmussen, etc. (3) conclusions reached
Class Assessments

One assessment will be given during this unit. All assessments will consist of one day of multiple choice questions and one day for a topic specific FRQ. Unit two’s multiple choice assessment will be given on day 21 (October 23) and the FRQ assessment will be given on day 22 (October 24.)

AP Free Response Questions related to Unit 2:
- 2000: 2
- 2003: 2
- 2004: 4
- 2009: 2
- 2011: 2

Selected Unit Websites

http://cagle.com/news/blog
This is a link to American government political cartoons.

www.census.gov
This is the primary source for results of the U.S. Census.

www.c-span.org
This is a link to a cable station that covers Congressional proceedings.

www.cq.com
This is a link to the Congressional Quarterly, publisher of a weekly review of Congressional affairs.

www.people-press.org
The Pew Center Web site provides recent polling information.

www.politicalcompass.org
This is a link to a political ideology quiz.

www.politicalindex.com/sect8.htm
This is a link to minor parties involved in U.S. politics.
Number of School Days Allotted: 22 (42 minute periods)
October 25-November 27, 2013


Reader: Debating Democracy, A Reader in American Politics: Seventh Edition, Bruce Miroff, Raymond Seidelman, Todd Swanstrom

Unit Description

This unit will examine the critical role linkage institutions play in our political parties, elections, political action committees (PACs), interest groups, mass media and how it impacts public policy. This unit will give students insight into how public policy is shaped by these institutions and may be in the future.

Essential Questions:

1. How effective are the political parties as a vehicle in linking people’s opinion to government institutions that make public policy?
2. How effective are interest groups in linking a person’s opinion to government and effect policy?
3. Why has there been a proliferation of interest groups in the USA?
4. How effective is the role of the media in the political system in impacting public opinion, voter perception, campaign strategies, electoral outcomes, and agenda development and how effectively do these influence policy?
5. Has the media become too powerful and influential in US politics?
**Unit Objectives:**

Students will be able to:

1. describe the evolution of party eras in American politics and discuss why we have a two-party system;
2. discuss the function, structure and organization of political parties and party reform;
3. analyze the effectiveness of political parties in communicating the public policy preferences of the people to policy-making institutions;
4. identify demographic differences between the parties;
5. list and describe different types of elections;
6. evaluate campaign finance law and campaign strategies and their impact of elections as linkage institutions;
7. explain the impact of campaign finance law and Supreme Court decisions on elections and campaigns;
8. evaluate the role of lobbyists and PACs in elections, campaigns, and ultimately, policy-making; and
9. analyze the impact of the media on public opinion, campaigns, elections, voter perceptions, electoral outcomes, and the policy agenda.

**Reading Assignments and Study Guide Questions**

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<tr>
<td><strong>A. Political parties and elections</strong></td>
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<td><em>Stephen Ansolabehere &amp; Shanto Iyengar, <em>Negative Ads Shrink and Polarize the Electorate</em>, pp. 205-211</em></td>
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<tr>
<td>2. Organization</td>
<td>Pages 216-225, 238-257</td>
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<td>3. Development</td>
<td>Pages 187-192, 206-216</td>
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<td>4. Effects on the political process</td>
<td>Pages 202-225, 264-266</td>
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<td>5. Electoral Laws and systems</td>
<td>Pages 225-227, 234-268</td>
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<td><strong>B. Interest groups, including political</strong></td>
<td></td>
<td>Newt Gingrich, <em>Patriotic Immigration</em>, pp. 71-79</td>
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<td>actions committees (PACs)</td>
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<td>1. The rage of interests represented</td>
<td>Pages 270-283</td>
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<td>2. The activities of interest groups</td>
<td>Pages 283-291</td>
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<td>3. The effects of interest groups on the political process</td>
<td>Pages 10, 102-103, 280-293, 332, 425-426, 453, 477-478, 482, 571-572</td>
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<tr>
<td>4. The unique characteristics and roles of PACs in the political process</td>
<td>Pages 240, 249, 283-291</td>
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| C. The mass media | Cass Sunstein, *The Daily We*, pp. 157-167  
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<tr>
<td>1. The functions and structures of the news media</td>
<td>Pages 300-310, 318-319</td>
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<td>2. The impact of the news media on politics</td>
<td>Pages 176, 299-305, 310-319</td>
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<td>3. The news media industry and its consequences</td>
<td>Pages 302-310, 313-319</td>
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**Additional Reading Assessment and Accountability Strategies**
- Unannounced quizzes
- Outline
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- CLUES worksheet
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- Vocabulary Identifications while reading
Vocabulary List

