

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

AP US Government and Politics

Grade Level: 11-12

Date of Board Approval: _____ 2018 _____

Planned Instruction

Title of Planned Instruction: AP US Government and Politics

Subject Area: Social Studies

Grade(s): 11-12

Course Description:

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. (AP US Government and Politics Course Description and Exam, 2018, p. 4)

Time/Credit for the Course: Full Year

Curriculum Writing Committee: Scott Nielsen

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Map

1. Marking Period One:

- **Overview based on 45 days:**

- **Goals:**

Students will be able to answer the following essential questions:

- i. How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
- ii. How have theory, debate, and compromise influenced the U.S. Constitutional system?
- iii. How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?
(The College Board, 2018, p.17)

2. Marking Period Two:

- **Overview based on 45 days:**

- **Goals:**

Students will be able to answer the following essential questions:

- i. How are American political beliefs formed and how do they evolve over time?
- ii. How do political ideology and core values influence government policy-making?
(The College Board, 2018, p.31)
- iii. How have changes in technology influenced political communication and behavior?
- iv. Why do levels of participation and influence in politics vary?
- v. How effective are the various methods of political participation in shaping public policies?
(The College Board, 2018, p.34)

3. Marking Period Three:

- **Overview based on 45 days:**

- **Goals:**

Students will be able to answer the following essential questions:

- i. How do the branches of the national government compete and cooperate in order to govern?
- ii. To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?
(The College Board, 2018, p.22)
- iii. To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
- iv. How have U.S. Supreme Court rulings defined civil liberties and civil rights?
(The College Board, 2018, p.27)

DELAWARE VALLEY SCHOOL DISTRICT

4. Marking Period Four:

- **Overview based on 45 days:**

- **Goals:**

Students will be able to identify and describe various examples of important, foreign, economic and public policies.

Students will prepare for The College Board AP Exam by participating in practice tests, completing writing samples of possible essay topics, and other review activities.

Students will complete research and present information on a public policy issue related to course material and approved by the teacher.

(Goals above are to describe the intended general/global outcome of each marking period.)

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit: 1. Foundations of American Democracy

Marking Period: 1st

Standard(s):

PA Academic Standards –

5.1.12, A, B, C, D, & E

<http://www.pdesas.org/Standard/View#>

PACS Reading and Writing for History and Social Studies

Reading in History and Social Studies: CC 8.5 A, B, C, D, F, & G

<http://files5.pdesas.org/104184150189046068208230034128200187131021195117/Download.ashx?hash=2.2>

Writing in History and Social Studies: CC 8.6 A, B, C, E, & G

<http://files5.pdesas.org/109042239231046082080033058191066130018232221127/Download.ashx?hash=2.2>

Big Idea 1:

Constitutionalism:

- The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government. (The College Board, 2018, p.13).

Essential Questions:

1. What factors caused the U.S. to adopt a Confederacy over alternative systems?
2. What weaknesses in government existed under the Articles of Confederation?
3. What significant events or powers, influenced the framers of the Constitution?
4. What disagreements existed among the framers of our government and how were those differences settled?

Concepts:

1. Madison's arguments in Federalist No. 10 focused on the superiority of a large republic in controlling the "mischiefs of factions," delegating authority to elected representatives and dispersing power between the states and national government.
2. 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.
3. Specific incidents and legal challenges that highlighted key weaknesses of the Articles of Confederation are represented by the:
 - a. Lack of centralized military power to address Shays' Rebellion
 - b. Lack of tax-law enforcement power
4. Compromises deemed necessary for adoption and ratification of the Constitution are represented by the:
 - a. Great (Connecticut Compromise)
 - b. Electoral College Three-Fifths Compromise
 - c. Compromise on the importation of slaves

DELAWARE VALLEY SCHOOL DISTRICT

5. 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 house or a proposal from two-thirds of the state legislatures, with final ratification determined by three-fourths of the states.
6. The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today.
7. 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:
 - a. Debates about government surveillance resulting from the federal government's response to the 9/11 attacks.
 - b. The debate about the role of the federal government in public school education (The College Board, 2018, p.18-19).

Competencies:

1. Identify the impact of the Articles of Confederation, including its weaknesses, on the early American Political system and its influence on the formulation of a new system of government.
2. Analyze the effect of Shays' Rebellion on the Articles of Confederation and its relation to the thoughts of the framers and their fears of the impact of factions.
3. Evaluate the rationale for decision making during the Constitutional Convention, including the debate and compromises of the framers.

Big Idea 2:

- Federalism reflects the dynamic distribution of power between national and state governments (The College Board, 2018, p.13).

Essential Questions:

1. What are the benefits of a federal system over unitary or confederate systems?
2. What fears led the framers to construct the American federal system?
3. What powers were specifically intended for the National government?
4. How have the 10th Amendment, the commerce clause, and Supreme Court cases dealing with federalism, impacted the division of powers between the national government and the states?

Concepts:

1. The exclusive and concurrent powers of the national and state governments help explain the negotiations over the balance of power between the two levels.
2. 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.
3. 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.
4. The balance of power between the national and state government has changed over time based on U.S. Supreme court interpretation of such cases as:

DELAWARE VALLEY SCHOOL DISTRICT

- a. *McCulloch v. Maryland* (1819), which declared that Congress has implied powers necessary to implement its enumerated powers and established supremacy of the U.S. Constitution and federal laws over state laws
 - b. *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
5. Multiple access points for stakeholders and institutions to influence public policy flows from the allocation of powers between national and state governments.
 6. National policymaking is constrained by the sharing of power between and among the three branches and state governments. (The College Board, 2018, p.20).

Competencies:

1. Compare delegated, reserved, and concurrent powers under the federal system.
2. Analyze the impact of judicial decisions on the relationship between the federal government and the states.
3. Analyze the impact of legislative and executive actions, such as federal grants, specific legislation, or conditions of aid, on the relationship between the federal government and the states.

Big Idea 3:

Liberty and Order:

- A balance between government power and individual rights has been a hallmark of American political development (The College Board, 2018, p.13).

Essential Questions:

1. How did the framers balance their fears of creating a government that protected against a tyrannical ruler while also protecting against a majority tyranny?
2. In what way could one describe the US political system as a pluralist society rather than a majoritarian society?

Concepts:

1. The U.S. government is based on ideas of limited government, including natural rights, popular sovereignty, republicanism, and social contract.
2. 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 unique form of political democracy in the U.S.
3. Representative democracies can take several forms along this scale:
 - a. Participatory democracy, which emphasizes broad participation in politics and civil society
 - b. Pluralist democracy, which recognizes group-based activism by nongovernmental interest striving for impact on political decision making
 - c. Elite democracy, which emphasizes limited participation in politics and civil society

DELAWARE VALLEY SCHOOL DISTRICT

4. 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 participation of the pluralist and elite models.
5. The three models of representative democracy continue to be reflected in contemporary institutions and political behavior. (The College Board, 2018, p.18).

Competencies:

1. Evaluate the Constitution for provisions that limit the power of the government.
2. Evaluate the original Constitution for provisions that limit the power of the people, such as the indirect election of Senators.
3. Analyze historical changes that have allowed the government to become more accountable to the people such as the institution of primaries and the 17th Amendment.

Big Idea 4:

Competing Policy-Making Interests:

- The Constitution created a competitive policy making process to ensure the people's will is represented and that freedom is preserved. (The College Board, 2018, p.13).

Essential Questions:

1. In what ways do the branches of government check each other during the policy making process?
2. How do elections ensure that politicians are responsive to the will of the public?
3. How do interest groups influence the policy making process?

Concepts:

1. 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.
2. Federalist No. 51 explains how constitutional provisions of separation of powers and checks and balances control abuses by majorities.
3. Multiple access points for stake holders and institutions to influence public policy flows from the separation of powers and checks and balances.
4. Impeachments, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances. (The College Board, 2018, p.19).

Competencies:

1. Analyze the Constitution for formal checks on the power of individual institutions.
2. Analyze informal checks of power between the branches.
3. Evaluate the influences on politicians during their decision making process.
4. Investigate and describe the relationship between interest groups, bureaucratic agencies, and congressional committees in the iron triangle policy making process.

DELAWARE VALLEY SCHOOL DISTRICT

Overview:

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 the U.S. politics over the proper balance between individual freedom, social order, and equality of opportunity.

The first semblance of a national government created after independence was state-centered, decentralized system that reflected a fear of a powerful central government. Yet, the lack of powers held by the weak national Congress, coupled with each state's independent and often conflicting actions, raised concerns with such key actors as James Madison and Alexander Hamilton as to whether the Articles of Confederation were able to protect the new nation. The weaknesses led to a call for change and a decision to host a convention to revise the Articles. The convention itself was a triumph of negotiation, collaboration, and compromise, extending beyond the delegates' original mandate. It led to the creation of a new constitution that granted more centralized authority, while dispersing powers among three branches in the national government, and reserving powers and authority to the states to govern within their borders.

The group that favored the new federal Constitution, the Federalists, argued that the constitutional separation of powers and checks and balances would protect people from governmental tyranny and unify the nation. The Federalists also argued that although the Constitution lacked a specific listing of rights, it protected civil liberties in general by limiting the national government to powers that were enumerated. By contrast, the Anti-Federalists argued against the new federal system, claiming that the new Constitution would erode the sovereignty of the states, the prominence of local self-government, and their inherited liberties, as it lacked a specific listing of rights needed to protect the people from the national government. The Federalists, after James Madison's eventual concurrence, promised the Anti-Federalists that they would support the addition of a bill of rights once the Constitution was ratified. The Constitution was ratified in 1788 although the last state, Rhode Island, did not ratify it until 1790. The Bill of Rights, the first ten amendments to the U.S. Constitution, was ratified in 1791.

More than 200 years later, the compromises that were necessary for the Constitution's ratification, and in some instances led to ambiguity, continue to fuel debate and sometimes even conflict over how best to protect liberty, equality, order, and private property (The College Board, 2018, p.17).

Goals:

- Students will understand that a balance between governmental power and individual rights has been a hallmark of American political development.
- Students will understand that, the Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.
- Students will understand that the Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blue print for limited government.
- Students will understand that the Constitution created a competitive policy-making process to ensure the people's will is represented and that freedom is preserved.
- Students will understand that Federalism reflects the dynamic distribution of power between national and state governments.
- Students will understand that Federalism reflects the dynamic distribution of power between national and state governments (The College Board, 2018, p.18-20).

DELAWARE VALLEY SCHOOL DISTRICT

Objectives:

- Students will be able to explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution. (Depth of Knowledge Level 3)
- Students will be able to explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S. (Level 3)
- Students will be able to compare Federalists and Anti-Federalists views on central government and democracy are reflected in U.S. foundational documents. (Level 3)
- Students will be able to 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. (Level 4)
 - Students will be able to explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system. (Level 2)
 - Students will be able explain the constitutional principles of separation of powers and checks and balances. (Level 2)
 - Students will be able to analyze the implications of separation of powers and checks and balances for the U.S. political system. (Level 3)
 - Students will be able to connect how societal needs affect the constitutional allocation of power between the national and state governments. (Level 4)
 - Students will be able to cite evidence showing how the balance of power between national and state government has been interpreted differently over time. (Level 3)
 - Students will be able to explain how the distribution of powers among three federal branches and between national and state governments impacts policy making. (Level 2)
 - (The College Board, 2018, p.18-20).

Core Activities and Corresponding Instructional Methods:

1. The instructor can prepare and lead class lectures, discussions, and teacher-created notes that cover the essential content and objectives of the course.
2. Students will read pages 4-5 and outline the policy making process.
3. Students will create a diagram of the two dimensional political spectrum, labeling and describing the various political ideologies. Students may use pages 11-12 from the text to aid them in definitions.
4. Students will watch a short video on Thomas Paine's *Common Sense*, identifying reasons from the document for the colonies separating from Britain.
<https://classroom.ucscout.org/courses/1936/modules>
5. Students will create a cause and effect graphic organizer of events leading up to the writing of the Declaration of Independence. Students may use pages 32-35 of the text to help guide them.
6. Students will read and analyze the Declaration of Independence by section and jigsaw the interpretation and purpose of each section.
7. Students will compare the differences between a federal, unitary, and confederate government by creating a visual representation and a graphic organizer.
8. Students will create a list of strengths and weaknesses of the Articles of Confederation with the use of ages 36-37 of the text.
9. Students will watch a video on Shays Rebellion identifying reasons for the uprising and its relationship to the weaknesses of the Articles of Confederation. Students will then write a persuasive essay in the form of a newspaper article at the time of Shays' Rebellion. The essay will support the actions of the rebels and cite evidence of a weakening state under the Articles and ultimately call for a new form of government.

