

Parsippany-Troy Hills School District

# SST534 AP GOVERNMENT AND POLITICS

A Course Outline for Social Studies

Developed:  
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Approved: March 2012

Approved by the Board of Education  
March 29, 2012

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    In the *Oxford Companion to the Supreme Court*, an *amicus curiae* brief is explained as “a paper filed by someone not party to a case but interested in the legal doctrine to be developed. These briefs almost invariably align themselves with one of the parties. *Amicus* briefs are potentially important because they can bring to the court’s attention legal arguments and perspectives different from the parties’ views.” .... 78

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## RATIONALE

Advanced Placement Government and Politics is a full-year course of study created and modeled on the recommendations of the Educational Testing Service and the College Board. This course is designed to give students an analytical perspective on government and politics in the United States. This requires both the study of general concepts and the analysis of specific examples. It also requires students to be aware of various international, national, state, and local institutions, groups, beliefs and ideas that constitute politics and the formulation of political policy in the United States.

*As per the College Board, "A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes."*

Taken from: <http://apcentral.collegeboard.com/apc/public/repository/ap-govt-politics-course-description.pdf>

Beyond the expectations of the Advanced Placement curriculum, this course is intended to encourage and foster students to behave as responsible and active citizens with the understanding that "eternal vigilance is the price of liberty." In the end, it is the goal of all secondary schools to graduate an aware and active citizenry.

This AP Government and Politics course is designed to challenge students through a variety of learning strategies, and through the use of multiple and varied assessments.

The revised curriculum aligns with the 2014 New Jersey Student Learning Standards for Social Studies, English Language Arts, Technology, and 21<sup>st</sup> Century Life and Careers.

**Modifications and Adaptions:** For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link - <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

## **THE LIVING CURRICULUM**

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

## **AFFIRMATIVE ACTION**

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

## COURSE GOALS AND TOPICS

UNITS OF STUDY	Essential Questions	Enduring Understandings	NJSLS
<b>UNIT I:</b> Constitutional Underpinnings of United States Government	<p>What is government and what can it do?</p> <p>How have the basic values and principles of American democracy changed and in what ways have they been preserved?</p> <p>How does the government established by the Constitution embody the purposes, values and principles of the American dream?</p> <p>How can a government decision be based on a Constitution that does not explicitly state the answer?</p>	<p>Societies require rules, laws and government.</p> <p>Our government was founded on the principles of fairness, equality and respect for diversity.</p> <p>The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.</p>	6.1 6.2 6.3 8.1 RH.11-12 WHST.11-12
<b>UNIT II:</b> Political Beliefs and Behaviors	<p>Why have the roles and responsibilities of U.S. citizens changed?</p> <p>How can citizens and groups participate effectively in the democratic process?</p>	<p>Citizens can influence government in many ways if they choose to participate.</p> <p>It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.</p>	6.1 6.2 6.3 8.1 RH.11-12 WHST.11-12
<b>UNIT III:</b> Political Parties, Interest Groups, and Mass Media	<p>In what ways have political decisions and actions made by individuals, groups, and nations changed history?</p>	<p>Individuals, groups, and societies have the opportunity to make significant political choices and decisions which have consequences.</p>	6.1 6.2 6.3 8.1 RH.11-12 WHST.11-12

<p><b>UNIT IV:</b> Institutions of National Government</p>	<p>What are the structure and functions of the government created by the U.S. Constitution?</p> <p>How does the Constitution distribute power in terms of checks and balances and separation of powers?</p>	<p>The U.S. Constitution created a national government composed of three branches, each of which has a unique structure and function.</p>	<p>6.1 6.3 8.1 8.2 RH.11-12 WHST.11-12</p>
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**COURSE GOALS AND TOPICS (continued)**

<p><b>UNIT V:</b> Public Policy</p>	<p>What are the formal and informal relationships of the United States to other nations?</p> <p>What social, political, and economic opportunities and problems arise when cultures interact?</p>	<p>Nations interact with each other through trade, treaties and use of force.</p> <p>The earth is a global community where the actions of one country can affect lives in other countries.</p> <p>The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.</p>	<p>6.1 6.2 6.3 8.1 RH.11-12 WHST.11-12</p>
<p><b>UNIT VI:</b> Civil Rights and Civil Liberties</p>	<p>Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?</p> <p>Can the rights of American citizens ever cause conflict among them?</p> <p>How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?</p> <p>What rights are guaranteed by the U.S. Constitution?</p>	<p>Governments can change based on the needs of people, their society and their culture.</p> <p>Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.</p> <p>The U.S. Constitution provides for strong guarantees of individual rights.</p>	<p>6.1 6.2 6.3 8.1 RH.11-12 WHST.11-12</p>

**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS**  
**COURSE PROFICIENCIES AND GRADING PROCEDURES**

**COURSE NO.: SST534**

**TITLE: AP GOVERNMENT AND POLITICS**

**IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY STUDENT LEARNING STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.**

**At the conclusion of this course in AP Government and Politics, students will be able to:**

1. explain the origins and interpret the continuing influence of key principles embodied in the United States Constitution.
2. analyze a variety of theoretical perspectives relating to the Constitution such as democracy, republican government, pluralism, and elitism.
3. analyze how democracy is manifested in the American political system.
4. analyze the significance of the Constitution in American political history.
5. identify and explain the characteristics of federalism.
6. identify and explain the separation of powers established by the Constitution.
7. assess the American federal system for its efficiency and capacity to ensure democratic government.
8. define political culture and discuss its elements and origins.
9. describe and demonstrate how public opinion is shaped and measured.
10. evaluate the forces that influence the political socialization process.
11. define how and why individuals engage in various forms of political participation and how it affects the political system.



12. analyze the demographic features of the American population and the belief and behavior system of each ethnic and socioeconomic group.
13. explain the origins and historical evolution of both major and minor American political parties.
14. assess the structure, function and importance of the party system in the American electoral process.
15. describe the steps in the electoral process for the Executive and Legislative branches.
16. analyze the factors that influence the outcomes of elections.
17. analyze the role of money in politics and the effects of election laws on our political system.
18. define and assess dealignment and realignment as factors in elections.
19. assess the role of lobbyists, interest groups, and political-action committees in politics and, specifically, the electoral process.
20. analyze the impact of the media on public opinion, campaign strategies, agenda development and electoral outcomes.
21. assess the powers, functions, and structure of the legislative, executive, and judicial branch.
22. identify and outline the factors which influence legislative decision making.
23. explain the relationship between the executive and legislative branches, focusing on key areas, such as budget-making and war-making.
24. describe the functions and responsibilities of executive agencies.
25. identify and assess both formal and informal executive powers.
26. evaluate the relative effectiveness of the individuals who have been President of the United States.

**PROFICIENCIES (continued)**

27. assess the function, structure, and importance of the federal bureaucracy.
28. identify and explain the tensions that exist between bureaucrats and political figures.
29. describe the basic structure of both national and state courts.
30. assess the role of the courts in policymaking.
31. discuss and evaluate the sources of judicial power and the limits to exercise that power.
32. explain the concepts of judicial activism and judicial restraint.
33. identify the system of checks and balances that takes place between the branches, such as the judicial appointment process.
34. analyze the role of Congress, the President, the Courts, and the bureaucracy in creating and implementing policy.
35. explain the influence of a diversity of interests, i.e., interest groups, political parties, and elections, on the policymaking process.
36. identify the effects of issue networks, iron triangles, and other forms of policy sub governments in both domestic and foreign policy areas.
37. define and differentiate between equity and equality as these pertain to policy considerations.
38. assess the basic missions of the welfare state.
39. evaluate the costs and conflicting political and economic interests that constrain and influence public policy.
40. evaluate the functions of Economic & Regulatory Policy by assessing the budget, tax policies, labor, regulation, and public opinion.
41. identify the functions and development of Social Policy by analyzing the role of government, health care, and welfare.
42. explain the functions of Foreign & Defense Policy by identifying the makers of policy, diplomacy, the challenges and goals.
43. identify how the national Bill of Rights protects and ensures the exercise of civil and political rights.
44. recognize the extent of the exercise of basic rights and the forces of the state that can restrain such rights.
45. survey judicial interpretations of various civil rights and liberties.
46. assess the strengths and weaknesses of Supreme Court decisions as tools of social change.
47. identify the significance and evolution of the First Amendment freedoms, the rights to life, liberty & property, and the Equal/Civil Rights.
48. analyze the balance between the rights and responsibilities of citizens, and apply the analysis to understanding issues facing society in New Jersey and the United States.

Social Studies Grading Procedures  
 Grades 9-12

Substantial assessments	Daily (short-term) assessments
70%	30%
May include, but not limited to, the following:  <b>Tests, Exams</b> <b>Long-term projects</b> <b>Extended written assessments</b>	May include, but not limited to, the following:  <b>Quizzes</b> <b>Homework Classwork</b>

These categories may include a variety of assessments suitable for all learners.

Final Grade – Full Year Course	
<b>Full Year Course</b> <ul style="list-style-type: none"> <li>Each marking period shall count as 20% of the final grade (80% total).</li> </ul>	<ul style="list-style-type: none"> <li>The midterm and final assessments will each count as 10% of the final grade (20% of the student final grade in total).</li> </ul>

## **BENCHMARK ASSESSMENTS**

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. \*Special Note: Only final exams are administered at the end of quarter courses and semester courses.

**I. CONSTITUTIONAL UNDERPINNINGS OF U.S. GOVERNMENT**

<b>CONSTITUTIONAL UNDERPINNINGS OF U.S. GOVERNMENT</b>					
<b>PROFICIENCY/OBJECTIVE</b>	<b>NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		

<p>1. identify and explain the reasons for the demise of the Articles of Confederation. (1)</p> <p>a) recognize and assess the philosophies, backgrounds, and experiences of the delegates to the Constitutional Convention. (1, 2)</p> <p>b) identify and explain the political and ideological sources that went into the creation of the Constitution. (1, 2, 3, 5, 7)</p> <p>c) present the goals, methods, and techniques that enabled the development of the Constitution. (1, 3, 5, 6, 44)</p>	<p>6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.14.b 6.2.8.A.3.c 6.3.8.D.1 RH.11-12.1-10 WHST.11-12.1-10</p>	<p>8.1.12.A.1</p>	<ul style="list-style-type: none"> <li>complete a flow chart exercise defining the basic weaknesses of the Articles of Confederation, the resultant problems that caused government to fail, and evidence of a solution brought forth in the Constitution.</li> <li>participate in a "mock" Constitutional Convention or "ratifying" convention - with significant prior research. Students may be assigned the role of a founder.</li> <li>complete an evaluation exercise: - reform of the existing Constitution. Hold a 21<sup>st</sup> century convention to rewrite the Constitution to address problems that the U.S. currently faces.</li> </ul>	<p>2001 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)</p> <p>2000 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)</p> <p>Teacher-created rubric Teacher observation</p>	
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**Essential Questions:** What is government and what can it do? How have the basic values and principles of American democracy changed and in what ways have they been preserved? How does the government established by the Constitution embody the purposes, values and principles of the American dream? How can a government decision be based on a Constitution that does not explicitly state the answer?

**Enduring Understandings:** Societies require rules, laws and government. Our government was founded on the principles of fairness, equality and respect for diversity. The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.

