

Southern York County School District Instructional Plan

Name: Kevin M. Lawrence	Dates: September
Course/Subject: AP American Government	Unit Plan 1: Constitutional Underpinnings of the United States of America
Stage 1 – Desired Results	
<p>PA Standard(s) / Assessment Anchors Addressed:</p> <p>5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.B: Employ historical examples and political philosophy to evaluate the major arguments for the necessity of government.</p> <p>5.1.12.C: Evaluate the application of the principles and ideals in contemporary civic life: liberty/freedom, democracy, justice and equality.</p> <p>5.1.12.D: Evaluate state and federal powers based on significant documents and other critical sources: Declaration of Independence, United States Constitution, Bill of Rights and Pennsylvania Constitution.</p> <p>5.1.12.E: Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.</p> <p>5.1.12.F: Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>6.3.12.A: Evaluate the costs and benefits of government decisions to provide public goods and services.</p> <p>1.5.12.A: Write with a clear focus, identifying topic, task and audience.</p> <p>1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.</p> <p>1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.</p> <p>1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.</p> <p>1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Government is a broad term comprising any entity that possesses dual rule-making and rule-enforcement responsibilities; American democracy is one form of government. 2. Politics is defined as the process that determines who gets what, when and how; politics exists throughout society and, while omnipresent in government, is not the same as government. 3. The Framers sought to fashion a government that would share powers among many constituencies in order to prevent the consolidation of power by one or a few leaders. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ What is government? ▪ To what degree is government necessary? ▪ To what extent should the government be involved in people’s lives? ▪ To what degree is America a true democracy? ▪ What is politics? ▪ What is the relationship between government and politics? ▪ To what degree is it possible for leaders to share power successfully? ▪ To what degree does federalism exist as the Framers envisioned? ▪ To what extent are the primary features of the Constitution still relevant today?

Learning Objectives:***Students will know...***

- The sources, purposes and functions of laws and how laws protect individual liberties and ensure the common good.
- The primary historical writings upon which the Framers relied in drafting the American Constitution.
- Ways in which contemporary federalism differs from historical federalism.
- Ways in which contemporary power sharing among the branches differs from the Framers' original idea of separation of powers.
- The rights that are granted to citizens, state governments and the federal government under the Constitution.
- Four approaches to political power distribution.
- Three types of governmental structure.
- What government is and what the purposes of government are.
- What politics is and what the value of a political process is within the realm of government.
- The realities, pros and cons of the permanent campaign.
- John Locke's theories on the social contract, human nature, the necessity of and appropriate structure for government.
- Thomas Hobbes' theories on the social contract, human nature, the necessity of and appropriate structure for government.
- James Madison's theories on the social contract, human nature, the necessity of and appropriate structure for government.
- How the prisoner's dilemma applies to modern American governments.
- The factors that led the Framers to create the system of American Democracy that they did.
- Formal powers, informal powers and checks and balances of the executive branch, legislative branch and judicial branch.
- Exclusive powers, denied powers and concurrent powers of the federal and state governments.
- What implied powers the federal government possesses and the auspices under which they assume those powers.

Students will be able to...

- Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
- Evaluate state and federal powers based on significant documents and other critical sources, including the Declaration of Independence, United States Constitution, and Bill of Rights.
- Assess the rights of people as written in the United States Constitution.
- Appraise the role of nationalism in uniting and dividing citizens.
- Diagram the considerations that influenced the formulation and adoption of the United States Constitution.
- Compare and contrast the Framers' vision of separation of powers with the contemporary reality of separation of powers.
- Trace the evolution of federalism from the early days of the nation through today.
- Differentiate among the various theories of democratic government and power distribution.