DELAWARE VALLEY SCHOOL DISTRICT

10. Students will create a chart outlining the characteristics of the Virginia Plan, the New Jersey Plan, and the Connecticut Plan (Great Compromise).
11. Students will research the details of the major compromises agreed to by the framers such as, the 3/5 compromise, the Commerce and Slave Trade compromise, the election of senators, and the electoral college. (pgs. 38-41)
12. Students will read, interpret, and analyze concepts from Federalist Nos. 10, 51, 70, and 78. Using this information, students will create an essay from the point of view of the federalists arguing, "As a federalist, I support the ratification of the Constitution because..."
<http://teachingamericanhistory.org/library/document/federalist-no-10/> ,
<http://teachingamericanhistory.org/library/document/federalist-no-51/> ,
<http://teachingamericanhistory.org/library/document/federalist-no-70/> ,
<http://teachingamericanhistory.org/library/document/federalist-no-78/>
13. Students will read, interpret, and analyze Brutus No. 1. Using this information, students will create an essay from the point of view of the anti-federalists arguing, "As an anti-federalist, I oppose the ratification of the Constitution because..."
<http://teachingamericanhistory.org/library/document/brutus-i/>
14. Students will watch *The Constitution, the Articles, and Federalism: Crash Course US History #8*. After watching the video, students will create a list of devices built into the Constitution which were designed to protect the country from tyrannical rule while also protecting them from a majority tyranny. <https://www.youtube.com/watch?v=bO7FQsCcbD8>
15. Students will be lead through College Board's activity on Federalism, the Commerce Clause, and the 10th Amendment. <https://apcentral.collegeboard.org/courses/ap-united-states-government-and-politics/classroom-resources>
16. Students will complete the free response question #1 from the 2009 exam on Federalist 10. The FRQ asks students to identify devices built into the Constitution which protected the government from a tyranny as well as a majority tyranny. https://secure-media.collegeboard.org/apc/ap09_frq_us_gov_pol.pdf
17. Students will watch a video on Constitutional principles and create a list of the four basic concepts emphasized in the Constitution. Students may also use pages 49-51 for help.
18. Students will read and complete the questions from pg. 39-42 of, Davis, J. E. (2001). Chapter 3 A Living Document: *Prentice Hall civics: Government and economics in action*. Boston, MA: Pearson Prentice Hall, on constitutional principles.
<https://staffsite.scio.k12.or.us/staffweb/DavisJ/Government/Assignments/ConstitutionStudyGuide.pdf>
19. Students will diagram the options in the Amendment process and write a response on how the process reflects the federal system. (pg. 55-59)
20. Students will watch a short video on federalism, particularly the version of dual federalism which was the early interpretation of the practice. While watching the video they will be asked to define the term federalism and to list characteristics of dual federalism.
<https://classroom.ucscout.org/courses/1936/modules>
21. Students will watch a short video on cooperative federalism from Lesson 8 of;
<https://classroom.ucscout.org/courses/1936/modules>
After watching the video, students will discuss with a partner the differences between dual and cooperative federalism.
22. Students will define the terms delegated, reserved, and concurrent as they apply to powers within the federal system. Students will use these definitions to create a Venn diagram categorizing a teacher generated list of governmental powers which would fit into each of the categories. (Delegated – Declare War, Concurrent – Tax, Reserved – Establish schools) (pgs. 70-72)

DELAWARE VALLEY SCHOOL DISTRICT

23. Students will create a list of pros and cons of the implementation of a federal system of government.
24. Students will define and analyze the implications of the necessary and proper clause and the 10th Amendment. Students will then discuss with a partner how advocates of dual federalism and cooperative federalism would interpret each of the clauses. (pgs. 73-77).
25. Students will research each of the following court cases, *McCulloch v. Maryland*, *Gibbons v. Ogden*, *Barron v. Baltimore*, *Dred Scott v. Sanford*, and *Plessy v. Ferguson*. For each case, students will describe the events leading up to the case, the court's decision in the case, and the implications of the decision in the case. Students will then discuss with a partner how these cases have affected the dynamics between the states and the national government within the federal structure.
26. Students will research each of the following court cases, *Brown v. Board of Education*, *U.S. v. Lopez*, *Printz v. U.S.*, and *Obergefell v. Hodges*. For each case, students will describe the events leading up to the case, the court's decision in the case, and the implications of the decision in the case. Students will then discuss with a partner how these cases have affected the dynamics between the states and the national government within the federal structure.
27. In groups students will compare the decisions of the cases in the previous two assignments and look for a shift in the pattern of decisions of the Supreme Court.
28. Students will choose from the Civil War, the Great Depression, or the attacks of September 11th, and research the national government's response to the crisis. Students will then be asked to discuss with a partner, the typical response of the national government to such a crisis and how it affects the dynamics of federalism. (pgs. 77-87).
29. Students will construct a response to the 2017, #4 free response question from The College Board. The question asks to relate clauses and court cases to the dynamics of federalism and identify advantages of a federal system. <https://apcentral.collegeboard.org/pdf/ap18-frq-us-gov-pol.pdf>
30. Students will create a chart comparing various types of federal grants in aid. (Categorical, Block, Project, Formula) Students will be asked to define, providing examples, and analyze if each grant gives more power to the states or the federal government.
31. Students will identify and provide examples of federal mandates, unfunded mandates, and conditions of aid, and evaluate how they affect the relationship between states and the national government.
32. Students will watch the video clip "Using Federal Dollars to 'Buy' Interstate Highway Safety" and answer subsequent questions.
http://www.learner.org/courses/democracyinamerica/dia_3/dia_3_video.html
33. Students will watch the video clip "When Welfare Depends on Where You Live" and answer subsequent questions.
http://www.learner.org/courses/democracyinamerica/dia_3/dia_3_video.html
After watching the video, students will define devolution and describe how reform of the U.S. welfare system is an example of devolution.
34. Students will define and find pertinent examples of the following terms. (Extradition, Full Faith and Credit Clause, Privileges and Immunities Clause, and Interstates Compacts). After exploring these terms students will discuss with partners how these terms relate to federalism and interstate relations.

Assessments:

- **Diagnostic:**
 - Students will participate in a pre-unit discussion about the up-coming unit's major concepts and vocabulary terms.
 - Students will orally define vocabulary terms from the unit and provide examples.

DELAWARE VALLEY SCHOOL DISTRICT

- **Formative:**

- Students will complete multiple choice quizzes on segments from the unit. Quiz questions will be comprised of AP style multiple choice questions from The College Board and other professional resources, such as Princeton Review, Barron's, and Kaplan.
- Students will complete homework assignment based on teacher-created questions from the text.
- Students will be evaluated through classroom discussion and activities throughout the unit.

- **Summative:**

- Students will complete a multiple choice test with AP style questions pulled from college board practice tests and AP Review books related to the topic of the Unit.
- Students will complete the free response question #1 from the 2009 exam on Federalist 10.
- Students will write a persuasive essay in the form of a newspaper article at the time of Shays' Rebellion. The essay will support the actions of the rebels and cite evidence of a weakening state under the Articles and ultimately call for a new form of government.
- Students will construct a response to the 2017, #4 Free-Response Question from The College Board. The question asks to relate clauses and court cases to the dynamics of federalism and identify advantages of a federal system.

Extensions:

1. Students can create an expanded timeline of events which led the government to the ratification of the Constitution. Students can choose from making a slide show or creating a poster.
2. Students can sort, a teacher made list, of Acts, court decisions, and events that have affected the relationship between the states and the national government. Students will create a list of items which shifted power toward the national government and one which shifted power toward the state governments. After creating the lists, students will choose two items from each list and, in short answer form, describe how each of the items shifted power to the appropriate level.

Correctives:

1. Students can participate in a mock constitutional convention with assigned roles.
2. Students can write a persuasive essay either for or against the ratifying of the Constitution, each from the position of someone from one of the thirteen states.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 2. American Political Ideologies and Beliefs

Marking Period: 1st – 2nd

Standard(s):

PA Academic Standards –

5.1.12.B, C, & F, 5.2.12.B & D, 5.3.12.E, G, H, I, & J

<http://www.pdesas.org/Standard/View#>

PACS Reading and Writing for History and Social Studies

Reading in History and Social Studies: CC 8.5.A, C, E, & G

<http://files5.pdesas.org/104184150189046068208230034128200187131021195117/Download.ashx?hash=2.2>

Writing in History and Social Studies: CC 8.6.A, C, D, & I

<http://files5.pdesas.org/109042239231046082080033058191066130018232221127/Download.ashx?hash=2.2>

Big Idea 1:

Competing Policy-Making Interests

- Widely held political ideologies shape policy debates and choices in American policies. (The College Board, 2018, p.14).

Essential Questions:

1. How do the values which individuals put an emphasis on affect their beliefs about the proper scope and purpose of government?
2. How do Americans form their political values and attitudes and how do those values and attitudes affect public policy?
3. What do liberals, conservatives, libertarians, and communitarians, each believe about the proper scope and purpose of government?

Concepts:

1. 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.
2. 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.
3. 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.
4. 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.
5. Ideological differences on marketplace regulation are based on different theoretical support, including Keynesian and supply-side positions on monetary and fiscal policies promoted by the president, Congress and the Federal Reserve.
6. Liberal ideologies tend to think that personal privacy-areas of behavior where government should not intrude-extend further that 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.7.

DELAWARE VALLEY SCHOOL DISTRICT

7. Policy trends concerning the level of government involvement in social issues reflect the success of conservative or liberal perspectives in political parties. (The College Board, 2018, p.32-33)

Competencies:

1. Analyze the relationship between America's two parties and the common political ideologies.
2. Compare the differences in the philosophies of liberal and conservative politicians.
3. Evaluate the rationale behind the beliefs of each of the political ideologies.

Big Idea 2:

Methods of Political Analysis

- Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change. (The College Board, 2018, p.14).

Essential Questions:

1. What factors lead to an individual's political socialization?
2. What effect does life changing events or generational eras have on one's political socialization?

Concepts:

1. Different interpretations of core values, including individualism, equality of opportunity, free enterprise, rule of law, and limited government, affect the relationship between citizens and the federal government and the relationships citizens have with one another.
2. 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.
3. As a result of globalization, U.S. political culture has both influenced and been influenced by the values of other countries.
4. Generational and lifecycle effects also contribute to the political socialization that influences an individual's political attitudes.
5. The relative importance of major political events to the development of individual political attitudes is an example of political socialization. (The College Board, 2018, p.32)

Competencies:

1. Analyze the factors that affect one's political socialization and evaluate how those factors and influence a political ideology.
2. Make connections between political ideologies and various sources of political socialization. (For example: most people adopt the same ideology as their parents.)

Big Idea 3:

- Public opinion is measured through scientific polling, and the results of public opinion polls influence public politics and institutions (The College Board, 2018, p.13).

Essential Questions:

1. How do politicians use public opinion polls to shape their policy decisions?
2. What characteristics make a reliable public opinion poll?
3. How does the media use public opinion polls during elections?

DELAWARE VALLEY SCHOOL DISTRICT

Concepts:

1. Public opinion data that can impact elections and policy debates is affected by such scientific polling types and methods as:
 - a. Type of poll (opinion polls, benchmark or tracking polls, entrance and exit polls)
 - b. Sampling techniques, identification of respondents, mass survey or focus group, sampling error
 - c. Type and format of questions (The College Board, 2018, p.32)
2. The relationship between scientific polling and elections and policy debates is affected by the:
 - a. Importance of public opinion as a source of political influence in a given election or policy debate
 - b. Reliability and veracity of public opinion data (The College Board, 2018, p.32)

Competencies:

1. Describe the characteristics of a reliable public opinion poll.
2. Analyze how public opinion polls effect politician's decisions.

Overview:

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.

American political culture is comprised of citizens' beliefs about government, including their perceptions, relationships, and interactions relative to one another and to their government. Core beliefs about government center around different interpretations and applications of political values, such as individualism (the focus on individual rights and responsibilities), the rule of law (the notion that the law is supreme over all persons), limited government (the idea that the government's power is enumerated and constrained by constitutional rules), and equality of opportunity.

