


Map: **AP Politics and Government** Grade Level: **12** School Year: **2010-2011**Author: **Brian Powers** District/Building: **Island Trees/Island Trees High School**Created: **08/10/2010** Last Updated: **11/24/2010**

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p>How are the principles of government that the framers embodied used today ?</p> <p>How is the concept of separation of powers a reality today?</p> <p>Why is federalism a viable form of government today?</p> <p>How does federalism function today?</p>	<p>Government and Politics and the Cycle of Policy Making, Democracy and the Theories Involving Modern American Democracy</p> <p>Basic Principles of the Constitution: The Origins of the Constitution and the work at the Constitutional Convention</p> <p>Federalism: The Constitutional Basis and Basic Importance of Federalism, How Federalism operates, The New Federalism, Federalism Today</p>	<p>Students will compare, contrast, and evaluate:</p> <p>Power</p> <p>Democracy (direct, indirect)</p> <p>Traditional democratic theory</p> <p>Public goods</p> <p>Majority rule</p> <p>Politics defined</p> <p>Pluralism</p> <p>Political participation methods</p> <p>Representation</p> <p>Majoritarian politics</p> <p>Hyperpluralism</p> <p>Policy agenda</p> <p>Political ethics</p> <p>Public policy</p> <p>Elitism or class theory</p> <p>Political systems defined</p> <p>Republic</p> <p>Political issue</p> <p>Popular sovereignty</p> <p>Linkage institutions</p> <p>Majority Rule-minority rights</p>		<p><b>SS5-K1-1B</b></p> <p><b>SS5-K2-1C</b></p> <p><b>SS5-K2-1D</b></p> <p><b>SS5-K2-1E</b></p> <p><b>SS5-K3-1C</b></p> <p><b>SS5-K3-1D</b></p>	

Unit 2	<p>How have demographic changes have occurred in the U.S. and what are their political and public policy consequences?</p> <p>Why is political socialization relevant today?</p> <p>How is public opinion measured?</p> <p>How have scientific techniques been used to measure public opinion?</p> <p>Why have there been arguments against public opinion polling?</p> <p>Why do people participate in politics in different ways?</p> <p>-</p> <p>How has the American election system evolved?</p> <p>How did the election of 2000 contrast with elections of the past, particularly the elections of 1800 and 1896?</p> <p>Why would we expect people to vote more today and yet they not do so?</p> <p>How does the voter registration system affect the decision to vote?</p> <p>Why are certain groups more likely to vote than others?</p> <p>Why has the Electoral College come under scrutiny?</p> <p>How have biases in the electoral process affected its functionality?</p>	<p>Demographics</p> <p>Political Ideology Spectrum</p> <p>Exit Polls</p> <p>The conversary over the Electoral College</p> <p>Voter Participation: Who is voting?</p> <p>Supreme Choice: Process and Politics of Presidential Nominations to the U.S. Supreme Court</p> <p>Political Cartoon Analysis</p>	<p>Students will be able to identify and define:</p> <p>Demographics</p> <p>melting pot</p> <p>minority majority</p> <p>reapportionment</p> <p>political socialization</p> <p>political culture</p> <p>exit poll</p> <p>gender gap</p> <p>political ideology</p> <p>civil disobedience</p> <p>Students will be able to define, compare, contrast, and evaluate:</p> <p>referendum</p> <p>initiative</p> <p>suffrage</p> <p>Motor Voter Act</p> <p>policy voting</p> <p>mandate theory of elections</p> <p>political efficacy</p> <p>voter registration</p> <p>plurality (&amp; plurality elections)</p> <p>Students will be able to compare, contrast, and define:</p> <p>caucus</p> <p>superdelegates</p> <p>frontloading</p> <p>presidential primaries</p> <p>party platform</p>		<p><b>SS5-K1-1C</b></p> <p><b>SS5-K1-1A</b></p> <p><b>SS5-K2-1C</b></p> <p><b>SS5-K2-1E</b></p> <p><b>SS5-K3-1D</b></p> <p><b>SS5-K3-1B</b></p> <p><b>SS5-K4-1A</b></p> <p><b>SS5-K4-1C</b></p> <p><b>SS5-K4-1G</b></p>	
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Unit 3	<p>Why do political parties continue to affect the political process?</p> <p>How do interest groups affect the political process?</p> <p>How does the mass media affect politics and the political discussions?</p>	<p>Effect of Political Parties on the voting process</p> <p>Multi Party System vs. Two Party System</p> <p>Grassroots Parties</p> <p>Influential Third Parties</p>	<p>Students will be able to compare and indentify:</p> <p>Effects of Political Parties</p> <p>Third Parties</p> <p>Caucuses</p> <p>Conventions</p> <p>Nominations</p> <p>War Rooms</p> <p>Grassroots organizations</p>		<p><b>SS1-K1-1A</b></p> <p><b>SS1-K1-1B</b></p> <p><b>SS5-K2-1A</b></p> <p><b>SS5-K2-1C</b></p> <p><b>SS5-K2-1D</b></p> <p><b>SS5-K2-1E</b></p> <p><b>SS5-K3-1A</b></p> <p><b>SS5-K3-1B</b></p> <p><b>SS5-K3-1D</b></p>	

