

Verona Public School District Curriculum Overview

Advanced Placement American Government and Politics



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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This course is designed to educate students about American government and its role within society and their everyday lives. In addition, students will be expected to express and develop their individual thoughts and ideas as well as begin to shape their own individual viewpoints. Students will begin their study of government by analyzing the various political philosophies that have been proposed throughout the ages. Students will determine how these various philosophies have impacted the development of the representative democracy found within the United States. Students will continue their governmental studies through the intense examination of American government. This examination will include the study of the three governmental branches as well as their overall powers and functions. Finally, students will analyze the individual rights as guaranteed by the Constitution of the United States as well as discuss the overall limits to our freedoms. Students MUST take the AP exam to earn AP credit within the class.

Prerequisite(s):

Teacher recommendation

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> X CRP2. Apply appropriate academic and technical skills. X CRP9. Model integrity, ethical leadership, and effective management CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> X CRP1. Act as a responsible and contributing citizen and employee. X CRP9. Model integrity, ethical leadership, and effective management
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> X CRP4. Communicate clearly and effectively and with reason. X CRP9. Model integrity, ethical leadership, and effective management X CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> X CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP9. Model integrity, ethical leadership, and effective management

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance X G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> • Edwards, Wattenberg, and Lineberry, <i>Government in America: People, Politics, and Policy – 15th / AP Edition</i> • Serow and Ladd, <i>Lanahan Readings in the American Polity</i>, 5th Ed. 	<ul style="list-style-type: none"> • United States Constitution • <i>New York Times</i> • <i>The Week</i> • <i>The Economist</i> • <i>Wall Street Journal</i> • <i>USA Today</i> • CNN • Pew Research Center News IQ Poll • Pew Research Center Political Party Quiz • Politico • Senate Research Center

- Indiana University Center on Congress
- Federalist 10
- Federalist 51
- 270toWin.com
- Marbury v. Madison excerpts
- War Powers Resolution 1973
- McCullough v. Maryland
- Gibbons v. Ogden
- Gonzales v. Raich
- Hollingsworth v. Perry
- Constitutional Power Grab Game
- College Board AP Free Response Questions
- College Board AP Multiple Choice Questions
- The Political Compass
- I Side With
- The Nolan Chart
- Campaign Advertisements (Youtube)
- Campaign Finance Legislation and Court Cases
- *Citizens United v. FEC*
- Pew Polling
- Gallup Polling
- Various media sources for student research
- Contemporary / historical political party platforms
- Congressional pay scales
- Legislation examples
- Youth Leadership Institute
- Street Law
- Signing statements debate briefs
- Drone readings
- Select political cartoons for all units
- Bureaucracy lists / websites
- Interest Group impact on supreme court selections
- Civil Rights / Civil Liberties cases

