

**Randolph Township Schools
Randolph High School**

Advanced Placement Government & Politics Curriculum

"It has been said that democracy is the worst form of government except all the others that have been tried."

-Winston Churchill

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Curriculum Developed
Summer 2017

Date of Board Approval:
September 19, 2017

**Randolph Township Schools
Department of Social Studies
AP Government**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools
Department of Social Studies
AP Government and Politics**

Introduction

Advanced Placement Government & Politics is offered as a rigorous elective course for juniors and seniors. The course seeks to explore and inform on topics related to political life, behavior, and processes in the United States and in governments around the world.

Approximately two-thirds of the course focuses on American government and politics, with topics including: constitutional foundations of American government; political beliefs and behaviors of Americans; the influence of groups and interests on politics, including political parties, special interest groups, and the media; functions and organization of national government; public policies and those involved with creating them; and civil rights and liberties.

The remaining third focuses on comparative global government and politics, including various topics on the United Kingdom, Nigeria, Iran, Russia, China, and Mexico. Topics of study may be added as necessary, including application of current events as they relate to and interact with the curriculum.

Students taking this class, no matter their level of political knowledge, will learn and understand how American and foreign governments function and behave in order to make informed political decisions and take appropriate political actions in their lives. The course follows nationally recognized curricula in American Government & Politics and Comparative Government and Politics. Students are **STRONGLY** encouraged to take the corresponding national exams for potential college credit in May. The course emulates a college-level introductory political science course in subject matter, rigor, and class expectations.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
AP Government & Politics

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
5 weeks	I	American Constitutional Democracy
6 weeks	II	American Political Culture & Participation
7 weeks	III	American National Government & Policymaking
12 weeks	IV	Case Studies in Comparative Politics
6 weeks	V	Post Exam

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP Government & Politics
UNIT I: American Constitutional Democracy

TRANSFER: Students will be able to create plans for their future personal political advocacy based on their evaluation of the proper role of the federal government in protecting citizens from abuse by states.		
GOALS: 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government. 6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence. 6.1.12.A.2.b Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world. 6.1.12.A.2.d Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance. 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, <i>Brown v. Board of Education</i> , and <i>Roe v. Wade</i>) in promoting civil liberties and equal opportunities. 6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The Framers, in balancing centralized and decentralized power, established a government that at once derived its power from the people yet diminished their influence in government.	<ul style="list-style-type: none"> • What style of government is best? How can they be judged? • How does the federal system make American government unique?
	The Bill of Rights affords citizens specific civil liberties, which have been further refined and interpreted by the Supreme Court.	<ul style="list-style-type: none"> • How is it possible to re-interpret our nation's founding document? • How much power should a citizenry have over its government?
	Civil rights are enshrined in the Constitution but have been subject to varying forms of enforcement over time and by various institutions.	<ul style="list-style-type: none"> • How can democratic principles be applied to the law?
	KNOWLEDGE	SKILLS
	Students will know: The United States operates under a constitutional democracy that is a “representative democracy” or “republic.” The Framers came up with compromises to address arguments for and against a strong central government that led to our current bicameral legislative branch.	Students will be able to: Use concepts of constitutional democracy to explain American government and politics. Differentiate democracy from other forms of government and identify conditions conducive to successful democracies.