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Unit 4	<p>How is it possible to address the needs of the American Public with a divided government?</p> <p>How do outside political forces play a role in the modern bureaucracy?</p> <p>How has the presidency become too powerful via extra constitutional powers?</p> <p>Why is there effective legislative oversight over the bureaucracy?</p> <p>How could one argue that the Supreme Court is overly politicized?</p> <p>Why would the Supreme Court lean more toward judicial activism or judicial restraint depending on the situation?</p> <p>How would it be possible to effectively reform bureaucracy?</p>	<p>Interpretation of the subject matter of U.S. politics and government.</p> <p>Evolution of the Office of President</p> <p>Functions and organizations of three basic components of the Office of the President: executive office, cabinet, and independent regulatory agencies</p> <p>Strategies for presidents to oppose congressional and judicial power</p> <p>Factors involved in presidential decision-making for economic and foreign policy affairs</p> <p>Public opinion affect on presidential foreign policy</p>	<p>Students will be able to compare and contrast:</p> <p>Model Senate.</p> <p>Congressional Oversight Hearing</p> <p>Federalism</p> <p>Bureaucracy</p>		<p><b>SS5-K4-1A</b></p> <p><b>SS5-K1-1D</b></p> <p><b>SS5-K2-1A</b></p> <p><b>SS5-K2-1D</b></p> <p><b>SS5-K2-1E</b></p> <p><b>SS5-K4-1A</b></p> <p><b>SS5-K4-1B</b></p> <p><b>SS5-K4-1D</b></p> <p><b>SS5-K4-1G</b></p>	
	How has the	Introduction to the	Students will define and identify:		<p><b>SS5-K1-1A</b></p> <p><b>SS5-K2-1A</b></p>	

Unit 5	<p>evolution of social welfare programs shown progress?</p> <p>Why does President play a role in policy-making?</p> <p>How does the legislative branch play a role in making policy?</p> <p>How has the role of the judicial branch changed when it comes to making policy?</p> <p>How has the foreign policy making power of the President evolved throughout the years?</p> <p>How has the concept of Federalism impacted public policy?</p> <p>Why is the FED in charge of economic policy?</p>	<p>Policy-Making Process</p> <p>Economic Policy (Debtbusters/National Budget simulation)</p> <p>Congress vs. President in the Budget-Making Process</p> <p>Data Analysis activities – graphs on economic and social welfare policy</p> <p>Foreign policy options: What should be the role of the</p> <p>Foreign policy options (current foreign policy issue):</p>	<p>Policy Making Institutions</p> <p>Public Policy</p> <p>Policy Agenda</p> <p>Cloakroom</p> <p>Spin</p> <p>Mudslinging</p> <p>Sandbagging</p> <p>Fiscal Budget</p> <p>Economic Policy</p> <p>Foreign Policy</p> <p>Domestic Policy</p> 		<p>SS5-K2-1C</p> <p>SS5-K3-1A</p> <p>SS5-K3-1B</p> <p>SS5-K4-1A</p> <p>SS5-K4-1B</p> <p>SS5-K4-1E</p>	
Unit 6	<p>How is racism an issue for young adults to fight against today?</p>	<p>"All men are created equal"</p> <p>The institution of slavery</p> <p>National Bill of Rights</p> <p>Supreme Court, in the</p>	<p>Students will be able to discuss:</p> <p>Affirmative Action</p> <p>Free Speech</p> <p>Discrimination</p>		<p>SS5-K1-1A</p> <p>SS5-K1-1C</p> <p>SS5-K1-1D</p> <p>SS5-K2-1A</p> <p>SS5-K2-1B</p> <p>SS5-K2-1C</p>	

