

Course Title: AP US Government and Politics (Online)

Meeting Times: 36 weeks; Students engage in the online class according to the same academic calendar of their schools. Additionally, they can expect to spend additional time on student activities such as reading, writing, researching and completing assignments.

Course Description

AP U.S. Government is a yearlong course that is equivalent to a one semester introductory college course in U.S. Government and Politics. This course should provide a learning experience that incorporates:

- Studying general concepts used to interpret U. S. politics
- Analyzing specific examples that explore the general concepts
- Understanding the various institutions, groups, beliefs, and ideas that form U.S. Politics
- Introducing a variety of theoretical viewpoints and explanations for behaviors and outcomes in the U. S. political arena

This course is the study of the United States national government's policies, institutions, and foundations and focuses on such topics as the Constitution, federalism, civil liberties and civil rights, voting, the media, parties and groups, public opinion, Congress, the Presidency, the federal bureaucracy, and the courts.

As this course is delivered via online learning, group discussions and projects require the students to participate in a threaded, asynchronous format. While the class is designed on a block schedule, because it is web based, students have access to all material 24/7.

Activities and Assessments

Exceptional reading, writing, critical thinking, and study skills are needed for a student to be successful in this course. Students will be assigned extensive reading from the college level course textbook as well numerous additional readings. Students will be required to write free response essays in the outlined AP format as well as research based reports in APA format. Additional assignments include individual projects and the study of an interest group in-depth, participating in online public opinion polls, taking part in online simulations of political situations, and becoming acquainted with numerous websites and resources related to politics and government.

Real World Events: Keeping up with what's happening in the world will be an essential part of this class. Students are encouraged to watch, listen, and/or read online at least one daily newscast as well as read a current article in a news magazine such as *Time*, *Newsweek*, *The New Republic*, *National Review*, *Congressional Quarterly Report* and/or *US News and World Report* at least once a week. Periodically listening to National Public Radio (NPR) and other syndicated radio talk shows will also expand the thinking processes especially about political and social issues relevant to this course of study.

Course Purpose and Goals

Philosophy

AP U.S Government is designed to offer students an opportunity to take a rigorous and challenging class equivalent to an introductory level college course. This course is open to students who are willing to accept the challenge and responsibility of engaging in a demanding curriculum. Unlike the standard U.S. government semester course, AP Government and Politics requires a yearlong commitment by the student. Students who have decided to participate in this yearlong class are required to take the AP United States Government and Politics AP Exam in May in order to receive the weighted grade credit. Students who successfully score a 3, 4, or 5 on the AP Exam may either receive an exemption from the college-level course or three hours of college credit upon arrival at their selected universities.

Goals

Upon completion of the course students will

- Know important facts, concepts and theories relating to U.S. government and politics
- Understand typical patterns of political processes, behaviors and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures.)
- Be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables and other formats)
- Be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

The course is designed in accordance with the College Board AP Course Description, May 2010, May 2011. This instructor has read this document and incorporates its principals into instruction.

Conceptual organization

The course is organized in a chronological order and broken into six modules that group content topics that are closely related. The content and level of depth of the material is equivalent to a college level course.

The following topics are to be covered in the course as specified by the Acorn book (pp.6-9):

1. Constitutional Underpinnings of the US Government
2. Political Beliefs and Behaviors
3. Political Parties, Interest Groups and Mass Media
4. Institutions of National Government: The Congress, the Presidency, the Bureaucracy and the Federal Courts
5. Public Policy
6. Civil Rights and Civil Liberties

Course Format and Policies

The online courses have the same level of rigor and adhere to the same standards set forth by the school system and the College Board. To access all courses, students need access to a computer and the Internet via a web browser. All classes are offered via the Blackboard Learning Management System. The class is designed along the lines of a block schedule as that is the one employed by the majority of our schools. However, the flexibility of the class allows it to be utilized either as a block or an everyday class. An additional plus of the design is that students have access to the class 24/7 and can access it both from school and home.

This course has been designed with a "hands-on" approach in distance learning. The student's active participation in this course is essential. A great deal of learning in an online environment occurs as a result of learners being engaged in on-going conversations. Web-conferencing, discussion boards, Instant Messaging and collaborative group projects are used to facilitate this approach. When learners share their knowledge experiences, and understanding of the course materials, the learning process is facilitated and advanced. In discussions, they are expected to post substantive contributions. Examples of this include; supporting a position, beginning a new topic of discussion or adding to an ongoing discussion.

In order for students to be successful in a college level course, it is essential that they form the habit of maximizing their time in order to complete all assigned readings prior to class discussions; this is a responsibility students particularly need to cultivate in online courses, as it is very easy to fall behind without a clear regimen of self-discipline. Students will receive a weighted grade for satisfactory completion of an AP course, and the taking of the AP Exam.

Unweighted Scale A = 4 Weighted Scale A = 5
Unweighted Scale B = 3 Weighted Scale B = 4
Unweighted Scale C = 2 Weighted Scale C = 3
Unweighted Scale D = 1 Weighted Scale D = 2

Grading Scale:

90 to 100 = A
80 to 89 = B
70 to 79 = C
60 to 69 = D
59 or below = F

Textbooks, Materials and other Resources:

Textbook

O'Connor, Karen and Larry J. Sabato (2009). *American Government: Roots and Reform*. New York: Longman.

Reader

Woll, Peter. (1993). *American Government: Readings and Cases*. New York: Harper Collins College Publishers.

Supplementary Materials:

Cerebellum Corporation. (2001) *Standard Deviants School: American Government* Video Series.

Edwards, George C., Martin P. Wattenberg, and Robert L. Lineberry. (2006). *Government in America: People, Politics, and Policy*, AP Edition. New York: Pearson Education, Inc.

Gins, Benjamin, Theodore J. Lowi and Margaret Weir. (2005). *We The People: An Introduction to American Politics*. New York: W.W. Norton & Company, Inc.

Kleinschmidt, Ulrich and William L. Brown. (2006). *Kaplan: AP U.S. Government and Politics*. New York: Simon & Schuster.

Lamb, Pamela K. (2004). *5 Steps to a 5: AP U.S. Government & Politics*. New York: McGraw-Hill.