Name: Kevin M. Lawrence	Dates: October/November
Course/Subject: AP American Government	Unit Plan 2: Political Beliefs and Behaviors
Stage 1 – Desired Results	
<p>PA Standard(s) / Assessment Anchors Addressed:</p> <p>5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.2.12.D: Evaluate what makes competent and responsible citizens.</p> <p>5.3.12.E: Evaluate the fairness and effectiveness of the United States electoral process, including the electoral college.</p> <p>1.5.12.A: Write with a clear focus, identifying topic, task and audience.</p> <p>1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.</p> <p>1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.</p> <p>1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.</p> <p>1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> Americans share certain common beliefs about the country's political system. Despite that consensus, they disagree about the ways in which those values should be manifest. Although American citizens vote in a relatively low percentage to citizens in other democratic nations, Americans are engaged in the political process at a higher rate than almost any other democratic nation in the world. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What factors shape Americans' political beliefs? To what degree do Americans participate in the political process? What are the roles and responsibilities of a good citizen in a democratic republic like the United States?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> The core values shared by the majority of American citizens. The varieties of types of public opinion polls used to quantitatively and qualitatively assess the opinions of the American citizenry. The assets and liabilities of each type of public opinion poll. The requisite scientific features that must be present to ensure that a poll is valid and reliable. The names and political leanings of the top polling institutions in the nation. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Demonstrate what makes competent and responsible citizens. Judge the role of political leadership and public service in a republican form of government. Trace and explain the processes by which political beliefs are formed, how they evolve and how they are transmitted. Analyze the ways in which political culture affects and informs political participation. Assess the likelihood of various types of political participation among different

<ul style="list-style-type: none"> ▪ The myriad purposes for which polling is employed in the 21st century, in the political realm and beyond. ▪ How Americans are socialized politically and how that process affects an individual citizen's view of the nation's core values. ▪ The most important source of any American's political socialization. ▪ The voting preferences held by Americans of different ages. ▪ The voting preferences held by Americans with different education levels. ▪ The voting preferences held by Americans of different religions. ▪ The voting preferences held by Americans who live in different geographic locations. ▪ The voting preferences held by Americans of each gender. ▪ The voting preferences held by Americans in different social classes. ▪ The voting preferences held by Americans of different races and ethnicities. ▪ The four quadrants in which political ideology should be measured. ▪ The factors that affect a person's willingness to participate in the political process. ▪ The multiple ways in which Americans participate in the political process. ▪ The two ways of calculating voter turnout. ▪ The factors affecting voter turnout in the United States. 	<p>cultural, ethnic, religious and geographic constituencies in the United States.</p>
<p>Name: Kevin M. Lawrence</p>	<p>Dates: November/December</p>
<p>Course/Subject: AP American Government</p>	<p>Unit Plan 3: Linkage Institutions: Political Parties, Interest Groups, Mass Media and Elections and Campaigns</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s) / Assessment Anchors Addressed:</p> <p>5.3.12.D: Evaluate the roles of political parties, interest groups and mass media in politics and public policy.</p> <p>5.3.12.E: Evaluate the fairness and effectiveness of the United States electoral process, including the electoral college.</p> <p>5.3.12.G: Evaluate the impact of interest groups in developing public policy.</p> <p>5.3.12.H: Evaluate the role of mass media in setting public agenda and influencing political life.</p> <p>5.4.12.D: Evaluate the role of mass media in world politics.</p> <p>5.4.12.E: Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.</p> <p>1.5.12.A: Write with a clear focus, identifying topic, task and audience.</p> <p>1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p>	

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

Understanding(s):

Students will understand...

1. To the chagrin of the Framers, political parties became a reality shortly after the nation's birth. The role that political parties have played in connecting the American people to their government has been dynamic for more than 200 years.
2. Much maligned in the popular press, interest groups can serve a valuable role in the American political process by forging a link between interested citizens and their elected officials.
3. The media are a major force in United States politics. The media measures a significant effect on public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the images of officials and candidates.
4. Elections and campaigns allow elected officials and the constituents they are to represent an opportunity to interact through a variety of mediums, affording them the potential to be the consummate linkage institutions.

Essential Questions:

- To what extent are political parties appropriate in American Democracy?
- To what extent are interest groups necessary in American Democracy?
- To what degree is the media responsible for setting the American public policy agenda?
- To what extent does the media construct the news versus report the news?
- To what degree do elections matter?
- To what extent are linkage institutions viable in America today?