<i>CONSTITUTIONAL UNDERPINNINGS OF U.S. GOVERNMENT</i>					
<i>PROFICIENCY/OBJECTIVE</i>	<i>NJSLS</i>	<i>NJSLS Tech. Lit.</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		

<p>recognize and explain the basic structure of the U.S. government as created by the Constitution. (1)</p> <p>a) identify and describe the concept of federalism, fully explain how it works and how it has evolved from the 18<sup>th</sup> century. (3, 4, 5, 15, 22, 24, 25)</p> <p>b) identify and explain the relationship of the branches of national government, including the checks placed on powers within the Constitution. (1, 6, 7, 23, 24, 25, 27, 29, 31)</p> <p>c) explain how the concerns and fears of the founding generation led to the development of a Bill of Rights. (1, 4, 37, 43, 47,48)</p>	<p>6.1.12.D.2.b 6.1.12.A.14.a 6.1.8.D.5.d RH.11-12.1, 8, 9, 10 WHST.2, 45, 10</p>		<ul style="list-style-type: none"> <li>debate the following - Assess the validity of this statement: The Constitution does not create “real” democracy but simply presents a veneer of democracy. It is a political illusion that has allowed the elite to dominate the politics and policy-making of this country.</li> <li>respond to the following in essay format: "The Bill of Rights was created less out of a desire to protect liberties and more out of a fear of strong government."</li> <li>in groups, each representing a branch of the U.S. Government, read through a list of scenarios (problems and concerns from the last 20 years). Groups should identify the ‘check’ that their branch could have used or did use to protect their powers and prevent the abuse from other branches. For example:</li> </ul>	<p>Analysis questions focusing on the reading and evaluation of <i>The Federalist</i> #10 and #51.</p> <p>Teacher-created rubric</p> <p>Teacher observation Class discussion</p>	
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**I. CONSTITUTIONAL UNDERPINNINGS OF U.S. GOVERNMENT (continued)**



**II. POLITICAL BELIEFS AND BEHAVIORS**

<b><i>POLITICAL BELIEFS AND BEHAVIORS</i></b>					
<b><i>PROFICIENCY/OBJECTIVE</i></b>	<b><i>NJSLS</i></b>	<b><i>NJSLS Tech. Lit.</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<i>The students will be able to:</i>			<i>The students will:</i>		

<p>3. define and explain the concept of political culture as it relates to the political makeup of the United States (3, 7, 8, 10, 12)</p> <p>a) identify and assess the relative influence of the various elements of political socialization. (10)</p> <p>b) recognize the effect that ideology has on political</p>	<p>6.1.12.D.7.b 6.1.12.D.14.e RH.11-12.1-10 WHST.1-2, 4-5, 10</p>	<p>8.1.12.A.3</p>	<ul style="list-style-type: none"> <li>determine where students identify themselves on the political spectrum by analyzing controversial issues and explaining where each position on the spectrum (radicalreactionary) stands on each issue. Once all positions on the spectrum have been defined regarding each issue, students can determine which position on the political spectrum they can identify with most.</li> </ul>	<p>Teacher observation Class discussion</p>	
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**CONSTITUTIONAL UNDERPINNINGS OF U.S. GOVERNMENT**

<i>PROFICIENCY/OBJECTIVE</i>	<i>NJSLS</i>	<i>NJSLS Tech. Lit.</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
			<p>Congress passes a law that the President promised to fight against in his or her campaign for office.</p>		

**Essential Questions:** Why have the roles and responsibilities of U.S. citizens changed? How can citizens and groups participate effectively in the democratic process?

**Enduring Understandings:** Citizens can influence government in many ways if they choose to participate. It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.

<b>POLITICAL BELIEFS AND BEHAVIORS</b>					
<b>PROFICIENCY/OBJECTIVE</b>	<b>NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
<p>opinion and on our understanding of the role of government. (1, 3, 4, 9, 10, 12)</p> <p>identify the role played by schools, the media, parents, and friends in shaping our political beliefs (8, 9, 10, 12, 16, 20)</p>			<ul style="list-style-type: none"> <li>respond to the following in essay format: "There may be factors that influence a person to change his or her position on the political spectrum."</li> <li>through a series of polls (of other students, teachers, parents, and friends,) compile and analyze a list of factors that people claim influence(d) them on certain beliefs.</li> </ul>	<p>and 2009 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)</p> <p>Teacher observation Class discussion</p>	<p>www.kwiksurvey.com</p>

<b>POLITICAL BELIEFS AND BEHAVIORS</b>					
<b>PROFICIENCY/OBJECTIVE</b>	<b>NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		

<p>identify and assess the various forms of public involvement and why people participate in certain ways. (3, 4, 7, 8, 9, 10, 11, 16, 18, 20)</p> <ul style="list-style-type: none"> <li>recognize the dynamics of factions in a modern democracy for influencing</li> </ul>	<p>6.1.12.A.14.g 6.2.12.C.6.a 6.3. 4.A.3 6.3.4.B.1 6.3.4.C.1 RH.11-12.7 WHST.1-2, 4-5, 10</p>	<p>8.1.12.A.1</p>	<ul style="list-style-type: none"> <li>determine other methods of influencing government besides voting and construct a chart of the "forces" that push change and the "forces" that oppose change.</li> <li>view video (<i>American Experience: New York</i>) showing how small groups of</li> </ul>	<p>and 2003 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)</p> <p>Completed question guide Class discussion</p>	<p>PBS Video: <i>American Experience: New York</i>. Directed by Ric Burns. Produced by PBS, 199</p>
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**II. POLITICAL BELIEFS AND BEHAVIORS (continued)**

<i>POLITICAL BELIEFS AND BEHAVIORS</i>					
<i>PROFICIENCY/OBJECTIVE</i>	<i>NJSLS</i>	<i>NJSLS Tech. Lit.</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		
government. (9, 10, 15, 16, 17)			involved citizens prevented a highway from running through Greenwich Village in the 1960s through active involvement and communitywide protest.		
5. explain the voting behavior of American citizens (9, 11)  a) identify how U.S. turnout rates for elections differ based on varying factors and circumstances. (13,14, 15, 16)  b) examine demographic factors, including ethnicity and gender, in assessing group behavior and beliefs. (12, 16, 18, 20)	6.1.12.A.14.e 6.1.12.A.14.g RH.11-12.1, 2, 4, 6, 7, 10 WHST.1-2, 45, 10	8.1.12.A.3	<ul style="list-style-type: none"> <li>conduct a comparison of statistical information on presidential elections over the last two decades. A demographic survey will reveal trends that can be analyzed and predicted for future elections as students work to assess causes of such trends.</li> </ul>	Teacher observation Class discussion Written/oral response	

<p>5. (continued)</p>			<ul style="list-style-type: none"> <li>• discuss the changes in the participation of women in United States politics since 1970. Using specific examples, analyze the impact of women's participation on <u>both</u> of the following:                             <ul style="list-style-type: none"> <li>○ electoral politics ○ economic and social policy</li> </ul> </li> </ul>	<p>Teacher observation Class discussion Written/oral response</p>	
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**III. POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA**

<b><i>POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA</i></b>					
<b><i>PROFICIENCY/OBJECTIVE</i></b>	<b><i>NJSLS</i></b>	<b><i>NJSLS Tech. Lit.</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<b><i>The students will be able to:</i></b>			<b><i>The students will</i></b>		

<p>6. identify interest groups and explain their function in the American political system. (8, 9, 10, 16)</p> <p>a) recognize and assess the tactics used by lobbying and interest groups to influence policy-making and elections. (16, 17, 19)</p> <p>b) show how PACs challenge traditional party politics and how the role of money in politics has evolved. (8, 10, 11, 13, 16, 20)</p>	<p>6.1.12.A.14.d 6.1.12.A.14.f 6.1.12.D.7.b 6.2.12.C.6.a RH.11-12.1-10 WHST.1-2, 45, 10</p>	<p>8.1.12.F.1</p>	<ul style="list-style-type: none"> <li>• complete an Election Year Project: At beginning of year, students, in groups of 4, will be assigned a political party running in the presidential election – The groups' task is to sell their candidates and platforms through the course of the election season. (See Appendix.) Included will be the following activities:             <ul style="list-style-type: none"> <li>- Periodic Q and A sessions</li> <li>- Library research</li> <li>- Candidate debate – each group selecting one of its own to “be” that candidate in a debate – the others preparing questions and materials</li> <li>- Campaign efforts in support of the</li> </ul> </li> </ul>	<p>2004 and 2006 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)</p> <p>Teacher will assess student performance on activities using established criteria and specifically designed rubrics. (see Appendix)</p>
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**Essential Questions:** In what ways have political decisions and actions made by individuals, groups, and nations changed history?

**Enduring Understandings:** Individuals, groups, and societies have the opportunity to make significant political choices and decisions, which have consequences.

<b><i>POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA</i></b>					
<b><i>PROFICIENCY/OBJECTIVE</i></b>	<b><i>NJSLS</i></b>	<b><i>NJSLS Tech. Lit.</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<i>The students will be able to:</i>			<i>The students will:</i>		

<p>define political parties, their functions and characteristics (13, 14, 35)</p> <p>a) identify key party differences. (8, 13, 14, 16)</p> <p>b) recognize the formation, function and ideology of third (minor) parties and their history in the U.S. (13, 14, 16, 17, 20)</p>	<p>6.1.12.C.10.b 6.1.12.A.14.d 6.1.12.A.14.f RH.11-12.1-10 WHST.1-2, 45, 8-10</p>	<p>8.1.12.A.1</p>	<ul style="list-style-type: none"> <li>• create a large (and living/growing) chart to illustrate the differences between the two major parties (with room to add minor parties).</li> <li>• become involved (a volunteer) in the campaign for political office for any candidate (national, state or local) and write an analysis of the political process based on your experience.</li> </ul>	<p>1999, 2004 AP Exam essay question with Appropriate standards and rubric for evaluation. (see Appendix)</p> <p>Teacher created-rubric</p>	
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<b><i>POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA</i></b>					
<b><i>PROFICIENCY/OBJECTIVE</i></b>	<b><i>NJSLS</i></b>	<b><i>NJSLS Tech. Lit.</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<b><i>The students will be able to:</i></b>			<b><i>The students will</i></b>		
			<p>candidates in the school (within established guidelines)</p> <ul style="list-style-type: none"> <li>- Conduct the student vote – right before the actual vote</li> </ul>		

**III. POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA (continued)**

<b><i>POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA</i></b>					
<b><i>PROFICIENCY/OBJECTIVE</i></b>	<b><i>NJSLS</i></b>	<b><i>NJSLS Tech. Lit.</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<b><i>The students will be able to:</i></b>			<b><i>The students will:</i></b>		
c) identify and assess how party alignment occurs and the factors that influence its change. (3, 4, 8, 10, 13, 14, 18)					

<b><i>POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA</i></b>					
<b><i>PROFICIENCY/OBJECTIVE</i></b>	<b><i>NJSLS</i></b>	<b><i>NJSLS Tech. Lit.</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<b><i>The students will be able to:</i></b>			<b><i>The students will:</i></b>		

<p>8. follow and recognize the elements of a modern election campaign on the local, state and national levels and identify the differences. (3, 15, 16, 17, 19, 20)</p>	<p>6.3.8.D.1 6.1.12.A.14.e 6.3.8.A.1 RH.11-12.1-10 WHST.1-2, 45, 8-10</p>	<p>8.1.12.F.1</p>	<ul style="list-style-type: none"> <li>analyze whether or not there is a need for the Electoral College by focusing on the 2000 election and the electoral problems in Florida. Students should fully review and evaluate the</li> </ul>	<p>2000, 2001 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)</p>	
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**III. POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA (continued)**

<b><i>POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA</i></b>					
<b><i>PROFICIENCY/OBJECTIVE</i></b>	<b><i>NJSLS</i></b>	<b><i>NJSLS Tech. Lit.</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<b><i>The students will be able to:</i></b>			<b><i>The students will:</i></b>		
a) explain the electoral college and debate its operation. (15)  b) explain how voters have decided elections in the past and continue to decide. (9, 15, 16)  c) identify election laws and statutes, as well as past policy. (8, 10, 15, 16)  d) identify the role of money in elections and assess the impact of campaign finance regulatory laws. (14, 16, 17)			problem, paying particular attention to the wide variety of methods that local governments use to determine results.  • write a paper identifying the problems (both theoretical and real) with the current situation and determine an authentic reform, then present that reform to the class, identifying how it will prevent problems.	Teacher will assess paper using established criteria and rubrics.	Utilize Google Docs or Moodle to promote student collaboration.

<b><i>POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA</i></b>					
<b><i>PROFICIENCY/OBJECTIVE</i></b>	<b><i>NJSLS</i></b>	<b><i>NJSLS Tech. Lit.</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<i>The students will be able to:</i>			<i>The students will:</i>		



<p>explain and evaluate the new media politics. (10, 16, 20)</p> <p>a) identifying the role of the media in influencing public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the images of officials and candidates. (9, 16, 20)</p> <p>b) recognizing and analyzing the relationship between candidates, elected officials and the media. (3, 8, 20)</p>	<p>6.1.12.A.14. f6.1.12.A.16 .a 6.1.12.D.12. e 6.1.12.D.7.b RH.1112.1- 10 WHST.1-2, 45, 8-10</p>	<p>8.1.12.F.1</p>	<ul style="list-style-type: none"> <li>• write a follow-up letter on the campaign to a government official (local congressperson).</li> <li>• work in pairs to create two pie charts illustrating where the money for an interest group/ political party comes from and where it goes.</li> <li>• select any national (or international) news topic they wish and compare how it is covered in two different newspapers (or television stations or magazines) over a five week period. Students will look at each source at least twice per week and compare same-day issues of the two sources you select. Students are to take notes as they follow this story over the period, take notes and answer the following questions:</li> </ul>	<p>Examine a list of popular and electoral votes for President from 1968 to 1992. Identify successful third-party candidates and assess their reasons for success/failure. Completed charts Teacher observation</p> <p>1999, 2000 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)</p> <p>Teacher will assess this analysis using established criteria and rubrics.</p>	<p>Utilize Google Docs or Moodle to promote student collaboration.</p>
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**III. POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA (continued)**

<b><i>POLITICAL PARTIES, INTEREST GROUPS AND MASS MEDIA</i></b>					
<b><i>PROFICIENCY/OBJECTIVE</i></b>	<b><i>NJSLS</i></b>	<b><i>NJSLS Tech. Lit.</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<b><i>The students will be able to:</i></b>			<b><i>The students will:</i></b>		
9. (continued)			<ul style="list-style-type: none"> <li>- How do the two sources differ in the way they cover the same story? Do they report the same facts or do they emphasize different issues?</li> <li>- Is there any particular or consistent political orientation in the way the item is covered?</li> <li>- How do editorials differ?</li> </ul>		