Serow, Ann G. and Everett C. Ladd (2003) *The Lanahan Readings in the American Policy*, 3rd Edition. Baltimore: Lanahan Publishers, Inc.

Course Content

The following chart outlines the topics and content of this course:

Topics/Curriculum Outline	% Goals MC on AP Exam	Teaching Timeframe
I. Constitutional Underpinnings of US Government	5-15%	Aug/Sept
A. Considerations that influenced the formulation and adoption of the Constitution		
B. Separation of powers		
C. Federalism		
D. Theories of democratic government		
II. Institutions of National Government: The Congress,	35-45%	Oct/Nov

the Presidency, the Bureaucracy, and the Federal Courts		
A. The major formal and informal institutional arrangements of power		
B. Relationships among these four institutions and varying balances of power		
C. Linkages between institutions and the following: 1. public opinion and voters 2. Interest groups 3. Political parties 4. The media 5. Sub-national governments		
III. Political Parties, Interest Groups, and The Mass Media	10-20%	Dec/Jan
A. Political parties and elections 1. Functions 2. Organization 3. Development 4. Effects on the political process 5. Electoral laws and systems		
B. Interest groups, including political action committees(PACs) 1. The range of interest represented 2. The activities of interest groups 3. The effects of interest groups on the political process 4. The unique characteristics and roles of PACs in the political process		
C. The Mass Media 1. The functions and the structures of the media 2. The impacts of media on politics		
IV. Political Beliefs and Behaviors	10-20%	Jan/Feb
A. Beliefs that citizens hold about their government and its leaders		
B. Processes by which citizens learn about politics		
C. The nature, sources, and consequences of public opinion		
D. The ways in which citizens vote and otherwise participate in political life		
E. Factors that influence citizens to differ from one another in terms of political beliefs and behaviors		
V. Public Policy	5-15%	Feb/March
A. Policymaking in a federal system		

B. The formation of policy agendas		
C. The role of institutions in the enactment of policy The role of the bureaucracy and the courts in policy implementation and interpretation		
D. Linkages between policy processes and the following: 1. Political institutions and federalism 2. Political parties 3. Interest groups 4. Public opinion 5. Elections 6. Policy networks		
VI. Civil Rights and Civil Liberties	5-15%	March/April
A. The development of civil rights and civil liberties by judicial interpretation		
B. Knowledge of substantive rights and liberties		
C. The impact of the Fourteenth Amendment on the constitutional development of rights and liberties		
VII. Final Project: Political Process Paper and Presentation Students will be required to include the appropriate standards associated with both the information in the paper and the presentation.		May/June

Module I: Constitutional Underpinnings of United States Government		
Approximate Length of Time: 4 Weeks		
Objectives	Readings	Assignments/Assessments
1. Describe what government is and what governments do. 2. Understand how politics is the struggle over who gets what, when, where and how. 3. Identify the important features of the policymaking system and explain how the choices that government makes—and declines to make—in response to political issues.	Textbook: Chapters 1,2,3,4 Supplemental Readings: Petition of Right Montesquieu Magna Carta Locke/Second Treatise	Diagnostic Exam (Pretest) Writing Sample Teacher Made Tests to include MC & Free Response Essays Behavior Skills Rubric Observation of Student Performance Discussion Board Appropriate to Topic Practice Free Response Questions 1. The power of the federal government relative to the power of the states has increased since the ratification of the

<p>4. Understand the nature of democratic government and traditional democratic theory, and the key questions concerning democracy.</p> <p>5. Distinguish among the three contemporary theories of American democracy and politics (pluralist, elite and class, and hyperpluralist) and identify some of their strengths and weaknesses.</p> <p>6. Understand the nature of the scope of government in America and the key questions concerning the scope of government.</p> <p>7. 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.</p> <p>8. Identify the important principles and issues debated at the Constitutional Convention and describe how there were resolved.</p> <p>9. Explain the Madisonian model of limiting majority control, separating powers, creating the checks and balances, and establishing a federal system.</p> <p>10. Understand the conflict between the Federalists and the Anti-Federalists over the ratification of the Constitution.</p> <p>11. Describe the formal and informal processes by which the Constitution is changed in response to new items on the policy agenda.</p> <p>12. Evaluate the Constitution in terms of democracy and its impact on policymaking.</p> <p>13. Define federalism and explain why it is important to American government and</p>	<p>The Power Elite Federalists 10, 51 de Tocqueville Federalist 16, 17</p>	<p>Constitution.</p> <p>(a) Describe 2 of the following provisions of the Constitution and explain how each has been used over time to expand federal power.</p> <ul style="list-style-type: none"> ▪ The power to tax and spend ▪ The “necessary and proper” or “elastic” clause ▪ The commerce clause <p>(b) Explain how one of the following has increased the power of the federal government relative to the power of state governments.</p> <ul style="list-style-type: none"> ▪ Americans with Disabilities Act ▪ Civil Rights Act of 1964 ▪ Clean Air Act <p>(Q2 from 2005 Exam)</p> <p>Essay Skill</p> <p>Do exactly the tasks that the question asks for. Key words in this first essay include increased, describe, expand, relative. Pay attention to the numbers.</p>
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<p>politics.</p> <p>14. Describe how the Constitution divides power between the national and state governments and understand why the supremacy of the national government is the principle of American federalism.</p> <p>15. Explain the nature of the states' obligations to each other.</p> <p>16. Explain how federalism in the United States has shifted from dual federalism to cooperative federalism.</p> <p>17. Describe the nature of fiscal federalism and how states and critics compete for federal grants and aid.</p> <p>18. Explain the relationship between federalism and democracy, and how federalism contributes to and detracts from democracy.</p> <p>19. Understand how federalism has contributed to the scope of the national government.</p>		
<p>Key Terms: Introduction to Government</p>		

1. government
2. policy agenda
3. political ideology
4. normative theory
5. electoral accountability
6. mixed economy
7. power
8. minority rights
9. individualism
10. republic
11. socialism
12. authority
13. empirical theory
14. democracy
15. capitalism
16. popular sovereignty

Key Terms: The Constitution

1. Madisonian Model
2. Federalist Papers
3. New Jersey Plan
4. Great Compromise
5. Shay's Rebellion
6. separation of powers
7. loose construction
8. strict construction
9. natural rights
10. Anti-Federalists
11. Federalists
12. Virginia Plan
13. Bill of Rights
14. limited government
15. checks and balances
16. Articles of Confederation