<p>evaluate the impact on public schools. 6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.</p> <p>6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.</p>	<p>The Bill of Rights was intended to provide protection from federal government infringement on individual rights, including free speech, property, privacy, and criminal rights.</p> <p>The U.S. Constitution separates power vested in the legislature, the executive, and the judiciary. This creates a system of checks and balances to prevent the abuse of power and stabilize competing interests.</p> <p>The Framers provided a formal procedure for making amendments to the Constitution.</p> <p>The American federal system, which divides power between national and state governments, has been altered and refined throughout history to reflect new interpretations and an expansion of federal power.</p> <p>The First Amendment protections include freedoms of religion, press, and assembly and petition; however, since its adoption certain limits have been placed on each of these rights.</p> <p>The authors of the Bill of Rights also sought to protect Americans' rights to property, privacy, and due process, thus shielding individuals from government intrusion.</p> <p>The rise of global extremist movements has created new questions weighing the role of privacy rights versus national security interests.</p> <p>In the United States, there is a consensus that everyone should have the equal opportunity to succeed. However,</p>	<p>Assess the importance of compromises reached at the Constitutional Convention on the modern Constitution.</p> <p>Describe the basic structure of the Constitution, and analyze how it limits and separates federal power.</p> <p>Differentiate the various formal and informal interpretations of the Constitution, and explain the ways it can be rewritten and re-interpreted.</p> <p>Identify what makes American federalism unique, and assess the role of several actors in modifying federalism, including the branches of the federal government.</p> <p>Describe the First Amendment freedoms and the limitations on them.</p> <p>Evaluate how the expectation of rights protecting individuals from government intrusion has influenced the national character since the adoption of the Bill of Rights.</p> <p>Debate the role that privacy concerns should occupy in light of technological and foreign policy developments.</p> <p>Detail the history of civil rights and equality movements in the United States and their impact</p>
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	<p>despite years of civil rights movements, minority groups still have to fight for equality, in all three branches of government.</p> <p>During the fight for civil and political rights, oppressed and minority groups have focused on voting rights, equal access, and education.</p> <p>KEY TERMS: autocracy, capitalism, natural rights, social contract, constitutionalism, separation of powers, checks and balances, bicameralism, federal model, partisanship, impeachment, habeas corpus, libel, civil disobedience, property rights, eminent domain, due process, grand jury, indictment, plea bargain, affirmative action, naturalization, women's suffrage, gerrymandering, poll tax, class action suit, segregation, Articles of Confederation, Bill of Rights, Electoral College, Federalists, Antifederalists, Jim Crow laws, Equal Rights Amendment, Stonewall Riots</p>	<p>on movements today.</p> <p>Assess the various methods of achieving civil rights equality.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Compiling a timeline project, focusing on the evolution of political philosophy leading up to and influencing the U.S. Constitution. ● Analyzing elections with a project based on profiling and analyzing whichever federal, state, and/or local elections are occurring in a given year. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will simulate the Constitutional Convention with delegate roleplaying, and Constitutional amendment creation (using templates). ● Students will engage in strategic planning, peer-review, and rubric alignment for AP multiple-choice and free-response grading. ● Students will profile civil rights and liberties case studies, focusing on Supreme Court decisions and constitutional questions. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP Government & Politics
Unit I: American Constitutional Democracy

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	<ul style="list-style-type: none"> ● Constitutional Democracy ● Constitutional Foundations ● American Federalism ● Civil Rights ● Civil Liberties 	<p>Magleby, D.B., Light, P.C., Nemacheck, C.L. (2014). <i>Government by the people</i>. Pearson.</p> <p>Woll, Peter (2012). <i>American government: Readings and cases</i>. Pearson.</p> <p>The Federalist Papers http://www.foundingfathers.info/federalistpapers/ Intent of Framers and analysis of documents</p> <p>Teaching American History http://teachingamericanhistory.org/convention/ Analysis of the Constitutional Convention with insight into the debates and compromises</p> <p>U.S. Constitution Online http://usconstitution.net/consttop.html</p> <p>National Constitution Center Interactive Constitution http://constitutioncenter.org/constitution</p> <p>First Amendment Center www.firstamendmentcenter.org Nonpartisan foundation advocating first amendment rights, affiliated with Vanderbilt University.</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP Government & Politics
UNIT II: American Political Culture and Participation