<p>Why does Civil Disobedience have an effect in American society?</p>	<p>area of public policy, protect individual civil liberties</p>	<p>Racism Bigotry Equal Rights Amendment Establishment Clause Reverse Discrimination</p>	<p><b>SS5-K3-1A</b> <b>SS5-K4-1B</b> <b>SS5-K4-1D</b> <b>SS5-K4-1F</b></p>
<p>How effective is Affirmative Action?</p>	<p>Citizenship Clause of the Fourteenth Amendment Selective Incorporation</p>	<p>Housing Projects Welfare Welfare to Work Program</p>	
<p>Why does the right of freedom of speech differ in both public and private property?</p>	<p>Freedom of Speech What forms of Speech are protected?</p>	<p>Thirteenth Amendment Fourteenth Amendment</p>	
<p>How would our Founding Fathers view the historical development of civil rights? to individual rights?</p>	<p>Exercise of religion</p>		

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<b>Key to Standards used in this Map</b>						
<b>SS1-K1-1A</b> [1 occurrence] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1A - analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans. [Commencement]						
<b>SS1-K1-1B</b> [1 occurrence] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1B - describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. [Commencement]						
<b>SS5-K1-1A</b> [3 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs . [Commencement]						
<b>SS5-K1-1B</b> [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1B - consider the nature and evolution of constitutional democracies throughout the world. [Commencement]						
<b>SS5-K1-1C</b> [2 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1C - compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture. [Commencement]						
<b>SS5-K1-1D</b> [2 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1D - identify and analyze advantages and disadvantages of various governmental systems. [Commencement]						
<b>SS5-K2-1A</b> [4 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1A - trace the evolution of American values, beliefs, and institutions. [Commencement]						
<b>SS5-K2-1B</b> [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1B - analyze the disparities between civic values expressed in the United States Constitution and the United Nation Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and throughout the world. [Commencement]						
<b>SS5-K2-1C</b> [5 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1C - identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society. [Commencement]						
<b>SS5-K2-1D</b> [3 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1D - compare and contrast the Constitutions of the United States and New York State. [Commencement]						
<b>SS5-K2-1E</b> [4 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1E - understand the dynamic relationship between federalism and states rights. [Commencement]						
<b>SS5-K3-1A</b> [3 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1A - understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of ones actions (Adapted from The National Standards for Civics and Government,1994). [Commencement]						
<b>SS5-K3-1B</b> [3 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1B - analyze issues at the local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign . [Commencement]						
<b>SS5-K3-1C</b> [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1C - describe how citizenship is defined by the Constitution and important laws. [Commencement]						
<b>SS5-K3-1D</b> [3 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1D - explore how citizens influence public policy in a representative democracy. [Commencement]						
<b>SS5-K4-1A</b> [4 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1A - participate as informed citizens in the political justice system and processes of the United States, including voting. [Commencement]						
<b>SS5-K4-1B</b> [3 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1B - evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy (Adapted from The National Standards for Civics and Government, 1994). [Commencement]						
<b>SS5-K4-1C</b> [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1C - take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs. [Commencement]						
<b>SS5-K4-1D</b> [2 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1D - consider the need to respect the rights of others, to respect others points of view (Adapted from The National Standards for Civics and Government, 1996). [Commencement]						
<b>SS5-K4-1E</b> [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1E - participate in school/classroom/community activities that focus on an issue or problem. [Commencement]						
<b>SS5-K4-1F</b> [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1F - prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or to resolve the problem. [Commencement]						
<b>SS5-K4-1G</b> [2 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1G - explain how democratic principles have been used in resolving an issue or problem. [Commencement]						