17. politics
18. public goods
19. political participation
20. single-issue group
21. policy making system
22. linkage institutions
23. public policy
24. majority rule
25. representation
26. pluralist theory
27. elitist theory
28. hyperpluralism
29. policy gridlock
30. gross domestic product
17. Declaration of Independence
18. United States Constitution
19. 3/5 Compromise
20. factions
21. constitutional amendment
22. consent of the governed
23. Connecticut Compromise
24. writ of habeas corpus
25. Equal Rights Amendment
26. Marbury v. Madison
27. judicial review
28. John Locke
29. Montesquieu
30. Rousseau
31. Thomas Hobbes
32. Voltaire

Key Terms: Federalism

1. federalism 2. unitary governments 3. intergovernmental relations 4. supremacy clause 5. 10th Amendment 6. McCulloch v. Maryland 7. enumerated powers 8. implied powers 9. elastic clause 10. Gibbons v. Ogden 11. full faith & credit 12. extradition 13. privileges & immunities 14. dual federalism 15. cooperative federalism 16. fiscal federalism 17. categorical grants 18. project grants	19. formula grants 20. block grants 21. confederate government 22. revenue sharing 23. police powers 24. concurrent powers 25. denied powers 26. exclusive powers 27. expressed powers 28. special districts 29. municipal governments 30. county governments 31. strings attached 32. states rights 33. domestic tranquility 34. reserved powers 35. general welfare 36. constitutional supremacy
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<p>Module II: Political Beliefs and Behaviors</p> <p>Approximate Length of Time: 2 Weeks</p>		
<p>Objectives</p> 1. Explain the nomination process and the role of the national party conventions. 2. Discuss the role of campaign organizations and the importance of the media in campaigns. 3. Understand the role of money in campaigns, campaign finance reform, and the impact of political action committees. 4. Explain the impact of campaigns on voters. 5. Understand how campaigns affect democracy, public policy, and the scope of government. 6. Explain the functions and unique features of American elections. 7. Describe how American elections have evolved using the	<p>Readings</p> <p>Textbook: Chapters 11,13,14</p> <p>Supplemental Readings: The End of Liberalism (Woll) The Responsible Electorate (Woll) Divided We Govern (Woll)</p>	<p>Assignments/Assessments</p> <p>Observation of Student Performance Teacher Made Tests to include Multiple Choice and Free Response Essays Discussion Board Appropriate to Topic</p> <p>Practice Free Response Questions</p> 1. The United States Congress has debated a variety of campaign finance reforms over the last decade. The proposals debated have included the following: Eliminating soft money Limiting independent expenditures Raising limits on individual contributions (a) Select one of the listed proposals and all of the following: ▪ Define the proposal. ▪ Describe an argument

<p>presidential elections of 1800, 1896, and 2004 as examples.</p> <p>8. Discuss the factors that affect a citizen's choice of whether to vote.</p> <p>9. Explain how Americans vote and what factors influence how they vote.</p> <p>10. Explain how the Electoral College works and what biases it can introduce.</p> <p>11. Understand how elections affect democracy, public policy, and the scope of government.</p>		<p>that proponents make in favor of the proposal.</p> <ul style="list-style-type: none"> ▪ Describe an argument that opponents make against the proposal. <p>(b) Select a different listed proposal and do all of the following:</p> <ul style="list-style-type: none"> ▪ Define the proposal. ▪ Describe an argument that proponents make in favor of the proposal. ▪ Describe an argument that opponents make against the proposal. <p>(Q4 2005 Exam)</p> <p>2. Citizens often choose to participate in the political process in ways other than voting.</p> <p>(a) Identify two forms of participation in the political process other than voting.</p> <p>(b) Identify two advantages of each form of participation you identified in (a).</p> <p>(Q2 2003 Exam)</p> <p>Essay Skill</p> <p>*Read the question carefully and be sure you understand what the question is asking. In question #1 you must define TWO proposals and describe arguments for and against EACH proposal.</p> <p>*Exercise caution when you discuss the opposing view.</p>
<p>Key Terms:</p>		

1. political socialization 2. political participation 3. agents of socialization 4. civil disobedience 5. demography 6. public opinion 7. political efficacy 8. propaganda 9. protest 10. melting pot 11. bandwagon effect 12. equality of opportunity 13. gender gap 14. salient issues 15. illusion of saliency 16. marketplace of ideas 17. political ideology 18. liberal 19. conservative 20. moderate 21. radical 22. public opinion polls	23. push polling 24. sample 25. sampling error 26. selection bias 27. nomination 28. campaign strategy 29. caucus 30. presidential primaries 31. general elections 32. closed primary 33. open primary 34. blanket primary 35. plurality 36. runoff primary 37. super-delegates 38. federal matching funds 39. party platform 40. soft money 41. front-loading 42. winner-take-all system 43. mandate 44. Federal Election Commission
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Module III: Political Parties, Interest Groups and Mass Media

Approximate Length of Time: 6 Weeks

Unit 1 - Political Parties

Objectives	Readings	Assignments/Assessments
1. Discuss the meaning and functions of a political party. 2. Discuss the nature of the party-in-the-electorate, party organizations, and the party-in-government. 3. Describe the party eras in American history and how parties realign and deal. 4. Evaluate the two party system, its consequences, and the place of third parties in the system. 5. Identify the challenges facing the American political parties and explain their relationship to American democracy and the	Textbook: Chapter 12 Supplemental Readings: The Power of the Incumbency (Woll) Critical Elections (Woll) Congressional Despots, Then & Now (Woll)	Observation of Student Performance Teacher Made Tests to include Multiple Choice and Free Response Essays Discussion Board Appropriate to Topic Practice Free Response Questions 1. Minor parties (third parties) have been a common feature of United States politics. (a) Describe the point of view expressed about minor parties in the political cartoon above. (See Nick Anderson Ralph Nader cartoon handout) (b) Identify and explain how two rules of the United States electoral system act as obstacles to minor-party candidates winning elections.