Citizens learn of and develop attitudes about government through political socialization. Several factors contribute to political socialization including family, schools, peers, and social environments. How much influence these factors have on a person's political beliefs relates in turn to lifecycle effects, dispositions that change with age or membership in a group experiencing the same events at the same time, and generational effects, which involve exposure across ages and groups to the same political information. Both lifecycle and generational effects are fueled by past and present political events.

American political culture, through expressed citizen opinions, influences governmental institutions in the formation, implementation, and evaluation of public policy. For example, how people view the principles of freedom and individualism shape opinions about domestic and economic policy, including the appropriate range and types of such policies. The tension behind citizen beliefs about the appropriate role of government is revealed through policy debates and legislation. Some argue that government should take an active role in promoting social equality and ensuring economic opportunity, while others warn that excessive regulation violates individual freedoms.

Major public policy programs are rooted in ideological trends that span decades. For example, ideology impacts the nature and extent to which the federal government shares powers with state governments and how it regulates the marketplace over time, as evidenced by debates about monetary and fiscal policies. Globalization has had an impact on U.S. political beliefs and public policy. How the government determines the nature and direction of social policy, such as that involving immigration or health-care reform, is also impacted by ideological pressure from the right and left, and foreign policy is influenced by citizens' beliefs about the U.S. government's role on the world stage. (The College Board, 2018, p.31).

DELAWARE VALLEY SCHOOL DISTRICT

Goals:

- Students will understand that citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.
- Students will understand public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.
- Students will understand widely held political ideologies shape policy debates and choices in American policies. (The College Board, 2018, p.32-33).

Objectives:

- Students will be able to explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government. (Depth of Knowledge Level 3)
- Students will be able to explain how cultural factors influence political attitudes and socialization. (Level 3)
- Students will be able to describe the elements of a scientific poll. (Level 2)
- Students will be able to explain the quality and credibility of claims based on public opinion data. (Level 3)
- Students will be able to explain how the ideologies of the two major parties shape policy debates. (Level 3)
- Students will be able to explain how U.S. political culture (e.g., values, attitudes, and beliefs) influence the formation, goals and implementation of public policy over time. (Level 4)
- Students will be able to describe different political ideologies regarding the role of the government in regulating the marketplace. (Level 2)
- Students will be able to explain how political ideologies vary on the government's role in regulating the marketplace. (Level 2)
- Students will be able to explain how political ideologies vary on the role of the government in addressing social issues. (Level 2)
- Students will be able to explain how different ideologies impact policy on social issues. (Level 3) (The College Board, 2018, p.32-33).

Core Activities and Corresponding Instructional Methods:

1. The instructor can prepare and lead class lectures, discussions, and teacher-created notes that cover the essential content and objectives of the unit.
2. Students will watch *Public Opinion: Crash Course Government and Politics #33*, and identify three ways public opinion influences policy making.
<https://www.youtube.com/watch?v=WJLDgb8m3K0&index=33&list=PL8dPuualjXtOfse2ncvffeeITrqvhrz8H>
3. Students will read pages 182-184 of the text, define public opinion, and provide an example from the book of how public opinion can be influential for politicians.
4. Students will read page 185 of the text, and answer the two "Thinking Critically" questions at the bottom of the page addressing how the change in public opinion can have an influence on Court decisions.
5. Students will watch a video from Annenberg Learner's Democracy in America series titled, *Questioning the Polls*. While watching the video, students should take notes of three features which can help make polling results reliable. Students can answer the following questions during or after the video. 1. What was wrong with Mr. Perot's poll? 2. What would he have needed to do, to create a better poll? And 3. What kinds of things should we as consumers of polls know about

DELAWARE VALLEY SCHOOL DISTRICT

polling in order to evaluate their accuracy?

http://www.learner.org/vod/vod_window.html?pid=1921

6. Students will read pages 186-192 of the text and define the following terms related to public opinion polling. (Random sampling, random digit dialing, sampling error, and exit polls.)
7. Students may use the internet to research skewed, bimodal, and normal distribution of public opinion. Students can then draw graphs of each or look for the opinion on a current political issue that illustrates each distribution. The students can answer the following questions about public opinion. 1. If public opinion on a policy issue is skewed, what may cause a politician to vote with the public? What may cause them to vote against the public? 2. Why would a politician involved in a competitive race pay close attention to public opinion on public issues? And 3. If a politician has consistently voted against an issue but a recent public opinion poll shows the public is in favor of such an issue, why may the politician choose not to vote with the public?
8. Students will read pages 192-197, define political socialization, and identify various factors that influence one's political socialization.
9. Students will watch a short video from Lesson 12, of UC Scout's American Government and Politics course titled, *Demographics*. <https://classroom.ucscout.org/courses/1936> After the reading students can use the information from the reading as well as pages 206-212 of the text to create a chart identifying the political preferences of individuals based on statistical analysis of various demographics. Down the left side of the chart students will list different demographic categories. Across the top, students will write liberal and conservative. In each of the corresponding grids students will identify the group that best fits each category.
10. Students will complete the free response question #2 from the 2011 exam on public opinion polls and the use of them in the political system. https://secure-media.collegeboard.org/apc/ap11_frq_us_government_politics.pdf
11. Students can create a slide show or other visual representation identifying the 15th, 19th, 23rd, 24th, and 26th Amendments as well as the Voting Rights Act of 1965. For each piece of legislation, the student should include the Act, the year it was passed, and what impact the legislation had on the right to vote.
12. Students will read pages 363-374 and identify who has the right to vote and identify historic and current obstacles for voters in the United States.
13. Students will create a graph using excel or google sheets to identify the voter turnout for different demographics in presidential, off-year, and primary elections. Students may use the Census Bureau's webpage to research information to complete their graphs. Students should look at demographic categories such as age, income, education level, and gender. <https://www.census.gov/topics/public-sector/voting.html>
14. Students will complete the free response question #2 from the 2014 exam on the expansion of voter rights and voter turnout. https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap14_frq_US_GoPo.pdf
15. The teacher can create a slide or find pictures of people who represent different demographics. Students will then in groups or with a partner, identify a defining demographic each individual represents and predict if they are a likely voter or not based on census bureau information.
16. Students can take a voting literacy test and write a response identifying how the test would disenfranchise minority voters.
17. Students will use the internet to find political cartoons referencing voter turnout in the United States. On a document, they will attach the cartoon and provide an informative analysis of the cartoon including identifying the artist's perspective, symbols in the cartoon, and their personal interpretation.

DELAWARE VALLEY SCHOOL DISTRICT

18. Students will watch a short video from Lesson 15, of UC Scout's American Government and Politics course titled, *Electoral College*. <https://classroom.ucscout.org/courses/1936> During or after the reading, students will create a list of two features of the electoral college and one criticism.
19. Students will go to <https://www.270towin.com/maps/> to look at early presidential elections and the effect of the electoral college on those elections.
20. Students can watch a video from CGP Grey on the electoral college. <https://www.youtube.com/watch?v=OUS9mM8Xbbw&edufilter=07luNoCJ61pAJPhsrapvMA&safe=active> After the video, students can discuss two pros and two cons of the electoral college.
21. Students can use the internet to research and a proposed alternative to the electoral college. After they have completed their research, students will work in groups to compare their researched proposal and vote on which plan they prefer.
22. Students will watch a video from CGP Grey on the impact of a tie or no majority in the electoral college. <https://www.youtube.com/watch?v=sHEDXzOfENI&edufilter=07luNoCJ61pAJPhsrapvMA&safe=active>
23. Students will complete the free response question #3 from the 2015 exam on the electoral college. https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap15_frq_us_gopo.pdf
24. Students will complete a reading from Lesson 15, of UC Scout's American Government and Politics course titled, *Primaries, Caucuses, and Conventions*. <https://classroom.ucscout.org/courses/1936> Students will use the reading to construct a list of definitions of important terms such as open and closed primaries, caucuses, and party conventions.
25. Students will watch a video from CGP Grey on the characteristics and procedures of primaries in American electoral politics. https://www.youtube.com/watch?v=95l_1rZiIs
26. Students can work with a partner or in groups to brain storm what money will need to be spent on during a campaign and where the money will come from.
27. Students will read pages 340-347 and create a timeline of campaign finance reform acts and court decisions. (FECA, Buckley v. Valeo, McCain Feingold, and Citizens United vs. FEC.)

Assessments:

- **Diagnostic:**
 - Students will participate in a pre-unit discussion about the up-coming unit's major concepts and vocabulary terms.
 - Students will orally define vocabulary terms from the unit and provide examples.
- **Formative:**
 - Students will complete multiple choice quizzes on segments from the unit. Quiz questions will be comprised of AP style multiple choice questions from The College Board and other professional resources, such as Princeton Review, Barron's, and Kaplan.
 - Students will complete homework assignment based on teacher-created questions from the text.
 - Students will create a chart illustrating ideological preference based on various demographics.
 - Students will create a graph analyzing voter turnout for various demographic categories.
 - Students will be evaluated through classroom discussion and activities throughout the unit
- **Summative:**
 - Students will complete a multiple choice test with AP style questions pulled from college board practice tests and AP Review books related to the topic of the Unit.

DELAWARE VALLEY SCHOOL DISTRICT

- Students will complete the free response question #2 from the 2011 exam on public opinion polls and the use of them in the political system.
- Students will complete the free response question #2 from the 2014 exam on the expansion of voter rights and voter turnout.
- Students will complete the free response question #3 from the 2015 exam on the electoral college.

Extensions:

1. Prepare a report on the impact of the electoral college on the 1888 presidential election.
2. Research a particular presidential election and compare the electoral vote to the popular vote, identify the swing states during the election, and research the impact that third or minor parties had, if any, had on the election.
3. Read and report on Bias by Bernard Goldberg. https://archive.org/stream/pdfy-W6bvevEK4W3tQ38a/Goldberg+-+Bias+-+A+CBS+Insider+Exposes+How+the+Media+Distort+the+News+%282003%29_djvu.txt
4. Students conduct a public opinion poll on a given topic at school.

Correctives:

1. Research into the impact of polling on elections.
2. Show a chart illustrating low voter turnout in the United States and those groups least likely to vote.

Unit Materials and Resources:

<https://www.270towin.com/maps/>

https://archive.org/stream/pdfy-W6bvevEK4W3tQ38a/Goldberg+-+Bias+-+A+CBS+Insider+Exposes+How+the+Media+Distort+the+News+%282003%29_djvu.txt

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 3. Political Participation

Marking Period: 2nd

Standard(s):

PA Academic Standards – 5.1.12.E, 5.3.12.F & J

<http://www.pdesas.org/Standard/View#>

PACS Reading and Writing for History and Social Studies

Reading in History and Social Studies: CC 8.5.A, B, C, D, G, & H

<http://files5.pdesas.org/104184150189046068208230034128200187131021195117/Download.ashx?hash=2.2>

Writing in History and Social Studies: CC 8.6.A, C, D, F, G, & I

<http://files5.pdesas.org/109042239231046082080033058191066130018232221127/Download.ashx?hash=2.2>

Big Idea 1: Civic Participation in a Representative Democracy:

- The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum. (The College Board, 2018, p.14)

Essential Questions:

1. How does the Electoral College choose the president?
2. What various methods are used by the parties to nominate their candidates for the President.
3. How does a winner-take-all electoral system affect the strategies of individual voters?
4. Why do incumbents tend to have an advantage in elections?
5. What limits have been placed on campaign financing?

Concepts:

1. The process and outcomes in U.S. presidential elections are impacted by:
 - a. Incumbency advantage phenomenon
 - b. Open and closed primaries
 - c. Caucuses
 - d. Party conventions
 - e. Congressional and State elections
 - f. The Electoral College
2. 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.
3. The process and outcomes in U.S. Congressional elections are impacted by:
 - a. Incumbency advantage phenomenon
 - b. Open and closed primaries
 - c. Caucuses
 - d. General (presidential and mid-term) elections
4. The benefits and drawbacks of modern campaigns are represented by:
 - a. Dependence on professional consultants
 - b. Rising campaign costs and intensive fundraising efforts
 - c. Duration of election cycles
 - d. Impact of and reliance on social media for campaign communication and fundraising

DELAWARE VALLEY SCHOOL DISTRICT

5. 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:
 - a. 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”
 - b. 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
6. 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).
7. Different types of political action committees (PACs) influence elections and policy making through fundraising and spending. (The College Board, 2018, p.37)

Competencies:

1. Compare the various methods of nomination tools that each party and state uses.
2. Analyze the advantages of incumbent candidates over challengers.
3. Evaluate the evolution of campaigning over time.
4. Analyze the limits placed on candidates and campaigns by the Federal Election Commission.