Learning Objectives:

Students will know...

- The three ways in which political parties seek to achieve their primary objective of getting people elected to office.
- Why American political parties have become weaker in all three ways in which they try to achieve their primary objective.
- The three forms of direct democracy.
- The seven elections that are considered realigning or dealigning elections.
- The organizational structure of the national political parties.
- The three reasons why the number of interest groups in America have proliferated since the 1960s.
- The different types of interest groups.
- The three types of incentives that interest groups use to attract members.

Students will be able to...

- Differentiate among the three ways in which political parties seek to get people elected to public office.
- Explain why American political parties have become weaker as a label in the mind of voters, an organization that recruits and trains candidates for political office and as a set of leaders who seek to control the legislative and executive branches of government.
- Analyze the benefits and drawbacks of the three types of direct democracy.
- Appraise election outcomes to determine if they are realigning or dealigning elections.
- Assess whether the contemporary organization of the national political parties is beneficial to their ability to achieve their primary goal.

<ul style="list-style-type: none"> ▪ The four ways in which interest groups gain their funding. ▪ The nine ways in which interest groups seek to achieve their primary objective of influencing public policy. ▪ The two scenarios in which interest groups are most likely to succeed. ▪ The three scenarios in which interest groups are most likely to fail. ▪ Four of the Congressional reporting requirements to which all interest groups must adhere. ▪ The seven distinct time periods through which American media has evolved. ▪ The difference and similarities between broadcasting and narrowcasting. ▪ The three major roles of America’s mass media. ▪ The arguments that America has a truly free media. ▪ The arguments that America does not have a truly free media. ▪ Whether members of the media have a distinct political attitude. ▪ Whether and how the political attitude of the media affects how the news is reported. ▪ Whether what the media reports affect what Americans believe. ▪ At least four ways in which a news story can be ‘spun.’ ▪ A minimum of four historical events that have influenced the relationship between politicians and the press. ▪ The three types of federal elections. ▪ The five types of primary or nominating electoral contests. ▪ The three purposes of the Republican and Democratic National Nominating Conventions. ▪ The five types of political advertisements. ▪ Four differences between running a Congressional campaign and a Presidential campaign. ▪ Fifteen major federal campaign finance rules. 	<ul style="list-style-type: none"> ▪ Explain why the number of interest groups has proliferated in the United States in the past five decades. ▪ Identify whether an interest group is offering a material incentive, a purposive incentive or a solidary incentive to increase its membership totals. ▪ List the four ways in which interest groups can their funding. ▪ Characterize into multiple groupings the nine ways in which interest groups achieve their primary objective of influencing public policy. ▪ Evaluate the circumstances under which an interest group is most likely or least likely to succeed. ▪ Differentiate the time frames through which the American media has evolved. ▪ Compare and contrast the strengths of broadcasting versus narrowcasting. ▪ Examine the value of four of the Congressional reporting requirements to which all interest groups must adhere. ▪ Distinguish among the three roles of America’s mass media. ▪ Debate whether America has a truly free media. ▪ Argue whether the members of the media have a distinct political bias and whether that bias affects the way in which they report the news and the ways in which those reports are received. ▪ Evaluate how a news story is being presented, or ‘spun,’ to use the vernacular. ▪ Identify at least four historical events that have determined the relationship between politicians and the press. ▪ Examine an election to determine which of eight types of electoral contest it is best characterized as. ▪ Recognize five types of political advertisements. ▪ Differentiate between a Congressional campaign and a Presidential campaign. ▪ Recite fifteen major federal campaign finance reform rules.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Name: Kevin M. Lawrence	Dates: January/February
--------------------------------	--------------------------------

Course/Subject: AP American Government	Unit Plan 4: Institutions of the Federal Government
-----------------------------------------------	------------------------------------------------------------

PA Standard(s) / Assessment Anchors Addressed:

5.2.12.C: Evaluate political leadership and public service in a republican form of government.