mass media
high-tech politics
media events
press conferences
investigative journalism
print media
electronic media
narrowcasting
selective exposure
chains
beats
trial balloons
sound bites
talking heads
policy agenda
policy entrepreneurs
party competition
political party
linkage institutions
rational choice theory
party image
party identification
ticket splitting
party machines
patronage
closed primaries
open primaries
national party convention
national committee
national chairperson
coalition
party eras
critical election
party realignment
New Deal coalition
party dealignment
third parties
winner-take-all system
proportional representation
responsible party model
Blue Dog Democrats
nomination
campaign strategy
national party convention
McGovern-Fraser Commission
superdelegates
invisible primary
caucus
presidential primaries
frontloading
party platform
campaign contributions
independent expenditures
Federal Election Campaign Act (1974)
political action committees
Federal Election Commission
soft money
527 groups
501(c) groups
Super PACs
Citizen United vs Federal Election Commission
interest groups
pluralism
elitism
iron triangle
hyperpluralism
potential group
actual group
collective good
single-issue groups
lobbying
electioneering
political action committees (PACs)
union shops
right-to-work laws
public interest lobbies
incumbents
House Rules Committee
presidential coattails
Super Tuesday
Iowa Caucus
Federal Election Campaign
Buckley v Valeo
Electoral College
Faithless elector
Retrospective voting
Prospective voting
Mandate
Initiative petition
Referendum
Voter registration
Motor-veto law
Political efficacy
Civic duty
Legitimacy theory of election
policy differences
Muckraking
Yellow journalism
Leaks
Scoops
Political bias of the media
Censorship
Presidential debates
Media impact on public opinion
Media coverage of elections
Candidate-centered campaigns
12th Amendment
Classroom Activities

1. Introduction to Interest Group Project (doc 17 from AP US Gov. Seminar Drew Univ)
   Each student will be assigned an interest group. Short student presentations to be given at the end of the unit.

2. Getting Started Activity - Jon Stewart Compares Fox, MSNBC, and CNN
   Assign the media assignment for students to track coverage of a politics-related news story. Students will fill out this graphic organizer from PBS Newshour Extra.

3. Pew Research News IQ Quiz

4. Flackcheck.org Lincoln vs. McClellan Campaign Ad
   Review and discuss party eras. Assign reading pp. 286-301 and Cornell Note-taker. Introduce the lesson and project on effective campaign ads linked to below: http://www.livingroomcandidate.org/lessons/18 By viewing and analyzing selected presidential campaign advertisements, students will develop criteria for evaluating what makes an effective political ad.

5. Lesson on Voting Laws - Making it Easy to Vote vs. Preventing Election Fraud

6. Stephen Colbert "I am a SuperPAC and So You Can You"
   In class activity: "Top Ten Things Every Voter Should Know"

7. Go to http://web.law.duke.edu/voices/citizens and watch the video on the website. Answer the question “Is the advertisement for “Hillary the Movie” to be considered a political ad and thereby subject to campaign finance laws?” After class discussion assign Citizens United case. Have students read the case and be prepared to discuss in class. Follow this Lesson Plan from PBS Newshour.
   Student Discussion Guide

8. Interest Groups and Lobbyists Lesson -- video from CBS News and Questions “Behind Closed Doors of Washington Lobbyists”

Class Assessments

One assessment will be given during this unit. All assessments will consist of one day of multiple choice questions and one day for a topic specific FRQ. Unit three’s multiple choice assessment will be given on day 21 (11/26/13) and the FRQ assessment will be given on day 22 (11/27/13.)