TRANSFER: Students will be able to examine how and why personal political views are developed and contrast these personal views with a competing ideology, challenging or incorporating the ideology within their own to refine their personal political views.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</p> <p>6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p>6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.</p> <p>6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interests groups, third party political groups, and the media affect public policy.</p> <p>6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p>	<p>Most American political ideologies are based on tenets of classical liberalism and focus primarily on individualism, personal liberty, and “the American Dream”.</p>	<ul style="list-style-type: none"> • What makes something intrinsic to the American citizen and American political process?
	<p>Public opinion is shaped by a large number of variables, including demographic, psychological, and geographic factors.</p>	<ul style="list-style-type: none"> • How do Americans become politically socialized, and what are the effects of this?
	<p>Money plays an enormous role in the American political process, especially given recent campaign finance developments.</p>	<ul style="list-style-type: none"> • How large an influence should money have in politics? • What are the ethical concerns regarding money and politics?
	<p>American federal elections include a complex culture and set of rules that govern them.</p>	<ul style="list-style-type: none"> • How have American elections both evolved and remained constant?
	<p>Political parties exist to promote the interests of like-minded people in politics by pursuing party platforms.</p>	<ul style="list-style-type: none"> • Does the American political party system work?
	<p>Interest groups and identity politics play an increasing role in the American political landscape.</p>	<ul style="list-style-type: none"> • How much power should interest groups have over the political process?
	<p>The news media are guaranteed certain protections and have achieved a unique and evolving position in American society.</p>	<ul style="list-style-type: none"> • In what ways do the media and politics influence each other?
	KNOWLEDGE	SKILLS
	Students will know:	Students will be able to:

<p>6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p>	<p>People’s political attitudes are influenced by family, schools, the media, social groups, and changing personal and national circumstances.</p> <p>Liberalism, one of the major political ideologies, is a belief that government can and should help achieve justice and equality of opportunity.</p> <p>Conservatism, one of the major political ideologies, is the belief in a limited government to ensure order, competitive markets, and personal opportunity while relying on free market and individual initiative to solve social and economic problems.</p> <p>Protests, letter writing, radio talk shows, jury service, voting or donating time and money to political campaigns are a few ways citizens can participate in politics in a democracy.</p> <p>Party identification remains the most important element in determining how most people vote, more so than candidate appeal, character, record, or the issues.</p> <p>The U.S. electoral system is comprised of complex rules including party nominations, direct and indirect elections, and fixed and staggered terms.</p> <p>Candidates for Congress must raise money, develop a personal organization, and increase visibility in order to be nominated for election. Incumbents have a distinct advantage in these areas and thus Congressional elections are typically noncompetitive.</p> <p>Electoral reform efforts center on presidential primaries, the Electoral College, and campaign finance.</p>	<p>Identify the forces that create and shape individuals’ political attitudes.</p> <p>Debate the changing nature of the political ideology and terminology surrounding “liberalism” in American politics.</p> <p>Compare and contrast political ideologies and discuss the critiques of each ideology.</p> <p>Identify forms of political participation and assess the effect on voter turnout on demographic, legal and electioneering factors.</p> <p>Analyze why people vote the way they do in elections.</p> <p>Assess the implications of election rules in the United States.</p> <p>Diagram how Congressional and Presidential elections work and analyze some of the issues facing them.</p> <p>Evaluate the current prospects and proposals for electoral and campaign finance reform in the current political climate.</p>
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	<p>The American electorate is highly diverse in terms of geography, ethnicity, socioeconomic status, and ideology.</p> <p>Interest groups form when a collection of people share similar ideological or policy goals and organize to achieve them, and their power depends on many factors including size, resources, organization, and funding.</p> <p>Interest groups can be important in influencing elections and decisions of policymakers.</p> <p>Political parties have changed over time and serve many different roles that make them essential to American democracy.</p> <p>Our news media emerged from a more partisan and less professional past, and although journalists strive for more objectivity and investigative reporting today, corporate ownership and consolidation of media outlets raises questions about objectivity.</p> <p>Since people tend to filter the news, the media's influence is most felt in the ability to determine what problems and events come to the public's attention and how these issues are presented.</p> <p>The press has historically served as both an observer and a participant in politics and as a watchdog, agenda setter, and check on the abuse of power.</p>	<p>Describe factors that determine America's political landscape.</p> <p>Explain the role of interest groups and social movements in American politics.</p> <p>Research sources of interest group power, including lobbying and similar activities, that influence the policymaking process.</p> <p>Describe the changes in American political parties, evaluate their function, and assess the effects of recent party reforms.</p> <p>Trace the evolution of the news media over the course of U.S. history.</p> <p>Debate the media's influence on public opinion and attention.</p> <p>Assess the media's relationship to governance in the U.S.</p>
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	<p>KEY TERMS:</p> <p>random sample, margin of error, electioneering, political ideology, caucus, subsidies, public disclosure, ethnocentrism, demography, fundamentalists, socioeconomics, recall, faction, social movement, lobbying, issue advocacy, caucus, party convention, primary, proportional representation, platform, liberalism, conservatism, socialism, libertarianism, term limits, Electoral College, popular vote, national party convention, Federal Election Commission (FEC), Bipartisan Campaign Reform Act (BCRA), <i>Citizens United</i>, Super PAC, Sun Belt, Bible Belt, Rust Belt, gender gap, collective bargaining, PAC, Bipartisan Campaign Reform Act, soft/hard money, mass media, political socialization</p>	
<p>ASSESSMENT EVIDENCE:</p> <p>Students will show their learning by:</p> <ul style="list-style-type: none"> • Reading a book of their choice representing an alternate ideological viewpoint and writing a report describing its effect on their personal ideology, if any. • Profiling an interest group that aligns with their political interests in order to persuade their peers to support its mission or worldview. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will role-play a media or political spin doctor by spinning, biasing, or changing language of given headlines or topics. • Students will create a grassroots political party, including charter, issue positions, and electoral targeting and strategy. • Students will role-play as lobbyists with randomized mission and resources, with the goal of persuading a policymaker to support the cause. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP Government & Politics
Unit II: American Political Culture and Participation