Big Idea 2:

- The various forms of media provide citizens with political information and influence the ways in which they participate politically. (The College Board, 2018, p.14)

Essential Questions:

1. What role does the media play in agenda setting?
2. Why does the media focus primarily on the results of polls and superficial information rather than platform information?

Concepts:

1. Traditional news media, new communications 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.
2. The media’s use of polling results to convey popular levels of trust and confidence in government can impact elections by turning such events into “horse races” based more on popularity and factors other than qualifications and platforms of candidates.
3. Political participation is influenced by a variety of media coverage, analysis, and commentary on political events.
4. 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.
5. The nature of democratic debate and the level of political knowledge among citizens is impacted by:
 - a. Increased media choices
 - b. Ideologically oriented programming
 - c. Consumer-driven media outlets and emerging technologies that reinforce existing beliefs
 - d. Uncertainty over the credibility of news sources and information. (The College Board, 2018, p.38)

DELAWARE VALLEY SCHOOL DISTRICT

Competencies:

1. Evaluate the type of coverage that media outlets traditionally focus on during elections.
2. Evaluate the bias of certain media outlets and the impact of private ownership on the concentration of news sources.

Big Idea 3: Competing Policy-Making Interests:

- Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers. (The College Board, 2018, p.14)

Essential Questions:

1. What role do linkage institutions play in the political process?
2. How do political parties connect the people to politicians?
3. How do the electoral rules impact the party system in the U.S.?
4. How can interest groups influence policy-making?

Concepts:

1. Linkage institutions are channels, such as the following, that allow individuals to communicate their preferences to policy-makers:
 - a. Parties
 - b. Interest Groups
 - c. Elections
 - d. Media
2. The functions and impact of political parties on the electorate and government are represented by:
 - a. Mobilization and education of voters
 - b. Party Platforms
 - c. Candidate recruitment
 - d. Campaign management, including fundraising and media strategy
 - e. The committee and party leadership system in legislatures
3. Parties have adapted to candidate-centered campaigns, and their role in nominating candidates has been weakened.
4. Parties modify their policies and messaging to appeal to various demographic coalitions.
5. The structure of parties has been influenced by:
 - a. Critical elections and regional realignments
 - b. Campaign finance law
 - c. Changes in communication and data-management technology
6. Parties use communication technology and voter-data management to disseminate, control, and clarify political messages and enhance outreach and mobilization efforts.
7. In comparison to proportional systems, winner-take-all voting districts serve as a structural barrier to their-party and independent candidate success.
8. The incorporation of their-party agendas into platforms of major political parties serves as a barrier to third-party and independent candidate success.
9. 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.
10. In addition to working within party coalitions, interest groups exert influence through long-standing relationships with bureaucratic agencies, congressional committees, and other

DELAWARE VALLEY SCHOOL DISTRICT

interest groups; such relationships are described as “iron triangles” and issue networks and they help interest groups exert influence across political party coalitions.

11. Interest group influence may be impacted by:
 - a. Inequality of political and economic resources
 - b. Unequal access to decision makers
 - c. “Free rider” problem
12. Single-issue groups, ideological/social movements, and protest movements form with the goal of impacting society and policy making.
13. Competing actors such as interest groups, professional organizations, social movements, the military, and bureaucratic agencies influence policy making, such as the federal budget process, at key stages and to varying degrees.
(The College Board, 2018, p.35-36)

Competencies:

1. Describe examples of how linkage institutions link the people to the government.
2. Analyze the impact of SMD-FPTP elections on party systems.

Big Idea 4: Methods of Political Analysis:

- Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation. (The College Board, 2018, p.14).

Essential Questions:

1. What groups of Americans were disenfranchised and in what ways was suffrage expanded to these groups?
2. What factors cause Americans to behave in certain ways when it comes to voting turnout?
3. What factors cause Americans to follow certain voting patterns?

Concepts:

1. Legal protections found in federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments relate to the expansion of opportunities for political participation.
2. Examples of political models explaining voting behavior include:
 - a. Rational-choice voting -Voting based on what is perceived to be in the citizens’ individual interest
 - b. Retrospective voting -Voting to decide whether the party or candidate in power should be re-elected on the recent past
 - c. Prospective voting -Voting based on predictions of how a party or candidate will perform in the future
 - d. Party-line voting -Supporting a party by voting for candidates from one political party for all public offices across the ballot
3. 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:
 - a. State voter registration laws
 - b. Procedures on how, when, and where to vote
 - c. Mid-term (congressional) or general presidential elections
4. Demographic characteristics and political efficacy or engagement are used to predict the likelihood of whether an individual will vote.

DELAWARE VALLEY SCHOOL DISTRICT

5. Factors influencing voter choice include:
 - a. Party identification and ideological orientation
 - b. Candidate characteristics
 - c. Contemporary political issues
 - d. Religious beliefs or affiliation, gender, race and ethnicity, and other demographic characteristics

(The College Board, 2018, p.35)

Competencies:

1. Analyze the impact that federal legislation and the Fifteenth, Seventeenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments had on voter turnout.
2. Describe what demographic characteristics impact voter turnout.
3. Compare the demographic factors that influence voters to vote for Republicans or Democrats.

Overview:

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.

The principle of self-government is dependent on both citizen participation and the operation of the various linkage institutions that help citizens connect with the government. These institutions help people become a part of the policy-making process.

Playing an important role in this process, the media report public opinion data and can sometimes influence the formation of that opinion as well. The accuracy of public opinion data is dependent upon the scientific polling methods that are used, and the results of these opinion polls are often used as a means of political influence. The role the media play in this process is at times criticized for the bias demonstrated in the format, context, and content of information distributed as well as the manner in which that bias impacts public understanding of political information. Social media poses both opportunities and challenges for democratic participation.

Social movements, political parties, and interest groups also serve to connect the electorate with the government by influencing the manner in which people relate to and participate in its composition, functions, and policy-making agenda. Various social movements develop in response to conditions perceived as negatively impacting specific groups of people; their political strategies are aimed at changing public policy in a way that benefits the adversely impacted group. Political parties run campaigns in an attempt to win office and make policy consistent with their platform and goals. Over time political parties respond to election results, campaign laws, and changes in the way information is disseminated to the public. Even though political parties are designed to connect the people with government, there are various barriers that interfere with this connection, even to the extent of preventing candidates who represent interests outside the two major parties from being elected. Finally, interest groups exist as a form of political participation for people with particular policy concerns. While these groups exist for different causes, they are sometimes criticized for wielding a disproportionate impact on the policy-making process based on their organized pressure tactics and allocation of money for campaigns and lobbying.

Like political parties and interest groups, elections connect citizens with government. The number of eligible voters has expanded over time based on various constitutional provisions, court rulings on voter access and campaign finance, and legislation. The Fifteenth, Nineteenth, Twenty-Fourth, and Twenty-Sixth Amendments, each a response to a specific social/political concern, serve to eliminate

DELAWARE VALLEY SCHOOL DISTRICT

political discrimination against people due to a citizen's race, sex, age, and ability to pay a poll tax. Voter turnout is impacted by the various provisions that states implement regarding voter requirements and qualifications that involve issues not addressed in those amendments. Voter turnout varies widely from election to election, and political candidates have taken advantage of technology and campaign finance laws to communicate their platforms more effectively to the voting public. The data regarding voter turnout in the United States provides a foundation for interesting analysis when compared to voter turnout in other democracies, and political scientists periodically study why voter turnout in the U.S. falls below that in other similar republics. (The College Board, 2018, p.34).

Goals:

- Students will understand that Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.
- Students will understand that political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.
- Students will understand that the impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.
- Students will understand that the various forms of media provide citizens with political information and influence the ways in which they participate politically. (The College Board, 2018, p.35-38)

Objectives:

- Students will be able to describe the voting rights protections in the Constitutions and in legislation. (Depth of Knowledge Level 2)
- Students will be able to describe different models of voting behavior. (Level 2)
- Students will be able to explain the roles that individual choice and state laws play in voter turnout in elections. (Level 3)
- Students will be able to describe linkage institutions. (Level 2)
- Students will be able to explain the function and impact of political parties on the electorate and government. (Level 3)
- Students will be able to explain why and how political parties change and adapt. (Level 3)
- Students will be able to explain how structural barriers impact third-party and independent-candidate success. (Level 3)
- Students will be able to explain the benefits and potential problems of interest-group influence on elections and policy making. (Level 4)
- Students will be able to explain how variation in types and resources of interest groups affects their ability to influence elections and policy making. (Level 4)
- Students will explain how various political actors influence public policy outcomes. (Level 3)
- Students will explain how the different processes work in a U.S. presidential election. (Level 2)
- Students will explain how the Electoral College impacts democratic participation. (Level 3)
- Students will explain how the different processes work in U.S. congressional elections. (Level 2)
- Students will be able to explain how campaign organizations and strategies affect the election process. (Level 3)
- Students will be able to explain how the organization, finance, and strategies of national political campaigns affect the election process. (Level 3)
- Students will be able to explain the media's role as a linkage institution. (Level 2)
- Students explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior. (Level 4) (The College Board, 2018, p.35-38).

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

1. The instructor can prepare and lead class lectures, discussions, and teacher-created notes that cover the essential content and objectives of the course.
2. Students will watch *Media Institutions: Crash Course Government and Politics #44*, and two roles that media plays in the political process. <https://www.youtube.com/watch?v=6F0g4N415uw>
3. Students will use pages 218-220 to 1. Describe the difference between print media and broadcast media, 2. Describe the difference between media in a totalitarian government a democracy, and 3. Explain the two-way flow of information in democratic media.
4. Students will use pages 218-220 to identify and describe the major functions of media in the U.S. system.
5. Students will identify and describe various ways that the media is limited in the U.S. including the FCC
6. Students will watch *Media Regulation: Crash Course Government and Politics #45*, and identify and describe two specific restrictions the FCC places of various forms of media. <https://www.youtube.com/watch?v=f6LKI4RKleW>
7. Students will use pages 223-240 to create a timeline describing the evolution of media sources in the U.S.
8. Students will analyze and describe what role media plays in the policy-making process.
9. Students will read quotes by Alexis de Tocqueville and James Madison on the nature of interest group and compare the two politician's philosophies.
10. Students will watch *Interest Groups: Crash Course Government and Politics #42*, and identify three functions of interest groups in policy making. <https://www.youtube.com/watch?v=bOvBA7ollgc>
11. Students will use pages 263-273 to identify and briefly explain each of the roles of interest groups.
12. Students will create a chart on the various types of interest groups. Information will include the type of interest group, a description of the types of interest groups, and examples. Students may use pages 258-263 of the text to complete the chart.
13. Students will read pages 267-268 of the text. After reading, students will define and provide examples of direct lobbying, grassroots lobbying, and informational campaigns.
14. Students will watch *Interest Group Formation: Crash Course Government and Politics #43*, and identify three reasons interest groups are likely to form. <https://www.youtube.com/watch?v=BGo9Asfwric>
15. Students will watch the video, *Battle for the Crusader*, from Annenberg learner. After watching the video, students will identify the three parts of an iron triangle and provide specific examples from the video's scenario of those three parts. http://www.learner.org/courses/democracyinamerica/dia_14/dia_14_video.html
16. Students will read pages 269-273 of the text and identify and define the financial vehicles that interest groups use to funnel money into political campaigns such as PACs and 527s.
17. Students will read pages 280-283 of the text and identify and describe various obstacles and successful strategies interest groups deal with while attempting to influence policy.
18. Students will watch the PBS: Frontline documentary; *Gunned Down: The Power of the NRA*. <https://www.pbs.org/wgbh/frontline/film/gunned-down/> After watching the video, students will write a response paper describing the successful strategies implemented by the NRA to connect with their members and the obstacles, which groups like Sandy Hook Promise face.
19. Students will complete a short reading from Lesson 10, of UCScout's American Government and Politics course titled, *The Function of Parties*. <https://classroom.ucscout.org/courses/1936> After the reading students will create a list identifying and describing three functions of political parties in the United States. Students will also identify one reason why the U.S. has a two party system.

