

Advanced Placement United States Government and Politics

District Syllabus – Duval County Public Schools

Course Description

This course explores the political theory and everyday practice that directs the daily operation of our government and shapes our public policies. The express purpose of this course is to prepare students to take the Advanced Placement Exam for United States Government and Politics. This course is for all intents and purposes taught on a college level and it requires a substantial amount of reading and preparation for every class. The objectives of this course go beyond a basic analysis of how our government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities of citizens.

Course Objectives and Curricular Requirements

- ***The course will provide instruction in the constitutional underpinnings of the United States Government. (5-15% of course)***
 - The student will be able to analyze and identify the considerations that influenced the formulation and adoption of the Constitution.
 - The student will be able to understand and appraise the idea of separation of powers.
 - The student will be able to understand and examine the concept of federalism in a modern context.
 - The student will be able to compare and contrast the theories of democratic government.
- ***The course will provide instruction in political beliefs and behaviors. (10-20% of course)***
 - The student will be able to analyze and synthesize beliefs that citizens hold about their government and its leaders.
 - The student will be able to identify and examine processes by which citizens learn about politics.
 - The student will be able to classify and analyze the nature, sources, and consequences of public opinion.
 - The student will be able to compare and contrast the ways in which citizens vote and otherwise participate in political life.
 - The student will be able to compare and contrast the factors that influence citizens to differ from one another in terms of political beliefs and behaviors.
- ***The course will provide instruction in political parties, interest groups, and mass media. (10-20% of course)***
 - The student will be able to analyze, elaborate, and compare political parties, based on their functions, organization, development, effects on the political process, and electoral laws and systems.
 - The student will be able to analyze, elaborate, and compare interest groups, based on their range of interests represented, activities, effects on the political process, and unique characteristics (including the role of PACs) in the political process.
 - The student will be able to analyze, elaborate, and compare mass media, based on their functions, structures, and impacts on politics.
- ***The course will provide instruction in institutions of national government. (35-45% of course)***
 - The student will be able to explain, interpret, and analyze the major formal and informal institutional arrangements of power.
 - The student will be able to compare and contrast the relationships among these four institutions and the varying balances of power that surround them.
 - The student will be able to identify, explain, and interpret the linkages between institutions and the following: public opinion, voters, interest groups, the media, and subnational governments.
- ***The course will provide instruction in public policy. (5-15% of course)***
 - The student will be able to analyze policymaking in a federal system.
 - The student will be able to explain how the formation of policy agendas occurs.

- The student will be able to explain and analyze how the role of institutions plays into the enactment of public policy.
- The student will be able to compare and contrast the role of the bureaucracy and the courts in regards to policy implementation and interpretation.
- The student will be able to identify, explain, and interpret the linkages between policy processes and the following: political institutions, federalism, political parties, interest groups, public opinion, elections, and policy networks.
- ***The course will provide instruction in civil rights and liberties. (5-15% of course)***
 - The student will be able to explain and interpret the development of civil liberties and civil rights by judicial interpretation.
 - The student will be able to analyze substantive rights and liberties.
 - The student will be able to identify, explain, and interpret the impact of the Fourteenth Amendment on the constitutional development of rights and liberties.
- ***The course will provide students with practice in analyzing and interpreting data and other information relevant to United States government and politics.***
- ***The course will include supplemental readings, including primary source materials (such as The Federalist Papers) and contemporary news analyses.***
- ***The course will require students to answer analytical and interpretive free-response questions on a frequent basis.***

Advanced Placement Government and Politics Student Expectations

The Advanced Placement government student is expected to do the following:

- Read critically and on a nightly basis.
- Follow current events through a minimum of three different sources, including but not limited to CNN, *The Economist*, *Foreign Affairs*, the New York Times, the Washington Post, C-SPAN, etc.
- Analyze charts and data sources to identify trends and events over time.
- Think critically in terms of the policy making process and how it affects them as a citizen.
- Prepare daily for class discussion on content and policy as it applies to this course.

Course Resources

Required Texts:

- George C. Edwards III, et. al., *Government in America*, 11th edition. New York, NY: Pearson Longman, 2004.
- Peter Woll, *American Government: Readings and Cases*, 16th edition. New York, NY: Pearson Longman, 2006.
- Joseph Stewart, et. al., *Preparing for the United States Government and Politics AP* Exam with Government in America: People, Politics, and Policy*, 11th edition. New York, NY: Pearson Longman, 2004.

Recommended (Supplementary) Texts:

- Kenneth Janda, et. al., *The Challenge of Democracy: Government in America*, 8th edition. Boston, MA: Houghton Mifflin, 2005.
- Meena Bose, et. al., *Classic Ideas and Current Issues in American Government*, 1st edition. Boston, MA: Houghton Mifflin, 2007.
- William Lasser, et. al., *Perspectives on American Politics*, 4th edition. Boston, MA: Houghton Mifflin, 2004.
- Herbert M. Levine, et. al., *Point-Counterpoint: Readings in American Government*, 7th edition. Belmont, CA: Thomson Wadsworth, 2004.