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<ul style="list-style-type: none"> • The American Political Landscape • Public Opinion, Ideology, Participation, and Voting • Campaigns and Elections: Democracy in Action • Interest Groups • Political Parties • The Media and U.S. Politics 	<p>Magleby, D.B., Light, P.C., Nemacheck, C.L. (2014). <i>Government by the people</i>. Pearson.</p> <p>Woll, Peter (2012). <i>American government: Readings and cases</i>. Pearson.</p> <p>Heilemann , J. & Halperin, M (2010). <i>Game change</i>. Harper.</p> <p>Pew Research Typology http://www.people-press.org/2014/06/26/the-political-typology-beyond-red-vs-blue/ Ideological types based on Pew Center research.</p> <p>Census Bureau http://www.census.gov/hhes/www/socdemo/voting Census demographic data of American public.</p> <p>Politifact http://www.politifact.com Nonpartisan fact-checking organization affiliated with the Tampa Bay Times.</p> <p>Federal Election Commission www.fec.gov Provides information on campaign finance, elections, PACs, etc. directly from the FEC.</p>

		<p>Republican/Democratic National Committees www.gop.com www.democrats.org Official websites of the two major American political parties.</p> <p>Vote Smart www.votesmart.org Nonpartisan electoral research organization</p> <p>Open Secrets http://opensecrets.org Center for Responsive Politics' nonpartisan tracker of money in American politics, according to donor, industry, party, candidate, etc.</p> <p>Pro Publica http://propublica.org Nonpartisan investigative public-interest journalism organization.</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP Government & Politics
Unit III: American National Government & Policymaking

TRANSFER: Students will be able to engage others diplomatically and make strategic decisions when faced with contemporary foreign policy crises.		
GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</p> <p>6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.</p> <p>6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p>6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.</p> <p>6.1.12.D.14.c Determine the impact of the</p>	Congress often draws the ire of both the executive branch and the American people, but was designed to be a powerful and complex body.	<ul style="list-style-type: none"> How much should a representative legislature reflect its constituency?
	In the modern era the power of the presidency has increased by leaps and bounds, leading to what is now known as “the imperial presidency.”	<ul style="list-style-type: none"> How much power should one person have in a democracy?
	Much of the executive branch consists of the massive federal bureaucracy, a vast network of governmental agencies and departments, which deals with a variety of actors in formulating and implementing public policy.	<ul style="list-style-type: none"> How efficient should citizens expect their government to be?
	The American federal judiciary has evolved with the practice of judicial review, and has treated the Constitution as a living document in the modern era.	<ul style="list-style-type: none"> To what degree should the Constitution be open to interpretation?
	Economic policy in the United States must take into account labor and environmental concerns, commercial and financial considerations, globalization, individual economic outcomes, and growing federal budget deficits.	<ul style="list-style-type: none"> Whose voices should matter most in deciding economic policies?
	Social policy in the United States has changed drastically and controversially in the period since the Great Depression, ranging from burgeoning social movements to welfare programs.	<ul style="list-style-type: none"> What responsibilities does a government have toward its people?
	American foreign policy since the Cold War has been guided by a unipolar interventionist approach that faces challenges in the current international climate.	<ul style="list-style-type: none"> What should be the United States’ role in other nations’ internal affairs?