5.3.12.A: Analyze the changes in power and authority among the three branches of government over time.

5.3.12.B: Compare and contrast policy-making in various contemporary world governments.

5.3.12.C: Evaluate how government agencies create, amend and enforce regulations.

5.3.12.F: Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

Understanding(s):

Students will understand...

1. The Framers intended for the legislative branch of the federal government to be the preeminent branch, vesting the most formal powers and the most checks in the hands of Congress.
2. Since the nation's founding, much of the power granted to the legislative branch by the Framers has been voluntarily surrendered by or forcibly usurped from Congress to the benefit of the other branches of the federal government.
3. The Framers sought to limit the power of the executive branch, making impressive efforts to ensure that the president's authority was subordinated to that of the Congress.
4. The past 200 years of American history have witnessed a rise in the power of the president; national crises, armed conflicts and the advent of the mass media are among many other factors that have led the president to possess more power than the Framers ever intended for him to have.
5. The Framers planned for the judicial branch to be an impartial arbiter of the laws but never expected the judiciary to wield the type of significant influence that it does today.
6. Already by the early 19th century, the tertiary branch of the federal government had become a fertile battleground upon which

Essential Questions:

- To what degree does the legislative branch control what the federal government does?
- To what degree does the executive branch control what the federal government does?
- To what degree does the judicial branch control what the federal government does?
- To what degree does the bureaucracy control what the federal government does?
- To what extent is it possible for a single branch of the federal government to wrest control of the public policy agenda?

<p>many of America's social and political battles were waged and decided.</p> <p>7. The monumental increase in the size and scope of the federal government has given rise to a powerful class of unelected career government professionals who possess significant law-making and law-enforcement powers.</p>	
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The powers of the legislative branch. ▪ Three ways in which elected officials represent their constituents. ▪ The power hierarchies within the United States Senate. ▪ The power hierarchies within the United States House of Representatives. ▪ The role and function of caucuses within the United States Congress. ▪ The role and function of committees within the United States Congress. ▪ The organization, role and function of members' professional staff within the United States Congress. ▪ How a bill becomes a law. ▪ The powers of the executive branch. ▪ The affect that a president's unique personality and historical circumstances have on his ability to succeed. ▪ The machinations of the Electoral College and the pros and cons of its continued use in American Democracy. ▪ The trio of ways in which the president can organize his White House staff and the benefits and drawbacks of each method of organization. ▪ Proximity to the president means increased power, increased prestige and less job security. ▪ Who succeeds to the presidency, when and the procedures for presidential succession. ▪ The powers of the bureaucracy. ▪ What a bureaucracy is in general and the specific characteristics of America's federal bureaucracy. ▪ The times and circumstances that have affected the greatest expansion in the size and scope of America's federal bureaucracy. ▪ The positive and negative effects of federal bureaucrats gaining ever-increasing levels of discretionary authority. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ Analyze the changes in power and authority among the three branches of government over time. ▪ Illustrate how government agencies create, amend and enforce regulations. ▪ Measure the degree to which the legislative, executive and judicial branches and the bureaucracy are separate institutions sharing powers and the implications of that arrangement. ▪ Diagram the functions these four institutions perform and do not perform, as well as the powers that they do and do not possess. ▪ Predict how power balances and relationships between these institutions may evolve gradually or change dramatically as a result of crises. ▪ Arrange the ties between the various branches of national government and political parties, interest groups, the media and state and local governments.