<p>scope of government.</p> <p>6. Explain the nomination process and the role national party conventions.</p> <p>7. Discuss the role of campaign organizations and the importance of the media in campaigns.</p> <p>8. Understand the role of money in campaigns, campaign finance reforms, and the impact of the political action committees.</p> <p>9. Explain the impact of campaigns on the voters.</p> <p>10. Understand how campaigns affect democracy, public policy, and the scope of government.</p>		<p>(c) Minor parties make important contributions to the United States political system in spite of the institutional obstacles to their candidates' success. Describe two of these contributions. (Q3 2004 Exam)</p> <p>2. Both party leadership and committees in Congress play key roles in the legislative process.</p> <p>(a) Define two of the following elements of the congressional committee system and explain how each influences the legislative process.</p> <ul style="list-style-type: none"> ▪ Specialization ▪ Reciprocity/logrolling ▪ Party representation on committees <p>(b) Identify two ways party leadership in Congress can influence the legislative process, and explain how each way influences the process. (Q4 2003 Exam)</p> <p>Essay Skill *Analyzing political cartoons *Most of the answer to this question will come from your knowledge of the subject.</p>
<p>Key Terms: Political Parties</p>		

<ol style="list-style-type: none"> 1. political party 2. two-party system 3. platform 4. patronage 5. favorite son 6. dark horse 7. coattails 8. third parties 9. bolter parties 10. doctrinal parties 11. single-issue parties 12. Independent candidate 13. split-ticket voting 14. party dealignment 15. party realignment 16. divided government 17. critical election 18. machines 19. majority party 20. minority party 	<ol style="list-style-type: none"> 21. 527 Committees 22. party activist 23. linkage institutions 24. party image 25. rational-choice theory 26. coalition 27. party eras 28. party neutrality 29. plurality system 30. policy entrepreneur 31. proportional representation 32. responsible party government 33. Right 34. Left 35. National Chairman 36. National Convention 37. caucus 38. grandfather clause
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Unit 2 - Interest Groups

Objectives	Readings	Assignments/Assessments
<ol style="list-style-type: none"> 1. Define interest groups and distinguish them from political parties. 2. Compare and contrast the pluralist, elite, and hyperpluralist theories of interest groups. 3. Explain what makes an interest group successful and why small groups have an advantage over large groups. 4. Identify and describe the strategies that groups use to shape public policy. 5. Describe some of the many types of groups in the American political system. 6. Evaluate interest groups in terms of their influence on democracy and the scope of government. 	<p>Textbook: Chapter 16</p> <p>Supplemental Readings: Madison's Dilemma (Woll) The Money Chase (Woll) Running with PACs (Woll)</p>	<p>Observation of Student Performance Teacher Made Tests to include Multiple Choice and Free Response Essays Discussion Board Appropriate to Topic</p> <p>Practice Free Response Questions</p> <ol style="list-style-type: none"> 1. Different interest groups will choose different techniques to achieve their objectives based on their resources, characteristics, and goals. <ol style="list-style-type: none"> (a) Describe each of the following techniques and explain why an interest group would choose each technique. <ul style="list-style-type: none"> ▪ Litigation ▪ Campaign contributions ▪ Grassroots lobbying/mass mobilization (b) Select one of the following groups and identify the primary technique it uses from the list in part (a). Explain why the group you selected would employ that technique over the other two techniques. <ul style="list-style-type: none"> ▪ American Medical Association (AMA) ▪ Sierra Club

		<ul style="list-style-type: none"> ▪ National Rifle Association (NRA) ▪ National Association for the Advancement of Colored People (NAACP) <p>(Q2 2004 Exam)</p> <p>2. Explain how each of the political factors listed below makes it difficult for the federal government to enact public policy. Provide one example for each explanation.</p> <ul style="list-style-type: none"> ▪ Divided government ▪ Weak party discipline ▪ Growth in the number of interest groups and political action committees (PAC's) <p>(Q4 2001 Exam)</p> <p>Essay Skill</p> <ul style="list-style-type: none"> • Assume your position and back it up with evidence. • Clearly explain the issues involved.
Key Terms: Interest Groups		
<ol style="list-style-type: none"> 1. interest group 2. pluralist theory 3. elite theory 4. hyperpluralist theory 5. political action committees (PACs) 6. subgovernments 7. iron triangles 8. issue network 9. potential group 10. actual group 11. collective good 12. selective benefits 13. purposive benefits 14. solidary benefits 15. material benefits 16. informational benefits 17. public interest lobbies 18. influence peddling 19. lobbying 20. lobbyist 	<ol style="list-style-type: none"> 21. electioneering 22. class action lawsuits 23. union shop 24. right-to-work laws 25. free riders 26. Olson's law of large groups 27. <i>amicus curia</i> briefs 28. grassroots mobilization 29. institutional advertising 30. New Politics movement 	
Unit 3 - Mass Media		
Objective	Readings	Assignments/Assessment
1. Describe the characteristics of the mass media today.	Textbook: Chapter 15	Observation of Student Performance Teacher Made Tests to include Multiple

<p>2. Explain the development of the print and broadcast media from a historical perspective.</p> <p>3. Understand how news is found and reported by the media.</p> <p>4. Describe how the news media affect public opinion.</p> <p>5. Discuss what is meant by the concepts of policy agenda and policy entrepreneur and the media's importance to them.</p> <p>6. Understand how the media affect the scope of government and the democratic process.</p>	<p>Supplemental Readings:</p> <p>The New Media (Woll)</p> <p>The Press-Government Relationship (Woll)</p> <p>Feeding Frenzy (Lanahan)</p> <p>Spin Cycle (Lanahan)</p>	<p>Choice and Free Response Essays</p> <p>Discussion Board Appropriate to Topic</p> <p>Practice Free Response Questions</p> <p>1. Trust and confidence in government have declined in recent decades.</p> <p>(a) Explain how divided government has contributed to the decline in trust and confidence in government. Be sure to indicate a definition of divided government in your response.</p> <p>(b) Explain how the increased cost of election campaigns has contributed to the decline in trust and confidence in government.</p> <p>(c) Explain two specific consequences of the decline in trust and confidence in government for individual political behavior.</p> <p>(Q4 2004 Exam)</p> <p>Essay Skill</p> <p>Assume a position and prove that position. Never give your personal opinion in an essay. This is "editorializing" and "the kiss of death".</p>
<p>Key Terms: Mass Media</p>		
<p>1. mass media</p> <p>2. print media</p> <p>3. broadcast media</p> <p>4. agenda setting</p> <p>5. high-tech politics</p> <p>6. investigative journalism</p> <p>7. sensationalism</p> <p>8. yellow journalism</p> <p>9. equal time rule</p> <p>10. fairness doctrine</p> <p>11. right of rebuttal</p> <p>12. news enclave</p> <p>13. sound bites</p> <p>14. talking head</p> <p>15. framing</p> <p>16. priming</p> <p>17. media event</p> <p>18. press conference</p> <p>19. narrowcasting</p> <p>20. chains</p>	<p>21. beats</p> <p>22. trial balloons</p> <p>23. personal ideology</p> <p>24. nationalization of the news</p> <p>25. media consultant</p> <p>26. leak</p>	