<p>changing role of labor unions on the economy, politics, and employer-employee relationships.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</p> <p>6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.</p> <p>6.1.12.B.14.c Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.</p> <p>6.1.12.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.</p> <p>6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p> <p>6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.</p> <p>6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address</p>	<p>Students will know:</p> <p>The congressional election process has regulations regarding who can run for office, when they run, and how long they serve.</p> <p>Congress has expressed powers, implied powers, and checks and balances that may differ between the two chambers.</p> <p>Depending on the issue, members of Congress vote on the basis of a long list of varying influences that include their colleagues, constituents, staff, ideology, their party, and the president.</p> <p>The Framers gave the president three roles: commander in chief, diplomat in chief, and administrator in chief.</p> <p>The Constitution is not always clear on which branch has what powers, which creates controversies and political tensions over the branches' role in areas such as war power and budgetary decisions.</p> <p>The role of president varies from administration to administration but often includes the roles of crisis manager, morale builder, and agenda setter.</p> <p>Because the Framers did not consider the role of a federal bureaucracy, over time Congress and the president have created four types of government organizations and three types of federal employees.</p>	<p>Students will be able to:</p> <p>Describe the congressional election process and the advantages it gives incumbents.</p> <p>Differentiate the powers of Congress and compare and contrast the structure and powers of the House and Senate.</p> <p>Identify the steps by which a bill becomes a law and the ways a bill can be stopped at each step.</p> <p>Describe the constitutional foundations and primary roles of the presidency.</p> <p>Debate the controversies surrounding presidents' assertion of additional executive powers.</p> <p>Examine the various roles that presidents play.</p> <p>Describe the constitutional roots of the federal bureaucracy and its types of federal organizations and employees.</p>

<p>global political, economic, and social problems.</p> <p>6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</p>	<p>The federal bureaucracy generally makes regulations, raises revenues, or spends money to implement laws.</p> <p>The various levels of the federal court system provide a neutral area in which two parties argue their differences and present evidence supporting those views before an impartial judge.</p> <p>Partisanship and ideology are important factors in the selection of all federal judges.</p> <p>Although the federal judiciary is largely independent, there are limits on the degree to which the courts can act without the support of the other branches of government.</p> <p>There are two basic tools of fiscal policy: collecting revenues through taxes and fees and spending money through the federal budget.</p> <p>The federal government promotes economic growth by supporting specific industries, stabilizing prices, encouraging innovation, seeking trade and commerce with other nations, and most importantly manipulating the federal funds rate.</p> <p>The goals of social policy are to create a safety net to protect citizens against social and economic problems and to raise the quality of life for all.</p> <p>U.S. foreign policy revolves around five basic questions involving ideal vs. realistic views of the world, isolationism vs. involvement, independent vs. group action, proactive vs. reactive response to threats, and the use of hard vs. soft power.</p>	<p>Diagram the bureaucracy's organization, purview, and tools of implementation.</p> <p>Determine characteristics of the federal judiciary and describe the structure of the federal court system.</p> <p>Analyze the factors that play an important role in selecting judicial nominees.</p> <p>Debate the limits on judicial action and the role of the judiciary in a constitutional democracy.</p> <p>Describe the tools and impact of fiscal policy and monetary policy on the economy.</p> <p>Categorize ways in which the federal government seeks to promote economic growth and regulate the economy.</p> <p>Describe the evolution of social policy throughout the twentieth century.</p> <p>Analyze the questions and responses that shape approaches to U.S. foreign policy and defense.</p>
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	<p>KEY TERMS: reapportionment, incumbent, earmarks, rider, polarization, mandate, impoundment, political capital, entitlement, oversight, precedent, appellate, inflation, unemployment, deficit, tariff, discretionary, sales tax, value-added tax, monopoly, antitrust, deregulation, sanctions, preemption, gerrymandering, whip, filibuster, cloture, logrolling, executive privilege, Executive Office of President (EOP), Office of Management and Budget (OMB), Office of Personnel Management (OPM), regulatory commissions, distributive, redistributive, reverse distributive, Hatch Act, Federal Reserve Board, think tank, iron triangle, issue network, writ of <i>habeas corpus</i>, <i>amicus curiae</i>, <i>stare decisis</i>, fiscal policy, monetary policy, federal funds rate, gross domestic product (GDP), excise tax, progressive/regressive tax, Federal Reserve System, laissez-faire economics, Keynesian economics, North American Free Trade Agreement (NAFTA), collective bargaining, Social Security, Medicare, Medicaid, hard power, soft power, National Security Council, Joint Chiefs of Staff, military-industrial complex, theory of deterrence, unilateralism, multilateralism</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Surveying and evaluating elected officials (both historical and contemporary) using various metrics, including “brackets,” scoring points, and other novel methodologies based on legislative accomplishments, executive actions, judgements of effectiveness, etc. ● Engaging in model diplomacy and strategic decision-making by researching and role-playing an NSC crisis scenario created by the Council on Foreign Relations. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will research, propose, and defend a public policy change in the areas of economic, social, or foreign policy. ● Students will create modern congressional legislation, and role-play a session of Congress to have their legislation selected and debated. ● Students will conduct a hands-on session of fictional redistricting/gerrymandering. ● Students will review and select case studies to address issues discussed in class regarding Supreme Court decisions and presidential actions. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP Government & Politics
Unit III: American National Government & Policymaking