<ul style="list-style-type: none"> ▪ How bureaucrats are hired, the conditions under which they are employed and the circumstances under which they could be fired. ▪ The relationship among the bureaucracy, Congress and interest groups and the forms those relationships may take. ▪ Challenges faced by the federal bureaucracy. ▪ The powers of the judicial branch. ▪ The difference between an activist and a strict-constructionist judicial approach. ▪ How judges are appointed. ▪ The “four pockets” of the American judicial system and what types of cases are heard in each type of court. ▪ The qualifications for a case to be included in the judicial process. ▪ The type and number of cases heard by the United States Supreme Court and the criteria used by the Court to determine whether to hear the case. ▪ The benefits and shortcomings of judicial activism. ▪ The checks on the judicial branch and whether those checks are efficacious. 	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Name: Kevin M. Lawrence	Dates: March
--------------------------------	---------------------

Course/Subject: AP American Government	Unit Plan 5: Civil Rights and Civil Liberties
-----------------------------------------------	------------------------------------------------------

Stage 1 – Desired Results

<p>PA Standard(s) / Assessment Anchors Addressed:</p> <p>5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.B: Employ historical examples and political philosophy to evaluate the major arguments for the necessity of government.</p> <p>5.1.12.C: Evaluate the application of the principles and ideals in contemporary civic life: liberty/freedom, democracy, justice and equality.</p> <p>5.1.12.D: Evaluate state and federal powers based on significant documents and other critical sources: Declaration of Independence, United States Constitution, Bill of Rights and Pennsylvania Constitution.</p> <p>5.1.12.E: Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.</p> <p>5.2.12.A: Evaluate an individual’s civil rights, responsibilities and obligations in various contemporary governments.</p> <p>5.3.12.F: Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.</p> <p>1.5.12.A: Write with a clear focus, identifying topic, task and audience.</p> <p>1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p>

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

Understanding(s):

Students will understand...

1. The relationship between individual liberties and public order is a tenuous one that is constantly evolving and always difficult to balance.

Essential Questions:

- What constitutes an appropriate individual liberty?
- How can individual liberty and social order be balanced?
- To what extent are Americans' individual liberties protected today?
- To what extent are minorities treated equitably in the United States today?

Learning Objectives:

Students will know...

- The rights that every American is guaranteed in the Bill of Rights.
- How disputes are settled when the rights of one person or institution impinge upon the rights of another person or institution.
- The exceptions under which the Supreme Court does not protect the free-exercise of religion.
- The three precepts of the "Lemon Test" that must be met for a law to be allowable under the Establishment Clause.
- The six tests that the Supreme Court applies to a case to determine whether an infringement upon the freedom of expression has occurred.
- The issue on which the current debate over the Second Amendment centers.
- The two criteria that must be met for a search to be considered reasonable.
- When the Supreme Court has leaned toward law and order over the rights of the accused and when the Supreme Court has ruled in favor of the rights of the accused over law and order.
- The two classes of people who are exempt from the death penalty.
- The definition of penumbras and how it is applied to protect the right to privacy.
- Why the Tenth Amendment is likely to become the most litigious civil liberty issue during the 21st century.
- The three standards of review created by the Supreme Court to assess whether a

Students will be able to...

- Question the most important decisions of the Supreme Court in the areas of civil rights and civil liberties and analyze the court's evolution on these topics since the start of the 19th century.
- Interpret how the Fourteenth Amendment and the doctrine of selective incorporation have been used to extend protection of rights and liberties.
- Compare and contrast an individual's civil rights, responsibilities and obligations in various contemporary governments.
- Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
- Investigate the causes of conflicts in society and evaluate techniques to address those conflicts.

<p>public policy arbitrarily discriminates against a person.</p> <ul style="list-style-type: none"> ▪ The criteria that must be present for a classification of people to be deemed a suspect classification. ▪ The historical treatment that members of suspect classifications have received as well as the challenges currently faced by those groups and their prospects for future equanimity. 	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Name: Kevin M. Lawrence	Dates: April/May
--------------------------------	-------------------------

Course/Subject: AP American Government	Unit Plan 6: Public Policy
-----------------------------------------------	-----------------------------------

Stage 1 – Desired Results

PA Standard(s) / Assessment Anchors Addressed:

5.3.12.B: Compare and contrast policy-making in various contemporary world governments.

5.3.12.G: Evaluate the impact of interest groups in developing public policy.

5.3.12.H: Evaluate the role of mass media in setting public agenda and influencing political life.

5.3.12.I: Evaluate tax policies of various states and countries.