**IV. INSTITUTIONS OF NATIONAL GOVERNMENT**

<i>INSTITUTIONS OF NATIONAL GOVERNMENT</i>					
<i>PROFICIENCY/OBJECTIVE</i>	<i>NJSLS</i>	<i>NJSLS Tech. Lit.</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The students will be able to:</i>			<i>The students will:</i>		

<p>10. recognize and evaluate the powers, both informal and formal, of the Congress, the presidency, the federal bureaucracy and the federal courts. (1, 21, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33)</p> <p>a) explain the basic constitutional powers of the Presidency and analyze the qualifications needed to become President. (21, 24, 25, 26)</p> <p>b) identify the President's role with his party apparatus and his position as commander-in-chief. (13, 21, 24, 25)</p> <p>c) assess and explain the role of the cabinet. (24, 25, 27, 28)</p>	<p>6.1.12.A.14. a 6.1.12.D.10. b 6.1.12.C.13. c 6.3.4.A.1 6.1.12.A.2.e 6.1.12.A.10. a 6.1.12.A.14. b RH.1112.1-10 WHST.1-2, 45, 8-10</p>	<p>8.1.12.A.1-2 8.2.12.F.1</p>	<ul style="list-style-type: none"> <li>in small groups, students will determine characteristics that make a good President. Next, as a class, students will make a master list of the top 15 characteristics and create a rubric to assess past United States Presidents.</li> <li>follow-up activity: analyze the factors that contributed to several President's successes and failures and compare lists.</li> <li>write a political profile of an incumbent member of Congress, and determine and analyze the characteristics that make this member successful or unsuccessful.</li> </ul>	<p>2002, 2003 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)</p> <p>Refer to teacher notes Teacher observation Teacher-created rubric</p> <p>Teacher will assess this using established criteria and rubrics.</p>	<p>In <i>The Federalist</i> #51, James Madison wrote "In republican government, the legislative authority necessarily predominates. The remedy for this inconveniency is to divide the legislature...[And] the executive...should be fortified."</p>
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**Essential Questions:** What are the structure and functions of the government created by the U.S. Constitution? How does the Constitution distribute power in terms of checks and balances and separation of powers?

**Enduring Understandings:** The U.S. Constitution created a national government composed of three branches, each of which has a unique structure and function.

<b>INSTITUTIONS OF NATIONAL GOVERNMENT</b>					
<b>PROFICIENCY/OBJECTIVE</b>	<b>NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The students will be able to:</b>			<b>The students will:</b>		
d) identify the structure, powers, and various functions of the legislature. (21, 22)  10. (continued)  e) describe the legislative process and the importance of committees in that process. (21, 22, 23)			<ul style="list-style-type: none"> <li>participate in a checks and balances simulation regarding the Constitutionality of the Communications Decency Act: Censorship on the Internet (see Appendix)</li> </ul>	Teacher observation	

<i><b>INSTITUTIONS OF NATIONAL GOVERNMENT</b></i>					
<i><b>PROFICIENCY/OBJECTIVE</b></i>	<i><b>NJSLS</b></i>	<i><b>NJSLS Tech. Lit.</b></i>	<i><b>SUGGESTED ACTIVITY</b></i>	<i><b>EVALUATION/ ASSESSMENT</b></i>	<i><b>TEACHER NOTES</b></i>
<i><b>The students will be able to:</b></i>			<i><b>The students will:</b></i>		

<p>(continued)</p> <p>f) show and evaluate the influence of lobbies and special interest groups in influencing legislation. (10, 16, 20)</p> <p>g) explain what the federal bureaucracy is, what it does, and its importance to the working of the federal system. (21, 25, 27, 28)</p> <p>h) identify the control of the bureaucracy and how bureaucrats attempt to achieve their goals. (21, 25, 27, 28)</p> <p>i) identify and assess the powers and the remedies that exist through the judicial process. (21, 30, 31, 32)</p> <p>j) understand the differences between activist judges and</p>		<ul style="list-style-type: none"> <li>• follow a piece of legislation (current or past) through the Congressional process. They will draw a schematic of the steps involved in the journey of the particular bill and analyze the factors that led to the defeat or passage of the bill.</li> <li>• using specific examples, discuss how Madison's observations apply to the relationship between the legislative branch and the modern presidency.</li> <li>• participate in a classroom debate: Do Judges Make Law? This debate would involve reading various points of view on the relationship between the legislative and judicial branches. What judicial decisions have the force of law, and is that what the founders intended? Are</li> </ul>	<p>1999, 2000, 2008 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix) Teacher will assess this using established criteria and rubrics.</p> <p>Teacher-created rubric Teacher observation</p> <p>Teacher will assess this using established criteria and rubrics.</p>
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**IV. INSTITUTIONS OF NATIONAL GOVERNMENT (continued)**

<b>INSTITUTIONS OF NATIONAL GOVERNMENT</b>					
<b>PROFICIENCY/OBJECTIVE</b>	<b>NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The students will be able to:</b>			<b>The students will:</b>		
<p>those who employ judicial restraint. (21, 30, 31, 32)</p> <p>10. (continued)</p> <p>k) identify the scope and process of the federal judicial system. (21, 30, 31, 32)</p>			<p>there any options under our present system?</p> <ul style="list-style-type: none"> <li>be required to locate a reference of the three branches of government in the daily news. They must explain the roles of each branch in the article and why they are newsworthy. (see Appendix)</li> <li>analyze and debate a current issue being reviewed by the federal court.</li> </ul>	<p>Teacher observation</p> <p>Teacher observation</p> <p>Teacher-created rubric</p>	<p><a href="http://www.uscourts.gov/uscourts/federalCourts/Publications/English.p">http://www.uscourts.gov/uscourts/federalCourts/Publications/English.p</a></p>
<p>11. identify and evaluate the ties between the federal government and political parties, interest groups, the media, and state and local governments. (8, 9, 19, 20, 29)</p>	<p>6.1.12.A.14.f</p> <p>6.1.12.A.14.d</p> <p>RH.1112.1-10</p> <p>WHST.1-10</p>	<p>8.2.12.F.1</p>	<ul style="list-style-type: none"> <li>using print and other media sources, students will investigate the interactions of these groups over a specified period of time, noting their impact on public issues.</li> </ul>	<p>Written summary of discussion.</p>	



<p>12. identify and analyze the power balances and relationship between Congress and the President. (6, 15, 22, 23, 33)</p>	<p>6.1.12.A.14. a</p>	<p>8.1.12.A. 1</p>	<ul style="list-style-type: none"> <li>• construct a chart identifying the various attempts by Congress to limit the power of the President and to reassert congressional authority since 1970 and evaluate</li> </ul>	<p>Student evaluation of these attempts will be assessed using established criteria and rubrics.</p>	
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<i><b>PUBLIC POLICY (continued)</b></i>					
<i><b>PROFICIENCY/OBJECTIVE</b></i>	<i><b>NJSLS</b></i>	<i><b>NJSLS Tech. Lit.</b></i>	<i><b>SUGGESTED ACTIVITY</b></i>	<i><b>EVALUATION/ ASSESSMENT</b></i>	<i><b>TEACHER NOTES</b></i>
<i>The students will be able to:</i>			<i>The students will:</i>		

define public policy and explain the formation and implementation of policy agendas. (9, 30, 34, 35, 37, 39)	6.3.12.C.1 RH.11-12.1-10 WHST.1112.1-10	8.1.12.A.1, 3 8.1.12.F.1	<ul style="list-style-type: none"> <li>prepare a research paper on one of the topics of public policy: education, health care, the environment, energy policy, the U.S. role in international peacekeeping, etc. Students should assess past policy, current policy, and make suggestions for the reform or implementation of new</li> </ul>	Research paper will be assessed using established criteria and rubrics.  2001, 1999 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)	Utilize Google Docs or Moodle to promote student collaboration.
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<i><b>INSTITUTIONS OF NATIONAL GOVERNMENT</b></i>					
<i><b>PROFICIENCY/OBJECTIVE</b></i>	<i><b>NJSLS</b></i>	<i><b>NJSLS Tech. Lit.</b></i>	<i><b>SUGGESTED ACTIVITY</b></i>	<i><b>EVALUATION/ASSESSMENT</b></i>	<i><b>TEACHER NOTES</b></i>
<i><b>The students will be able to:</b></i>			<i><b>The students will:</b></i>		
			the extent to which Congress was successful.		

**V. PUBLIC POLICY**

**Essential Questions:** What are the formal and informal relationships of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact?

**Essential Understandings:** Nations interact with each other through trade, treaties and use of force. The earth is a global community where the actions of one country can affect lives in other countries. The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

<i><b>PUBLIC POLICY (continued)</b></i>					
<i><b>PROFICIENCY/OBJECTIVE</b></i>	<i><b>NJSLS</b></i>	<i><b>NJSLS Tech. Lit.</b></i>	<i><b>SUGGESTED ACTIVITY</b></i>	<i><b>EVALUATION/ ASSESSMENT</b></i>	<i><b>TEACHER NOTES</b></i>
<i><b>The students will be able to:</b></i>			<i><b>The students will:</b></i>		
			policy (see larger assignment and rubric in Appendix).		
14. examine and assess the policy net-works, iron triangles and other forms of policy subgovernments. (9, 30, 35, 37, 34, 36, 39)	6.1.12.A.14.f	8.1.12.A.1	<ul style="list-style-type: none"> <li>devise a graphic organizer identifying the significance and function of iron triangles.</li> </ul>	Completed organizer Teacher observation Class discussion	

<i><b>PUBLIC POLICY</b></i>					
<i><b>PROFICIENCY/OBJECTIVE</b></i>	<i><b>NJSLS</b></i>	<i><b>NJSLS Tech. Lit.</b></i>	<i><b>SUGGESTED ACTIVITY</b></i>	<i><b>EVALUATION/ ASSESSMENT</b></i>	<i><b>TEACHER NOTES</b></i>
<i><b>The students will be able to:</b></i>			<i><b>The students will:</b></i>		

<p>recognize how the federal budget is formed as well as the varying philosophies of fiscal policy. (22, 23, 35, 37, 38)</p>	<p>6.1.12.C.9 (a-d) 6.2.12.C.6.c RH.11-12.1-3, 7-10 WHST.1-2, 4-5, 8-10</p>	<p>8.1.12.A.1 8.1.12.A.3 8.1.12.F.1</p>	<ul style="list-style-type: none"> <li>• in January of each calendar year, follow the creation of the federal budget through its processes, noting each stage. At its completion, students should create a schematic of the process and evaluate that process suggesting means of reforming the system.</li> <li>• respond to the following: The United States continually faces political crises over the federal budget. Write an essay explaining why the budgetary process is so problematic with respect to each of the following:             <ul style="list-style-type: none"> <li>○ The governmental structures involved in the budgetary process.</li> <li>○ The role of politics in the budgetary process</li> <li>○ Based on your discussion in (a) and (b), evaluate whether the current budgetary process is likely to lead to continued political crises.</li> </ul> </li> </ul>	<p>Teacher-created rubric Completed schematic</p> <p>Essay will be assessed using established criteria and rubrics.</p>	<p>Utilize Google Docs or Moodle to promote student collaboration.</p>
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V. PUBLIC POLICY (continued)

<b>PUBLIC POLICY</b>					
<b>PROFICIENCY/OBJECTIVE</b>	<b>NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
15. (continued)			<ul style="list-style-type: none"> <li>work in groups to develop their own budget. This can be a personal budget (family), school, state, or national. Decisions as to how to allocate funds will provide the substance for class discussion when shown evidence for how expenditures are distributed.</li> </ul>	Teacher observation Class discussion Peer Assessment	
16. identify the government's management of the economy (39, 40)  a) recognize and assess tax policies, labor practices, and economic regulatory laws and policies (22, 23, 30, 35, 37, 38)	6.1.12.A.16.c 6.1.12.A.10.c RH.11-12.1-10 WHST.1-2, 4-5, 8-10	8.1.12.F.1	<ul style="list-style-type: none"> <li>trace the development of current federal tax policies, labor practices and policies by examining legislation, court decisions and implementation of federal policies.</li> <li>read Nickel and Dimed by Barbara Ehrenreich to obtain an insight on the struggles of lowwage America and complete an assignment that analyzes the main character's hardships in the book. (see appendix)</li> </ul>	2003, 2008 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)  Written assessment on book analysis.	<a href="http://www.firstgov.gov/http://thomas.loc.gov/">www.firstgov.gov/http://thomas.loc.gov/</a>

<b>PUBLIC POLICY</b>					
<b>PROFICIENCY/OBJECTIVE</b>	<b>NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
17. identify and explain the role of government in the making and implementation of social policy throughout the 20 <sup>th</sup> century. (7, 8, 30, 35, 37, 38, 39, 48)  a) recognize the arguments concerning federal, state, or local social policy. (7, 8, 30, 35, 37, 38, 39, 44, 48)  b) assess and debate the role of the welfare state and national health care. (35, 38, 39, 48)	6.1.12.A.3.f 6.1.12.A.5. a 6.1.12.A.6. a 6.3.4.D.1 6.1.12.A.10 .b RH.1112.1-10 WHST.1112.1-10	8.1.12.F.1	<ul style="list-style-type: none"> <li>research and report on a current social policy. Class discussions and debates may focus on recent proposals of the current presidential administration such as "Faith Based Initiatives." Such a discussion might focus on the reasonableness of such a program and tie into Unit VI concepts of freedom of religion.</li> </ul>	2004, 2002 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)	<a href="http://www.firstgov.gov/">www.firstgov.gov/</a> <a href="http://thomas.loc.gov/">http://thomas.loc.gov/</a>

**V. PUBLIC POLICY (continued)**

**VI. CIVIL RIGHTS AND LIBERTIES**

**Essential Questions:** Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it? Can the rights of American citizens ever cause conflict among them? How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? What rights are guaranteed by the U.S. Constitution?