DELAWARE VALLEY SCHOOL DISTRICT

20. Students will read pages 299-303 and create a timeline outlining the development of dominant political parties in early through modern political history.
21. Students will watch the following set of videos and have a discussion with a partner or small group on the terms critical election and electoral realignment in the context of the videos.
<https://www.youtube.com/watch?v=s8VOM8ET1WU>
<https://www.youtube.com/watch?v=Z6R0NvVr164>
22. Students will read pages 304-306 and identify two advantages and two disadvantages to having a two party system.
23. Students will complete a short reading from Lesson 9, of UCScout's American Government and Politics course titled, *Third Parties*. <https://classroom.ucscout.org/courses/1936> After the reading students will answer the following questions. 1. What are minor parties? 2. What types of minor parties exist? 3. What role do minor parties have in American politics? 4. What obstacles exist for minor parties?
24. Students will create a chart identifying and describing the various types of minor parties. The charts will include the types of parties, a description of the type of party, and examples of the type of party.
25. Students will watch the CGP Grey video on, *Problems with First Past the Post Voting*. After watching the video, students will respond to a writing prompt on how electoral rules can psychologically cause people to vote certain ways.
26. Students will complete the free response question #1 from the 2007 exam on the impact of first past the post elections on the American party system. https://secure-media.collegeboard.org/apc/ap07_go_po_us_frq.pdf
27. Students will watch *Political Parties: Crash Course Government and Politics #40*, and identify three roles that parties take in electoral politics. <https://www.youtube.com/watch?v=bOvBA7oIlgc>
28. Students will use pages 290-298 of the text to identify organizations and devices used by parties to organize the structure and elections within the party.
29. Students will define party de-alignment and describe how two of the following show evidence of party de-alignment in modern politics. (Increase in split-ticket voting, an increase in independents, changes in campaign finance laws, candidates centered campaigning, and party nominating devices)
30. Students will complete the free response question #1 from the 2016 exam on the impact of linkage institutions on the policy-making process. https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap16_frq_us_gov_pol.pdf

Assessments:

- **Diagnostic:**
 - Students will participate in a pre-unit discussion about the up-coming unit's major concepts and vocabulary terms.
 - Students will orally define vocabulary terms from the unit and provide examples.
- **Formative:**
 - Students will complete multiple choice quizzes on segments from the unit. Quiz questions will be comprised of AP style multiple choice questions from The College Board and other professional resources, such as Princeton Review, Barron's, and Kaplan.
 - Students will complete homework assignment based on teacher-created questions from the text.
 - Students will complete a timeline on the dominant party periods in American politics.
 - Students will complete a chart identifying and describing the various types of interest groups.

DELAWARE VALLEY SCHOOL DISTRICT

- Students will complete a chart identifying and describing the different types of minor parties in American politics.
- **Summative:**
 - Students will complete a multiple choice test with AP style questions pulled from college board practice tests and AP Review books related to the topic of the Unit.
 - Students will complete the free response question #1 from the 2007 exam on electoral rules and their impact on the party system in America.
 - Students will complete the free response question #1 from the 2016 exam on the impact of linkage institutions on the policy-making process.

Extensions:

1. Students can create a presentation on an interest group of their choice and identify the type of group, the group's goals, and recent impact on policy of the group.
2. Students can identify and describe the platform of a minor party which exists in the American political system today and share information on it with the class.

Correctives:

1. Students can list and describe the impact of influential interest groups involved in politics today.
2. Students can identify and describe various PACs and their influence in politics today, including monetary donations give to incumbent candidates.
3. Students can study various forms of election reform present in different states today, including electronic voting and changing primary dates.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 4. Interactions Among Branches of Government **Marking Period:** 2nd- 3rd

Standard(s):

PA Academic Standards – 5.3.12, A, B, & C <http://www.pdesas.org/Standard/View#>

PACS Reading and Writing for History and Social Studies

Reading in History and Social Studies: CC 8.5 A, B, C, & D

<http://files5.pdesas.org/104184150189046068208230034128200187131021195117/Download.ashx?hash=2.2>

Writing in History and Social Studies: CC 8.6 C, G, & H

<http://files5.pdesas.org/109042239231046082080033058191066130018232221127/Download.ashx?hash=2.2>

Big Idea 1: Constitutionalism:

- The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch. (The College Board, 2018, p.13).

Essential Questions:

1. How do the differences between the two houses affect the role they play in the policy making process?
2. To what degree are legislators responsive to their constituents?
3. How does each house of Congress represent different constituencies and what impact does this have on their operation?
4. What role does congress have in the nation’s budget and “controlling the purse strings”?
5. How did the framers originally design the constitution to allow the House of Representatives to be more responsive than the Senate? How has the Senate become more responsive since the ratification of the original Constitution?

Concepts:

1. The Senate is designed to represent states equally, while the House is designed to represent the population.
2. Different chamber sizes and constituencies influence formality of debate.
3. Coalitions in Congress are affected by term-length differences.
4. The enumerated and implied powers in the Constitution allow the creation of public policy by Congress, which includes:
 - a. Passing a federal budget, raising revenue, and coining money
 - b. Declaring war and maintaining the armed forces
 - c. Enacting legislation that addresses a wide range of economic environmental, and social issues based on the Necessary and Proper Clause
5. By design, the different structures, powers, and functions of the U.S. Senate and House of Representatives affect the policy-making process.
6. 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.
7. Chamber-specific procedures, rules, and roles that impact the policy making process include:

DELAWARE VALLEY SCHOOL DISTRICT

- a. Number of chamber and debate rules that set the bar high for building majority support
 - b. Roles of Speaker of the House, President of the Senate, party leadership, and committee leadership in both chambers
 - c. Filibuster and cloture
 - d. Holds and unanimous consent in the Senate
 - e. Role of Rules Committee, Committee of the Whole, and discharge petitions in the House
 - f. Treaty ratification and confirmation role of the Senate
8. Congress must generate a budget that address both discretionary and mandatory spending, and as entitlement costs grow, discretionary spending opportunities will decrease unless tax revenues increase or the budget deficit increases.
 9. Pork barrel legislation and logrolling affect lawmaking in both chambers.
 10. Congressional behavior and governing effectiveness are influenced by:
 - a. Ideological divisions within Congress that can lead to gridlock or create the need for negotiation and compromise
 - b. 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-racial-gerrymandering decision in Shaw v. Reno (1993)
 - c. Elections that have led to a divided government, including partisan votes against presidential initiatives and congressional refusal to confirm appointments of “lame-duck” presidents of the opposite party
 - d. Different role conceptions of “trustee,” delegate,” and “politico” as related to constituent accountability in each chamber. (The College Board, 2018, p.23-24)

Competencies:

1. Compare the structure and powers of the House and Senate.
2. Compare the difference between delegates, trustees, and partisan voters in Congress and what influences their decision making.
3. Explain characteristics that make legislatures more or less responsive.

Big Idea 2:

- The presidency has been enhanced beyond its expressed constitutional powers. (The College Board, 2018, p.13).

Essential Questions:

1. What specific formal and informal powers does the president have?
2. What factors have led to the increase in presidential power relative to the legislative branch?
3. During what periods of American history has presidential power expanded the most? Why?
4. What specific seizures of power have president’s participated in?

Concepts:

1. Presidents use powers and perform functions of the office to accomplish a policy agenda.
2. Formal and informal powers of the president include:

DELAWARE VALLEY SCHOOL DISTRICT

- a. Vetoes and pocket vetoes – formal powers that enable the president to check Congress
 - b. Foreign policy-both formal (Commander-in-Chief and treaties) and informal (executive agreements) powers that influence relations with foreign nations
 - c. Bargaining and persuasion – informal power that enables the president to secure congressional action
 - d. 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
 - e. 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
3. The potential for conflict with the Senate depends upon the type of executive branch appointments, including:
 - a. Cabinet members
 - b. Ambassadors
 - c. White House staff
 4. Senate confirmation is an important check on appointment powers, but the president’s longest lasting influence lies in life-tenured judicial appointments.
 5. Policy initiatives and executive orders promoted by the president often lead to conflict with the congressional agenda.
 6. Justifications for a single executive are set forth in Federalist No. 70.
 7. Term-of-office and constitutional-power restrictions, including the passage of the Twenty-second Amendment, demonstrate changing presidential roles.
 8. Different perspectives on the presidential role, ranging from a limited to a more expansive interpretation and use of power, continue to be debated in the context of contemporary events.

The communication impact of the presidency can be demonstrated through such factors as:

- a. Modern technology, social media, and rapid response to political issues
- b. Nationally broadcast State of the Union message and the president’s bully pulpit used as tools for agenda setting

(The College Board, 2018, p.24-25)

Competencies:

1. Provide examples of the checks and balances between the president and other institutions of government.
2. Analyze how the New Deal era expanded the influence of presidential influence.
3. Explain how the creation of The Office of Management and Budget, and its predecessor the Bureau of the Budget, increased presidential influence over constitutionally legislative power over the purse.
4. Evaluate the impact of modern technology and social media on Presidential communications.

Big Idea 3:

- The design of the judicial branch protects the Supreme court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice. (The College Board, 2018, p.13).

DELAWARE VALLEY SCHOOL DISTRICT

Essential Questions:

1. Why is the judicial branch considered the least democratic branch?
2. What is the origin of the Supreme court's power of judicial review?
3. How does the power of judicial review affect the Court's relationship among the branches?
4. What is judicial activism and how does it impact the decision making of the Supreme Court?
5. What is judicial restraint and how does it impact the decision making of the Supreme Court?
6. What checks exist on the Supreme Court?

Concepts:

1. 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:
 - a. Article III of the Constitution
 - b. Federalist No. 78
 - c. Marbury v. Madison (1803)
2. Precedents and stare decisis play an important role in judicial decision making.
3. 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.
4. 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.
5. Political discussion about the Supreme Court's power is illustrated by the ongoing debate over judicial activism versus judicial restraint.
6. Restrictions on the Supreme Court are represented by:
 - a. Congressional legislation to modify the impact of prior Supreme Court decisions
 - b. Constitutional amendments
 - c. Judicial appointments and confirmations
 - d. The president and states evading or ignoring Supreme Court decisions
 - e. Legislation impacting court jurisdiction

(The College Board, 2018, p.25)

Competencies:

1. Analyze the impact that the independent nature of the Supreme court has on its relationship to the public.
2. Provide examples of how the Supreme court has used the power of judicial review to balance the power another the branches of government.
3. Provide examples of how the Supreme court can set precedent.
4. Analyze benefits and criticisms of both judicial activism and judicial restraint.
5. Provide examples of the Supreme Court participating in judicial activism and times of judicial restraint.

Big Idea 4: Competing Policy-Making Interests:

- The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability. (The College Board, 2018, p.14).

Essential Questions:

1. How are the agencies in the executive branch organized?
2. What role do bureaucratic agencies play in the policy making process?

DELAWARE VALLEY SCHOOL DISTRICT

3. How do bureaucracies work with other institutions to influence policy making?
4. What powers does the bureaucracy wield over other institutions of government?
5. What is administrative discretion and how does it affect the independence of the bureaucracy?

Concepts:

1. Tasks performed by departments, agencies, commissions, and government corporations are represented by:
 - a. Writing and enforcing regulations
 - b. Issuing fines
 - c. Testifying before Congress
 - d. Issue networks and “iron triangles”
2. Political patronage, civil service, and merit system reforms all impact the effectiveness of the bureaucracy by promoting professionalism, such as:
 - a. Department of Homeland Security
 - b. Department of Transportation
 - c. Department of Veterans Affairs
 - d. Department of Education
 - e. Environmental Protection Agency (EPA)
 - f. Federal Elections Commission (FEC)
 - g. Securities and Exchange Commission (SEC)
3. Oversight and methods used by Congress to ensure that legislation is implemented as intended are represented by:
 - a. Committee hearings
 - b. Power of the purse
4. As a means to curtail the use of presidential power, congressional oversight serves as a check of executive authorization and appropriation.
5. Presidential ideology, authority, and influence affect how executive branch agencies carry out the goals of the administration.
6. Compliance monitoring can pose a challenge to policy implementation.
7. Formal and informal powers of Congress, the president, and the courts over the bureaucracy are used to maintain its accountability.

(The College Board, 2018, p.26)

Competencies:

1. Explain the role that bureaucratic agencies play in the policy-making process.
2. Describe and analyze examples of interest groups, congressional committees, and bureaucratic agencies working together to implement public policy.
3. Analyze the role of congressional oversight on the policy making process.
4. Provide examples of bureaucratic agencies implementing public policy at their discretion.

Overview:

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

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

DELAWARE VALLEY SCHOOL DISTRICT

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.