Websites:

- AP Central: <http://apcentral.collegeboard.com>
- Text Website: http://wps.ablongman.com/long_edwards_government_11/0,7701,718358-main,00.html

- CNN: <http://www.cnn.com>
- Drudge Report: <http://www.drudgereport.com>
- The Economist: <http://www.economist.com>
- The New York Times: <http://www.nytimes.com>
- The Washington Post: <http://www.washingtonpost.com>
- Ethel Wood's AP Review Page: <http://phs.prs.k12.nj.us/ewood/amergov/index.htm>
- Florida Virtual School's AP Review Page: http://www.flvs.net/students_parents/AP_exam_prep.php
- Betsy Newmark's AP Review Page: <http://home.att.net/~betsynewmark/APGOPO.html>

Pacing Guide for Advanced Placement United States Government and Politics

Unit Number	Unit Title (Chapters in <i>Edwards</i>)	Pacing Guide for Traditional Schedule	Pacing Guide for Block Schedule (A-B or 4x4)
I	Constitutional Underpinnings of United States Government (Chapters 1, 2, 3)	8 days	4 days
II	Political Beliefs and Behaviors (Chapters 6, 9, 10)	12 days	6 days
III	Political Parties, Interest Groups, and Mass Media (Chapters 7, 8, 11)	12 days	6 days
IV	Institutions of National Government (Chapters 12, 13, 14, 15, 16)	32 days	16 days
V	Public Policy (Chapters 17, 18, 19, 20)	8 days	4 days
VI	Civil Rights and Civil Liberties (Chapters 4, 5)	8 days	4 days
VII	AP Examination Review	10 days	5 days

Evaluation and Assessment

Students will be evaluated and assessed based on the following criteria:

- Tests – Given at the end of each unit. Tests will consist of between 40 and 60 MCQ (multiple choice questions) and between 1 and 3 FRQ (free response questions – at least one will be a “stimulus-based” question).
- AP Quizzes – Given daily. AP Quizzes will consist of 5 MCQ or 1 FRQ.
- Content Quizzes – Given weekly as needed. Content quizzes will consist of matching, identification, and short answer questions.
- Class Assignments – Given daily. Assignments will consist of chapter reading notes or questions, in-class activities, reading responses, blog assignments, political cartoon responses, data and graph practice, in-class content and policy debates, scored Socratic discussions, and others as needed.
- Research Projects – Given once or twice per grading period. Research projects (either individual or group) will provide students an opportunity to apply and synthesize data and information from the content covered in class and in their readings to a new form.
- Class Participation – Given daily. Students are expected to attend class daily, to participate in class discussions and activities, and to give 100% effort at all times.

Unit I: Constitutional Underpinnings of United States Government

Time Frame: 8 traditional days or 4 block schedule days

Unit Objectives:

- Describe what government is and what governments do.
- Understand how politics is the struggle over “who gets what, when, and how.”
- Identify the important features of the policymaking system and explain how public policies are the choices that government makes—and declines to make—in response to political issues.
- Understand the nature of democratic government and traditional democratic theory, and the key questions concerning democracy.
- Distinguish between the three contemporary theories of American democracy and politics (pluralist, elite and class, and hyperpluralist) and identify some of their strengths and weaknesses.
- Understand the nature of the scope of government in America and the key questions concerning the scope of government.
- Discuss the importance of the English philosophical heritage, the colonial experience, the Articles of Confederation, and the character of the founding fathers in shaping the agenda of the Constitution writers.
- Identify the important principles and issues debated at the Constitutional Convention and describe how they were resolved.
- Explain the Madisonian model of limiting majority control, separating powers, creating checks and balances, and establishing a federal system.
- Understand the conflict between the Federalists and Anti-Federalists over the ratification of the Constitution.
- Describe the formal and informal processes by which the Constitution is changed in response to new items on the policy agenda.
- Evaluate the Constitution in terms of democracy and its impact on policymaking.
- Define federalism and explain why it is important to American government and politics.
- Describe how the Constitution divides power between the national and state governments and understand why the supremacy of the national government is the central principle of American federalism.
- Explain the nature of the states’ obligations to each other.
- Explain how federalism in the United States has shifted from dual federalism to cooperative federalism.
- Describe the nature of fiscal federalism and how states and cities compete for federal grants and aid.
- Explain the relationship between federalism and democracy, and how federalism contributes to and detracts from democracy.
- Understand how federalism has contributed to the scope of the national government.

Key Concepts and Items:

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| • Government (and purposes of) | • Theories of government: pluralist, elite and class, hyperpluralist, majoritarian | • Shays’ Rebellion |
| • Politics | • Declaration of Independence | • Factions |
| • Policymaking system | • U.S. Constitution | • New Jersey vs. Virginia Plans |
| • Linkage institutions | • Natural rights | • Connecticut Compromise |
| • Policymaking institutions | • Consent of the governed | • Writ of habeas corpus |
| • Public policy | • Limited government | • Separation of powers |
| • Democracy | • Articles of Confederation | • Checks and balances |
| • Majority rule vs. Minority rights | | • Democracy vs. Republic |
| • Representation | | • Federalists vs. Anti-Federalists |