**Essential Understandings:** Governments can change based on the needs of people, their society and their culture. Protecting the common good may require sacrificing individual rights; maintaining that fragile balance is the collective role of all citizens. The U.S. Constitution provides for strong guarantees of individual rights.

<b>CIVIL RIGHTS AND LIBERTIES</b>					
<b>PROFICIENCY/OBJECTIVE</b>	<b>NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The students will be able to:</i>			<i>The students will:</i>		
18. describe the various policymakers of American foreign policy and identify those responsible for its implementation. (34, 40, 41, 42)  • identify the current role of the U.S. in the international arena and the new challenges that face the U.S. (24, 34, 35, 39)	6.1.12.A.12.b 6.1.12.D.6.b 6.1.12.D.15.b RH.11-12.1-3, 7-10 WHST.1-2, 4-5, 8-10	8.1.12.A.1 8.1.12.A.3 8.1.12.F.1	• construct a chart listing the major players in American foreign policy, including the President, NSC, CIA, State Department, and research and collect information on their respective roles and their relative power in policymaking and the implementation of policy. This can be done for several administrations in order to draw comparisons.	2004 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)	<a href="http://www.firstgov.gov">www.firstgov.gov</a>

**VI. CIVIL RIGHTS AND CIVIL LIBERTIES (continued)**

<b><i>CIVIL RIGHTS AND LIBERTIES</i></b>					
<b><i>PROFICIENCY/OBJECTIVE</i></b>	<b><i>NJSLS</i></b>	<b><i>NJSLS Tech. Lit.</i></b>	<b><i>SUGGESTED ACTIVITY</i></b>	<b><i>EVALUATION/ ASSESSMENT</i></b>	<b><i>TEACHER NOTES</i></b>
<i>The students will be able to:</i>			<i>The students will:</i>		

<p>19. use the First Amendment freedoms as well as the Fifth and Fourteenth to identify and explain how the decisions of the Supreme Court have shaped the extent of American liberties (1, 4, 47)</p> <ul style="list-style-type: none"> <li>• examine and discuss judicial interpretations of civil rights and liberties such as freedom of speech, assembly, and expression, the rights of the accused, and the rights of minority groups and women. (30, 35, 37, 43, 44, 45, 47, 48)</li> </ul>	<p>6.1.12.A.13.b 6.1.12.A.14.b RH.11-12.1-10 WHST.1-2, 4-5, 8-10</p>	<p>8.1.12.F.1</p>	<ul style="list-style-type: none"> <li>• research and use scenarios of real cases argued before the Court dealing with Bill or Rights freedoms to have the class act as a jury to debate the decision.</li> <li>• identify and evaluate the process of incorporation as it began in <i>Gitlow v. New York</i> (1925) and has extended until the present. How was the Fourteenth Amendment interpreted to provide for incorporation? Why was this different from its interpretation in the late 19<sup>th</sup> century? How can one reasonably assess the radical change in interpretation of the Fourteenth Amendment in the space of less than 50 years?</li> <li>• participate in a class trip (or individual assignment) to observe the proceedings of a court case in local or municipal court. Students will note how the freedoms protected in the First, Fifth and Fourteenth Amendments are applied in authentic court-room practice.</li> </ul>	<p>Teacher will assess this using established criteria and rubrics.</p> <p>Teacher observation Teacher will assess this using established criteria and rubrics.</p> <p>Completed notes Teacher observation</p>	<p><a href="http://www.billofrightsinstitute.org/page.aspx?pid=502">http://www.billofrightsinstitute.org/page.aspx?pid=502</a></p> <p><a href="http://www.politicalindex.com">http://www.politicalindex.com</a></p>
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<b>CIVIL RIGHTS AND LIBERTIES</b>					
<b>PROFICIENCY/OBJECTIVE</b>	<b>NJSLS</b>	<b>NJSLS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The students will be able to:</b>			<b>The students will:</b>		
<p>20. identify and assess the political and social implications related to the evolution of civil liberties. (46, 47)</p> <ul style="list-style-type: none"> <li>understand the legal, social, and political progression of civil rights concerns following the Supreme Court's decisions regarding racial segregation and discrimination. (1, 30, 31, 35, 37, 38, 39, 43, 44, 48)</li> </ul>	<p>6.1.12.A.13.b 6.1.12.A.14.b 6.2.8.A.3.b WHST.1-2, 4-5, 8-10</p>	<p>8.1.12.A.3</p>	<ul style="list-style-type: none"> <li>debate proposed Con-situational amendments (e.g., to ban the burning of the American flag as a means of political speech and the proposed amendment to ban same-sex marriage).</li> </ul>	<p>2002 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)</p>	<p>Utilize Google Doc or Moodle to promote student collaboration.</p>
<p>21. assess the strengths and weaknesses of Supreme Court decisions as tools of social change. (1, 30, 31, 35, 37, 38, 39, 43, 44)</p>	<p>6.1.12.A.14.b RH.11-12.1-10 WHST.1-2, 4-5, 8-10</p>		<ul style="list-style-type: none"> <li>(individually or in groups) write <i>amicus</i> briefs for major cases that deal with basic civil rights. Students can be assigned a particular case (or cases) or they can be assigned an issue and determine the case. Students can use the existing decision, but should write the brief "as if" the appeal has yet to be determined. (see appendix)</li> </ul>	<p>Briefs will be assessed using established criteria and rubrics.</p>	
<p>22. identify and discuss current issues before the court as well as the issue of political balance on the Supreme Court in determining controversial cases. (1, 30, 31, 35, 37, 38, 43, 44, 48)</p>	<p>6.1.12.A.14.b 6.1.12.A.14.c 6.3.8.A.2 6.3.8.D.1 6.3.12.D.1 RH.11-12.1-10 WHST.1-10</p>	<p>8.1.12.F.1</p>	<ul style="list-style-type: none"> <li>participate in a class discussion identifying judicial activism and judicial restraint to help evaluate the strengths and weaknesses of Supreme Court decisions.</li> <li>group presentations: after much research, students will be asked to defend one side of a current controversial case such as <i>Bush v. Gore</i> (2000). Students that are not presenting will act as the jury.</li> </ul>	<p>2005, 2001 AP Exam essay question with appropriate standards and rubric for evaluation. (see Appendix)</p> <p>Research and evaluate the 2000 Supreme Court case of <i>Bush v. Gore</i>.</p>	<p><a href="http://caselaw.lp.ndlaw.com/script/getcase.pl?courtus&amp;vol=000&amp;invo=00-949">http://caselaw.lp.ndlaw.com/script/getcase.pl?courtus&amp;vol=000&amp;invo=00-949</a></p>

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<http://www.politicalindex.com> - Connections to local, state and national candidates, elections, online news sources and political parties. Also has classroom simulations.

[http://dir.yahoo.com/Government/U\\_S\\_Government/Politics/News\\_and\\_Media/Magazines/](http://dir.yahoo.com/Government/U_S_Government/Politics/News_and_Media/Magazines/)

<http://weber.ucsd.edu/Depts/PoliSci/classes/w96/MAGAZINE.HTM>

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[www.firstgov.gov/](http://www.firstgov.gov/) - Provides "all needed government information," including federal agencies and educational materials as well as links to other key government sites.

<http://thomas.loc.gov/> - Updated and maintained by the U.S. Congress, this site is a searchable database of House and Senate bills, including summaries of pending legislation. Also contained in this site are links to the Congressional Record, directories for sending mail to House and Senate members and committees, and C-SPAN transcripts and schedules.

[www.house.gov/](http://www.house.gov/) [www.senate.gov/](http://www.senate.gov/)

Direct websites of both houses of Congress with current agendas and schedules as well as learning programs.

[www.hillnews.com](http://www.hillnews.com) - The Congressional newspaper of daily events on Capitol Hill - along with commentary and criticism.

<http://www.findlaw.com/cascode/supreme.html> - Contains full or abbreviated text of all Supreme Court decisions since 1906

[www.nationaljournal.com](http://www.nationaljournal.com) - Political news, gossip, and in-depth articles updated daily. Created by the National Journal and the American Political Network.

[www.votesmart.org](http://www.votesmart.org) - Tracks the performance and views of politicians and candidates.

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**APPENDIX A    SAMPLE UNIT ASSESSMENTS**

## APPENDIX

### Sample Unit Assessments/Rubrics:

A majority of the assessments for AP Government & Politics will involve analysis of the U.S. political system in the form of classroom debate, discussion, or written assignments (essays) involving past questions from the yearly AP Exam in Government & Politics. This Appendix contains a comprehensive listing of questions asked on the AP Exam since 1999.

#### Constitutional Underpinnings of U.S. Government

AP 2001 The United States Constitution has endured for more than two centuries as the framework of government. However, the meaning of the Constitution has been changed both by formal and informal methods.

- a) Identify two formal methods for adding amendments to the Constitution.
- b) Describe two informal methods that have been used to change the meaning of the Constitution. Provide one specific example for each informal method you described.
- c) Explain why informal methods are used more often than the formal amendment process.

AP 2000 The Constitution was an attempt to address problems of decentralization that were experienced under the Articles of Confederation.

- a) List three problems of decentralized power that existed under the Article of Confederation. For each problem you listed identify one solution that the Constitution provided to address the problem.
- b) Some have argued that the tensions between centralized and decentralized power continue to exist. Support this argument by explaining how one of the following illustrates the continuing tension.
  - Environmental policy
  - Gun Control
  - Disability access

**II. Political Beliefs and Behaviors**

- AP 2009 In the United States political system, there are several linkage institutions that can connect citizens to government.
- a) Describe how each of the following is related to the likelihood of voting.
    - i. Age
    - ii. Education
  - b) Identify one current government electoral requirement that decreases voter turnout. Explain how it decreases voter turnout.
  - c) Identify one linkage institution other than elections and explain two ways it connects citizens to government.
- AP 2004 Trust and confidence in government have declined in recent decades.
- a) Explain how divided government has contributed to the decline in trust and confidence in government. Be sure to include a definition of divided government in your response.
  - b) Explain how the increased cost of election campaigns has contributed to the decline in trust and confidence in government.
  - c) Explain two specific consequences of the decline in trust and confidence in government for individual political behavior.
- AP 2003 Citizens often choose to participate in the political process in ways other than voting.
- a) Identify two forms of participation in the political process other than voting.
  - b) Explain two advantages of each form of participation that you identified in (a).
- AP 2002 In the last half of the twentieth century, voter turnout in federal elections has declined. During the same period, voter turnout has been higher in presidential elections than in midterm elections.
- a) Identify two factors that have contributed to the overall decline in turnout in federal elections and explain how each factor has contributed to the overall decline.
  - b) Identify and explain two reasons why voter turnout has been higher in presidential elections than in midterm elections.

**III. Political Parties, Interest Groups, and Mass Media**

AP 2004 [Political cartoon with Ralph Nader/Green party] [http://www.collegeboard.com/prod\\_downloads/ap/students/govpol/ap04\\_frq\\_gopo\\_us.pdf](http://www.collegeboard.com/prod_downloads/ap/students/govpol/ap04_frq_gopo_us.pdf)

Minor parties (third parties) have been a common feature of United States politics.

- a) describe the point of view expressed about minor parties in the political cartoon above.
- b) identify and explain how two rules of the United States electoral system act as obstacles to minor-party candidates winning elections.
- c) minor parties make important contributions to the United States political system in spite of the institutional obstacles to their candidates' success. Describe two of these contributions.

AP 2006 While interest groups and political parties each play a significant role in the United States political system, they differ in their fundamental goals.

- a) Identify the fundamental goal of interest groups in the political process.
- b) Identify the fundamental goal of major political parties in the political process.
- c) Describe two different ways by which interest groups support the fundamental goal of political parties in the political process.
- d) For one of those forms you described in (c), explain two different ways in which that form of support helps interest groups to achieve their fundamental goal in the political process.