AP Free Response Questions related to Unit 3:

- 1999: 1, 2
- 2000: 4
- 2004: 2, 3
- 2005: 4
- 2006: 3
- 2007: 1
- 2008: 1
- 2009: 2, 4
- 2010: 1, 3
- 2011: 3
- 2012: 4
- 2013: 2
Selected Unit Websites

http://www.livingroomcandidate.org/lessons
good website for campaigning

Good article on gerrymandering

http://www.flackcheck.org/
Campaigns and Campaign Finance

http://www.thecapitol.net/EssentialWeb/PACwebsites.htm
Essential PAC Websites
UNIT GUIDE #4
INSTITUTIONS OF NATIONAL GOVERNMENT

Number of School Days Allotted: 55 (42 minute periods)

December 2, 2013-March 6, 2014


Reader: Debating Democracy, A Reader in American Politics: Seventh Edition, Bruce Miroff, Raymond Seidelman, Todd Swanstrom

Unit Description

The Congress, President, Bureaucracy, and Federal Courts each have independent, co-dependent, and co-equal roles in American government. These roles can be both official and unofficial in nature. Throughout the study of these institutions, you will appreciate how these seemingly separate branches work with and against their counterparts. Since these roles have evolved over time, it is important to understand how and why specific powers have been allocated and claimed. The functions of government can be challenged and blurred during times of crisis. While the branches must interact with the others, they are similarly impacted by linkages to political parties, interest groups, the media, and state and local governments. It is only after these competing interests are considered that legislation and government policy can be made.

Essential Questions

1. How have the institution and power of the presidency changed over time?
2. Is there effective legislative oversight of the bureaucracy?
3. Where does the “real” work of congress occur?
4. How has the role of the Federal Courts evolved over time?
5. What has caused the growth of the Federal Bureaucracy?
6. How have the separation of powers impacted the distribution of power and relationship among the three branches of government?
7. How does the Congress interact with the other branches in order to effectively govern?
8. What is effective government?
9. How responsive are the courts to public opinion?

Unit Objectives
Students will be able to:

Congress:
1. describe the process by which a bill becomes a law
2. analyze the value of incumbency advantage in Congress
3. describe the role of party leadership in Congress in the legislative process
4. identify how Congressional committees, and their party structure, impact the legislative process
5. describe how specialization in Congress influences the legislative process
6. analyze how reciprocity/logrolling in Congress influences the legislative process
7. analyze how strong public opinion as expressed in polling results and competitive re-elections enhance the influence of public opinion on the voting decisions of members of Congress
8. explain why legislators’ voting records and party leadership limits the influence of public opinion on the voting decisions of members of congress
9. describe significant functional duties of the members of Congress, including constituent services
10. identify barriers in Congress that impede minority representation
11. analyze the role of the Senate filibuster in legislation and negotiations
12. analyze how the house rules committee and conference committees impact lawmaking
13. discuss the importance of congressional reapportionment of the states, redistricting, and gerrymandering
14. identify rules within each chamber of the legislative branch that independently influence the likelihood that legislation will pass in that chamber
15. identify advantages that the majority party in the House has in lawmaking above and beyond the numerical advantage that the majority party enjoys in floor voting
16. analyze the impact of the legislative veto

Presidency
1. analyze factors that decrease and increase presidential approval ratings
2. describe the formal and informal powers of the presidency
3. explain how formal powers enable the president to exert influence over domestic policy
4. analyze limitations on the president's ability to influence domestic policymaking in Congress due to mandatory spending, party polarization, and the lame-duck period
5. explain the process by which the president selects cabinet officers and sub-cabinet positions
6. Describe the veto and pocket veto process, and examine the arguments surrounding the line-item veto
Bureaucracy
1. discuss why Congress gives federal bureaucratic agencies policy-making discretion in executing federal laws
2. identify specific bureaucratic agencies that exercise policy-making power in specific areas
3. describe the merit system in the federal bureaucracy
4. explain how the structure of the federal bureaucracy and the complexity of public policy problems contribute to bureaucratic independence
5. examine redundancies in bureaucracy
6. analyze why departments are added and removed

Federal Courts
1. Analyze how interest groups influence the appointment of Supreme Court justices
2. explain how the SCOTUS is insulated from public opinion while at the same time not deviating too far from public opinion
3. analyze ways in which politics affects aspects of the judiciary
4. explain how judicial review empowers SCOTUS within the system of checks and balances
5. describe the process through which SCOTUS grants a writ of certiorari
6. analyze how stare decisis and judicial activism influence decisions made by individual justices when deciding cases heard by SCOTUS
7. differentiate between original and appellate jurisdiction
8. analyze the difference between strict and loose constructionism