- Federalist Papers
- Bill of Rights
- *Marbury v. Madison*
- Judicial review
- Federalism
- Unitary vs. Confederate vs. Federal systems
- Intergovernmental relations
- Supremacy clause
- *McCulloch v. Maryland*
- Enumerated powers
- Implied powers
- Elastic clause
- *Gibbons v. Ogden*
- Full faith and credit clause
- Dual vs. Cooperative federalism
- Fiscal federalism
- Categorical grants
- Block grants
- Project grants
- Formula grants

Key Questions:

- What is the purpose of government?
- What was the founders' view of the purpose of government and the role of the citizen in the American Republic?
- Are these views still relevant at the close of the millennium?
- How does the constitution underpin U.S. government?
- Why was the concept of "checks and balances" a novel idea in the 18th century versus today?
- How does Madison's concept of checks and balances challenge popular understanding of Montesquieu's theory of separation of powers?
- Define the following concepts: democratic theory, republicanism, pluralist theory, majoritarianism, and the elitist theory.
- Why did the Anti-Federalists fear the new governmental system?
- Does this new federal system strengthen or weaken the concept of separation of powers? Why or why not?
- What are the powers of state and local governments in an era of "new federalism" and devolution?
- What influence should the federal government have over state and local issues such as education, affirmative action, abortion, and the environment?

Resources:

- Edwards, *Government in America*
 - Chapter 1: Introducing Government in America, p. 1-25
 - Chapter 2: The Constitution, p. 26-63
 - Chapter 3: Federalism, p. 64-93
- Woll, *American Government: Readings and Cases*
 - John Locke – "Second Treatise, Of Civil Government", p. 3-10
 - James Madison – "Federalist 47, 48, 51", p. 41-45
 - Alexander Hamilton – "Federalist 16, 17", p. 51-56
 - James Madison – "Federalist 44", p. 60-63
 - James Madison – "Federalist 45", p. 63-66
 - Morton Grodzins – "The Federal System", p. 83-88
- Levine, *Point-Counterpoint: Readings in American Government*
 - Chapter 2: Should Power Be Transferred from the Federal Government to the States?, p. 16-30

Recommended Lesson Resources and Activities:

- Lesson Resources
 - Braat, *Advanced Placement U.S. Government and Politics 1*
 - Lesson 16: Omissions in the U.S. Constitution – A Debate
 - Benedict, *Advanced Placement U.S. Government and Politics 2*
 - Lesson 2: Article V – The Amending Process
 - Lesson 3: States Respond to Federal Cuts – Privatization

- Lesson 4: Separation of Powers – The Original Intent of the Founders
- Lesson 6: Federalists versus Anti-Federalists
- Lesson 8: Theories of Governance – Who Governs?
- Lesson 9: Articles of Confederation – Strengths and Weaknesses
- Lecture and Socratic Discussion (see Key Questions and Concepts above)
- Debate (using the Levine reading)
- Daily Reading Quizzes
- MCQ and FRQ Strategies and Practice
- Political Cartoon Analysis
- Current Events Discussion

Unit II: Political Beliefs and Behaviors

Time Frame: 12 traditional days or 6 block schedule days

Unit Objectives:

- Describe how demographic factors shape who we are politically.
- Identify the processes through which people learn about politics.
- Define public opinion, identify how it is measured, explain its role in shaping public policy, and discuss the nature of political information in America.
- Understand the concept of political ideology in American politics and government.
- Explain the ways in which people participate in politics and in the policymaking process, and discuss the implications of unequal political participation.
- Understand the relationship between the scope of government, democracy, public opinion, and political action.
- Explain the functions and unique features of American elections.
- Describe how American elections have evolved using the presidential elections of 1800, 1896, and 2000 as examples.
- Discuss the factors that affect a citizen's choice of whether to vote.
- Explain how Americans vote and what factors influence how they vote.
- Explain how the electoral college works and what biases it can introduce.
- Understand how elections affect democracy, public policy, and the scope of government.
- Explain the nomination process and the role of the national party conventions.
- Discuss the role of campaign organizations and the importance of the media in campaigns.
- Understand the role of money in campaigns, campaign finance reform, and the impact of political action committees.
- Explain the impact of campaigns on the voters.
- Understand how campaigns affect democracy, public policy, and the scope of government.

Key Concepts and Items:

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| • Public opinion | • Referendum | • McGovern-Fraser Commission |
| • Census | • Initiative petition | • Superdelegates |
| • Minority majority | • Suffrage | • Frontloading |
| • Political culture | • Political efficacy | • National primary |
| • Reapportionment | • Voter registration | • Regional primaries |
| • Political socialization | • Motor Voter Act | • Party platform |
| • Sample | • Mandate theory of elections | • Federal Election Campaign Act |
| • Random sampling | • Policy voting | • Federal Election Commission |
| • Sampling error | • Electoral college | • Soft money vs. hard money |
| • Exit polls | • Retrospective voting | • Political Action Committees (PACs) |
| • Political ideology | • Nomination | • Selective perception |
| • Gender gap | • Campaign strategy | |
| • Political participation (conventional vs. non-conventional) | • National party convention | |
| • Protest | • Caucus (state-party) | |
| • Civil disobedience | • Presidential primaries | |
| • Legitimacy | | |

Key Questions:

- How do we come by our political beliefs?