The powers of Congress are set forth in Article I of the Constitution. Congress is bicameral, with the Senate representing states and the House of Representatives reflecting each state's population. Congress passes laws that cover a wide range of policy areas, and each chamber has different responsibilities and rules. The federal budget is a good example of how the president and Congress must cooperate and compromise. While Congress is empowered to develop and pass a budget, in the modern era the president typically proposes one, which may lead to ideological debate. There are several reasons it is difficult for Congress to pass legislation, including ideological differences. Much of the work of Congress is done in committees, and congressional committees also exercise oversight to ensure that the bureaucracy is carrying out policies as intended.

The expressed powers of the president are set forth in Article II of the Constitution. The president has a significant degree of informal power, which has grown over time. Under the Constitution, Congress checks the power of the president, and this leads to tension between the two branches over both foreign and domestic affairs. The president and Congress have several interrelated powers. For example, while Congress passes legislation, the president must sign it into law. The president appoints judges and members of the cabinet, who must be confirmed by the Senate. The president also oversees most of the bureaucracy. Technology has impacted the president's use of the "bully pulpit" to influence public opinion. In addition to reaching out to the public through televised press conferences and the State of the Union message, the president is increasingly making use of social media to communicate views to a vast audience.

The federal judiciary, including the Supreme Court, established under Article III, is designed to be an independent branch of government. The Court's most far-reaching power, judicial review, was justified in *Marbury v. Madison* (1803), where the Court declared that it had the constitutional authority to overturn acts of Congress, state laws, or executive action deemed to be unconstitutional. Thus, judicial review serves as an important check on other branches of government. Appointed for life, justices are somewhat insulated from public opinion. It is not surprising that over the years the Court has handed down decisions that have been unpopular and controversial. Congress and the president may influence the Court through the appointment process, by refusing to implement a Court decision, or by passing legislation that changes the Court's jurisdiction. (The College Board, 2018, p.21).

Goals:

- Students will understand that, the republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.
- Students will understand, the presidency has been enhanced beyond its expressed constitutional powers.
- Students will understand that, 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.
- Students will understand, the federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability. (The College Board, 2018, p.24-26).

Objectives:

- Students will be able to explain how congressional behavior is influenced by election processes, partisanship, and divided government. (Depth of Knowledge Level 3)

DELAWARE VALLEY SCHOOL DISTRICT

- Students will be able to analyze how the president can implement a policy agenda using various examples over time. (Level 4)
- Students will be able to cite evidence how the president's agenda can create tension and frequent confrontations with Congress. (Level 4)
- Students will be able to explain how presidents have interpreted and justified their use of formal and informal powers. (Level 3)
- Students will be able to explain how communication technology has changed the president's relationship with the national constituency and the other branches. (Level 3)
- Students will be able to explain the principle of judicial review and how it checks the power of other institutions and state governments. (Level 3)
- Students will be able to 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. (Level 4)
- Students will be able to explain how other branches in the government can limit the Supreme Court's power. (Level 2)
- Students will be able to explain how the bureaucracy carries out the responsibilities of the federal government. (Level 2)
- Students will be able to explain how the federal bureaucracy delegated discretionary authority for rule making and implementation. (Level 3)
- Students will be able to explain how Congress uses its oversight power in its relationship with the executive branch. (Level 2)
- Students will be able to explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration. (Level 4)
- Students will be able to explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interest of Congress, the president, and the federal courts. (Level 3) (The College Board, 2018, p.23-26).

Core Activities and Corresponding Instructional Methods:

1. The instructor can prepare and lead class lectures, discussions, and teacher-created notes that cover the essential content and objectives of the course.
2. Students will create a chart comparing the characteristics and qualifications of the House and the Senate. (pgs. 402-407 of the text)
3. Students will define and describe the terms apportionment and redistricting in the context of the House of Representatives.
4. Students will research and identify the Reapportionment Act of 1929 and analyze the Census Bureau's role in the process.
5. Students will research the most recent Census Bureau population information and compare the population of each state to the state's representation. Students will use this information to predict if states will gain, lose, or keep the same number of seats after the next decade.
6. Students will read pages 409-414 of the text, discussing the various powers of Congress. Students will then create a Venn diagram comparing Senate, House, and shared powers of Congress.
7. Students will watch *Gerrymandering: Crash Course Government and Politics #37*, and define the term gerrymandering and describe the criteria which states must abide by when drawing congressional districts. <https://www.youtube.com/watch?v=MnhFm5QVVT0>
8. Students will complete the free response question #3 from the 2014 exam on Congressional and presidential powers and checks on those powers. https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap14_frq_US_GoPo.pdf

DELAWARE VALLEY SCHOOL DISTRICT

9. Students will look up the demographics of the current members of Congress and compare them to the demographics of the American population to analyze the difference in Congressional representation.
10. Students will use pages 409-414 of the text, to identify the various powers of Congress as outlined in Article I Section 8. For each power of Congress, students will create a slide show describing the power and providing a current or historic example of Congress carrying out that power.
11. Students will identify and describe the leadership roles in both the House and Senate using pages 415-419 of the text. After identifying the roles students will watch *Congressional Leadership: Crash Course Government and Politics #8*. <https://www.youtube.com/watch?v=L8urcMLGFyU>
12. Students will define the terms Trustee, Delegate, and Partisan and list the various factors which influence a legislator's motives for voting.
13. Students will identify and describe, standing, select, joint, and conference committees and describe what the roles of each of these committees holds in Congress.
14. Students will watch *Congressional Committees: Crash Course Government and Politics #7*, and identify examples of each of the types of committees from the previous assignment. <https://www.youtube.com/watch?v=evLR90Dx79M>
15. Students will create a detailed slide show of the legislative process from start to finish. The presentation should be organized as a photo story or timeline of a bill passing through Congress from introduction to presidential approval or veto. Students may use pages 423-433 to aid in their research.
16. Students will watch a short video, <https://classroom.ucscout.org/courses/1936>, and identify three formal and three informal qualifications of the Presidency.
17. Students will read Article II Section I Clauses 1-3 of the Constitution, on page 610 of the text. After reading, students will, 1. Summarize these clauses in one sentence, 2. Identify what changes have been made to any of these clause, and 3. Identify 1 flaw of the electoral college as described in the original Constitution.
18. Students will use pages 444-446 of the text to identify the 20th, 22nd, and 25th Amendments and describe how they relate to the Presidency.
19. Students will read Article II Section I of Clauses 4-6 of the Constitution, on pages 610 and 611 of the text. After reading, students will, 1. Summarize each clause in one sentence, 2. Describe how the 25th Amendment changed clause 5 of the constitution, and 3. Research what precedent was established by John Tyler and Congress related to this section.
20. Students will use pages 449-458 of the text to identify formal presidential powers and describe the checks which other institutions hold over these powers.
21. Students will watch a short video, <https://classroom.ucscout.org/courses/1936>, describing informal powers of the President and create a list of these powers. Students will then discuss with a partner an example of the President expanding presidential power.
22. Students will create a timeline on the evolution of Presidential power during wartime. Students can use pages 465-469 from the text, or internet sources to assist them.
23. Students will complete the free response question #1 from the 2015 exam on the struggle for power between the president and other institutions. https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap15_frq_us_gopo.pdf
24. Students will research the various offices of the Executive Office of the President and identify their roles in overseeing access to the president. Students may use the internet or pages 471-474 of the text to assist them.
25. Students will investigate case studies of particular presidents and evaluate the effectiveness of their presidencies.

DELAWARE VALLEY SCHOOL DISTRICT

26. Students will create a pyramid diagram illustrating the structure of the executive branch with examples of offices from the EOP at the top of the pyramid, Cabinet Departments below them, then examples of executive agencies at the bottom.
27. Students will make a graphic organizer identifying the function and examples of the various types of bureaucratic agencies. (Independent agencies, regulatory commissions, and government corporations)
28. Students will independently research and present information on a bureaucratic agency. Included in the presentation, students will describe the type of agency, powers or responsibilities of the agency, current activity of the agency, and methods of checking the agencies power.
29. Students will create a timeline of the bureaucracy including legislation such as the Pendleton Act and the Hatch Act.
30. Students will complete readings from Lesson 27 of <https://classroom.ucscout.org/courses/1936>. After completing the readings students will create a graphic organizer identifying checks on bureaucratic agencies.
31. Students will complete the free response question #3 from the 2016 exam on interactions between Congress and the bureaucracy. https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap16_frq_us_gov_pol.pdf
32. Students will read Article III Section I of the Constitution, on pages 611 and 612 of the text. After reading, students will, 1. Summarize section I in one sentence, 2. Interpret what the Constitution means by “during good behavior”, 3. List some “inferior courts” that Congress has created, and 4. Describe how the Federal Judiciary Act structured the Supreme Court and identify how it is different today.
33. Students will watch *Structure of the Court System: Crash Course Government and Politics #19*, <https://www.youtube.com/watch?v=IGyx5UEwgtA>. While watching the video, students should create a list of new vocab terms related to the judicial branch such as appeal, criminal and civil suits, precedent, jurisdiction, and others. After the video students will compare terms and create a list of definitions of judicial terms and concepts.
34. Students will create a diagram of the dual court system identifying the various levels of original and appeals courts.
35. Students will review Federalist No. 78, and identify 3 reasons why Hamilton identified the Judicial branch as the weakest branch of government. <http://teachingamericanhistory.org/library/document/federalist-no-78/>
36. Students will read and complete the questions from pg. 55-58 of, Davis, J. E. (2001). Chapter 4 Judicial Review: *Prentice Hall: Constitution Study Guide*, Upper Saddle River, NJ: Pearson Prentice Hall, on Judicial Review. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0ahUKewj838TtgZ_bAhUS2FMKHa26CwOQFghTMAQ&url=https%3A%2F%2Fstaffsite.scio.k12.or.us%2Fstaffweb%2FDavisJ%2FGovernment%2FAssignments%2FConstitutionStudyGuide.pdf&usg=AOvVaw2YxtgmZHjJ2rhpiE-FU4iRS
37. Students will read Article III Section II Clauses 1-3 of the Constitution, on pages 611-612 of the text and complete the following. 1. Summarize each clause in one sentence. 2. Answer: Why do you suppose the Constitution gave the federal court system the jurisdiction to hear cases arising between citizens of different states? And 3. Describe how a case would reach the Supreme Court. After completing these three tasks independently, students will partner up and discuss their interpretations of the Constitution.
38. Students will watch *Supreme Court of the United States Procedures: Crash Course Government and Politics #20*, <https://www.youtube.com/watch?v=7sualy8OiKk>. While watching the video, students should take notes describing the following terms; Judicial restraint, judicial activism, writ of

DELAWARE VALLEY SCHOOL DISTRICT

certiorari, certificate, and rule of four. After the video students should work with a partner to compare their descriptions.

39. Students will complete a series of readings from <https://classroom.ucscout.org/courses/1936>, lesson 29, on *Historical Supreme Courts*. After completing the readings students will construct a list of pivotal court decisions that were made under the watch of influential Chief Justices such as John Marshall, Roger Taney, Earl Warren, and Warren Burger.
40. Students will complete the free response question #3 from the 2012 exam on the insulated nature of the judicial branch. https://secure-media.collegeboard.org/apc/ap12_frq_us_go_po.pdf

Assessments:

- **Diagnostic:**

- Students will participate in a pre-unit discussion about the up-coming unit's major concepts and vocabulary terms.
- Students will orally define vocabulary terms from the unit and provide examples.

- **Formative:**

- Students will complete multiple choice quizzes on segments from the unit. Quiz questions will be comprised of AP style multiple choice questions from The College Board and other professional resources, such Princeton Review, Barron's, and Kaplan.
- Students will complete homework assignment based on teacher-created questions from the text.
- Students will complete a slide show on the powers of Congress
- Students will complete a slide show on the legislative process.

- **Summative:**

- Students will complete a multiple choice test with AP style questions pulled from college board practice tests and AP Review books related to the topic of the Unit.
- Students will complete the free response question #3 from the 2014 exam on Congressional and presidential powers and checks on those powers.
- Students will complete the free response question #1 from the 2015 exam on the struggle for power between the president and other institutions.
- Students will complete the free response question #3 from the 2016 exam on interactions between Congress and the bureaucracy.
- Students will complete the free response question #3 from the 2012 exam on the insulated nature of the judicial branch.

Extensions:

1. Re-teach the structure and methodology of the electoral college.
2. Draw flow chart comparing and contrasting the checks and balances of the three branches of government.
3. Research and write a report on a piece of legislation that successfully made it through Congress. Include the political conditions, obstacles the legislation faced, advocates and opponents of the legislation, and other important conditions.
4. Research and write a report on a failed piece of legislation. Include the political conditions, obstacles the legislation faced, advocates and opponents of the legislation, and other important conditions.
5. Re-teach the Great Compromise and structure of our bicameral legislature.
6. Show students brief listing of the years in office of presidents since FDR.