Relationships
1. Analyze the successes and failures of legislative oversight of bureaucracy
2. analyze problems caused by divided government in the appointment power of the president
3. Describe the politics involved in the appointment of Supreme Court justices
4. Identify legislative and executive checks on court decisions
5. analyze how political institutions might limit the impact of Supreme Court decisions
6. Analyze the impact of the iron triangle
7. identify ways in which Congress ensures that federal agencies follow legislative intent
8. Identify how the SCOTS has placed limits on Congressional redistricting
9. identify constitutional provisions that Congress, the courts, and interest groups can use to check the bureaucracy
### Reading Assignments and Study Guide Questions

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<th>Lesson Topic</th>
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<tr>
<td><strong>A. The major formal and informal institutional arrangements of power</strong></td>
<td>Pages 11-17, 30-31, 52-67, 326-363, 364-407, 408-437, 438-467</td>
<td>Assessment via Discussion Questions at the end of readings</td>
</tr>
<tr>
<td>Congress</td>
<td></td>
<td>Thomas E. Mann &amp; Norman J. Ornstein, <em>Congress is the Broken Branch</em>, pp. 241-248</td>
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<td>Bureaucracy</td>
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<tr>
<td>Courts</td>
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<td>Antonin Scalia, <em>Textualism and the Constitution</em>, pp. 288-294</td>
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<td>Stephen Bryer, <em>Active Liberty and the Constitution</em>, pp. 295-303</td>
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<td><strong>C. Linkage between institutions and the following:</strong></td>
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<td>2. Interest groups</td>
<td>249-257, 270-296</td>
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4. The Media  234-239, 246-249, 298-323
5. State and local governments  51-68, 187-190, 216-220

Additional Reading Assessment and Accountability Strategies
- Unannounced quizzes
- Outline
- Key Issue Identification
- CLUES worksheet
- Reader Articles/Arguments comparison chart
- Vocabulary Identifications while reading

Vocabulary List

**Congress**
- reapportionment
- gerrymandering
- redistricting
- constituency services
- franking
- pork barrel
- earmarks
- committee system
- committee chairmen
- types of committees
- concurrent resolution
- conference committee
- markup session
- seniority
- party leadership
- Congressional Reassertion of Power
- War Powers Resolution
- filibuster
- cloture rule
- oversight
- legislative veto
- appropriations
- rules committee
- congressional staff
- incumbency
- non-germane amendment
- Ways and Means
- fiscal policy

**Presidency**
- personal/public presidency
- executive order
- senatorial courtesy
- roles of the president
- executive privileges
- 22nd/25th Amendment
- impeachment
- White House Staff
- National Security Council
- Office of Management and Budget
- President and the media
- pocket veto
- line-item veto
- cabinet
- framers’ intent
- formal/informal power of the presidency
**Bureaucracy**
appropriation
bureaucracy
civil service
iron triangle
red tape
types of agencies
independent agencies
discretionary authority
bureaucratic pathologies
oversight of bureaucracy
government by proxy
Hatch Act

**Courts**
judicial review
federal court structure/jurisdiction
judicial activism
judicial restraint
judicial appointment process/litmus test
judicial conference
judicial tenure
writ of certiorari
oral arguments
political questions
justiciable dispute
solicitor general
precedent/stare decisis
strict vs. loose constructionism
trial vs. appellate courts
diversity cases
district court
circuit court
criminal/civil law
standing
dissenting/concurring opinions
Classroom Activities