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
7 Weeks	<ul style="list-style-type: none"> • The Presidency • The Federal Bureaucracy & the Public Policy Process • Congress • The Judiciary • Making Economic Policy • Making Social Policy • Making Foreign and Defense Policy 	<p>Magleby, D.B., Light, P.C., Nemacheck, C.L. (2014). <i>Government by the people</i>. Pearson.</p> <p>Woll, Peter (2012). <i>American government: readings and cases</i>. Pearson.</p> <p>White House http://www.whitehouse.gov Official website of the current presidential administration.</p> <p>C-Span http://www.c-span.org Provides streaming video and information covering the operations of the federal government.</p> <p>House of Representatives & Senate www.house.gov & www.seante.gov Official web sites of the U.S. House of Representative & Senate.</p> <p>Library of Congress http://thomas.loc.gov/links Online archive and information for the Library of Congress.</p> <p>SCOTUS Blog http://www.scotusblog.com Major nonpartisan Supreme Court reporting organization.</p>

		<p>Oyez http://www.oyez.org Multimedia Supreme Court archive.</p> <p>New York Times Budget Puzzle http://www.nytimes.com/interactive/2010/11/13/weekinreview/deficits-graphic.html?_r=0 NYT interactive budget proposal infographic and simulation.</p> <p>USA Spending www.usaspending.gov Summary from the federal government on all spending activity.</p> <p>Congressional Budget Office www.cbo.gov Detailed budget data and analysis from the nonpartisan Congressional Budget Office.</p> <p>Public Agenda http://www.publicagenda.org/what-public-agenda Engages journalists, policymakers, and citizens in the public policy process across a variety of perspectives.</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP Government & Politics
UNIT IV: Comparative Government & Politics

TRANSFER: Students will be able to create a policy brief for a specific audience and purpose, and orally deliver its contents and recommendations.		
GOALS: 6.2.12.A.5.d Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. 6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries. 6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict. 6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy. 6.2.12.C.5.e Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China. 6.2.12.C.5.f Assess the impact of the European Union on member nations and other nations. 6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment. 6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	To best understand the comparative lens, it is best to use both quantitative and qualitative methods, as well as a variety of states: Great Britain, Mexico, Russia, China, Iran, and Nigeria.	<ul style="list-style-type: none"> Why and how should we compare countries?
	While most governments have similarly structured political institutions, there are often major differences in their scope, importance, complexity, and power.	<ul style="list-style-type: none"> Does the structure of a government predetermine its success as a developed nation? Explain.
	States are often measured and compared by their commitment to democracy or authoritarianism, the legitimacy of their leaders, and their influential political ideologies.	<ul style="list-style-type: none"> How do countries create and maintain political power?
	Citizens have a variety of methods of interaction with their states, including formal and informal participation, social movements, and via societal institutions.	<ul style="list-style-type: none"> How do people organize themselves into political communities?
	Major changes within states fall under specific trends, specifically in terms of democracy, market-based economies, and ethno-cultural fragmentation.	<ul style="list-style-type: none"> How do people use politics to create and distribute power and wealth?
	Comparative political scientists are most interested in the public policy realms of the economy, social welfare, and human rights.	<ul style="list-style-type: none"> What actions make states rise and prosper?
	KNOWLEDGE	SKILLS
	Students will know: The separation of powers between different branches of	Students will be able to: Describe the basic functions, institutional