5.3.12.J: Evaluate critical issues in various contemporary governments.

5.4.12.A: Evaluate foreign policy perspectives, including realism, idealism and liberalism.

5.4.12.B: Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).

5.4.12.C: Evaluate the effectiveness of international organizations, both governmental and non-governmental.

6.2.12.G: Evaluate various economic systems.

6.3.12.B: Assess the government's role in regulating and stabilizing the state and national economy.

6.3.12.C: Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.

6.3.12.D: Evaluate the role that governments play in international trade.

6.4.12.B: Assess the growth and impact of international trade around the world.

1.5.12.A: Write with a clear focus, identifying topic, task and audience.

1.5.12.C: Write with controlled and/or subtle organization; establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.1.12.C: Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

1.1.12.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

1.1.12.E: Demonstrate fluency in silent reading based upon specific grade level text.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The public policy agenda is an esoteric creation fashioned by an amalgamation of political players including the President and the Executive Branch bureaucracy, 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ Who makes public policies in America and to what ends? ▪ What factors affect the creation of public policy?
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Congress and the Legislative Branch, the Supreme Court and the Judicial Branch, the mass media, state and local governments, formal and informal interest groups and the American citizenry writ large.</p> <ol style="list-style-type: none"> 2. International and domestic events and the timing of those events often serve to undermine even the best efforts of the nation's most influential political actors determine the public policy agenda. In other words, the public policy agenda is determined as much by chance as it is by choice. 3. The daily lives of Americans are affected consistently and pervasively – in every way and at every moment – by the public policies created and enforced by the United States government. 	<ul style="list-style-type: none"> ▪ How do public policies impact Americans?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Six institutions that affect what issues make the public policy agenda at any given time. ▪ Four types of public policies. ▪ Key terms that are used to describe the federal budgeting process. ▪ Seven steps in the federal budgeting process. ▪ Four economic philosophies and which politicians ascribe to each philosophy. ▪ The similarities between monetary policy and fiscal policy. ▪ The differences between monetary policy and fiscal policy. ▪ The major arguments made by proponents of clean air legislation. ▪ The major arguments made by opponents of clean air legislation. ▪ The major arguments made by proponents of clean water legislation. ▪ The major arguments made by opponents of clean water legislation. ▪ The major arguments made by advocates of a free-market system in which solely the marketplace determines environmental controls. ▪ The role played by each of seven primary players in the formulation of American military and defense policy. ▪ The five worldviews through which all military and foreign policy decisions are made. ▪ The difference between a means tested and a non-means tested social welfare policy. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ Analyze what the major factors are that determine whether a specific issue makes it onto the public policy agenda. ▪ Investigate which factors had the greatest and least influence on whether an issue makes the public policy agenda and how it is framed when it gets there. ▪ Differentiate majoritarian policies, client policies, entrepreneurial policies and interest group policies. ▪ Perform a cost and benefit analysis on any given public policy in order to classify it into the most appropriate policy category. ▪ Trace the federal budgeting process through each of its steps, identifying the chances for political pitfalls at each step. ▪ Write economic policy proposals for politicians who ascribe to each of the four political philosophies – Socialists, Democrats, Republicans and Libertarians. ▪ Compare and contrast monetary policy and fiscal policy. ▪ Debate the value of government involvement in ensuring clean air. ▪ Debate the value of government involvement in ensuring clean water. ▪ Weigh environmental preservation policies against economic stimulation policies. ▪ Assess the influence exerted by each of the principal players in the creation of America's foreign and military policy.

<ul style="list-style-type: none">▪ Examples of majoritarian social welfare policies.▪ Examples of client social welfare policies.	<ul style="list-style-type: none">▪ Evaluate foreign and military policy decisions to determine which worldview they fit most closely.▪ Debate whether or not means testing is an appropriate standard to invoke when determining whether or not to extend social welfare benefits to a class of people.▪ Compare and contrast the positive and negative aspects of majoritarian and client social welfare policies.
-----------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------