1. YLI E-Congress
3. Student creation of Congressional flow chart posters demonstrating various aspects of the political process.
4. YLI-Should We Bring Home the Bacon? - Pork / Congressional Earmarks simulation
5. Data / Map Analysis: Minority Representation in Congress (The Atlantic Article)
6. Data Analysis: Earmarks by state, district/official (Taxpayers for Common Sense)
7. A.P. Central Article-War Powers, International Alliances, the President, and Congress (Sample FRQ group assignment)
8. Line Item Veto simulation (using E-Congress bill) - Students will act as an executive, and will review the E-Congress bills previously submitted by other student groups. Students will edit bills, and will re-submit to groups. Students will analyze their reactions to the bill edits.
9. Federal budget analysis - where does the money go? Students will examine macro-level data on approved and submitted budgets. The activity can further focus on a particular area of spending (based on student interest) for specific analysis.
11. YLI-Presidential Appointments (Data Analysis Federal Judge Appointments Johnson-Clinton, Chart with written discussion questions)
12. Street Law Nominating Federal Judges Data Analysis worksheet, Prospective nominees resume review
14. YLI-Bureaucracy Lesson
15. Bureaucracy Alphabet Soup / navigating the cabinet and administrative offices / “That's my department” game (teacher will read one government function while students who represent cabinet departments must claim it)
16. Brief bureaucracy policing and enforcement profile - the need for law enforcement and inspectors general
17. Street Law Certiorari Article and “Deciding to Decide” Activity
18. Court decision analysis -
   a. Commerce Clause-Gonzalez v. Raich (Moot Court Activity with given procedures)
19. Data Analysis: Court Certiorari rates, appeals, etc.
20. Street Law: Interest Group and the Supreme Court
21. The Iron Triangle Exercise - students will create optimum Iron Triangle arrangement in order to pass a particular reform.
**Class Assessments**
Three unit assessments will be given during this unit. All assessments will consist of one day of multiple choice questions and one day for a topic specific FRQ. Assessment #1 will be at the conclusion of the study of Congress (Multiple Choice-December 18, FRQ-December 19), Assessment #2 will be at the conclusion of the study of the Presidency and Bureaucracy (days (Multiple Choice-February 10, FRQ-February 11), Assessment #3 will be at the conclusion of the study of the Courts (Multiple Choice-March 5, FRQ-March 6)

**AP Free Response Questions related to Unit 4:**
- 1999: 3
- 2000: 2
- 2001: 2
- 2003: 1, 4
- 2004: 1
- 2005: 1
- 2006: 3
- 2007: 3
- 2008: 2
- 2009: 3
- 2010: 4
- 2011: 1, 4
- 2012: 1, 3
- 2013: 1, 2, 3

**Additional Outside Assignments / Projects**
1. Graded components of class activities
2. Profile of our members of Congress. Students will analyze ideology, voting record, PAC funding, committees, and constituent service record. Students will evaluate how these items impact the service of the members of Congress.
3. Position paper: add or eliminate a Federal department. Students will be required to provide data, budgetary, and legal rationale for their positions.
4. Supreme Court case analysis by Justice and voting patterns. Students will use this task to evaluate the response of the Court to public opinion and ideology.

**Selected Unit Websites**

http://www.oyez.org (The Oyez Project at Chicago-Kent)

http://www.congresslink.org/ (Information about the U.S. Congress)

http://www.house.gov (US House of Representatives)

http://www.senate.gov (US Senate)
http://www.whitehouse.gov (The Presidency)

http://www.supremecourt.gov/ (US Supreme Court)

http://www.c-span.org (C-Span)

http://www.potus.com (Presidents of the United States)

http://thomas.loc.gov/home/thomas.html (Thomas-The official guide to congressional legislation.)

http://www.vote-smart.org (Vote Smart-Biographies, positions taken, and key supporters of elected public officials at the national, state, and local levels; the site also has voting records for U.S. Senators and Representatives.)

http://www.nathannewman.org/nbs/ (The National Budget Simulation)


http://www.taxpayer.net/library/article/earmark-data (Earmark Data)
UNIT GUIDE #5
PUBLIC POLICY

Number of School Days Allotted: 19 (42 minute periods)

March 6-April 2, 2014


Reader: Debating Democracy, A Reader in American Politics: Seventh Edition, Bruce Miroff, Raymond Seidelman, Todd Swanstrom

Unit Description

This unit will examine how public policy results from various interactions among different agencies. Together we will investigate the formation of multiple policy agendas and the ways in which they are enacted. You will be learning about the different issues that arise in domestic and foreign policy areas. Overall, you will gain a clear understanding of major public policies at the federal level.

Essential Questions

1. How have societal forces influenced policy making decisions throughout our history?
2. What has necessitated the creation of so many new policies throughout the 20th and 21st centuries?
3. What policies do you see evolving in the near future? What could/would spark this evolution?

Unit Objectives:
Students will be able to:

1. Analyze the federal budget-making process
2. Evaluate various entitlement programs, such as Social Security and Medicaid, while determining the potential threats to the future of such programs.
3. Identify the participants in the policy making process as regarding social welfare, student loans, healthcare and other economic policies.
4. Explain the relationship between the executive and legislative branches in conducting foreign policy.