Unit	Duration	NJCCCS / Common Core	Transfer Goal(s)	Enduring Understandings	Essential Questions
Constitutional Underpinnings	3 weeks	6.3.12.A.1 6.3.12.A.2 6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.2.d 6.1.12.A.2.e 6.1.12.A.2.f 8.1.12.E.1-2; F.1-2 RH.11-12.1-10 WHST.11-12.1A-5, 7-9	Students will be able to <u>independently</u> use their learning to: <ul style="list-style-type: none"> Evaluate whether modern government structures are aligned with founding principles. Justify how the Constitution was a solution, based on compromise, to real problems of balance and limits of power. 	<ul style="list-style-type: none"> New governments are formed as the result of evolving political ideologies and values. The U.S. Constitution is a response to perceived abuses under British rule. There is a consistent debate over how democratic the U.S. government is due to expansion of its power over individuals and states. The effectiveness of the U.S. government has been debated due to the changes that have occurred throughout history. Fiscal federalism has changed the relationship between the federal and state governments. The evaluation of whether the American government is operating in the spirit envisioned by the framers is dependent on political ideology. 	<ul style="list-style-type: none"> How/why is a new government formed? Which problems of government were specifically addressed in the design of the U.S. Constitution? How democratic is the U.S. Government? How effective is the organization and power structure of the government? How/why has the relationship between federal and state government evolved over the last 230 years? Is the American government operating in the spirit envisioned by its framers?
Political Beliefs and Behaviors	4 weeks	6.3.12.A.1 6.3.12.A.2 6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.2.d 6.1.12.A.2.e 6.1.12.A.2.f 8.1.12.E.1-2; F.1-2 RH.11-12.1-10 WHST.11-12.1A-5, 7-9	Students will be able to <u>independently</u> use their learning to: <ul style="list-style-type: none"> Analyze the origins of their own political beliefs, and how that impacts their study of politics. Analyze how social, political and economic satisfaction or dissatisfaction can cause people to participate in politics in myriad ways in pursuit of fundamental freedoms and a collective national mindset 	<ul style="list-style-type: none"> Americans both seek and criticize leaders and groups of leaders, but are generally favor those leaders closest to them. Family, school, and social relationships drive individual belief systems. Public opinion is difficult to measure, but relied on for political decisions – which becomes circular. People participate in politics in order to achieve particular values or in response to an incident or issue. The fairness of American elections has been impacted by interest groups, the media, and the Electoral 	<ul style="list-style-type: none"> What beliefs do Americans hold about their government and its leaders? Are citizens effectively educated and exposed to politics? What are the nature, sources, and consequences of public opinion? What are the factors that influence citizens to differ from one another in terms of political beliefs and behaviors? How and why do people participate in politics? How fair and democratic are American elections?

Unit	Duration	NJCCCS / Common Core	Transfer Goal(s)	Enduring Understandings	Essential Questions
				College.	
Linkage Institutions	4 weeks	6.3.12.A.1 6.3.12.A.2 6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.2.d 6.1.12.A.2.e 6.1.12.A.2.f 8.1.12.E.1-2; F.1-2 RH.11-12.1-10 WHST.11-12.1A-5, 7-9	Students will be able to <u>independently</u> use their learning to: <ul style="list-style-type: none"> Evaluate media pieces for bias. Analyze the impact of a current interest group. 	<ul style="list-style-type: none"> The media are the most visible linkage institutions in America, but their effectiveness is debated. The media impact individual belief systems by and constructed reality through its selection of what to cover. Evaluation of media bias is dependent on one's political ideology. Political parties connect like-minded individuals in order to promote ideas important to them. The American two party system began after the founding, as has remained ingrained in the political system. Political parties have become both more and less powerful during the evolution of American politics. Interest groups are populated by individuals with significant concerns. The efficacy of interest groups is debated, but evidence suggests an enhanced connection. Interest groups have become more influential as media and campaigning have changed. 	<ul style="list-style-type: none"> Do the media effectively link the citizens and government? How does the news create a sense of reality and influence social and political values? Are the media biased? Do political parties effectively link citizens and government? Why does the U.S. have a two party system? How has the role and influence of political parties changed over the nation's history? Why do people join interest groups? Do interest groups effectively link people and government? Why have interest groups become more influential?
Congress	4 weeks	6.3.12.A.1 6.3.12.A.2 6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.2.d 6.1.12.A.2.e 6.1.12.A.2.f 8.1.12.E.1-2; F.1-2 RH.11-12.1-10	Students will be able to <u>independently</u> use their learning to: <ul style="list-style-type: none"> Create and defend a piece of legislation in a mock committee hearing. 	<ul style="list-style-type: none"> Congress should be a legislative and oversight group, but is currently associated with the arrest of progress. The legislative process in America occurs as the result of several competing factors. Through connections, laws are often made that are supported by individuals and groups. Individual members of Congress are 	<ul style="list-style-type: none"> What is the role of Congress in a republican government? Are laws made effectively? Is there a valuable relationship between Congress, voters, and linkage institutions? Does Congress effectively represent its constituency? Does Congress have positive interactions with other policymaking institutions? What is effective government?