- What are the sources of public opinion?
- What is “Political Culture” and is there a unique American political culture?
- What is the “political spectrum”?
- How do these political beliefs define who we are as citizens?
- What does it mean to be a citizen?
- What role is played by party organizations, PACs, and money generally in campaigns?
- What roles do the groups listed above play in the electoral process?
- What role should they play?

Resources:

- Edwards, *Government in America*
 - Chapter 6: Public Opinion and Political Action, p. 172-205
 - Chapter 9: Nominations and Campaigns, p. 266-296
 - Chapter 10: Elections and Voting Behavior, p. 296-321
- Woll, *American Government: Readings and Cases*
 - V.O. Key, Jr. – “The Responsible Electorate”, p. 226-230
 - *Buckley v. Valeo*, p. 230-235
 - Thomas E. Mann and Norman J. Ornstein – “Myths and Realities About The Bipartisan Campaign Reform Act of 2002”, p. 247-252
- Lasser, *Perspectives on American Politics*
 - David Brooks – “One Nation, Slightly Divisible”, p. 153-162
 - Joshua Green – “The Other War Room”, p. 168-174
- Levine, *Point-Counterpoint: Readings in American Government*
 - Chapter 10: Should You Vote for a Minor Party Candidate You May Prefer over the “Lesser Evil” from a Major Party?, p. 156-168
 - Chapter 12: Should the Electoral College Be Abolished?, p. 184-198

Recommended Lesson Resources and Activities:

- Lesson Resources
 - Braat, *Advanced Placement U.S. Government and Politics 1*
 - Lesson 19: Political Attitude Evolution
 - Lesson 21: What Do We Know about Political Socialization?
 - Lesson 22: Sampling Public Opinion – Do You Think That...?
 - Lesson 24: Examining Types of Voter Participation
 - Benedict, *Advanced Placement U.S. Government and Politics 2*
 - Lesson 10: Are Younger Voters Really Apathetic?
 - Lesson 11: Political Tolerance
 - Lesson 12: Political Culture – A Self-Evaluation
 - Lesson 14: Liberals and Conservatives
 - Lesson 16: Campaign Financing
 - Lesson 17: Evaluating Voting Patterns – Understanding the Voter Paradox
 - Lesson 18: Differences in Voting Patterns – The Political Gender Gap
 - Lesson 19: Demographics of Voters
 - Lesson 21: Financing a Presidential Campaign
 - Lesson 22: Reapportionment – Under Court Control?
- Lecture and Socratic Discussion (see Key Questions and Concepts above)
- Debate (using the Levine reading)
- Daily Reading Quizzes
- MCQ and FRQ Strategies and Practice
- Political Cartoon Analysis

- Current Events Discussion
- Film Analysis – *The War Room* (1993), *CNN – Election 2000* (2001)
- Personal Research Essay – Political Manifesto

Unit III: Political Parties, Interest Groups, and Mass Media

Time Frame: 12 traditional days or 6 block schedule days

Unit Objectives:

- Discuss the meaning and functions of a political party.
- Discuss the nature of the party-in-the-electorate, party organizations, and the party-in-government.
- Describe the party eras in American history and how parties realign and dealing.
- Evaluate the two-party system, its consequences, and the place of third parties in the system.
- Identify the challenges facing the American political parties and explain their relationship to American democracy, individualism, and the scope of government.
- Define interest groups and distinguish them from political parties.
- Compare and contrast the pluralist, elite, and hyperpluralist theories of interest groups.
- Explain what makes an interest group successful and why small groups have an advantage over large groups.
- Identify and describe the strategies that groups use to shape public policy.
- Describe some of the many types of groups in the American political system.
- Evaluate interest groups in terms of their influence on democracy and the scope of government.
- Describe the characteristics of the mass media today.
- Explain the development of the print and broadcast media from a historical perspective.
- Understand how news is found and reported by the media.
- Describe how the news media affect public opinion.
- Discuss what is meant by the concepts of policy agenda and policy entrepreneur and the media's importance to them.
- Understand how the media affect the scope of government and the democratic process.

Key Concepts and Items:

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| • Party competition | • New Deal coalition | • Electioneering |
| • Political party | • Party dealignment | • Political Action Committees (PACs) |
| • Linkage institution | • Party neutrality | • <i>Amicus curiae</i> briefs |
| • Party image | • Third parties | • Class action suits |
| • Rational-choice theory | • Winner-take-all system | • Mass media |
| • Party identification | • Proportional representation | • Media events |
| • Ticket-splitting | • Coalition government | • Press conferences |
| • Party machines | • Interest group | • Investigative journalism |
| • Patronage | • Subgovernments | • Print media |
| • Closed primaries | • Potential group | • Broadcast media |
| • Open primaries | • Actual group | • Narrowcasting |
| • Blanket primaries | • Collective good | • Chains |
| • National convention | • Free-rider problem | • Beats |
| • National committee | • Olson's law of large groups | • Trial balloons |
| • National chairperson | • Selective benefits | • Sound bites |
| • Coalition | • Single-issue groups | • Talking head |
| • Party eras | • Lobbying | |
| • Critical elections | | |
| • Party realignment | | |

Key Questions:

- What is the difference between a Democrat and a Republican?
- Are there other options beyond these two choices?