<table>
<thead>
<tr>
<th>Reading Assignments and Study Guide Questions</th>
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<tbody>
<tr>
<td><strong>Lesson Topic</strong></td>
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<tr>
<td><strong>A. Policymaking in a federal system</strong></td>
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<tr>
<td><strong>C. The role of institutions in the enactment of policy</strong></td>
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<td><strong>D. The role of bureaucracy and the courts in policy implementation and interpretation</strong></td>
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<tr>
<td><strong>E. Linkages between policy processes and the following:</strong></td>
</tr>
<tr>
<td>1. Political institutions and federalism</td>
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<tr>
<td>2. Political parties</td>
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<tr>
<td>3. Interest groups</td>
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</tbody>
</table>


6. Policy networks  Pages 425, 484-486

Additional Reading Assessment and Accountability Strategies

- Unannounced quizzes
- Outline
- Key Issue Identification
- CLUES worksheet
- Reader Articles/Arguments comparison chart
- Vocabulary Identifications while reading

Vocabulary List

- characteristics of policy-making process
- Policy key players
- Behaviors of policy makers
- economic policy-making
- fiscal policy
- monetary policy
- foreign policy-making
- social welfare policy
- distributive policy
- regulatory policy
- redistributive policy
- mandatory spending (examples)
- discretionary spending (examples)

Classroom Activities

1. Bill of Rights in Action activities: Crf-usa.org\billofrightsinaction. Activities will include reading the article, questions following and the classroom activity included with the article.
2. Considering the Role of Values in Public Policy. http://choices.edu/resources/values.php Assign article for homework--Why are We Still Talking About Taiwan? Then do the classroom activity. (1 Day) This will open students to the idea of how the many differing values drive public policy.
3. Affordable Care Act Tab #4 in binder: assign article for homework: The US Supreme Court’s Decision on the Affordable Care Act. Complete classroom activity on the commerce clause. (1 day)
4. The Policy-Making Process: A Student Project, p. 23-25 in the AP US Government and Politics Teaching Public Policy Curriculum Module (handout) (3 days—1 day research at the beginning, 2 days of student presentations)


7. US Policy in the Middle East: Analyzing political cartoons. http://www.choices.edu/resources/twn/twn_middle_east_cartoons.php Handout: political cartoon pdf. Divide class into groups, hand each group a cartoon and allow them to work for 15 minutes. Then each group presents to class. (1 day)


9. Fiscal Policy: Does our Government Spend our money wisely? http://youthleadership.net/central/lesson_plans/510?_yli_session=da7306009dd8b7caf015d8ad6803746 Assign the oped article for homework with the review questions. In class, go over the other materials. (2 days)

Class Assessments
One assessment will be given during this unit. All assessments will consist of one day of multiple choice questions and one day for a topic specific FRQ. Unit five’s multiple choice assessment will be given on day 21 (4/3/14) and the FRQ assessment will be given on day 22 (4/4/14.)

AP Free Response Questions related to Unit 5:
• 1999: 4
• 2000: 1
• 2001: 4
• 2004: 1
• 2005: 2
• 2006: 2
• 2007: 3, 4
• 2008: 2, 3
• 2009: 4
• 2013: 4
Selected Unit Websites

http://www.brookings.edu/
The Brookings Institution

http://www.heritage.org/
The Heritage Foundation

http://www.cfr.org/
Council on Foreign Relations

http://www.eli.org/index.cfm
Environmental Law Institute
UNIT GUIDE #6
CIVIL RIGHTS AND CIVIL LIBERTIES

Number of School Days Allotted: 19 (42 minute periods)

April 3-May 6, 2014


Reader: Debating Democracy, A Reader in American Politics: Seventh Edition, Bruce Miroff, Raymond Seidelman, Todd Swanstrom

Unit Description

An understanding of United States politics and policies includes the study and development of individual rights and liberties and their impact on citizens. In gaining an understanding of these rights it is important to analyze the workings of the Supreme Court and key decisions that impacted civil rights and civil liberties.

Essential Question

How has the Supreme Court impacted Civil Rights and Civil Liberties and what are the strengths and weaknesses of the court as a tool of social change?