<p>American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p>6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional</p>	<p>government prevents abuses of power by any one branch.</p> <p>States under monopolized political power often suffer from a siphoning of economic resources by authoritarian, military, or populist leaders.</p> <p>Political parties are important organizations that bring together diverse groups of people and ideas under the umbrella of an ideological mandate.</p> <p>The overall successes and failures of a nation are quantified in varying degrees, often based on personal political ideologies and groupings.</p> <p>Nations are given the choice of integration, expansion, and resistance to various supranational organizations; the option taken alters their dynamic relationship with the world.</p> <p>Societies differ in how individuals define themselves and their relationships to one another, to government, and to the state.</p> <p>There is tremendous diversity in the ways that members of the public cast their votes, how those votes are applied, and, as a result, how many and what kinds of parties enter the legislature.</p> <p>Various types of political-economic systems view the ideal relationship between state and market, and between freedom and equality, in different ways.</p> <p>When examining a variety of regime types – authoritarian,</p>	<p>arrangements (i.e., the distribution of power), and interactions of the branches and levels of government.</p> <p>Identify the recruitment of elites and the influence of popular figures (i.e. cultural, military, or traditional figures) on government.</p> <p>Assess the impact of the political party system on the nation (i.e., one-party, dominant-party, two-party).</p> <p>Interpret the political efficacy of the state and the notable trends of political socialization.</p> <p>Assess the relationships with supranational organizations and the impact of these relationships on sovereignty.</p> <p>Examine the state’s relationship with politically relevant social groups.</p> <p>Differentiate the formal and informal methods of political participation in the nation.</p> <p>Analyze the impact of economic reforms on political systems.</p> <p>Measure the impact of regime changes on specific nation case studies.</p>
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and global economies.	<p>democratic, and transitional – the ways in which specific nations have moved between and among these categories have impacted their current nation-state status.</p> <p>Competing explanations and defense for democratization and democratic institutionalization have fallen in and out of favor over time.</p> <p>Using a country's purchasing power parity (PPP), the Gini index, and the Human Development Index (HDI), economists and political theorists attempt to quantify overall effects on the populace and everyday living.</p> <p>The rise of supranational organizations, market economies, and neoliberal political ideologies have led to an increased interdependency in global markets that has had inconsistent results across nations and social groups.</p> <p>Citizens face obstacles in being heard in the policy process, but their voices and demands can be heard through both traditional and nontraditional means.</p> <p>Countries' commitment to social welfare varies based on political ideology and attitudes, but those with a more substantial investment in the health, education, and employment of its citizens tend to score higher on international development indexes.</p> <p>When evaluating a country's commitment to civil rights, liberties, and the environment, comparativists look for proactivity, inclusion, and specific protections for each of the vulnerable groups or topics.</p> <p>KEY TERMS: Normative, empirical, interdependent, globalization,</p>	<p>Define the status of democratization and apply it to case studies.</p> <p>Analyze the impact of changes in economic development, including income equality, delivery of services, standards of living, and education levels.</p> <p>Evaluate the impact of globalization and economic interdependency.</p> <p>Describe interest aggregation and how political systems weigh the input of varied interests on policy making.</p> <p>Outline the status of the social welfare state and the impact of economic liberalization policies.</p> <p>Explain the status of policies related to individual liberties, gender rights, civil rights, environmental protection, and population growth.</p>
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<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Creating a policy brief for a professional political audience that evaluates specific options and recommends action, choosing a specific public policy area of a specific nation, and responding to audience questions at a press conference. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will choose a subheading in their textbook that contains information made recently obsolete by current events, and create their own written component to be “added” to the book for future reference. Students will compare a nation’s political institutions to that of the United States, with an emphasis on analyzing balance of power through comparative case study work. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP Government & Politics
Unit IV: Comparative Government & Politics