**III. Political Parties, Interest Groups, and Mass Media (continued)**

AP 2004 Different interest groups will choose different techniques to achieve their objectives based on their resources, characteristics, and goals.

- a) describe each of the following techniques and explain why an interest group would choose each technique
- Litigation
  - Campaign contributions
  - Grassroots lobbying/mass mobilization
- b) select one of the following groups and identify the primary technique it uses from the list in part (a). Explain why the group you selected would employ that technique over the other two techniques.
- American Medical Association (AMA)
  - Sierra Club
  - National Rifle Association (NRA)
  - National Association for the Advancement of Colored People (NAACP)

AP 2001 [Graph of Incumbent Reelection, 1948-1996] <http://www.opensecrets.org/bigpicture/reelect.php>  
The graph above shows reelection rates for incumbents in the House and Senate. From this information and your knowledge of United States politics, perform the following tasks. a) identify two patterns displayed in the graph  
b) identify two factors that contribute to incumbency advantage. Explain how each factor contributes to incumbency advantage.  
c) discuss one consequence of incumbency advantage for the United States political process.

AP 2000 The three obstacles listed below have made it difficult for Congress to enact significant campaign finance reform.

- *Buckley v. Valeo* (1976)
- Soft money
- Incumbency

Select two out of the three obstacles listed above. For each obstacle, provide the following. a)

A brief description of the obstacle

b) An explanation of how the obstacle has made it difficult for Congress to enact significant campaign finance reform

**III. Political Parties, Interest Groups, and Mass Media** (continued)

AP 2000 The figure below displays voting patterns by state in the 1992 and 1996 presidential elections. Using the information in the figure and your knowledge of United States voting behavior, perform the following tasks.

[Figure is a map of the U.S. broken into regions] [http://apcentral.collegeboard.com/apc/members/repository/govpol\\_us\\_00.pdf](http://apcentral.collegeboard.com/apc/members/repository/govpol_us_00.pdf)

- a) Using the map below, identify one of the numbered regions with strong support for the Democratic presidential candidate and identify and explain two factors that contribute to that support.
- b) Using the map below, identify one of the numbered regions with strong support for the Republican presidential candidate and identify and explain two factors that contribute to that support.

AP 1999 In the 1990's presidential elections campaigns have become more candidate centered and less focused on issues and party labels. This change has been attributed both to how the media cover presidential campaigns and to how candidates use the media. Identify and explain two ways in which the media have contributed to candidate-centered presidential campaigns. Identify and explain two ways in which presidential candidates' use of the media has contributed to candidate-centered programs.

AP 1999 National interest groups often target national-level policymaking institutions to achieve their policy objectives.

Select one of the following national interest groups.

- American Association of Retired Persons (AARP)
- American Medical Association (AMA)
- National Association for the Advancement of Colored People (NAACP)
- National Association of Manufacturers (NAM)

For the group that you selected do each of the following.

- a) Identify one major national-level policy-making institution that this group targets.
- b) Describe one resource or characteristic of the group that you have chosen AND explain how it influences the choice of the target you have identified in (a).
- c) Describe another resource or characteristic of the group you have chosen AND explain how it influences the choice of the target you have identified in (a).

**IV. Institutions of National Government**

- AP 2008 Congressional Reapportionment and redistricting are conducted every ten years. When redistricting is conducted politicians often engage in gerrymandering.
- Define congressional reapportionment and explain one reason why it is important to states.
  - Define congressional redistricting.
  - Explain two goals of politicians when they gerrymander during redistricting.
  - Describe two limits that the United States Supreme Court has placed on congressional redistricting.
- AP 2003 Both party leadership and committees in Congress play key roles in the legislative process.
- Define two of the following elements of the congressional committee system and explain how each influences the legislative process.
    - Specialization
    - Reciprocity/Logrolling
    - Party representation on committees
  - Identify two ways party leadership in Congress can influence the legislative process, and explain how each way influences the process.
- AP 2003 Presidential approval ratings fluctuate over the course of each presidential administration.
- Identify two factors that decrease presidential approval ratings, and explain why each factor has that effect.
  - Identify two factors that increase presidential approval ratings, and explain why each factor has that effect.
- AP 2000 The Supreme Court is commonly thought to be "above politics." However, one can argue that the appointment of Supreme Court justices is political.
- Identify three characteristics of Supreme Court nominees and discuss how each characteristic has been politically relevant during the appointment process.
  - Identify two methods that have been used by interest groups to influence the appointment process. Explain how each of these methods has been used to influence that process.



**IV. Institutions of National Government (continued)**

- AP 2002 The concept of "divided government" in the United States means that one political party can control the executive branch while another controls the legislative branch. This poses problems for the President in making appointments to federal offices.
- Describe two problems that divided government poses for the President in making federal appointments.
  - Identify and explain two ways Presidents try to overcome the problems described in (a).
- AP 1999 Is Congress effective in exercising legislative oversight of the federal bureaucracy? Support your answer by doing ONE of the following:
- Explain two specific methods Congress uses to exercise effective oversight of the federal bureaucracy. OR
  - Give two specific explanations for the failure of Congress to exercise effective oversight of the federal bureaucracy.

**V. Public Policy**

- AP 2004 Presidents are generally thought to have advantages over Congress in conducting foreign policy because of the formal and informal powers of the presidency.
- Identify two formal constitutional powers of the President in making foreign policy.
  - Identify two formal constitutional powers of Congress in making foreign policy.
  - Identify two informal powers of the President that contribute to the President's advantage over Congress in conducting foreign policy.
  - Explain how each of the informal powers identified in (c) contributes to the President's advantage over Congress in conducting foreign policy.
- AP 2008 Fiscal policy and monetary policy are two tools used by the federal government to influence the United States economy. The executive and legislative branches share the responsibilities of setting fiscal policy. The Federal Reserve Board has the primary role of setting monetary policy.
- Define fiscal policy.
  - Describe one significant way the executive branch influences fiscal policy.
  - Describe one significant way the legislative branch influences fiscal policy.
  - Define monetary policy.
  - Explain two reasons why the Federal Reserve Board is given independence in establishing monetary policy.

**V. Public Policy (continued)**

AP 2003 [Graph of number of federal, state, and local government employees, 1945-2000]  
[http://www.gvsd.org/1891205613508883/lib/1891205613508883/files/Free\\_Response.pdf](http://www.gvsd.org/1891205613508883/lib/1891205613508883/files/Free_Response.pdf)

Using the data in the graph above and your knowledge of United States politics, perform the following tasks. a)

Identify two trends shown in the graph.

b) Explain how each of the following contributes to the difference between the federal and the state and local lines in the graph. •

Block grants

- Federal mandates

AP 2002 [Graph of distribution of government benefits for children & elderly, 1965-1986]  
<http://www.burlesonisd.net/blog/kingsblog/files/2009/11/AP-Govt-FRQs.pdf>

Using the information in the figure above and your knowledge of United States politics, complete the following tasks.

a) Describe what the figure above demonstrates about the distribution of government benefits over time.

b) Identify two politically relevant factors that have affected the changing distribution of government benefits between children and the elderly.

c) Explain how each of the two factors identified in (b) has affected the changing distribution of government benefits.

AP 2001 Explain how each of the political factors listed below makes it difficult for the federal government to enact public policy. Provide one example for each explanation.

- Divided government
- Weak Party discipline
- Growth in the number of interest groups and political action committees (PAC's)

**V. Public Policy (continued)**

AP 1999 National interest groups often target national-level policymaking institutions to achieve their policy objectives.

Select one of the following national interest groups.

- American Association of Retired Persons (AARP)
- American Medical Association (AMA)
- National Association for the Advancement of Colored People (NAACP)
- National Association of Manufacturers (NAM)

For the group that you selected do each of the following.

- a) Identify one major national-level policymaking institution that this group targets.
- b) Describe one resource or characteristic of the group that you have chosen AND explain how it influences the choice of the target you have identified in (a).
- c) Describe another resource or characteristic of the group you have chosen AND explain how it influences the choice of the target you have identified in (a).

## **VI. CIVIL RIGHTS AND LIBERTIES**

- AP 2005 Initially, the United States Constitution did little to protect citizens from actions of the states. In the twentieth century, the Supreme Court interpreted the Constitution to protect the rights of citizens from state governments in the process referred to as incorporation. a) Define selective incorporation.
- b) For two of the following, explain how each has been incorporated. Each of your explanations must be based on a specific and relevant Supreme Court decision.
- Rights of criminal defendants
  - First Amendment
  - Privacy rights
- AP 2002 Political institutions can present both obstacles and opportunities to racial minority groups in their efforts to gain political influence.
- a) Identify one feature of one of the following and explain how that feature has presented obstacles to racial minority groups in their efforts to achieve political goals.
- Federalism
  - The United States political party system
  - The United States electoral system
- b) Identify one feature of one of the following and explain how that feature might present opportunities to racial minority groups in their efforts to achieve political goals.
- Federalism
  - The United States political party system
  - The United States electoral system

## **VI. CIVIL RIGHTS AND LIBERTIES B (continued)**

- AP 2001 Many scholars and observers have argued that the ratification of the Fourteenth Amendment to the Constitution has become the single most important act in all of United States politics.

- a. Identify which provision of the Fourteenth Amendment was applied in one of the following Supreme Court cases. For the case you select, explain the significance of the decision in United States politics.
- *Brown v. Board of Education, Topeka, Kansas* (1954)
  - *Baker v. Carr* (1962)
  - *Regents of the University of California v. Bakke* (1978)
- b. Identify which provision of the Fourteenth Amendment was applied in one of the following Supreme Court cases. For the case you select, explain the significance of the decision in United States politics.
- *Mapp v. Ohio* (1961)
  - *Gideon v. Wainwright* (1963)
  - *Miranda v. Arizona* (1966)

# PUBLIC POLICY ASSESSMENT RESEARCH ASSIGNMENT

## THE BACKGROUND

Problems exist in and for America today. There are domestic issues that America is attempting to deal with and/or solve as well as a series of current foreign dilemmas.

As an intern for your local congressman, you and a classmate have been asked to select and research one particular and specific area of concern to America today. We can call it an “issue” or a “problem,” but essentially it is something that the current presidential administration could or should be dealing with right now.

## THE ASSIGNMENT

You will create a video report, addressed to the current presidential administration. Included in your analysis should be the following:

- A careful analysis of the actual problem/issue. This will include the history of your particular problem/issue. Some have roots that date back to the 19th century, others not as far.
- The policies of the current administration. In cases where the current presidential administration has not implemented a ‘new’ policy, then you should focus on the policy/actions of the last administration to address the issue.
- Specific and realistic suggestions to the current presidential administration to address/solve the particular problem/issue. This solution must reflect your knowledge of history and your understanding of the world and America today.
- Short and long-term consequences (implications) of adopting your policy. (Basically, what you foresee happening if your suggestions are implemented.)

## THE WORK/RESEARCH

- Choose a partner that you can work with since you will need to spend time outside of school.
- Your final project should show the result of two years of history education. In other words, you should be using your knowledge and understanding of American history, the law, government, and the constitution to research the situation and the arguments involved.
- You can use any reliable sources that you wish. Please note that you are being partially graded on the scope of your sources. A variety of sources seems essential not only for understanding the history and current policy, but for recommendation ideas.

## THE VIDEO

- Your presentation should be intelligent and persuasive. A detailed history and current reality should be presented followed by strong and specific policy recommendations.
- While they are not required, visuals will enhance your presentation and will help your grade.
- Creating a script that you can follow when you are taping is highly recommended. This script can form the basis of your presentation to make sure that you cover all bases.

- Consider an appropriate “set” for your report to the President. Something simple like a long table will be fine, provided your dress and the atmosphere is appropriate.

**PUBLIC POLICY ASSESSMENT RESEARCH ASSIGNMENT** (continued)

**CHOICE SHEET**

Take a day to choose a partner and consider the choices below. Use numbers (1-6) to indicate your top six choices in order (with #1 being your primary selection). Duplicate choices will be allotted on a first come basis. Teacher approval is required to research an issue not on this list.

**CHOICES**

- \_\_\_ Iraq (rebuilding, long term issues)
- \_\_\_ Israel-Palestine (Arab-Israeli conflict)
- \_\_\_ China
- \_\_\_ North Korea
- \_\_\_ Minority underachievement (affirmative-action)
- \_\_\_ Racism in general (ethnocentrism)
- \_\_\_ Poverty
- \_\_\_ Illegal drug use
- \_\_\_ Pollution (air and water)
- \_\_\_ Global warming
- \_\_\_ The deficit and the growing national debt
- \_\_\_ Nuclear waste disposal
- \_\_\_ Urban decay (and other inner city problems)
- \_\_\_ Lack of a health care system
- \_\_\_ Campaign spending (finance reform)
- \_\_\_ Voting problems (electoral system in general, ballot problems, etc.)
- \_\_\_ Education (declining student achievement)
- \_\_\_ SUVs vs. dependency on foreign oil
- \_\_\_ Dangers of terrorist attacks
- \_\_\_ Illegal immigration
- \_\_\_ Nuclear proliferation (spread of nuclear technology)
- \_\_\_ Current sluggish economy
- \_\_\_ Space program (problems, goals, funding, etc.)