Module IV: Institutions of Government: The Congress, The Presidency and The Supreme Court

Approximate Length of Time: 8 Weeks

Unit I - The Congress

Objectives	Readings	Assignments/Assessments
<p>1. Describe the characteristics of our senators and representatives, and the nature of their jobs.</p> <p>2. Explain what factors have the greatest influence in congressional elections.</p> <p>3. Explain the structure of power and leadership in the United States Congress, and the role of committees.</p> <p>4. Identify what members of Congress do and discuss the Congressional process and the many influences on legislative decision-making.</p> <p>5. Evaluate Congress in terms of American democracy and the scope of government.</p> <p>6. Describe the formal process by which a bill becomes a law.</p> <p>7. Identify the factors that help to explain why a member of Congress votes as he or she does.</p> <p>8. Explain the ethical problems confronting Congress.</p>	<p>Textbook: Chapter 7</p> <p>Supplemental Readings: Congress Bashing for Beginners (Woll) Democratic Practice-Democratic Theory (Woll) The Rise of the Washington Establishment (Woll)</p>	<p>Observation of Student Performance Teacher Made Tests to include Multiple Choice and Free Response Essays Discussion Board Appropriate to Topic</p> <p>Practice Free Response Questions</p> <p>1. The three obstacles listed below have made it difficult for Congress to enact significant campaign finance reform.</p> <ul style="list-style-type: none"> ▪ <i>Buckley v. Valeo</i> (1976) ▪ Soft money ▪ Incumbency <p>Select two of the obstacles. For each obstacle, provide both of the following.</p> <ol style="list-style-type: none"> a) A brief description of the obstacle b) An explanation of how the obstacle has made it difficult for Congress to enact significant campaign finance reform. <p>(Q4 2000Exam)</p> <p>2. The graph above (See graph handout Rate of Congressional Incumbent Reelection 1948-1996) shows reelection rates for incumbents in the House and the Senate, From this information and your knowledge of United States politics, perform the following tasks.</p> <ol style="list-style-type: none"> a) Identify two patterns displayed in the graph. b) Identify two factors that contribute to the incumbency advantage. Explain how each factor contributes to incumbency advantage. c) Discuss one consequence of incumbency advantage for the United States political process. <p>(Q2 2001 Exam)</p> <p>Essay Skill</p>

		Interpreting a graph *Watch your time. If you are struggling with the graph then go to the next question and come back to it.
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Key Terms:

1. incumbents 2. committee system 3. conference committee 4. select committee 5. standing committee 6. joint committee 7. subcommittees 8. caucus (congressional) 9. caucus (political) 10. constituents 11. congressional district 12. census 13. reapportionment 14. gerrymandering 15. redistricting 16. bicameral 17. upper house 18. lower house 19. legislative oversight 20. House Rules Committee	21. bill 22. pork barrel 23. rider 24. Special Session 25. filibuster 26. cloture 27. pocket veto 28. legislative veto 29. seniority system 30. Majority Leader 31. Minority Leader 32. Speaker of the House 33. President Pro Tempore 34. whips 35. pigeonhole 36. censure 37. term limits 38. appropriations 39. logrolling 40. roll-call vote
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Unit 2 - Institutions of Government: The Presidency

Objective	Readings	Assignments/Assessment
1. Describe the American presidents—who are they, how they got there, and what they do. 2. List the Constitutional powers of the president and explain how these powers have expanded. 3. Explain how the office of the President is organized to make policy. 4. Discuss the relationship between the President and	Textbook: Chapters 8 Supplemental Readings: Federalist #70 The Power to Persuade (Woll) The Selling of the Presidency (Woll) The Presidential Character (Woll)	Observation of Student Performance Teacher Made Tests to include Multiple Choice and Free Response Essays Behavior Skills Rubric Discussion Board Appropriate to Topic Practice Free Response Questions 1. Presidents are generally thought to have advantages over Congress in conducting foreign policy because of the formal and informal powers of the Presidency. (a) Identify two formal constitutional

<p>the Congress and the ways in which the President is able to lead Congress.</p> <p>5. Describe the sources of federal revenues.</p> <p>6. Understand the nature of the tax system in America.</p> <p>7. Explain the nature of federal expenditures and why so much of the budget is uncontrollable.</p> <p>8. Discuss how the budgetary process works, who is involved, and the politics of budgetary reform.</p> <p>9. Understand how budgeting affects democracy and the scope of government in America.</p> <p>10. Explain the role of the President in developing national security policy.</p> <p>11. Discuss the importance of public opinion to the President and his ability to obtain the support of the public.</p> <p>12. Examine the relationship between the President and the media.</p> <p>13. Understand the place of the Presidency in American democracy and the effects the Presidency has had on the scope of government.</p>		<p>powers of the President in making foreign policy.</p> <p>(b) Identify two formal constitutional powers of Congress in making foreign policy.</p> <p>(c) Identify two informal powers of the President that contribute to the President's advantage over Congress in conducting foreign policy.</p> <p>(d) Explain how each of the informal powers identified in (c) contributes to the President's advantage over Congress in conducting foreign policy. (Q1 2004 Exam)</p> <p>2. Presidential approval ratings fluctuate over the course of each presidential administration.</p> <p>(a) Identify two factors that decrease presidential approval ratings, and explain why each factor has that effect.</p> <p>(b) Identify two factors that increase presidential approval ratings, and explain why each factor has that effect. (Q1 2003 Exam)</p> <p>Essay Skill</p> <ul style="list-style-type: none"> • Assume that your reader knows very little. • Define terms, explain concepts, and provide historical background.
<p>Key Terms: The Presidency</p>		