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
12 Weeks	<ul style="list-style-type: none"> • Introduction & The Comparative Lens <ul style="list-style-type: none"> ○ Sovereignty, Authority, and Power ○ Political Institutions ○ Citizens, Society, and the State ○ Political and Economic Change ○ Public Policy • Western Democratic States <ul style="list-style-type: none"> ○ The United Kingdom of Great Britain and Northern Ireland ○ The United Mexican States • Eurasian States in Transition <ul style="list-style-type: none"> ○ The Russian Federation ○ The People’s Republic of China • States of the Global South <ul style="list-style-type: none"> ○ The Islamic Republic of Iran ○ The Federal Republic of Nigeria 	<p>O’Neil, Patrick (2015). <i>Essentials of comparative politics with cases</i>. Norton.</p> <p>Wood, Ethel (2015). <i>AP comparative government and politics: an essential coursebook</i>. WoodYard Publications.</p> <p>CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/ Reference resource for a wide variety of country-specific information.</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP Government & Politics
UNIT V: Post Exam

TRANSFER: Students will be able to analyze intra- and inter-state relationships to understand the complexity of modern global geopolitics.

GOALS: 6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict. 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues. 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights. 6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Statecraft is a complicated and exhausting process, and includes creating a government, fostering culture, prioritizing goals, and dealing with crises and diplomatic issues.	<ul style="list-style-type: none"> Are the challenges of statecraft universal?
	American politics have been depicted in a variety of ways over time, reflecting the public's feelings and wishes for its politicians and government.	<ul style="list-style-type: none"> Do the media reflect society, or does society reflect its media? Explain.
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Creating a new state from scratch is an incredibly difficult process, even given a complete and well-rounded understanding of the people, place, culture, and geopolitical situation involved.</p> <p>The media and culture have depicted the political landscape in a variety of ways throughout American history, reflecting changes in ideology and attitudes.</p>	<p>Students will be able to:</p> <p>Create a new nation in groups, exploring and dealing with a wide variety of choices, priorities, and problems, both domestic and international.</p> <p>Analyze and critique a chosen piece of political media or culture to reveal American social attitudes towards politics and politicians.</p>

	KEY TERMS: Statecraft, centralization, decentralization, democracy, aristocracy, freedom, efficiency, innovation, tradition, activism, passivism, instrument of government, policy-makers	
ASSESSMENT EVIDENCE: Students will show their learning by: <ul style="list-style-type: none"> • Creating their own nations from the larger United States and engaging in a variety of statecraft simulation activities (economic, political, etc.). • Analyzing a depiction of government and politics in mass media and understanding the impact of course themes on public perception of government. KEY LEARNING EVENTS AND INSTRUCTION: <ul style="list-style-type: none"> • Students will use and refine strategies to take multiple choice and free-response AP practice questions in exam conditions and format, and assess based on peer grading, skill and content diagnostics, and student-chosen review topics and practices. • Students will engage in review competitions and games in a variety of formats, learning styles, and recall methods. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP Government & Politics
Unit VII: Post Exam

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	<ul style="list-style-type: none"> • Exam Review • Statecraft • Politics in the Media 	<p>Magleby, D.B., Light, P.C., Nemacheck, C.L. (2014). <i>Government by the people</i>. Pearson.</p> <p>Woll, Peter (2012). <i>American government: Readings and cases</i>. Pearson.</p> <p>Various student-chosen teacher-approved political media sources (ex. The West Wing, All The President's Men, etc.)</p>

APPENDIX A

Magleby, D.B., Light, P.C., Nemacheck, C.L. (2014). *Government by the people*. Pearson.

Woll, Peter (2012). *American government: Readings and cases*. Pearson.

O'Neil, Patrick (2015). *Essentials of comparative politics with cases*. Norton.

Wood, Ethel (2015). *AP comparative government and politics: an essential coursebook*. WoodYard Publications.

AP Central

<http://apcentral.collegeboard.com>