DELAWARE VALLEY SCHOOL DISTRICT

Correctives:

1. Examination of the restraintist/activistic tendencies of today's members of the Supreme Court by examining recent decisions they have ruled on.
2. Examine recent claims of gerrymandering in a state and report on the outcome of the claim and its subsequent outcome.
3. Students research the validity of recent calls for the impeachment of President Bush, focusing extensively on Constitutional basis for the charge.
4. Students compare and contrast the impeachment hearings of Richard Nixon and Bill Clinton and prepare research on each.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 5. Civil Liberties and Civil Rights

Marking Period: 3rd-4th

Standard(s):

PA Academic Standards –

5.1.12.E, 5.3.12.F & J

<http://www.pdesas.org/Standard/View#>

PACS Reading and Writing for History and Social Studies

Reading in History and Social Studies: CC 8.5.A-J

<http://files5.pdesas.org/104184150189046068208230034128200187131021195117/Download.ashx?hash=2.2>

Writing in History and Social Studies: CC 8.6.A, C, D, E, & G

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Big Idea 1: Constitutionalism:

- 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. (The College Board, 2018, p.13).

Essential Questions:

1. What specific court cases have restricted the rights of minorities and what court cases have protected them?
2. What conflicts existed between states and the national government in regards to equal rights and how did the courts deal with these conflicts?

Concepts:

1. Decisions demonstrating that minority rights have been restricted at times and protected at other times include:
 - a. 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
 - b. Brown v. Board of Education (1954), which declared that race-based school segregation violates the Fourteenth Amendment’s equal protection clause
 - c. The Supreme court upholding the rights of the majority in cases that limit and prohibit majority-minority districting
2. 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.
(The College Board, 2018, p.30)

Competencies:

1. Analyze the historic restriction placed on minorities by both the states and federal government.
2. Evaluate the evolution of the expansion of civil rights through precedent, legislation, and executive orders.

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea 2: Liberty and Order

- 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. (The College Board, 2018, p.13).

Essential Questions:

1. What freedoms are protected by the bill of rights?
2. In what ways does the first amendment protect freedom of religion?
3. How has the Supreme court interpreted the establishment and free exercise clauses of the Constitution?
4. How has the Supreme court expanded the first amendment's freedom of speech and how has it limited it?
5. What impact do judicial interpretations of the application of the Bill of Rights have on everyday citizens?

Concepts:

1. The U.S. Constitution includes a Bill of Rights specifically designed to protect individual liberties and rights.
2. Civil liberties are constitutionally established guarantees and freedoms that protect citizens, opinions, and property against arbitrary government interference.
3. The application of the Bill of Rights is continuously interpreted by the courts.
4. The Bill of Rights consists of the first ten Amendments to the Constitution, which enumerate the liberties and rights of individuals.
5. 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:
 - a. Engel v. Vitale (1962), which declared school sponsorship of religious activities violates the establishment clause
 - b. Wisconsin v. Yoder (1972), which held that compelling Amish students to attend school past the eighth grade violates the free exercise clause
6. 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.
7. Efforts to balance social order and individual freedom are reflected in interpretations of the First Amendment that limit speech, including:
 - a. Time, place, and manner regulations
 - b. Defamatory, offensive, and obscene statements and gestures
 - c. That which creates a "clear and present danger" based on the ruling in Schenck v. United States (1919)
8. In New York Times Co. v. United States (1971), the Supreme Court bolstered the freedom of press, establishing a "heavy presumption against prior restraint" even in cases involving national security.
9. The Supreme Court's decisions on the Second Amendment rest upon its constitutional interpretation of individual liberty.
10. Court decisions defining cruel and unusual punishment involve interpretation of the Eighth Amendment and its application to state death penalty statutes over time.

DELAWARE VALLEY SCHOOL DISTRICT

11. The debate about the Second and Fourth Amendments involves concerns about public safety and whether or not the government regulations of firearms or collection of digital metadata promotes or interferes with public safety and individual rights.
(The College Board, 2018, p.28-29)

Competencies:

1. Describe freedoms protected by individual clauses and amendments in the Bill of Rights.
2. Evaluate the balance between freedom and order in the Supreme court's interpretation of cases dealing with 1st amendment freedoms.
3. Analyze the interpretation of Supreme Court decisions on their application of the Bill of Rights to specific cases.

Big Idea 3: 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. (The College Board, 2018, p.13).

Essential Questions:

1. What is selective incorporation, and how has it changed the application of the Bill of Rights relative to the states?
2. How did the Supreme Court originally interpret the Bill of Rights according to Barron v. Baltimore?
3. How did the Supreme Court's decision in Gitlow v. New York change the application of the Bill of Rights?
4. How has the Supreme Court extended due process protections to citizens through selective incorporation?

Concepts:

1. The doctrine of selective incorporation has imposed on state regulation of civil rights and liberties as represented by:
 - a. McDonald v. Chicago (2010), which ruled the Second Amendment's right to keep and bear arms for self-defense in one's home is applicable to the states through the Fourteenth Amendment
2. 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.
3. 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.
4. Pretrial rights of the accused and the prohibition of unreasonable searches and seizures are intended to ensure that citizens liberties are not eclipsed by the need for social order and security, including:
 - a. The right to legal counsel, a speedy and public trial, and an impartial jury
 - b. Protection against warrantless searches of cell phone data under the Fourth Amendment
 - c. Limitations placed on bulk collection of telecommunication metadata (Patriot and USA freedom Acts)

DELAWARE VALLEY SCHOOL DISTRICT

5. The due process clause has been applied to guarantee the right to an attorney and protection from unreasonable searches and seizures, as represented by:
 - a. Gideon v. Wainwright (1963), which guaranteed the right to an attorney for the poor or indigent
 - b. 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
6. 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:
 - a. 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. (The College Board, 2018, p.29-30)

Competencies:

1. Analyze the Supreme Court's interpretation of the Bill of Rights in its Barron v. Baltimore decision.
2. Provide examples of cases in which the Supreme Court has extended the protections of the Bill of Rights to the states.
3. Analyze the dilemma the government must deal with balancing the rights of the accused with maintaining order.

Big Idea 4: Civic Participation in a Representative Democracy

- The Fourteenth Amendment's equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality. (The College Board, 2018, p.14).

Essential Questions:

1. How has Congress and the Supreme Court used the equal protection clause of the 14th Amendment to expand rights for different groups who have been discriminated against?
2. How has Congress used the commerce clause to expand equal rights?
3. What legislation has congress passed to promote civil rights and equality for minorities in the U.S.?
4. What impact did civil society have on the increase of civil rights in the U.S.?

Concepts:

1. Civil rights protect individuals from discrimination based on characteristics such as race, national origin, religion, and sex; these rights are guaranteed to all citizens under the due process and equal protection clauses of the U.S. Constitution, as well as acts of Congress.
2. The leadership and events associated with civil, women's, and LGBTQ rights are evidence of how the equal protection clause can support and motivate social movements, as represented by:
 - a. Dr. Martin Luther King's "Letter from a Birmingham Jail" and the civil rights movement of the 1960s
 - b. The National Organization for Women and the women's rights movement
 - c. The pro-life (anti-abortion) movement (The College Board, 2018, p.30)

DELAWARE VALLEY SCHOOL DISTRICT

Competencies:

1. Examine examples of Congress stretching the implied powers of the commerce clause and the equal protection clause of the 14th Amendment to pass civil rights legislation.
2. Analyze the impact of profound political figures, social movements, demonstrations, and interest groups on the expansion of civil rights in the U.S.

Big Idea 5: Competing Policy-Making Interests

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

Essential Questions:

1. What democratic and non-democratic activities did citizens and interest groups participate in to push for policy change, in regards to the promotion of equality?
2. What role did the courts play in interpreting civil rights violations and the application of constitutional rights?

Concepts:

1. The government can respond to social movements through court rulings and/or policies, as in:
 - a. Brown v. Board of Education (1954), which declared that race-based school segregation violated the Fourteenth Amendment's equal protection clause
 - b. The Civil Rights Act of 1964
 - c. Title IX of the Education Amendments Act of 1972
 - d. The Voting Rights Act of 1965 (The College Board, 2018, p.30)

Competencies:

1. Examine the impact of early court decisions, such as Dred Scot v. Sanford and Plessy v. Ferguson, which infringed on the rights of minorities and established doctrines such as separate but equal.
2. Examine the impact of civil rights court decisions, such as Brown v. Board of Ed., which overturned

Overview:

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.

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.

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

DELAWARE VALLEY SCHOOL DISTRICT

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.

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. (The College Board, 2018, p.27)

Goals:

- Students will be able to understand that provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.
- Students will be able to understand that 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.
- Students will be able to understand that the Fourteenth Amendment's equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality.
- Students will be able to understand that public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time.
- Students will be able to understand that 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. (The College Board, 2018, p.28-30)

Objectives:

- Students will be able to explain how the U.S. Constitution protects individual liberties and rights. (Depth of Knowledge Level 2)
- Students will be able to describe rights protected in the Bill of Rights. (Level 2)
- Students will be able to explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty. (Level 4)
- Students will be able to explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety. (Level 4)
- Students will be able to explain the implications of the doctrine of selective incorporation. (Level 3)
- Students will be able to explain the extent to which states are limited by the due process clause from infringing upon individual rights. (Level 3)
- Students will be able to explain how constitutional provisions have supported and motivated social movements. (Level 4)
- Students will be able to explain how the government has responded to social movements. (Level 2)
- Students will be able to 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. (Level 3)
- (The College Board, 2018, p.30)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

1. The instructor can prepare and lead class lectures, discussions, and teacher-created notes that cover the essential content and objectives of the course.
2. Students will complete readings from Lesson 32 of <https://classroom.ucscout.org/courses/1936>. After completing the readings, students will 1. Describe the interpretation of the application of the Bill of Rights according to the Barron v. Baltimore, 2. Define the term selective incorporation, and 3. Identify which amendment has been used by the Supreme Court to incorporate pieces of the Bill of the Rights to the states.
3. Students will read pages 106-110 of the text and create a timeline of events which have illustrated the conflict between protecting civil liberties and maintaining order.
4. Students will be lead through College Board's lesson on, *Social Order and Civil Liberties: Examining the Second and Fourth Amendments*. <https://apcentral.collegeboard.org/courses/ap-united-states-government-and-politics/classroom-resources>
5. Students will research the following Supreme Court cases and identify the year it was decided, describe the background of the case, and explain the impact of the court's decision. (Schenck v. US, Gitlow v. NY, Chaplinsky v. New Hampshire, Tinker v. DesMoines, and Texas v. Johnson)
6. Students will research the following Supreme Court cases and identify the year it was decided, describe the background of the case, and explain the impact of the court's decision. (NY Times v. Sullivan, Near v. Minnesota, NY Times v. U.S., and Hazelwood School v. Kuhlmeier)
7. Students will use pages. 118-120 of the text to define the terms libel, prior restraint and shield laws and describe how they protect freedom of press.
8. Students will identify and describe the two clauses in the 1st Amendment which deal with freedom of religion.
9. Students will research the following Supreme Court cases and identify the year it was decided, describe the background of the case, and explain the impact of the court's decision. (Engel v. Vitale, Abington v. Schempp, and Wallace v. Jaffree)
10. Students will research the following Supreme Court cases and identify the year it was decided, describe the background of the case, and explain the impact of the court's decision. (Oregon Employment Division v. Smith, Reynolds v. US, and Wisconsin v. Yoder)
11. Students will be through College Board's lesson on, *The Development and Application of the First Amendment*. <https://apcentral.collegeboard.org/courses/ap-united-states-government-and-politics/classroom-resources>
12. Students will complete the free response question #2 from the 2007 exam on the establishment and free exercise clauses of the 1st Amendment. https://secure-media.collegeboard.org/apc/ap07_go_po_us_frq.pdf
13. Students will create a timeline of legislation and court decisions which have shifted the influence of the 2nd Amendment throughout American history. The time line should outline the event and determine if it strengthened or weakened the 2nd Amendment. Events should include, the National Firearms Act of 1934, the Federal Firearms Act of 1938, US v. Miller, the Gun Control Act of 1968, the Firearm Owner's Protection Act, the Gun-Free School Zones Act, US v. Lopez, the Brady Handgun Violence Prevention Act, Printz v. US, the Violent Crime Control and Law Enforcement Act of 1994, District of Columbia v. Heller, and McDonald v. City of Chicago.
14. Students will read pages 126 and 127 of *Our Constitution*, on the 4th Amendment. http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKewjTw8DM7aDbAhVrVkkHfIQDEIQFggguMAE&url=http%3A%2F%2Fwww.annenbergclassroom.org%2Ffiles%2Fdocuments%2Fbooks%2Four%2520constitution%2Fcompleted_our%2520constitution.pdf&usg=AOvVaw134NIMCX9b1EWOH9Sgge4e . After the reading, students will 1. Provide examples of searches that the courts have allowed without a warrant, 2. Explain how the Supreme