1. Cabinet 2. Executive Office of the President (EOP) 3. Office of Management and Budget (OMB) 4. National Security Council (NSC) 5. Council of Economic Advisors (CEA) 6. War Powers Resolution 1973 7. 22nd Amendment 8. 25th Amendment 9. Commander in Chief 10. executive agreement 11. executive privilege 12. veto power 13. line-item veto 14. pocket veto 15. delegated powers 16. expressed powers 17. inherent powers 18. emergency powers 19. mandate 20. pardon 21. legislative veto 22. legislative initiative	23. impeachment 24. presidential coattails 25. Watergate 26. Iran-Contra Affair 27. Gulf of Tonkin Resolution 28. White House staff 29. Press Secretary 30. Kitchen Cabinet 31. approval rating 32. State of the Union address 33. federal debt 34. budget resolution 35. deficit 36. House Ways and Means Committee 37. Senate Finance Committee 38. Congressional Budget and Impoundment 39. authorization bill 40. appropriations bill 41. continuing resolutions 42. revenues 43. income tax 44. 16th Amendment
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Unit 3 - Institutions of Government: The Bureaucracy

Objectives	Readings	Assignments/Assessments
1. Describe the bureaucrats—who they are, how they got there, and what they do? 2. Discuss how the federal bureaucracy is organized. 3. Explain how bureaucracies function as implementers of public policy. 4. Explain how bureaucracies function as regulators. 5. Evaluate the problem of controlling bureaucracies in a democratic government and how bureaucracies affect the scope of government.	Textbook: Chapter 9 Supplemental Readings: The Rise of the Bureaucratic State (Woll) A Government of Strangers (Lanahan) Reinventing Government (Lanahan)	Observation of Student Performance Teacher Made Tests to include Multiple Choice and Free Response Essays Discussion Board Appropriate to Topic Practice Free Response Questions 1. Is Congress effective in exercising legislative oversight of the federal bureaucracy? Support your answer by doing ONE of the following. <ul style="list-style-type: none"> ▪ Explain two specific methods Congress uses to exercise effective oversight of the federal bureaucracy. OR ▪ Give two specific explanations for the failure of Congress to exercise effective oversight of the federal bureaucracy. (Q3 1999 Exam) Essay Skill *Question difficulty hinges on choosing only those pieces of information that simply and explicitly answers the question.

Key Terms: The Bureaucracy

1. bureaucracy 2. Pendleton Civil Service Act 3. civil service 4. merit principle 5. Hatch Act 6. regulation 7. deregulation 8. Office of Personnel Management (OPM) 9. GS (General Schedule) rating 10. Senior Executive Service 11. independent regulatory agency 12. oversight 13. privatization 14. government corporations 15. independent executive agencies 16. policy implementation 17. standard operating procedures (SOPs) 18. administrative discretion 19. devolution 20. street-level bureaucrats	21. command-and-control policy 22. incentive system 23. executive orders 24. iron triangles 25. sunset legislation 26. administrative adjudication 27. revenue agencies 28. fiscal policy 29. Federal Reserve System 30. Federal Reserve Board 31. whistleblower 32. spoils system 33. alliance (issue) network
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Unit 4 - Institutions of Government: The Federal Courts

Objectives	Readings	Assignments/Assessments
1. Understand the nature of the judicial system. 2. Explain how courts in the United States are organized and the nature of their jurisdiction. 3. Describe the role of judges in the judicial process, including their backgrounds and how they were elected. 4. Discuss Supreme Court policymaking and judicial implementation. 5. Explain the role of the courts in shaping the policy agenda in America. 6. Evaluate how the courts operate in a democratic system and how their activities affect the scope of	Textbook: Chapter 10 Supplemental Readings: Federalist 78 Judicial Restraint (Woll) How the Supreme Court Arrives at Decisions (Woll) Brennan vs. Rehnquist (Lanahan) Storm Center (Lanahan)	Observation of Student Performance Teacher Made Tests to include Multiple Choice and Free Response Essays Discussion Board Appropriate to Topic Practice Free Response Questions 1. The judicial branch is designed to be more independent of public opinion than are the legislature or the executive. Yet, the United States Supreme Court rarely deviates too far for too long from prevalent public opinion. a) Describe two ways in which the United States Supreme Court is insulated from public opinion. b) (b) Explain how two factors work to keep the United States Supreme Court from deviating too far from public opinion. (Q1 2005 Exam) 2. The Supreme Court is commonly thought to be “above politics”. However, one can argue

government.		<p>that the appointment of Supreme Court justices is political.</p> <ul style="list-style-type: none"> a) Identify three characteristics of Supreme Court nominees and discuss how each characteristic has been politically relevant during the appointment process. b) Identify two methods that have been used by interest groups to influence the appointment process. Explain how each of these methods has been used to influence that process. <p>(Q2 2000 Exam)</p> <p>Essay Skill *Do not simply summarize the arguments for or against a position; evaluate the arguments.</p>
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Key Terms: The Federal Courts

<ol style="list-style-type: none"> 1. jurisdiction 2. original jurisdiction 3. appellate jurisdiction 4. exclusive jurisdiction 5. en banc 6. writ of certiorari 7. Solicitor General 8. majority opinion 9. minority opinion 10. unanimous decision 11. opinion 12. dissenting opinion 13. concurring opinion 14. civil law 15. criminal law 16. defendant 17. plaintiff 18. public law 19. plea bargains 20. due process of law 21. injunction 22. subpoena 	<ol style="list-style-type: none"> 23. standing to sue 24. class action suits 25. justifiable disputes 26. <i>amicus curiae</i> briefs 27. precedents 28. Supreme Court 29. Chief Justice 30. Warren Court 31. Burger Court 32. Rehnquist Court 33. rule of four 34. district courts 35. courts of appeal 36. three tiered system 37. senatorial courtesy 38. stare decisis 39. original intent 40. judicial review 41. judicial restraint 42. judicial activism 43. judicial implementation 44. docket
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Module V: Public Policy