- Political parties and interest groups are not mentioned in the Constitution yet they play a critical role. How and why?
- Do they serve our democracy or are they an obstacle?
- How do interest groups influence government decisions and policy-making?
- What role do the media play in elections and shaping public opinion?
- Is the media an impartial observer or an active participant in political elections and in the formation of public policy.

Resources:

- Edwards, *Government in America*
 - Chapter 7: The Mass Media and the Political Agenda, p. 206-235
 - Chapter 8: Political Parties, p. 236-265
 - Chapter 11: Interest Groups, p. 322-351
- Woll, *American Government: Readings and Cases*
 - James Madison – “Federalist 10”, p. 175-180
 - E.E. Schattschneider – “Party Government”, p. 181-183
 - David R. Mayhew – “Divided We Govern”, p. 193-201
 - Theodore J. Lowi – “The End of Liberalism: The Indictment”, p. 270-273
- Lasser, *Perspectives on American Politics*
 - Allan J. Cigler and Burdett A. Loomis – “Always Involved, Rarely Central: Organized Interests in American Politics”, p. 183-190
 - Jeff Greenfield – “Oh, Waiter! One Order of Crow!”, p. 251-256
- Bose, *Classic Ideas and Current Issues in American Government*
 - E.E. Schattschneider – “The Semisovereign People: A Realist’s View of Democracy”, p. 248-253
- Levine, *Point-Counterpoint: Readings in American Government*
 - Chapter 13: Do the Mass Media Have a Liberal Bias?, p. 199-206

Recommended Lesson Resources and Activities:

- Lesson Resources
 - Braat, *Advanced Placement U.S. Government and Politics 1*
 - Lesson 17: Tracing the History of Political Parties
 - Lesson 23: The Structure of Political Parties
 - Benedict, *Advanced Placement U.S. Government and Politics 2*
 - Lesson 20: The Impact of Mass Media – Analyzing a Debate
- Lecture and Socratic Discussion (see Key Questions and Concepts above)
- Debate (using the Levine reading)
- Daily Reading Quizzes
- MCQ and FRQ Strategies and Practice
- Political Cartoon Analysis
- Current Events Discussion
- Film Analysis – *Journeys With George* (2002)
- Research Project – Student-Produced Political Advertisements

Unit IV: Institutions of National Government

Time Frame: 32 traditional days or 16 block schedule days

Unit Objectives:

- Describe the characteristics of our senators and representatives, and the nature of their jobs.
- Explain what factors have the greatest influence in congressional elections.
- Explain the structure of power and leadership in the United States Congress, and the role of committees.
- Identify what members of Congress do and discuss the congressional process and the many influences on legislative decision making.
- Evaluate Congress in terms of American democracy, congressional reforms, and the scope of government.
- Describe the American presidents—who they are, how they got there, and what they do.
- List the constitutional powers of the president and explain how these powers have expanded.
- Explain how the office of the presidency is organized to make policy.
- Discuss the relationship between the president and Congress and the ways in which the president is able to lead Congress.
- Explain the role of the president in developing national security policy.
- Discuss the importance of public opinion to the president and his or her ability to obtain the support of the public.
- Examine the relationship between the president and the media.
- Understand the place of the presidency in American democracy and the effect the presidency has had on the scope of government.
- Describe the major sources of federal revenues.
- Understand the nature of the tax system in America.
- Explain the nature of federal expenditures and why so much of the budget is uncontrollable.
- Discuss how the budgetary process works, who is involved, and the politics of budgetary reform.
- Understand how budgeting affects democracy and the scope of government in America.
- Describe the bureaucrats—who they are, how they got there, and what they do.
- Discuss how the federal bureaucracy is organized.
- Explain how bureaucracies function as implementors of public policy.
- Explain how bureaucracies function as regulators.
- Evaluate the problem of controlling bureaucracies in a democratic government and how bureaucracies affect the scope of government.
- Understand the nature of the judicial system.
- Explain how courts in the United States are organized and the nature of their jurisdiction.
- Describe the role of judges in the judicial process, including their backgrounds and how they were selected.
- Discuss Supreme Court policymaking and judicial implementation.
- Explain the role of the courts in shaping the policy agenda in America.
- Evaluate how the courts operate in a democratic system and how their activities affect the scope of government.

Key Concepts and Items:

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| • Incumbents | • Speaker of the House | • Conference committees |
| • Casework | • Majority leader | • Select committees |
| • Pork barrel | • Whips | • Legislative oversight |
| • Bicameral legislature | • Minority leader | • Committee chairs |
| • House Rules Committee | • Standing committees | • Seniority system |
| • Filibuster | • Joint committees | • Caucus (congressional) |