**EVALUATION:**

- Your score will be based on your demonstrated knowledge and understanding of the issue(s) and the persuasiveness and strength of your recommendations.
- You will also be scored on your research, your presentation of the history and current situation, the practicality and possibility of your recommendations, and your bibliography.

**PUBLIC POLICY ASSESSMENT RESEARCH ASSIGNMENT RUBRIC**

Category	D - Beginning	C - Emerging	B - Proficient	A - Exemplary
Thesis	There is no thesis, which addresses the terms of the question or prompt.	Thesis is present but does not outline the argument or does not fully address the terms of the question or prompt.	Thesis addresses terms of the question and presents all arguments that will be presented in the response. There is limited analysis.	Thesis fully addresses the terms of the question and fully presents all arguments that will be defended in the response. Analysis is present to provide a clear understanding of the writer's position.
Specific factual support	No factual evidence is presented to support the thesis or argument or information may be present but is irrelevant or incorrect.	Some factual evidence is presented to support the thesis or argument or information is present but there are some factual errors or is not completely relevant.	Factual evidence is present that supports the argument or thesis. There may be minor factual errors, but these errors do not detract from the quality of the support.	Sufficient factual evidence is presented to support the argument or thesis. There are no errors and facts are relevant.
Analysis	There is no attempt to analyze the question or topic. No attempt is made to explain the effect, impact, influence, etc.	Some attempt to analyze the question or topic is made, although it lacks clear explanation of the effect, impact, influence, etc. There is a weak connection between the facts and the analysis. Analysis is simplistic and provides very little insight or explanation.	Analysis is present, although it may be limited in some areas. There is a connection between the evidence and the effect, impact, influence, etc. The topic is clearly understood, despite some limitations.	Analysis is present and sophisticated and clearly explains the connection between the facts and the effect, impact, influence, etc. The connection is strong and there are no limitations.



<p>Mechanics &amp; Organization</p>	<p>There are basic grammar and mechanic issues that seriously detract from the writing. Sentence construction is simplistic and choppy. Many redundancies are present. Little attention is paid to the requirements for neatness and identification are included.</p>	<p>There are some basic grammar and mechanic issues that detract from the quality of writing. Sentence construction is often simplistic and choppy. There is some redundant information. Finished product has most of the requirements for neatness and identification presentation of the finished product.</p>	<p>Few, if any, grammar and mechanical errors exist, but do not detract from the quality of writing. Sentence construction is more sophisticated, which enhances the reading. There are few, if any redundancies with the information. Finished product is neatly presented with required information.</p>	<p>There are no grammar and mechanical errors present. The sentence construction is sophisticated and enhances the reading. There are no redundancies and finished product is presented with required elements.</p>
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## CIVIL AND CONSTITUTIONAL RIGHTS ASSESSMENT

**Your assignment is to research and analyze a topic with a partner, and then create a 15-30 minute persuasive presentation making a case to a specified ‘audience.’**

### THE WORK/RESEARCH

Your final project should show the result of two years of intensive history education. In other words, you should demonstrate your knowledge and understanding of American history, the law, government, and the constitution to research the situation and the arguments involved.

### THE PRESENTATION:

- Your presentation, as already mentioned, is to be persuasive. Strong arguments should be supported with visual evidence. You should work, therefore, to find (or create) maps and/or other visual documents. Remember that these materials must be visible to the audience.
- Your presentation will be made ‘as if’ you were in the time period making this actual argument. Therefore, you will need to consider history and the opinions of the period. Excellent presentations will use some kind of back-drop (scene) to create the desired effect. Extra consideration will be given for those with authentic dress from the period.
- Both you and your partner will be presenting, and therefore, you will be graded separately. You must both try to participate equally. Therefore, whatever ‘script’ you create should be based on this requirement. There must be visible evidence that each of you possess superior knowledge and understanding of the topic and the period.

**Please select from the following topics.** All situations involve you making some sort of legal argument.

- Present an argument to President Polk for why the U.S. has the legal and moral right to go to war with England for the whole Oregon territory. You are trying to convince him that war is the best option.

- Make a closing argument to the Supreme Court in a hypothetical trial of your client, Anthony Burns (the ex-slave hunted down under the Fugitive Slave Law in Boston in 1852).
- John Brown has retained you as counsel following his arrest at Harpers Ferry, Virginia in 1859. Present your closing arguments to the jury.
- As high ranking members of the Constitutional Union party, make your arguments to John Bell, your candidate in the election of 1860, as to what he should say in his final speech prior to Election Day.
- An unpopular position though it may be, give your legal, moral, and personal reasons to the South Carolina state legislature on why you are against secession in December 1860.

### **CIVIL AND CONSTITUTIONAL RIGHTS ASSESSMENT (continued)**

- Make your closing argument in the trial of Susan B. Anthony, accused of voting in the 1872 election in violation of state and federal law. Since she has admitted it, as defense counsel, you cannot argue that she did not vote.
- You have been retained as counsel for Eugene V. Debs. Present your closing arguments in his 1895 trial for violating the court-ordered injunction to stop the Pullman Strike.
- Facing charges of violating the Sherman Antitrust Act in 1891, as senior counsel for John D. Rockefeller's Standard Oil, make your closing arguments before the court that the act is unconstitutional (and perhaps 'un-American').
- Present your closing arguments as counsel for/against (you choose) the government in the case of the *U.S. v. Ulysses* in which the famous book, written by James Joyce and published in 1922, was banned from the United States under the Tariff Act of 1890 which authorized Customs officials to confiscate imported books which were of an "obscene" character.
- An international tribunal is hearing a case brought against President William McKinley for actions and policies taken against the Philippines and its people. Present your closing arguments as prosecutor for the Filipinos.
- Present your closing arguments as counsel retained by Mr. John Williams, the owner of the Manhattan Textile Company, for violating a 1904 NY State law that reads, "No minor under the age of 18 years, and no female shall be employed or permitted to work in any factory for more than 10 hours in any one day or for more than 60 hours in one week." Mr. Williams intentionally ignored the law.

- As a member of Calvin Coolidge's cabinet, make your case to him as to why he should not veto the McNary-Haugen bill as passed by Congress in February 1927.
- As a lawyer retained by people who lost everything in the Stock Market Crash of 1929, make your closing arguments in a hypothetical case against Herbert Hoover and Calvin Coolidge for incompetence in bringing on the Great Depression.
- In a hypothetical case before the Supreme Court in 1935, you have been hired by General Motors to argue their position that the Social Security and Wagner Acts are unconstitutional.
- Present your closing arguments as Solicitor-General in the case of *Dennis v. U.S.* (1951), in which 12 members of the Communist party's Central Committee appealed a lower court's conviction against them as violators of the Smith Act.
- As Solicitor-General of the Justice Department, present your closing arguments in the 1954 case of *Brown v. Board of Education*, that the doctrine of 'separate but equal' is not unconstitutional.

#### **CIVIL AND CONSTITUTIONAL RIGHTS ASSESSMENT (continued)**

- Make your closing arguments as Solicitor-General in the case of *South Carolina v. Katzenbach* (1966), in which South Carolina brought suit against the U.S., arguing that the Voting Rights Act of 1965 was unconstitutional in that it was not "appropriate" under the terms of the 15th amendment.
- In 1970, questioning the legality of the 1948 Selective Service Act, the Massachusetts state legislature passed the Wells-Shea Bill which would protect its citizens from military service outside the territorial limits of the United States in any war not authorized by Congressional declaration. As counsel for the state of Massachusetts, make your closing arguments before the Supreme Court.
- As a member of New York Governor Rockefeller's Advisory cabinet in the early 1970s, make your case for a law mandating that urban schools with poor racial balances begin busing children to other schools within the same city to achieve a more equitable racial balance.
- In a recent case, a suspect admitted to a crime (of murder) prior to having his rights read to him by the police (the *Miranda* decision). In a hearing, the state prosecutor is arguing that his admission of guilt should not be thrown out. As counsel for the suspect, you try the unusual tactic of presenting arguments as to why the *Miranda* decision should be overturned (not overlooked).
- In a recent case before the Supreme Court, present your arguments on behalf of discharged army officers, that the current U.S. armed forces policy of "Don't Ask, Don't Tell" is unconstitutional and should be overturned, allowing gays and lesbians to serve in the American army without exceptions.

# RUBRIC FOR CIVIL AND CONSTITUTIONAL RIGHTS PRESENTATION ASSIGNMENTS

## PUBLIC POLICY ASSIGNMENT CONSTITUTIONAL RIGHTS ASSIGNMENT

*Consider the below grading scale a point system, with an A equal to 5 points, a B equal to 4 and so on. Each of the points below comes from the assignment sheet parameters. One point done exceptionally well can work to offset another area that may not have been so well done.*

### **The four required areas:**

- A careful analysis of the actual problem/issue including its history. - The policies of the current administration
- A **persuasive and convincing argument** which covers specific and realistic suggestions to the present presidential administration. Your suggestions reflect a solid understanding of history and the U.S./world.
- This also means that you addressed all the logical aspects of your question (covering questions that a reasonably educated person might ask). - Short and long term consequences (implications) of adopting your policy suggestions. - And your **bibliography**, which is presented in the correct format.

### **Overall**

- Your video presentation clearly reflects two years of intensive history education. It reflects a **superior knowledge & understanding** of American **history, law, government** and **the constitution**.
- Extra consideration will be given for any type of **visual evidence** to enhance your presentation.

### **A (5 points) Exemplary**

In order to earn a grade in the A range, you need to complete all requirements of this assignment as outlined above. Overall, your video must reflect superior knowledge of American history, the law, government, and the constitution. Your attention to each of the four areas will vary from project to project, but, in general, it is clear that you addressed all and presented a strong, well-researched argument.

### **B (4 points) Proficient**

For the B range, you are missing one part of the four required areas OR one area is deficient in its coverage or the necessary understanding of history. In general, your video may not indicate superior effort and attention to the requirements of this project. It is still a good presentation, your argument is still clear and your coverage remains above average, but there are errors and/or not all the requirements are met.

**RUBRIC FOR CIVIL AND CONSTITUTIONAL RIGHTS PRESENTATION ASSIGNMENTS (continued)**

**PUBLIC POLICY ASSIGNMENT  
CONSTITUTIONAL RIGHTS ASSIGNMENT**

**C (3 points) Emerging**

For the C range, you missed more than one of the four required areas OR your coverage on more than one is inadequate. In general, the video represents only a fair attention to the requirements of this assignment. Either you did not give this project the time required, or your performance does not indicate solid knowledge and understanding of the issues involved. Errors may be a factor as well as a presentation that is unsophisticated.

**D (2 points) Beginning**

For the D range, you will have needed to make numerous errors OR have inadequate coverage of the four required areas, perhaps missing two or more. In general, you have handed-in a project that shows less than adequate effort. Your coverage and attention to the details of this assignment are replaced with simple and basic information, representing the most superficial understanding of American history and your assigned topic.

## **AMICUS BRIEF ASSIGNMENT**

Write a 1-2 page legal brief (position paper) to the Supreme Court prior to its hearing of the case of *Schenck v. U.S.* (1919) (OR ANY OTHER APPLICABLE CASE). Your brief should clearly indicate your position on Schenck's guilt or innocence and the constitutional reasons, as well as moral or political reasons for your position.

**In the *Oxford Companion to the Supreme Court*, an *amicus curiae* brief is explained as “a paper filed by someone not party to a case but interested in the legal doctrine to be developed. These briefs almost invariably align themselves with one of the parties. *Amicus* briefs are potentially important because they can bring to the court's attention legal arguments and perspectives different from the parties' views.”**

### **Consider the following:**

1. The main point of such a brief is to identify the main facts of a case while making and developing strong arguments (about a law or the guilt or innocence of someone) using an interpretation of the constitution, laws, previous court decisions, and, occasionally, moral and political arguments.
2. Solid answers will be possible by using your knowledge and interpretation of the constitution as well as your understanding of American ideology and politics to develop an argument. Superior responses may necessitate some research into relevant laws and/or previous court decisions. Remember that you are not focusing on Schenck's guilt or innocence but mainly on the underlying question of the constitutionality of the Espionage (and Sedition) Act. Remember that Schenck was already convicted in a Federal District Court (16 months before his appeal reached the Supreme Court). It is this appeal to the Supreme Court that we are considering. Thus, the parties (prosecution and defense) are focusing on the Constitutionality of the law itself. Schenck and the Defense are appealing on the grounds that the law is unconstitutional and therefore the lower court's conviction should be overturned. The Prosecution (i.e. the U.S. Justice Department) is arguing that the law is constitutional and therefore Schenck's conviction should be upheld.
3. Remember that you can study the actual case. You should not only read as much as you can about the Espionage Act, the government's intent in passing that act, and Schenck's actions that landed him in trouble, but also feel free to find and study that actual text of the case, the arguments by the defense and prosecution, and the Court's decision. Of course, this is evidence and material that was not available (in reality) prior to the Supreme Court case, but you are free to consider it and take ideas from it.