Approximate Length of Time: 2 Weeks

Objectives	Readings	Assignments/Assessments
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<ol style="list-style-type: none"> 1. Understand the relationship between politics and the economy. 2. Describe the policies and programs that policymakers use to affect the state of the economy. 3. Explain why it is hard to control both the domestic and international economy. 4. Discuss the major issues and policy directions that have been pursued in the areas of business, consumer, and labor policy. 5. Understand the relationship between democracy, the scope of government, and economic policymaking in the United States. 6. Understand the debate over social welfare policy in the United States and why it is so controversial. 7. Discuss the nature of wealth and poverty and how public policy affects income in the United States. 8. Explain the evolution social welfare programs in the United States. 9. Understand the debate concerning the future of social welfare policy. 10. Explain how social welfare policy in other countries differs from the United States. 11. Understand the place for social welfare policies in a democracy and how they contribute to the scope of government. 12. Explain the nature of health care and health care policy in the United States. 13. Discuss the issues surrounding the environment and the programs and policies to deal with them. 14. Understand the issues 	<p>Textbook: Chapters 17,18,19</p> <p>Supplemental Readings: The Affluent Society (Lanahan) The Other America (Lanahan) Tyranny of Kindness (Lanahan)</p>	<p>Observation of Student Performance Teacher Made Tests to include Multiple Choice and Free Response Essays Discussion Board Appropriate to Topic</p> <p>Practice Free Response Questions</p> <ol style="list-style-type: none"> 1. Using the information in the figure above (see graph handout: Distribution of Government Benefits For Children & The Elderly, 1965-1986) and your knowledge of United States politics, complete the following tasks. <ol style="list-style-type: none"> a) Describe what the figure above demonstrates about the distribution of government benefits over time. b) Identify two politically relevant factors that have affected the changing distribution of government benefits between children and the elderly. c) Explain how each of the two factors identified in (b) has affected the changing distribution of government. <p>(Q2 2002 Exam)</p> <p>Essay Skill</p> <ul style="list-style-type: none"> • Interpreting a graph • Determine best format for answering the question: Identify two factors may be listed, but explain will involve writing a paragraph.
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<p>surrounding energy policy and global warming.</p> <p>15. Understand the relationship between health and environmental policy and democracy and the scope of government.</p> <p>16. Identify the major actors involved in making and shaping American foreign policy and discuss the roles they play.</p> <p>17. Describe how American policy has changed since the end of World War II.</p> <p>18. Discuss the politics of defense policy.</p> <p>19. Examine the new issues on the global agenda, particularly those concerning the world economy, energy, and environment.</p> <p>20. Understand the role of foreign and defense policymaking in a democracy and how foreign and defense policy affects the scope of government.</p>		
<p>Key Terms: Public Policy</p>		

1. agenda setting 2. fiscal policy 3. monetary policy 4. antitrust policy 5. Balanced Budget Amendment 6. Gramm Rudman Act 7. Office of Management and Budget 8. Securities and Exchange Commission 9. Federal Reserve System 10. unemployment rate 11. inflation 12. Keynesian economics 13. supply-side economics 14. laissez-faire economics 15. Congressional Budget Office 16. continuing resolution 17. monetarism 18. protectionism 19. gross domestic product (GNP) 20. social welfare policies Organization (NATO) 21. entitlement programs 22. income distribution	23. poverty line 24. progressive tax 25. proportional tax 26. regressive tax 27. Social Security Act of 1935 28. Welfare Reform Act 29. supplemental public assistance program 30. patient's bill of rights 31. Medicare 32. Medicaid 33. Environmental Protection Agency 34. foreign policy 35. isolationism 36. containment policy 37. arms race 38. détente 39. interdependency 40. tariff 41. balance of trade 42. North Atlantic Treaty 43. United Nations (UN) 44. Strategic Defense Initiative (SDI)
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Module VI: Civil Rights/Civil Liberties		
Approximate Length of Time: 4 Weeks		
Unit I: Civil Rights		
Objectives	Readings	Assignments/Assessments
1. Understand the historical and constitutional basis of the struggle for equal rights. 2. Discuss the struggle for equality for the African Americans in terms of three historical eras, the Constitution, and public policy. 3. Explain how women have gained civil rights and what equality issues remain important for women today. 4. Describe the new groups in the civil rights movement. 5. Explain the controversy over the issue of affirmative action. 6. Understand the impact of civil	Textbook: Chapter 6 Supplemental Readings: The Need to Maintain a Free Marketplace of Ideas (Woll) The Right to Privacy (Woll) Selected Court Cases	Observation of Student Performance Teacher Made Tests to include Multiple Choice and Free Response Essays Discussion Board Appropriate to Topic Practice Free Response Questions 1. Initially, the United States Constitution did little to protect citizens from actions of the states. In the twentieth century, the Supreme Court interpreted the Constitution to protect the rights of citizens from state governments in a process referred to as incorporation. a) Define selective incorporation. b) For two of the following, explain how each has been incorporated. Each of your explanations must

<p>rights on democracy and the scope of government.</p>		<p>be based on a specific and relevant Supreme Court decision.</p> <ul style="list-style-type: none"> ▪ Rights of criminal defendants ▪ First Amendment ▪ Privacy rights <p>(Q3 2005 Exam)</p> <p>2. Political institutions can present both obstacles and opportunities to racial minority groups in their efforts to gain political influence.</p> <p>a) Identify one feature of one of the following and explain how that feature has presented obstacles to racial minority groups in their efforts to achieve political goals.</p> <ul style="list-style-type: none"> ▪ Federalism ▪ The United States political party system ▪ The United States electoral system <p>b) Identify one feature of one of the following and explain how that feature might prevent opportunities to racial minority groups in their efforts to achieve political goals.</p> <ul style="list-style-type: none"> ▪ Federalism ▪ The United States political party system ▪ The United States electoral system <p>(Q3 2002 Exam)</p> <p>Essay Skill *Look carefully for “limiters”. “In the 20th century” is a limiter.</p>
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<p>Key Terms: Civil Rights</p> <ol style="list-style-type: none"> 1. civil rights 2. Bill of Rights 3. 13th Amendment 4. 14th Amendment 5. 15th Amendment 6. 19th Amendment 7. 24th Amendment 8. affirmative action 9. de facto segregation 10. de jure segregation 11. discrimination 12. equal protection clause 13. Jim Crow Laws 14. suffrage 15. poll taxes 16. White primary 17. comparable worth 18. intermediate scrutiny 19. Civil Rights Act of 1964 20. Voting Rights Act of 1965 21. Equal Rights Amendment 22. American with Disabilities Act of 1990 (ADA) 	<p>Court Cases: Civil Rights</p> <ol style="list-style-type: none"> 1. <i>Scott v. Sanford</i> (1857) 2. <i>Plessy v. Ferguson</i> (1896) 3. <i>Brown v. Board of Education</i> (1954) 4. <i>Korematsu v. United States</i> (1944) 5. <i>Reed v. Reed</i> (1971) 6. <i>Craig v. Boren</i> (1976) 7. <i>Regents of the University of California v. Bakke</i> 8. <i>Adarand Constructors v. Pena</i> (1995) 9. <i>Baker v. Carr</i> (1962)
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Unit 2 - Civil Liberties