Unit	Duration	NJCCCS / Common Core	Transfer Goal(s)	Enduring Understandings	Essential Questions
		WHST.11-12.1A-5, 7-9		<p>more effective at representing constituencies than the whole body is.</p> <ul style="list-style-type: none"> • Congress is seen as both a vehicle and hindrance for progress. • Effective government is defined by one's needs and political beliefs. 	
Presidency and Bureaucracy	3 weeks	6.3.12.A.1 6.3.12.A.2 6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.2.d 6.1.12.A.2.e 6.1.12.A.2.f 8.1.12.E.1-2; F.1-2 RH.11-12.1-10 WHST.11-12.1A-5, 7-9	<p>Students will be able to <u>independently</u> use their learning to:</p> <ul style="list-style-type: none"> • Analyze the effectiveness of the federal bureaucracy. 	<ul style="list-style-type: none"> • The role of the executive changes as the Country develops, but has deviated from the original intentions for the office. • The nature of executive power in American government changes due to crises and the desire of the citizenry for leadership. • The executive branch is charged with the enforcement of laws, but exercises discretion. • The Presidency is less impacted by linkage institutions than individual members of Congress, but the executive has a significant advantage in the media. • Bureaucracy has been associated with individual struggles through anecdotal evidence, and has also grown over time, leading to critique. • The bureaucracy is designed to carry out the policies of the executive and legislative branches. 	<ul style="list-style-type: none"> • What is the role of an executive in a republican government? • How/why has the nature of executive power in American government changed over time? • Are laws effectively carried out in the United States? • What is the relationship between the president, voters, and linkage institutions? • Is the negative connotation of bureaucracy justified? • Should the federal bureaucracy be a coequal "fourth branch" of government?
Federal Courts	3 weeks	6.3.12.A.1 6.3.12.A.2 6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.2.d 6.1.12.A.2.e 6.1.12.A.2.f 8.1.12.E.1-2; F.1-2	<p>Students will be able to <u>independently</u> use their learning to:</p> <ul style="list-style-type: none"> • Use precedent and public opinion to argue the virtues of a case before a moot court. 	<ul style="list-style-type: none"> • The role of courts in a republican government has evolved from a fact and law-finding body to one that decides the constitutionality of matters. • The Supreme Court, as the ultimate judicial authority in America, is charged with being a check on the other branches. • The Supreme Court is intended to 	<ul style="list-style-type: none"> • What is the role of courts in a republican government? • What is the role of the Supreme Court in American government? • Does the Supreme Court effectively interact with other policymaking institutions? • Is the Supreme Court "above politics?" • Are laws interpreted fairly? • How does the Supreme Court affect public policy?

Unit	Duration	NJCCCS / Common Core	Transfer Goal(s)	Enduring Understandings	Essential Questions
		RH.11-12.1-10 WHST.11-12.1A-5, 7-9		<p>be the most independent from other branches, but is often politicized.</p> <ul style="list-style-type: none"> • Characterizations of interpretations of law vary based on time and political ideology. • The Supreme Court impacts public policy by deciding controversial issues. 	
Civil Rights and Civil Liberties	4 weeks	6.3.12.A.1 6.3.12.A.2 6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.2.d 6.1.12.A.2.e 6.1.12.A.2.f 8.1.12.E.1-2; F.1-2 RH.11-12.1-10 WHST.11-12.1A-5, 7-9	<p>Students will be able to <u>independently</u> use their learning to:</p> <ul style="list-style-type: none"> • Analyze and defend the addition or subtraction to current civil rights and liberties. • Debate the virtues of affirmative action in higher education admissions. 	<ul style="list-style-type: none"> • Rights are designed to protect citizens from the government; their implementation is dependent on domestic and foreign affairs. • Rights of individuals and the state are balanced in order to allow for a functioning society. • Civil liberties must be maintained at all times so that they are not limited. • The security needs of the Country are often considered paramount over individual liberties. • The American definition of equality varies based on socioeconomics and education. • Democracy requires egalitarianism in order to achieve its philosophical roots. 	<ul style="list-style-type: none"> • What rights do citizens deserve? • What happens when peoples' rights are in conflict? • Should individuals be concerned about their criminal civil liberties if they have not committed any crimes? • What values may preclude civil liberties? • What does equality mean to Americans? • What is the importance of equality in a democracy?

Due to the nature of the course, sequence may be adjusted due to election cycles, news, or student interest.