Unit Objectives

Students will be able to:

1. Explain the development of civil liberties and civil rights by judicial interpretation.
2. Identify the knowledge of substantive rights and liberties.
3. Explain the impact of the Fourteenth Amendment on the constitutional development of rights and liberties.
Reading Assignments and Study Guide Questions

<table>
<thead>
<tr>
<th>Lesson Topic</th>
<th>Wilson Reading</th>
<th>Supplemental Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Justice John Paul Stevens, Corporate Spending on Elections Is Not Free Speech and Should Be Regulated, pp. 113-119</td>
</tr>
<tr>
<td>B. Knowledge of substantive rights and liberties</td>
<td>Pages 36-37, 83-84, 100-127, 130-156</td>
<td>Evan Gerstmann, Same-Sex Marriage as a Constitutional Right, pp. 122-128</td>
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<td>Sam Schulman, Gay Marriage-and Marriage, pp. 129-139</td>
</tr>
<tr>
<td>C. The impact of the Fourteenth Amendment on the Constitutional development of rights and liberties</td>
<td>Pages 37, 100, 105, 108, 126, 133-137, 145-153, 440-444</td>
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</tbody>
</table>

**Additional Reading Assessment and Accountability Strategies**
- Unannounced quizzes
- Outline
- Key Issue Identification
- CLUES worksheet
- Reader Articles/Arguments comparison chart
- Vocabulary Identifications while reading
**Vocabulary List**

Civil Liberties
“Clear and Present Danger”
Slander
McCarthyism
“time, place, and manner” restrictions
Commercial speech
Incorporation Doctrine
Symbolic Speech
Right to assemble
Fourteenth Amendment
“Hate Crime”
Right to associate
Equal protection clause
Speech codes
Search warrant
Due process clause
Prior Restraint
Indictment
Selective Incorporation
Libel
Grand Jury
Preferred freedoms
“actual malice”
Substantive due process
Establishment Clause
Obscenity
Procedural due process
Free Exercise Clause
“Community standards”
Probable cause*
Wall of Separation Principle
“Prurient interests”
Exclusionary rule*
Lemon Test
Preferred position
“fruit of the poison tree”
Equal Access Act
Imminent danger
“good faith” exception
Parochial Schools
Neutrality and Clarity
Miranda rights
School Vouchers
Least-restrictive means
Capital Punishment
Freedom of Expression
John Peter Zenger

Self-incrimination
Oliver Wendell Holmes
Pentagon Papers
Patriot Act

Civil Rights
Equal Pay Act of 1963
Reverse discrimination
Suspect classifications
Civil Rights Act of 1964*
“Equality of opportunity:”
Strict Scrutiny and semi-strict scrutiny
Voting Rights Act of 1965
“Equality of result”
Reasonableness or rationality standard
Open Housing Act of 1968 (Title VIII)
Quotas and preferences
Jim Crow laws
Higher Education Act of 1972 (Title IX)
Compensatory action
“equal protections of the laws”
Education of All Handicapped Children Act of 1975
“compelling government interest” *
“separate but equal”
Voting Rights Act of 1982
“narrowly tailored” *
“with all deliberate speed”
Civil Rights Act of 1988
Concurring opinion
Segregation and desegregation
American with Disabilities Act of 1990
Dissenting opinion
Integration
Sexual harassment
“comparable worth”
de jure segregation
Equal Employment Opportunities Commission
Defense of Marriage Act
de facto segregation
Equal Rights Amendment
Civil disobedience
Right to privacy*
Civil Rights Act of 1957
Affirmative Action
Classroom Activities

1. AP Central Special Focus Material-Incorporation Doctrine (expanding on Unit I discussion)
7. Supreme Court Case Paper – this needs to be typed. This is what you should include:
   1) The name and year of your case and the issue it addresses
   2) Briefly summarize the majority’s arguments
   3) Briefly summarize how you’ll address arguments of the majority
   4) Briefly summarize the constitutional arguments you’ll make
   5) Briefly summarize the implications of case’s results

Class Assessments

One assessment will be given during this unit. All assessments will consist of one day of multiple choice questions and one day for a topic specific FRQ. Unit six’s multiple choice assessment will be given on day 21 ( ) and the FRQ assessment will be given on day 22 ( ).

AP Free Response Questions related to Unit 6:
- 2001: 3
- 2005: 2, 3
- 2006: 3
- 2007: 2, 4
- 2008: 4
- 2009: 1
- 2010: 4
- 2011: 3
- 2012: 2

Selected Unit Websites

Scopes Monkey Trial:

Patriot Act:
Religion and Society:  

Women’s Vote:  

National Security and Freedom:  

Religious Tolerance:  

Civil Disobedience  