Objectives	Readings	Assignments/Assessments
<ol style="list-style-type: none"> 1. Understand the Constitutional basis of civil liberties and the Supreme Court’s role in defining them. 2. Discuss the religious liberties guaranteed in the First Amendment. 3. Explain the nature of and the issues involving freedom of expression in America. 4. Identify the rights of individuals accused in crimes. 5. Evaluate and discuss the issue of the right of privacy. 6. Understand the impact of civil liberties on democracy and the scope of government. 	<p>Textbook: Chapter 5</p> <p>Supplemental Readings: Security versus Civil Liberties (Lanahan) Selected Court Cases</p>	<p>Observation of Student Performance Teacher Made Tests to include Multiple Choice and Free Response Essays Discussion Board Appropriate to Topic</p> <p>Practice Free Response Questions</p> <ol style="list-style-type: none"> 1. Many scholars and observers have argued that the ratification of the Fourteenth Amendment to the Constitution has become the single most important act in all of United States politics. <ol style="list-style-type: none"> a) Identify which provision of the Fourteenth Amendment was applied in one of the following Supreme Court cases. For the case you select, explain the significance of the decision in United States politics. <ul style="list-style-type: none"> ▪ <i>Brown v. Board of Education of Topeka, Kansas</i> (1954) ▪ <i>Baker v. Carr</i> (1962)

		<ul style="list-style-type: none"> ▪ <i>Regents of the University of California v. Bakke</i> (1978) <p>b) Identify which provision of the Fourteenth Amendment was applied to one of the following Supreme Court cases. For the case you select, explain the significance of the decision in United States politics.</p> <ul style="list-style-type: none"> ▪ <i>Mapp v. Ohio</i> (1961) ▪ <i>Gideon v. Wainwright</i> (1963) ▪ <i>Miranda v. Arizona</i> (1966) <p>(Q3 2001 Exam)</p> <p>Essay Skill *Plan what you are going to write before you start writing. *Back up your ideas with examples. *Try to prove one “big picture” idea per paragraph.</p>
<p>Key Terms: Civil Liberties</p> <ol style="list-style-type: none"> 1. civil liberties 2. Bill of Rights 3. First Amendment 4. 14th Amendment 5. incorporation doctrine 6. establishment clause 7. free exercise clause 8. prior restraint 9. libel 10. symbolic speech 11. commercial speech 12. probable cause 13. unreasonable search and seizures 14. search warrant 15. exclusionary rule 16. 5th Amendment 17. self-incrimination 18. 6th Amendment 19. plea bargaining 20. 8th Amendment 21. cruel and unusual punishment 22. right of privacy 	<p>Court Cases: Civil Liberties</p> <ol style="list-style-type: none"> 1. <i>Barron v. Baltimore</i> (1833) 2. <i>Gitlow v. New York</i> (1925) 3. <i>Lemon v. Kurtzman</i> (1971) 4. <i>Zelman v. Simmons-Harris</i> (2002) 5. <i>Engel v. Vitale</i> (1962) 6. <i>School District of Abington Township, Pennsylvania v. Schempp</i> 7. <i>Near v. Minnesota</i> (1931) 8. <i>Schenk v. United States</i> (1919) 9. <i>Zurcher v. Stanford Daily</i> (1976) 10. <i>New York Times v. Sullivan</i> (1964) 11. <i>Texas v. Johnson</i> (1989) 12. <i>Miami Herald Publishing Co. v. Tornillo</i> (1974) 13. <i>Red Lion Broadcasting Co. v. Federal Communications Commission</i> 14. <i>NAACP v. Alabama</i> (1958) 15. <i>Mapp v. Ohio</i> (1961) 16. <i>Miranda v. Arizona</i> (1966) 17. <i>Gideon v. Wainwright</i> (1963) 18. <i>Gregg v. Georgia</i> (1976) 19. <i>McCleskey v. Kemp</i> (1987) 20. <i>Roe v. Wade</i> (1973) 21. <i>Planned Parenthood v. Casey</i> (1992) 	

Assignments and Assessments

Grading Policies:

Students will earn points through a variety of activities, special projects, and tests during each quarter. Assignments are weighted according to importance. For instance, a test on Module 1 will be worth more than a worksheet on chapter terms. At the end of the grading period, the total points earned are divided by the total points possible. Letter grades are then assigned according to the grading policy above.

Unit tests are constructed to include multiple choice questions from released AP exams as well as additional multiple choice questions from the various resources. There are also time parameters so students become conditioned to reading and processing in the same way that is required on the AP exam.

The free response essays are also timed periodically so the same conditioning takes place. All essay questions are formatted and graded according to the AP guidelines.

The analysis and interpretation of charts, graphs, and political cartoons is an integral part of both the unit tests and the essays.

Students are also expected to complete a self-assessment within each quarter using the Student Accountability Rubric which helps focus them on behaviors that support the learning process.

Support Services

To help students maintain successful participation, each student has a designated local facilitator who serves as the liaison between the teacher, the student, parents and school administrators.

Study Groups: Students can organize and participate in study groups, although discussion must be conducted in an asynchronous manner because of the distance learning aspect of the course. The students are in many different time zones around the world. They are periodically placed in groups in order to collaborate in long-term projects throughout the year.