- Bill
- Lawmaking process
- Twenty-second Amendment
- Impeachment
- Watergate
- Twenty-fifth Amendment
- Cabinet
- National Security Council
- Council of Economic Advisers
- Office of Management and Budget
- Veto
- Pocket veto
- Presidential coattails
- War Powers Resolution
- Legislative veto
- Crisis
- Role of Press Secretary
- Budget
- Deficit
- Expenditures
- Revenues
- Income tax
- Sixteenth Amendment
- Federal debt
- Tax expenditures
- Social Security Act
- Medicare
- Incrementalism
- Uncontrollable expenditures
- Entitlements
- House Ways and Means Committee
- Senate Finance Committee
- Congressional Budget and Impoundment Control Act of 1974
- Congressional Budget Office
- Budget resolution
- Authorization bill
- Appropriations bill
- Continuing resolutions
- Bureaucracy
- Patronage
- Pendleton Civil Service Act
- Civil service
- Merit principle
- Hatch Act
- Office of Personnel Management
- GS rating
- Senior Executive Service
- Independent regulatory agency
- Government corporation
- Independent executive agency
- Policy implementation
- Standard Operating Procedures
- Administrative discretion
- Regulation
- Deregulation
- Command-and-control policy
- Incentive system
- Executive orders
- Iron triangles
- Issue networks
- Standing to sue
- Justiciable disputes
- *Amicus curiae* briefs
- Original jurisdiction
- Appellate jurisdiction
- District courts
- Courts of appeal
- Supreme Court
- Senatorial courtesy
- Solicitor general
- Opinion
- *Stare decisis*
- Precedents
- Original intent
- Judicial implementation
- *Marbury v. Madison*
- Judicial review
- *United States v. Nixon*
- Judicial restraint
- Judicial activism
- Political questions
- Statutory construction

Key Questions:

- How does Congress represent and reflect the interest and desires of the nation?
- Is the Congress representative of the nation as a whole?
- Is this the most efficient and effective way to make policy?
- Compare and contrast the make up and operations of the House and Senate.
- How has Congress's role in policy formulation changed over time in relation to other branches?
- What are the formal and informal powers of the presidency?
- How does the president use these powers to influence policy?
- Is the president too powerful or not powerful enough when compared to the legislative or judicial branches?
- How is public policy made?
- What are the specific issues addressed in public policy making?
- Define an "iron triangle" – does it exist, and if it does, how does it influence policy implementation?
- Who controls the bureaucracy: the Congress, the President, or the people, or neither?

- Does a largely permanent professional bureaucracy serve democracy?
- What role do the courts play in interpreting the Constitution and implementing public policy?
- Are the courts guilty of supplanting the legislative and executive branches by legislating from the bench?
- What is the proper role for the judicial branch in the public policy process?
- What is the evolving relationship between the courts and “civil rights”?

Resources:

- Edwards, *Government in America*
 - Chapter 12: Congress, p. 352-389
 - Chapter 13: The Presidency, p. 390-433
 - Chapter 14: The Congress, the President, and the Budget: The Politics of Taxing and Spending, p. 434-459
 - Chapter 15: The Federal Bureaucracy, p. 460-503
 - Chapter 16: The Federal Courts, p. 504-541
- Woll, *American Government: Readings and Cases*
 - James Madison – “Federalist 53, 56, 57, 58, 62, 63”, p. 364-371
 - Richard F. Fenno, Jr. – “If, as Ralph Nader says, Congress is ‘The Broken Branch,’ How Come We Love Our Congressmen So Much?”, p. 401-407
 - Nelson W. Polsby – “Congress-Bashing for Beginners”, p. 408-414
 - Alexander Hamilton – “Federalist 70”, p. 287-289
 - Clinton Rossiter – “The Presidency—Focus of Leadership”, p. 290-295
 - Tony Mauro – “A Mixed Precedent for Military Tribunals”, p. 338-341
 - James Q. Wilson – “The Rise of the Bureaucratic State”, p. 355-363
 - Alexander Hamilton – “Federalist 78”, p. 426-431
 - John P. Roche – “Judicial Self-Restraint”, p. 435-441
 - William J. Brennan, Jr. – “How the Supreme Court Arrives at Decisions”, p. 448-454
- Lasser, *Perspectives on American Politics*
 - Fred I. Greenstein – “The Changing Leadership of George W. Bush”, p. 296-301
 - Evan Thomas – “Descent into Evil”, p. 337-344
 - David A. Kaplan – “The Accidental President”, p. 369-374
- Levine, *Point-Counterpoint: Readings in American Government*
 - Chapter 14: Should the United States Adopt a Parliamentary System of Government?, p. 210-222
 - Chapter 15: Does the President Have Legal Authority to Engage in Military Action against the Nation’s Enemies without the Specific Authorization of Congress?, p. 223-243
 - Chapter 17: Is the Bureaucracy a Threat to Liberty?, p. 266-279
 - Chapter 18: Should the Supreme Court Abide by a Strict Constructionist Philosophy?, p. 280-300

Recommended Lesson Resources and Activities:

- Lesson Resources
 - Braat, *Advanced Placement U.S. Government and Politics 1*
 - Lesson 18: *Bush v. Gore* – The Supreme Court Decides an Election
 - Lesson 26: Analyzing a Filibuster
 - Lesson 30: Acts of Legislation
 - Benedict, *Advanced Placement U.S. Government and Politics 2*
 - Lesson 23: Why Great Individuals Do Not Always Become President
 - Lesson 24: Factors That Influence Presidential Decision Making
 - Lesson 25: The White House Office
 - Lesson 27: Analyzing a Supreme Court Case
- Lecture and Socratic Discussion (see Key Questions and Concepts above)