4. Please remember that you are writing this as if the Supreme Court has not heard the case yet. Thus, do not refer to arguments made before the Supreme Court in your paper. You can, of course, refer to arguments made during the hearing in the Federal District Court (if you can find them), but you do not have to.

### **AMICUS BRIEF ASSIGNMENT (continued)**

#### **FACT SHEET**

The facts below represent the very 'basics' that even a cursory look into the case would reveal.

- ✓ ***Charles Schenck was the general secretary of the Socialist party at the time of his arrest***
- ✓ Schenck personally printed (15,000) leaflets arguing that conscription (the draft) violated the 13<sup>th</sup> amendment and urging those drafted into the U.S. military to resist and challenge the law.
- ✓ He was convicted in a Federal District court of violating the Espionage Act (1917), which set penalties of up to \$10,000 and 20 years in prison for those who gave aid to the enemy, incited or tried to incite insubordination, disloyalty, or refusal to serve in the armed forces, or who circulated false reports and statements intended to interfere in the war effort.
- ✓ Attorneys for Schenck defended his actions mainly on the basis of his 1<sup>st</sup> amendment rights.
- ✓ You should not include it in your paper, but you should also be aware of Chief Justice Holmes' opinion that all speech is not protected from government actions. He compared Schenck's actions in a time of war to someone shouting "fire" in a crowded theater as an example of speech not protected by the 1<sup>st</sup> amendment.

## **AMICUS BRIEF ASSIGNMENT (continued)**

### **RUBRIC**

**5**

- Your brief makes and develops a strong argument(s) for Schenck's guilt or innocence by focusing on the underlying issue of the constitutionality of the Espionage (and Sedition) Act.
- Superior 'use' of your knowledge and interpretation of the Constitution as well as your understanding of American ideology and politics. Paper reveals a certain "creativity" with the Constitution.
- Brief indicates that you thoroughly read about the Espionage Act, the government's intent in passing that act and Schenck's actions, and perhaps even the actual text of the case, the arguments by the defense and prosecution, and the Court's decision.
- You follow directions. That is, you are writing from the perspective that the court hasn't heard the case yet.
- There are no major errors. Grammar and punctuation are fine and facilitate the argument being made.

**4**

- Your brief makes and develops an argument(s) for Schenck's guilt or innocence by focusing on the underlying issue of the constitutionality of the Espionage (and Sedition) Act.
- Above average 'use' of the constitution and your understanding of American ideology and politics. Paper may not reveal a great deal of "creativity" with the Constitution, but does indicate a basic understanding of that document.
- Brief indicates that you are familiar with the Espionage Act, the government's intent in passing that act, and Schenck's actions, and perhaps even the actual text of the case, the arguments by the defense and prosecution, and the Court's decision.
- You follow directions. That is, you are writing from the perspective that the court hasn't heard the case yet.
- There are no major errors. Grammar and punctuation are fine and facilitate the argument being made.

**3**

- Your brief makes and develops an argument(s) for Schenck's guilt or innocence, but that argument MAY be somewhat unclear OR you may not be focusing on the issue of the law's constitutionality.
- Satisfactory 'use' of the Constitution reveals that you have a basic understanding of that document, American ideology and politics. You may not explore the constitutional issues in depth, but to some extent the 1<sup>st</sup> amendment is explored, OR other aspects are covered, but superficially.
- Brief indicates that you are aware of only the very basics of the Espionage Act and Schenck's actions and that you may not understand the government's intent with that law. Comments indicate that you did not look into the actual case (but this is only a problem if your paper has limited arguments – and you neglected this available source of others).
- Some arguments may appear more as opinions - you may not be fully developing the Constitutional or historic reasons for your arguments.



- Some problems following directions. You may have written from the wrong perspective (although still a good paper), or there may be other directional issues (length, font, spacing, etc.).
- There may be some errors, including, possibly grammar and punctuation problems that distort meaning.

**AMICUS BRIEF ASSIGNMENT (continued)**

**RUBRIC** (continued)

- 2**
- Your brief makes an argument(s), but it may be unclear, improperly focused, or underdeveloped.
  - Your use of the Constitution reveals possible problems with your understanding of that document and its meaning.
  - Your arguments may be mainly based on opinion (rather than interpretation of the Constitution or explanation of American ideology and politics), OR you may explore very few arguments, OR the arguments that you do mention are unclear or undeveloped.
  - Brief indicates that you may not be aware of the facts surrounding the Espionage Act and Schenck's actions, as well as the government's intent.
  - You may have ignored directions (to a substantial degree) and errors may impact on the argument(s) you are making.
- 1**
- Argument is completely unclear, inappropriate, or inadequate.
  - Little to no reasonable 'use' the Constitution, OR comments reveal a very poor understanding of that document.
  - Your arguments may be superficial, completely unclear or unsupported, or based entirely on opinion
  - No indication that you are aware of the facts surrounding the Espionage Act, Schenck's actions, and the government's intent.
  - May be poor work following directions and substantial errors.

## THE THREE BRANCHES OF GOVERNMENT IN TODAY'S NEWS

### Section One: The Legislative Branch

1. Skim the newspapers for the names of **5** US Senators **or** US Representatives. (Must use a minimum of 3 articles)
2. **Reproduce this chart** below and fill it in with specifics by listing the person's name and what state they represent and then explain why this person is newsworthy.
3. When you have completed the chart, decide which person you feel most directly affects your life. Write a **short response** on why you chose this person?

<b><u>Name</u></b>					
<b><u>State</u></b>					
<b><u>Why Newsworthy</u></b>					

### Section Two: The Executive Branch

1. The President has 6 major roles as defined in the Constitution which are as follows:
  - a. Chief of State- ceremonial duties
  - b. Chief Executive- law enforcement and appointments
  - c. Commander-In-Chief- military
  - d. Chief Diplomat- foreign relations
  - e. Chief Legislator- proposing legislation/veto
  - f. Party Chief- leader of his political party
2. Clip **3** articles in this week's paper that reference the President of the United States assuming 3 of his major roles.
3. Use specifics to **summarize** each article and **describe** how each specific Presidential role is being illustrated.

**Section Three: The Judicial Branch**

1. There are three levels in the United States Court system. (US District Court, Court of Appeals, Supreme Court)
2. Clip **1** article that references one of these levels.
3. Use specifics to **summarize** the article and **identify** the role of the court and how they use the power of Judicial Review.

**THE THREE BRANCHES OF GOVERNMENT IN TODAY'S NEWS RUBRIC**

**A (5 points)**

In order to earn a grade in the A range, you need to complete all requirements of this assignment as outlined above. Overall, all three sections must be completed and show clear and valid examples of the three branches of government in in today's news. The analysis for each article must explain the roles of each branch and why they are newsworthy.

**B (4 points)**

For the B range, you are missing one part of the three required areas OR one area is deficient in its coverage or the necessary understanding of the branches of government. In general, analysis may not indicate superior effort and attention to the requirements of this project. It is still a good explanation and your final product remains above average, but there are errors and/or not all the requirements are met.

**C (3 points)**

For the C range, you missed more than one of the three required areas OR your coverage on more than one is inadequate. In general, you only pay some attention to the requirements of this assignment. Either you did not give this project the time required, or your performance does not indicate solid knowledge and understanding of the branches of government. Errors may also be a factor.

## **D (2 points)**

For the D range, you will have needed to make numerous errors OR have inadequate coverage of the three required areas, perhaps missing two or more. In general, you have handed-in an assignment that shows less than adequate effort. Your coverage and attention to the details of this assignment are replaced with simple and basic information, representing the most superficial understanding of the branches of government.

## **CHECKS AND BALANCES SIMULATION**

### The Constitutionality of the Communications Decency Act: Censorship on the Internet

Please research the Constitutionality of the Communications Decency Act: Censorship on the Internet. (Google this exact title or go to <http://grove.ufl.edu/~techlaw/vol1/sobel.html>) Thoroughly answer each question below in preparation for the following class activity.

- 1) Discuss in great detail the role of the media and each branch (checks and balances), in the chronological sequence in which the passage and nullification of the CDA occurred. In class, you will be assigned to either represent the media or one branch of government and be expected to role play the sequence of events that occurred. Please see the role playing procedure below. You do not yet know which position you will be representing so please be prepared to serve all of the roles.
- 2) What was the conclusion of the Constitutionality of the Communications Decency Act: Censorship on the Internet? Discuss why or why not the CDA was constitutional according to the decision of the Supreme Court.
- 3) Do you agree with the ruling? Explain.

### **In Class activity:**

Within each group, students will decide who will do what within their groups. This may include sub-roles such as the Speaker of the House, Senate majority leader, Vice President, Attorney General, Newspaper editors, and Chief Justice.

Congress will present their bill to the class and formally submit it to the President.

Congress passes the bill with a voice vote. The teacher acts as clerk by reading the names of the House and Senate members and recording the vote. The bill is then submitted to the President.

The President and his advisors consider and decide on the bill. The group's members must state their recommendations. The president announces his decision to the class in the form of a Press conference.

Members of the press ask their questions. The President can answer questions or defer to his advisors. The Attorney General will be a very important advisor at the press conference.

The Press announces their lawsuit against Congress once the bill has been approved by the President in the press conference.

The Supreme Court asks questions to the Press and the Congress and President. They try to gain information regarding whether or not the law is constitutional. Once all their questions have been answered, they should discuss the merits of the case.

The Supreme Court announces their decision. The minority and majority opinions are presented. The Chief Justice presents the majority opinion.

### **CHECKS AND BALANCES SIMULATION (continued)**

- 1) Each group must produce a written element in the execution of their roles, which will be graded. Your group can submit one document (such as Congress submitting one bill).
- 2) Discuss your role below. Decide who will do what within your groups. This may include sub-roles such as the Speaker of the House, Senate majority leader, Vice president, Attorney General, Newspaper editors, and Supreme Court justices.
- 3) Decide what you will do depending on the other group's actions. Congress must know that they will present their bill first to the class and formally submit it to the President.

### **The Legislative Branch**

The Congress must write a bill that restricts the content of what can be put on the World Wide Web. It must be a proposed law that makes it a crime to publish on the Internet any criticism of the president or his advisors. Please list examples of the types of language that would be made illegal if the material were available on the World Wide Web. Students in this group must write the bill, be ready to debate the bill in class, and vote on it. The final results of the bill must be that it passes and is sent to the President for approval. If the president vetoes the bill, the Congress will make amendments to the bill and resubmit the changed bill to the President for approval.

- 1) Each group must produce a written element in the execution of their roles, which will be graded. Your group can submit one document (such as Congress submitting one bill).

- 2) Discuss your role below. Decide who will do what within your groups. This may include sub-roles such as the Speaker of the House, Senate majority leader, Vice president, Attorney General, Newspaper editors, and Supreme Court justices.
- 3) Decide what you will do depending on the other group's actions. Congress must know that they will present their bill first to the class and formally submit it to the President.

## **CHECKS AND BALANCES SIMULATION (continued)**

### **The Executive Branch**

Congress is going to submit a bill to you, the Executive Branch, that will make it illegal to place any criticism of the President on the Internet's World Wide Web. You will have to decide if the bill should be approved by the President or vetoed. Each of the president's advisors must write a "memorandum" to the president stating his or her position on the bill with a recommendation to the president whether or not it should be vetoed. Students should be ready to share their views with the class in the form of a press conference. If the president vetoes the bill, the Congress will make amendments to the bill and resubmit the changed bill to the President. The bill should ultimately be approved by the President.

- 1) Each group must produce a written element in the execution of their roles, which will be graded. Your group can submit one document (such as Congress submitting one bill).
- 2) Discuss your role below. Decide who will do what within your groups. This may include sub-roles such as the Speaker of the House, Senate majority leader, Vice President, Attorney General, Newspaper editors, and Supreme Court justices.
- 3) Decide what you will do depending on the other group's actions. Congress must know that they will present their bill first to the class and formally submit it to the President.

## **CHECKS AND BALANCES SIMULATION (continued)**

### **The Judicial Branch**

The Congress is considering a bill that will make criticism of the President on the Internet's World Wide Web illegal. If the bill is approved by Congress and approved by the President, the Supreme Court must be ready to hear arguments in favor and against the bill. The Supreme Court must be ready to ask the Congress questions about the bill in order to learn facts that will lead to a decision in a lawsuit brought by the Press against the bill. The Supreme Court must develop five to seven questions it can ask lawyers on both sides. The Supreme Court will also have to vote on the constitutionality of the bill. Those in favor (there must be a minority of students taking this position even if they disagree with it) and those opposed to the bill must write a "majority" and "minority" opinion in the case.