DELAWARE VALLEY SCHOOL DISTRICT

Court's definition of a search when it comes to electronic eavesdropping has been complicated, and

3. Describe what a "Terry stop" is and identify if it is legal.

15. Students will define the terms, probable cause, exclusionary rule, objective good faith exception, and inevitable discovery rule.
16. Students will research the following Supreme Court cases and identify the year it was decided, describe the background of the case, and explain the impact of the court's decision. (Weeks v. US, NJ v. TLO, and Mapp v. Ohio)
17. Students will read pages 130 and 131 of *Our Constitution*, on the 5th Amendment.
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKewjTw8DM7aDbAhVrVkkKHfIQDEIQFggguMAE&url=http%3A%2F%2Fwww.annenbergclassroom.org%2Ffiles%2Fdocuments%2Fbooks%2Four%2520constitution%2Fcompleted_our%2520constitution.pdf&usg=AOvVaw134NIMCX9b1EWoH9Sgge4e . After the reading, students will, 1. Describe the difference between a grand jury and a petite jury, 2. Explain double jeopardy, 3. Describe what the right to due process guarantees to the accused, and 4. Describe eminent domain and how it relates to the 5th Amendment.
18. Students will research the following Supreme Court cases and identify the year it was decided, describe the background of the case, and explain the impact of the court's decision. (Chambers v. Florida, Ashcraft v. Tennessee, and Miranda v. Arizona)
19. Students will read pages 134 and 135 of *Our Constitution*, on the 6th Amendment.
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKewjTw8DM7aDbAhVrVkkKHfIQDEIQFggguMAE&url=http%3A%2F%2Fwww.annenbergclassroom.org%2Ffiles%2Fdocuments%2Fbooks%2Four%2520constitution%2Fcompleted_our%2520constitution.pdf&usg=AOvVaw134NIMCX9b1EWoH9Sgge4e . After the reading, students will, 1. Describe what due process rights the 6th Amendment protects, and 2. Identify what has been interpreted as a speedy trial.
20. Students will research the following Supreme Court cases and identify the year it was decided, describe the background of the case, and explain the impact of the court's decision. (Powell v. Alabama, Gideon v. Wainwright, and Escobedo v. Illinois)
21. Students will read pages 138 and 139 of *Our Constitution*, on the 8th Amendment.
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKewjTw8DM7aDbAhVrVkkKHfIQDEIQFggguMAE&url=http%3A%2F%2Fwww.annenbergclassroom.org%2Ffiles%2Fdocuments%2Fbooks%2Four%2520constitution%2Fcompleted_our%2520constitution.pdf&usg=AOvVaw134NIMCX9b1EWoH9Sgge4e . After the reading, students will, 1. Identify the purpose of bail, and 2. Explain how bail promotes the idea of innocent until proven guilty, and 3. Describe cases in which bail can be refused to an accused individual.
22. Students will research the following Supreme Court cases and identify the year it was decided, describe the background of the case, and explain the impact of the court's decision. (Furman v. Georgia, Woodson v. North Carolina, Gregg v. Georgia, and Atkins v. Virginia)
23. Students will read pages 142 and 143 of *Our Constitution*, on the 9th Amendment.
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKewjTw8DM7aDbAhVrVkkKHfIQDEIQFggguMAE&url=http%3A%2F%2Fwww.annenbergclassroom.org%2Ffiles%2Fdocuments%2Fbooks%2Four%2520constitution%2Fcompleted_our%2520constitution.pdf&usg=AOvVaw134NIMCX9b1EWoH9Sgge4e . After the reading, students will, 1. Explain, according to the reading, why the 9th Amendment was added, 2. Describe who get to determine what additional rights the 9th Amendment protects, and 3. Identify what other amendments in the Bill of Rights the SCOTUS uses to imply that individuals have a right to privacy.

DELAWARE VALLEY SCHOOL DISTRICT

24. Students will research the following Supreme Court cases and identify the year it was decided, describe the background of the case, and explain the impact of the court's decision. (Griswold v. Connecticut, Roe v. Wade, and Planned Parenthood v. Casey)
25. Students will identify the 13th, 14th, and 15th Amendments as the Civil War Amendments and describe what impact they had on extending civil rights to African Americans and other minorities.
26. Students will research the following Supreme Court cases and identify the year it was decided, describe the background of the case, and explain the impact of the court's decision. (Plessy v. Ferguson, Sweatt v. Painter, Brown v. Board of Education, and Swann v. Charlotte-Mecklenburg County Schools)
27. Students will describe the difference between de jure and de facto segregation and provide examples of each.
28. Students will research three "Jim Crow" laws and describe how they were used to oppress minorities.
29. Students will research and describe the impact that each of the following events had on the promotion of equality during the Civil Rights movement. (Civil Rights Act of 1964, 24th Amendment, Equal Employment Opportunity Commission, the Voting Rights Act of 1965, and the Fair Housing Act of 1968)
30. Students will research and report on one example of civil disobedience during the Civil Rights Movement which promoted the movement toward equality.
31. Students will work with partners or small groups to research and report on one of the following and its impact on the infringement or promotion of equal rights. (Americans with Disabilities Act, Boy Scouts of America v. Dale, the Defense of Marriage Act, Don't ask don't tell, Title IX, Affirmative Action programs, Obergefell v. Hodges, and University of California v. Bakke)
32. Students will complete the free response question #4 from the 2015 exam on civil liberties and civil rights and the application of the 14th Amendment. https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap15_frq_us_gopo.pdf

Assessments:

- **Diagnostic:**
 - Students will participate in a pre-unit discussion about the up-coming unit's major concepts and vocabulary terms.
 - Students will orally define vocabulary terms from the unit and provide examples.
- **Formative:**
 - Students will complete multiple choice quizzes on segments from the unit. Quiz questions will be comprised of AP style multiple choice questions from The College Board and other professional resources, such as Princeton Review, Barron's, and Kaplan.
 - Students will complete homework assignment based on teacher-created questions from the text.
 - Students will complete a presentation on one of the following. (Americans with Disabilities Act, Boy Scouts of America v. Dale, the Defense of Marriage Act, Don't ask don't tell, Title IX, Affirmative Action programs, Obergefell v. Hodges, and University of California v. Bakke)
- **Summative:**
 - Students will complete a multiple choice test with AP style questions pulled from college board practice tests and AP Review books related to the topic of the Unit.

DELAWARE VALLEY SCHOOL DISTRICT

- Students will complete the free response question #4 from the 2015 exam on civil liberties and civil rights and the application of the 14th Amendment.

Extensions:

- Research into school law and identify what rights are sacrificed when students enter a school building.
- Invite in local active or retired police officers to discuss due process procedures and rights.

Correctives:

- Re-teaching of judicial activism and judicial restraint and research into examples of each.
- Students can create flash cards on all of the important civil rights and civil liberties court cases.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 6. Government and Politics Research Project **Marking Period:** 4th

Standard(s):

PA Academic Standards – 5.1.12, 5.2.12, 5.3.12, & 5.4.12 <http://www.pdesas.org/Standard/View#>

PACS Reading and Writing for History and Social Studies

Reading in History and Social Studies: CC 8.5.A-J

<http://files5.pdesas.org/104184150189046068208230034128200187131021195117/Download.ashx?hash=2.2>

Writing in History and Social Studies: CC 8.6.A-I

<http://files5.pdesas.org/109042239231046082080033058191066130018232221127/Download.ashx?hash=2.2>

Big Idea 1:

- Provide students the opportunity to engage in a sustained, real-world activity that will deepen their understanding of course content and help them develop the disciplinary practices that are assessed on the exam. (The College Board, 2018, p.67)

Competencies:

- Students will gain the experience of researching, preparing, and presenting a college level research topic.

Overview:

- Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics course framework that culminates in a presentation of findings.
- The project can involve student participation in nonpartisan service learning opportunities, government-based internship programs, or a choice from a teacher-approved list of research project ideas.
- While the project is not part of the AP Exam grade, it does provide students the opportunity to engage in a sustained, real-world activity that will deepen their understanding of course content and help them develop the disciplinary practices that are assessed on the exam. (The College Board, 2018, p.67).

Goals:

- Students will understand how to apply course concepts to real-world political issues, processes, institutions, and policymaking.
- Students will understand how to communicate findings or experiences in a way that conveys or demonstrates their understanding of course content.

Objectives:

- Students will be able to connect course concepts to real-work issues. (DOK Level 3)
- Students will be able to demonstrate disciplinary practices. (Level 2)
- Students will be able to share/communicate their findings in an authentic way (e.g., presentation, article, speech, brochure, multimedia, podcast, political science fair) (level 3) (The College Board, 2018, p.67)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

1. Students will research APA format and practice citing researched material in the format.
2. Students will evaluate the quality of sources and determine how to distinguish between reliable scholarly sources and less reliable information.
3. Students will conduct research on a teacher approved controversial political topic and create a presentation to be conducted during class time.

Assessments:

- **Diagnostic:**
 - Students will identify a topic of research.
- **Formative:**
 - Students will present an annotated bibliography
- **Summative:**
 - Students will present their research projects in class.

Extensions:

1. Students can write a paper to accompany their research presentations.

Correctives:

1. Students can submit a copy of their revised presentation and research.

DELAWARE VALLEY SCHOOL DISTRICT

Course Materials and Resources:

Crash Course. (2015). Crash Course U.S. Government and Politics. Retrieved from <https://www.youtube.com/watch?v=lrk4oY7UxpQ&list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H>

Geer, John G. et al. (2016), Gateways to Democracy: An Introduction to American Government 4th ed. Cengage Learning

The College Board. (2018). AP U.S. Government and Politics. Retrieved Spring, 2018, from <http://advancesinap.collegeboard.org/english-history-and-social-science/us-government-politics>

Resource: Democracy in America. (2003). Retrieved Spring, 2018, from <https://www.learner.org/resources/series173.html#jump1>

The Regents of University of California. (2004), AP U.S. Government and Politics, Retrieved Spring, 2018, from <https://classroom.ucscout.org/>

Ritchie, D. A. (2006). *Our constitution*. New York: Oxford University Press.

Founding Era. (2006-2018). *Federalist No. 10*, Retrieved Spring, 2018, from <http://teachingamericanhistory.org/library/document/federalist-no-10/>

DELAWARE VALLEY SCHOOL DISTRICT

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook:

Gateways to Democracy: An Introduction to American Government 4th Edition

Textbook ISBN #:

1-337-27290-6

Textbook Publisher &Year of Publication:

(2016) Cengage Learning

Curriculum Textbook is utilized in (title of course):

AP US Government and Politics

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.

- _____ The primary textbook form(s).

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____
First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____
Second Reader/Reviewer Signature _____ Date _____

DELAWARE VALLEY SCHOOL DISTRICT

WRITE IN INK ONLY

CURRICULUM

DELAWARE VALLEY SCHOOL DISTRICT AUTHORIZATION FOR PAYMENT

Name:	Building:
Grade Level (Elementary Only):	Subject Area (Secondary Only):
Account Code:	Date:

Date	Service Provided (If Sub, Note Who Was Out)	No. of Hours (If Applicable)	Per Diem Hourly Rate	Total

Total
Payment

I have completed all activities described above and have returned all equipment and materials for which I am responsible.

*This form must be submitted by an employee for payment for the following services:

- (1) Substitute teacher, instructional assistant, clerical, etc.
- (2) Homebound instruction
- (3) Extra Curricular work i.e., coaching, intramural, club or class advisor, director for band, chorus, drama, etc.,
Approved Activities

This form must be submitted to the Business Office eight days prior to the payroll date.

Signature of Employee	Date
Athletic Director (if applicable)	Date
Principal/Supervisor (if applicable)	Date
Business Administrator	Date
Superintendent or Designee	Date

Revised: August 20, 2001