- Debates (using the Levine reading)
- Daily Reading Quizzes
- MCQ and FRQ Strategies and Practice
- Political Cartoon Analysis
- Current Events Discussion
- Congressional Simulation
- Supreme Court Simulation
- National Security Council Simulation
- Film Analysis – *The West Wing* (1999-2006), *The Man Who Knew* (2002)
- Research Project – Case Law Notecards

Unit V: Public Policy

Time Frame: 8 traditional days or 4 block schedule days

Unit Objectives:

- Understand the relationships between politics and the economy.
- Describe the instruments and programs that policymakers use to affect the state of the economy.
- Explain the obstacles to controlling the economy.
- Discuss the major issues and policy directions that have been pursued in the areas of business, consumer, and labor policy.
- Understand the relationship between democracy, the scope of government, and economic policymaking in the United States.
- Understand the debate over social welfare policy in the United States and why it is so controversial.
- Discuss the nature of wealth and poverty and how public policy affects income in the United States.
- Explain the evolution of social welfare programs in the United States.
- Understand the debate concerning the future of social welfare policy.
- Explain how social welfare policy in other countries differs from the United States.
- Understand the place for social welfare policies in a democracy and how they contribute to the scope of government.
- Explain the nature of health care and health care policy in the United States.
- Discuss the issues surrounding the environment and the programs and policies to deal with them.
- Understand the issues surrounding energy policy and global warming.
- Understand the relationship between health and environmental policy and democracy and the scope of government.
- Identify the many actors involved in making and shaping American foreign policy and discuss the roles they play.
- Describe how American foreign policy has changed since the end of World War II.
- Discuss the politics of defense policy.
- Examine the new issues on the global agenda, particularly those concerning the world economy, energy, and the environment.
- Understand the role of foreign and defense policymaking in a democracy and how foreign and defense policy affects the scope of government.

Key Concepts and Items:

- | | | |
|------------------------------|--------------------------------------|---|
| • Capitalism | • Securities and Exchange Commission | • Regressive tax |
| • Mixed economy | • Food and Drug Administration | • Earned Income Tax Credit |
| • Unemployment rate | • National Labor Relations Act | • Transfer payments |
| • Inflation | • Collective bargaining | • Social Security Act of 1935 |
| • Consumer price index | • Taft-Hartley Act | • Personal Responsibility and Work Opportunity Reconciliation Act |
| • Laissez-faire | • Social welfare policies | • Social Security Trust Fund |
| • Monetary policy | • Entitlement programs | • Health maintenance organization (HMO) |
| • Monetarism | • Means-tested programs | • Patients' bill of rights |
| • Federal Reserve System | • Income distribution | • National health insurance |
| • Fiscal policy | • Income | • Medicare |
| • Keynesian economic theory | • Wealth | |
| • Supply-side economics | • Poverty line | |
| • Multinational corporations | • Progressive tax | |
| • Antitrust policy | • Proportional tax | |

- Medicaid
- Environmental Protection Agency
- National Environmental Policy Act
- Environmental impact statement
- Clean Air Act of 1970
- Water Pollution Control Act of 1972
- Endangered Species Act of 1973
- Superfund
- Foreign policy
- United Nations
- North American Treaty Organization
- European Union
- Secretary of State
- Secretary of Defense
- Joint Chiefs of Staff
- Central Intelligence Agency
- Isolationism
- Containment doctrine
- Cold War
- McCarthyism
- Arms race
- Detente
- Strategic Defense Initiative
- Interdependency
- Tariff
- Balance of trade
- Organization of Petroleum Exporting Countries

Key Questions:

- Who sets policy agendas for our nation?
- How does Federalism affect public policy?
- How is the federal budget made?
- How is monetary policy different from fiscal policy?
- What is the “global economy”?
- How does the global economy influence US policy generally and you specifically?
- What are subsidies and entitlements?
- What is the proper role for government in social issues like education, welfare, and crime?
- What role should the United States play in the world?
- What is, and what should be, our relationship with the United Nations?

Resources:

- Edwards, *Government in America*
 - Chapter 17: Economic Policymaking, p. 542-563
 - Chapter 18: Social Welfare Policymaking, p. 564-587
 - Chapter 19: Policymaking for Health Care and the Environment, p. 588-615
 - Chapter 20: National Security Policymaking, p. 616-655
- Levine, *Point-Counterpoint: Readings in American Government*
 - Chapter 19: Should the Federal Government’s Prohibition of Drugs be Ended?, p. 303-323
 - Chapter 20: Will Gun Control Reduce Violence?, p. 324-347
 - Chapter 21: Is “Smart Growth” a Smart Idea to Control Suburban Sprawl?, p. 348-367
 - Chapter 22: Should the United States Resist Globalization?, p. 368-386

Recommended Lesson Resources and Activities:

- Lecture and Socratic Discussion (see Key Questions and Concepts above)
- Debates (using the Levine reading)
- Daily Reading Quizzes
- MCQ and FRQ Strategies and Practice
- Political Cartoon Analysis
- Current Events Discussion
- Research Project: Student Teaching and Presentation on Public Policy

Unit VI: Civil Rights and Civil Liberties

Time Frame: 8 traditional days or 4 block schedule days

Unit Objectives:

- Understand the constitutional basis of civil liberties and the Supreme Court's role in defining them.
- Discuss the religious liberties guaranteed in the First Amendment.
- Explain the nature of and the issues involving freedom of expression in America.
- Identify the rights of individuals accused of crimes.
- Evaluate and discuss the issue of the right to privacy.
- Understand the impact of civil liberties on democracy and the scope of government.
- Understand the historical and constitutional basis of the struggle for equal rights.
- Discuss the struggle for equality for African Americans in terms of three historical eras, the Constitution, and public policy.
- Explain how women have gained civil rights and what equality issues remain important for women today.
- Describe the new groups in the civil rights movement.
- Explain the controversy over the issue of affirmative action.
- Understand the impact of civil rights on democracy and the scope of government.

Key Concepts and Items:

- Civil liberties
- Bill of Rights
- First Amendment
- *Barron v. Baltimore*
- *Gitlow v. New York*
- Fourteenth Amendment
- Incorporation doctrine
- Establishment clause
- Free exercise clause
- *Lemon v. Kurtzman*
- *Zelman v. Simmons-Harris*
- *Engel v. Vitale*
- *School District of Abington Township, Pennsylvania v. Schempp*
- Prior restraint
- *Near v. Minnesota*
- *Schenck v. United States*
- *Zurcher v. Stanford Daily*
- *Roth v. United States*
- *Miller v. California*
- Libel
- *New York Times v. Sullivan*
- *Texas v. Johnson*
- Symbolic speech
- Commercial speech
- *Miami Herald Publishing Company v. Tornillo*
- *Red Lion Broadcasting Company v. FCC*
- *NAACP v. Alabama*
- Probable cause
- Unreasonable searches and seizures
- Search warrant
- Exclusionary rule
- *Mapp v. Ohio*
- Fifth Amendment
- Self-incrimination
- *Miranda v. Arizona*
- Sixth Amendment
- *Gideon v. Wainwright*
- Plea bargaining
- Eighth Amendment
- Cruel and unusual punishment
- *Gregg v. Georgia*
- *McCleskey v. Kemp*
- Right to privacy
- *Roe v. Wade*
- *Planned Parenthood v. Casey*
- Civil rights
- Equal protection of the laws
- *Scott v. Sandford*
- Thirteenth Amendment
- *Plessy v. Ferguson*
- *Brown v. Board of Education*
- Civil Rights Act of 1964
- Suffrage
- Fifteenth Amendment
- Poll taxes
- White primary
- Twenty-Fourth Amendment
- Voting Rights Act of 1965
- *Korematsu v. United States*
- Nineteenth Amendment
- Equal Rights Amendment
- *Reed v. Reed*
- *Craig v. Boren*
- Comparable worth
- Americans with Disabilities Act of 1990
- Affirmative action
- *California v. Bakke*
- *Adarand Constructors v. Peña*

Key Questions:

- What constitutes free speech?
- How does the national Bill of Rights apply to states?
- Do the courts “legislate from the bench”?
- What forms of speech are protected?
- How is the First Amendment affected in times of crisis?
- What constitutes “establishment”?
- What are the limits of “free exercise”?
- What is “equal protection” under the law?
- What is procedural due process?
- Is there a right to privacy?
- What do property rights mean in relation to community interests?
- How has the interpretation of the equal protection clause changed over time?
- How have laws like the Civil Rights Act of 1964, the Voting Rights Act of 1965, and affirmative action influenced our understanding of the clause?

Resources:

- Edwards, *Government in America*
 - Chapter 4: Civil Liberties and Public Policy, p. 94-133
 - Chapter 5: Civil Rights and Public Policy, p. 134-171
- Levine, *Point-Counterpoint: Readings in American Government*
 - Chapter 3: In Fighting a War on Terrorism, Is the United States Acting within Reasonable Limits to Maintain Its Civil Liberties?, p. 34-50
 - Chapter 4: Should a National Identification Card System be Established?, p. 51-64
 - Chapter 5: Is Racial Profiling Ever Justified?, p. 65-82
 - Chapter 6: Should the Death Penalty Be Abolished?, p. 83-99
 - Chapter 7: Should the Doctrine of Separation between Church and State Be Interpreted in a Way That is Favorable to Public Worship and Acknowledgement of God?, p. 100-117
 - Chapter 8: Is Affirmative Action a Desirable Policy to Remedy Discrimination in Higher Education?, p. 118-138

Recommended Lesson Resources and Activities:

- Lesson Resources
 - Benedict, *Advanced Placement U.S. Government and Politics 2*
 - Lesson 34: Freedom of Religion – Challenges to Separation
 - Lesson 36: Due Process of Law – Search and Seizure
 - Lesson 38: The Flag Burning Amendment – A Student Case Study
 - Lesson 39: Protest Movements – An Examination of Dr. Martin Luther King, Jr.
- Lecture and Socratic Discussion (see Key Questions and Concepts above)
- Debate (using the Levine reading)
- Daily Reading Quizzes
- MCQ and FRQ Strategies and Practice
- Political Cartoon Analysis
- Current Events Discussion
- Activity – Alabama Literacy Test
- Research Project – Case Law Notecards