

SCHOOL DISTRICT OF THE CHATHAMS

AP Government & Politics Grades 11 & 12 Full Year

Course Overview

The purpose of this full-year course is to give students an analytical perspective on government and politics in the United States. Students become familiar with various institutions, groups, beliefs, and ideas that constitute U.S. politics. They also become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. The major goal is to ascertain the factors and influences that have an impact upon the processes that drive the operations of government. Several themes highlight the course of study: constitutional underpinnings of the United States government, political beliefs and behaviors, development of public policy, civil rights and civil liberties, and the power of political parties, interest groups and mass media. Those enrolled also read extensively in primary and secondary sources. The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP United States Government and Politics Exam.

New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at www.nj.gov/education/cccs/2020/.

Revolution and the New Nation (1754–1820s)

6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.

6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

Expansion and Reform (1801–1861)

6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

Civil War and Reconstruction (1850–1877)

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

The Emergence of Modern America: World War I (1890–1930)

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

The Great Depression and World War II: The Great Depression (1929–1945)

6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

The Great Depression and World War II: New Deal (1929–1945)

6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

Contemporary United States: Domestic Policies (1970–Today)

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the

Contemporary United States: Interconnected Global Society (1970–Today)

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

Civics, Government, and Human Rights

6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

History, Culture, and Perspective

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Technology Standards

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

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9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.

9.1.12.EG.2: Explain why various forms of income are taxed differently

9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.

9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed
9.1.12.PB.1: Explain the difference between saving and investing

Career Ready Practice

CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

English Language Arts

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including

figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Units of Study

Unit 1: Foundations of American Democracy (~19 classes)

- How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
- How have theory, debate, and compromise influenced the U.S. Constitutional system?
- How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?

Unit 2: Interactions Among Branches of Government (~34 classes)

- How do the branches of the national government compete and cooperate in order to govern?
- To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

Unit 3: Civil Liberties and Civil Rights (~18 classes)

- To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
- How have U.S. Supreme Court rulings defined civil liberties and civil rights?

Unit 4: American Political Ideologies and Beliefs (~13 classes)

- How are American political beliefs formed and how do they evolve over time?
- How do political ideology and core values influence government policy making?

Unit 5: Political Participation (~26 classes)

- How have changes in technology influenced political communication and behavior?
- Why do levels of participation and influence in politics vary?
- How effective are the various methods of political participation in shaping public policies?

Learning Objectives/Discipline Standards of Practice

Learning Objectives:

Reasoning Processes:

- Definition/Classification: Demonstrating knowledge of course concepts
- Explain - Process: Explaining political processes
- Explain - Causation: Explaining causes and effects of political principles, institutions, processes, and behaviors
- Explain - Comparison: Explaining similarities and differences among political principles, institutions, processes, and behaviors

Discipline Standards of Practice:

- Developing Questions and Planning Inquiry
 - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science

disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

- Gathering and Evaluating Sources
 - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
- Seeking Diverse Perspectives
 - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
- Developing Claims and Using Evidence
 - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations
 - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
- Engaging in Civil Discourse and Critiquing Conclusions
 - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
- Taking Informed Action
 - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Instructional Resources and Materials

Whole class resources have been identified with an asterisk.

Teachers may assign, recommend, and make available supplemental instructional resources and materials in the form of book excerpts, articles, essays, data-sets, video clips, maps, charts photographs, art, music and

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web-based materials book excerpts, articles, essays, video clips, maps, charts, photographs, art, music, and web-based digital materials in connection with lessons throughout the year. Instructional and reference materials to support student learning in the discipline of government and politics are recommended by the College Board and the Social Studies Department and are included in Units of Study outlines.

The instructional materials vary in order to explore course content and essential questions while meeting the learning needs of students.

Resources - Textbook

- Lowi, Theodore J, et al. *American Government : Power and Purpose*. New York, W.W. Norton And Company, 2019.
- College Board - AP Classroom
- Exemplary Supplemental Resources
 - AllSides
 - CQ Researcher Online
 - C-Span.org
 - *Democracy in America* by Alexis De'Tocqueville, 1835
 - Ebsco
 - Infobase Publishing: Facts On File
 - GovTrack
 - Library of Congress
 - New Jersey Center For Civic Education
 - NJ State Legislature
 - National Constitution Center
 - Oyez - Illinois Institute of Technology's Chicago-Kent College of Law
 - Purdue Owl
 - ProQuest
 - Scotusblog
 - Supreme Court of the United States
 - The Constitution Project
 - United States House of Representatives
 - United States Senate
 - White House
- Required Supreme Court Cases
 - Marbury v. Madison (1803)
 - McCulloch v. Maryland (1819)
 - Schenck v. United States (1919)
 - Brown v. Board of Education (1954)
 - Baker v. Carr (1961)
 - Engel v. Vitale (1962)
 - Gideon v. Wainwright (1963)
 - Tinker v. Des Moines Independent Community School District (1969)
 - New York Times Company v. United States (1971)
 - Wisconsin v. Yoder (1972)
 - Roe v. Wade (1973)
 - Shaw v. Reno (1993)
 - United States v. Lopez (1995)
 - McDonald v. Chicago (2010)
 - Citizens United v. Federal Election Commission (FEC) (2010)

- Required Foundational Documents
 - The Declaration of Independence
 - The Articles of Confederation
 - *Federalist No. 10*
 - *Brutus No. 1*
 - *Federalist No. 51*
 - The Constitution of the United States
 - *Federalist No. 70*
 - *Federalist No. 78*
 - “Letter from Birmingham Jail”

Assessment Strategies

Assessment is designed to measure a student’s mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).

Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.
- Performative, project-based, activities such as live and recorded presentations, mock trials, historic role plays and debates.
- Project-Based representations, digital infographics, drawings, image collages and sketched representations of definitions and concepts.
- Formative assessment utilizing the College Board’s My AP Classroom unit Progress Checks.
- Quizzes and tests consisting of question types and scoring guidelines consonant with the College Board’s Advanced Placement exam in Microeconomics and Macroeconomics including multiple choice and free response questions.