- 1) Each group must produce a written element in the execution of their roles, which will be graded. Your group can submit one document (such as Congress submitting one bill).
- 2) Discuss your role below. Decide who will do what within your groups. This may include sub-roles such as the Speaker of the House, Senate majority leader, Vice president, Attorney General, Newspaper editors, and Supreme Court justices.
- 3) Decide what you will do depending on the other group's actions. Congress must know that they will present their bill first to the class and formally submit it to the President.

### **The Print and Electronic Media**

The Congress is considering a bill that would make criticism of the President on the Internet's World Wide Web illegal. The President will no doubt agree with such a bill since it would improve his image. The press is using the Internet more and more to place their articles online for their customers who cannot receive their print version. If the bill becomes law, the Media (TV, Radio, Newspapers, and Magazines) must be ready to sue the federal government on the basis of the First Amendment Freedoms of press and Speech. The Press will learn of the President's decision at a press conference. They must have questions ready for the President no matter which way he decides: for or against the bill. Members of the media must write one or more editorials opposing (and supporting, even though this position would be in the minority) the bill. Members of the Press must be ready to answer questions from the Supreme Court as to why the bill should be ruled unconstitutional (or not ruled as such).

## **CHECKS AND BALANCES SIMULATION RUBRIC**

### **A (5 points)**

In order to earn a grade in the A range, you need to complete all requirements of this assignment as outlined above. Overall, you are prepared to carry out the role that has been assigned to you. Your section is complete and you illustrate a clear and valid understanding of the system of checks and balances.

### **B (4 points)**

For the B range, you are deficient in one area of the simulation. In general, the simulation may not indicate superior effort and attention to the requirements of this project. It is still a good explanation of the system of checks and balances and your final product remains above average, but there are errors and/or not all the requirements are met.

### **C (3 points)**

For the C range, you are deficient in more than one area of the simulation. In general, you only pay some attention to the requirements of this assignment. Either you did not give this project the time required, or your performance does not indicate solid knowledge and understanding of the system of checks and balances. Errors may also be a factor.

### **D (2 points)**

For the D range, you will have needed to make numerous errors OR performed inadequately in the simulation. The simulation and attention to the details of this assignment are replaced with simple and basic information, representing the most superficial understanding of the system of checks and balances.



Nickel and Dimed: On (Not) Getting By in America by Barbara Ehrenreich

**Background Information:**

The minimum wage was first enacted in 1938 as part of the Fair Labor Standards Act (FLSA). It is enforced by the U.S. Department of Labor's Employment Standards Administration. Despite a record stock market and strong economic growth, poverty remains high in the United States. One out of five children lives below the official poverty line in the richest nation on earth. The population of America's working poor has grown because the wage floor has failed to keep pace with the cost of living over the last three decades.

Efforts to increase the minimum wage are generally supported by unions and liberal anti-poverty organizations, who say it will help the nation's working poor. A full time minimum wage worker makes just \$10,712 per year, well below the poverty line for a family of three.

Opponents include conservative organizations and the business community, especially small businesses and retailers, who argue that increasing the minimum wage will simply increase unemployment, as small businesses who pay such wages are forced to make layoffs. Some argue that every ten percent increase in the minimum wage results in a loss of 100,000 jobs. Also, opponents argue that many minimum wage workers are teenagers or entry-level workers with few skills who need these jobs to break into the labor force, and who are not the primary breadwinners within their households. Whereas, supporters say that most of those affected by a minimum wage increase are adults aged 20 and over, and more than half of all teenagers earning the minimum wage are in households with below-average incomes.

Putting decent wages in the hands of those who need the money is a far surer way to boost an economy than giving tax breaks to those with more money than they know what to do with. Restoring the value of the federal minimum wage will allow workers to quit their second or third jobs and spend more time with their families.

[http://www.policyalmanac.org/economic/minimum\\_wage.shtml](http://www.policyalmanac.org/economic/minimum_wage.shtml)

**Public Policy Analysis (continued)**

**Assignment: As you read, I want you to focus on the multitude of experiences Ehrenreich encounters throughout her quest of living in America on a minimum wage. Analyze the picture she paints on the current economic and social situation of people**

**earning poverty level wages. This assignment will serve as an introduction to Unit 5: Public Policy, and will be scored as a writing assessment.**

Next, write a 2-3 page paper answering the following questions. Use several specifics from the book and be sure to answer the how and why to strengthen your analysis.

- Can you live on a minimum wage in America? What can and should be done about the minimum wage in this country? Who is responsible for these poverty level wages? Are problems and issues raised by this book the result of poor existing policies and programs or insufficient government action? (Or – are there other causes? And, if so, what are they?)
- What was Ehrenreich trying to accomplish by writing this book? What message was she trying to send? Do you think she was successful? Explain.
- Is state and/or federal government action necessary to deal with the economic and social situation that is revealed in this book? Why or why not? Does government have a responsibility to address the issues/problems raised by Ehrenreich.
- How did Ehrenreich experience the emotional, psychological, and physical strain that many Americans go through daily, living in America on a minimum wage? Describe specific examples from the book that convey these three specific types of struggles to the reader.

**Describe Ehrenreich’s personal reactions to her various living arrangements, the people she meets and forms a relationship with along the way, and the actual workload and treatment in the workplace that she encounters from city to city. You must first explain what she experienced to then support why she might have had this reaction.**

**PUBLIC POLICY ANALYSIS RUBRIC**

Nickel and Dimed: On (Not) Getting By in America by Barbara Ehrenreich

Category	D - Beginning	C - Emerging	B - Proficient	A - Exemplary
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<p>Thesis</p>	<p>There is no thesis, which addresses the terms of the question or prompt.</p>	<p>Thesis is present but does not outline the argument or does not fully address the terms of the question or prompt.</p>	<p>Thesis addresses terms of the question and presents all arguments that will be presented in the response. There is limited analysis.</p>	<p>Thesis fully addresses the terms of the question and fully presents all arguments that will be defended in the response. Analysis is present to provide a clear understanding of the writer’s position.</p>
<p>Specific factual support</p>	<p>No factual evidence is presented to support the thesis or argument or information may be present but is irrelevant or incorrect.</p>	<p>Some factual evidence is presented to support the thesis or argument or information is present but there are some factual errors or is not completely relevant.</p>	<p>Factual evidence is present that supports the argument or thesis. There may be minor factual errors, but these errors do not detract from the quality of the support.</p>	<p>Sufficient factual evidence is presented to support the argument or thesis. There are no errors and facts are relevant.</p>
<p>Analysis</p>	<p>There is no attempt to analyze the question or topic. No attempt is made to explain the effect, impact, influence, etc.</p>	<p>Some attempt to analyze the question or topic is made, although it lacks clear explanation of the effect, impact, influence, etc. There is a weak connection between the facts and the analysis. Analysis is simplistic and provides very little insight or explanation.</p>	<p>Analysis is present, although it may be limited in some areas. There is a connection between the evidence and the effect, impact, influence, etc. The topic is clearly understood, despite some limitations.</p>	<p>Analysis is present and sophisticated and clearly explains the connection between the facts and the effect, impact, influence, etc. The connection is strong and there are no limitations.</p>
<p>Mechanics &amp; Organization</p>	<p>There are basic grammar and mechanic issues that seriously detract from the writing. Sentence construction is simplistic and choppy. Many redundancies are present. Little attention is paid to the requirements for neatness and identification are included.</p>	<p>There are some basic grammar and mechanic issues that detract from the quality of writing. Sentence construction is often simplistic and choppy. There is some redundant information. Finished product has most of the requirements for neatness and identification presentation of the finished product.</p>	<p>Few, if any, grammar and mechanical errors exist, but do not detract from the quality of writing. Sentence construction is more sophisticated, which enhances the reading. There are few, if any redundancies with the information. Finished product is neatly presented with required information.</p>	<p>There are no grammar and mechanical errors present. The sentence construction is sophisticated and enhances the reading. There are no redundancies and finished product is presented with required elements.</p>

**PRESIDENTIAL ELECTION ASSESSMENT**

**LONG TERM ASSIGNMENT**  
**Presidential Election Year**

## OVERALL TASK

You have been asked by a local political party to “campaign” for their respective candidate. In order to successfully accomplish this assignment, you must become familiar with the platform and ideology of a particular party and candidate, and then promote that candidate to the student body for the coming election. This assignment should run the course of the first marking period.

## TEACHER NOTES

1. Divide class into groups of four. Class should be large enough to create about 5-6 groups. This should be done near the start of the year. This is a long-term assignment, so students should be somewhat comfortable with their fellow group members.
2. Each group is assigned (or chooses) a political party running in the election. This must include third parties and does not (and must not) be limited to third parties that the students are familiar with.
3. Students should be provided with time in class (but must also work outside of class) to review the platform of the party they are assigned (or have chosen) and become completely familiar with their candidate.

## PRESENTATION

The group presentation will work in a series of five steps, culminating with the actual election.

- Step one: Groups will give a brief presentation to the class on the issues of this election cycle and their candidates position on those issues. If done properly, this should result in an extended debate between all groups in the classroom. At this time, each group will turn-in an annotated bibliography of reference sources used to acquire information for this assignment, as well as copies of all notes and scripts in use.
- Step two: Groups should begin "selling" their candidate and party to the school-at-large. This will entail posters throughout the school and, eventually, public addresses. Rules should be made very clear to everyone that disqualification will result if election laws are violated. That is, especially, candidates should be running on the issues. Favoritism of students for votes would disqualify students from participation. This will also involve intermittent polling (agreed on by all).
- Step three: An informational session will be held in the media center for two periods during the course of the cycle (mid-October). This will be an information gathering, with each group setting up a 'station' in which students can come by and learn more about the candidate and the issues.
- Step four: A larger, more formal debate will be held in the school auditorium shortly before Election Day. Each group will select one of its members to "be" that particular candidate. The group should effectively prep that person for the upcoming debate. The formal debate will be run exactly like the moderated presidential debates (or primary debates) with each candidate having a chance to offer an opening and closing statement, as well as answer direct questions from the audience and rebut answers from other candidates
- Step five: The final step involves an actual school-wide election, with the students in the class acting as agents supervising a "polling place," collecting and reporting the results.
- Step six: Follow-up evaluation and assessment of student-body voting patterns based on polling information.

**Presidential Election Assessment** (continued)

**EVALUATION RUBRIC PRESIDENTIAL ELECTION ASSIGNMENT**

Students will be evaluated on multiple factors throughout the course of this assignment. Students will receive individual grades as well as a more heavily-weighted "overall" grade. While a "reward" should be given to the "winning" group, no extra points or academic considerations should be given for "winning" due to the excessive number of variables at work in this assignment.

**Each item below will be explained in much greater detail in the course of the assessment. More detail as far as expectations for top scores will be provided at that time. For your reference, 5=A, 4=B, 3=C, and 2=D.**

<b>SKILL(S) EVALUATED</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Beginning</b>
<p><b>Research skills</b></p> <p>Based on overall results and visual evidence of work in given class periods.</p>	5	4	3	2
<p><b>Annotated Bibliography</b></p> <p>Proper listing of sources and adequate to superior explanation of use and quality.</p>	5	4	3	2
<p><b>Ability to work with a group</b></p> <p>Based on overall results and visual evidence of work during class and sessions.</p>	5	4	3	2
<p><b>Active involvement in the task/creativity</b></p> <p>Despite written/oral work, all students should be working towards goal of selling their candidate to the school.</p>	5	4	3	2

<b>Knowledge of the candidate and the party's position</b> All members must be able to explain positions to the class and student body.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Knowledge and understanding of the issues</b> All members must be able to identify and fully explain the issues on the table during this cycle.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>

**EVALUATION RUBRIC (continued)**  
**PRESIDENTIAL ELECTION ASSIGNMENT**

<b>Ability to communicate ideas to individuals, small groups, and a larger audience; Public speaking to both a small and large number of people</b> Using the state public speaking rubric standards, members must be able to successfully communicate their ideas and position.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Application of polling skills (based on material from course)</b> In the pre and post-election polling, students must demonstrate knowledge of techniques.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Evaluation of overall process and results</b> An essay rubric will be used to assess written evaluations of the election and the results.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>

**APPENDIX B      NEW JERSEY STUDENT LEARNING STANDARDS**

## HYPERLINKS TO STANDARDS

To access the standards for a specific content area, please click on the hyperlink.

Standard	Content Area	State Board Adoption Date	Required District Implementation of Revised Curricula
3	<a href="#">English Language Arts</a>	May 4, 2016	September 2017
6	<a href="#">Social Studies</a>	July 9, 2014	September 2015
8	<a href="#">Technology</a>	October 1, 2014	September 2015
9	<a href="#">21stCenturyLifeandCareers</a>	October 1, 2014	September 2015



## **APPENDIX C CURRICULUM MODIFICATIONS AND ADAPTATIONS**

## **MODIFICATIONS AND ADAPTATIONS**

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.