

MORENO VALLEY HIGH SCHOOL AP GOVERNMENT CURRICULUM

Course Title: Advanced Placement Government Course Number: 2738

Department: Social Studies ADS Number: 2738

Prerequisites: None. Recommended: World History, U.S. History, and Economics

Length of Course: One semester Credit/PRI Area: .5 credit Grade Level(s): 10-12

Important Notes: Students in this course must take the AP Exams in May to receive grading on the 5-point grade scale. This course may not be offered every year. To offer the course, at least ten students must sign up for the class. This may be taken as an academic elective course.

COURSE DESCRIPTION

This course is designed to prepare students to become involved and knowledgeable citizens by increasing their knowledge of the U.S. system of government relative to influences on that government, limits on the government, the citizen role in government, the citizen rights in this government, federalism, and the continuing struggles to establish the balance between federal, state, and individual in government. Students will be encouraged to be involved in government through being an informed and active citizen by being exposed to the types of sources of information available to be an informed citizen and being able to analyze those sources for understanding. This course is designed as a college level course which will demand strong student responsibility in homework and studying.

SYLLABUS

1. Units of Study:

- The Constitution and the Development of Political Culture in the USA
- Political Beliefs and Behaviors
- Political Parties, Interest Groups, and Mass Media
- Institutions of the National Government: Legislative Branch, Executive Branch, Judicial Branch and Bureaucracy
- Public Policy
- Civil Rights and Liberties

2. Skills:

- Critical Thinking Journals: opinion writing, clarifying thought, and questions on content
- Critical Reading: reading for understanding, fact versus opinion, the important questions, vocabulary
- Writing: Note taking methods, Essays: short essay, opinion essay; research on current issues; and analysis of sources
- Working in groups: leadership, participation, and group dynamics.
- Test taking skills: preparation, various study methods, after the test evaluations, multiple choice strategy, short answer essay writing with a time pressure.
- Oral participation: discussion, coaching, seminar, verbal analysis, research presentations
- Use of resources: the Constitution, textbooks, graphs, charts, maps, atlases, almanacs, newspapers, readings, verbal presentations, online research skills

STRATEGIES

Didactic: Guided discussion, lecture, research, newspapers, and history articles

Intellectual Coaching: Timelines, small group projects and problem solving, individual research, oral presentations notebooks/journals, writing conferences, writings.

Seminar: Critical reading, conflicting viewpoints in writings, coaching, seminar behaviors

ASSESSMENTS

Writing: Short answer essays, research opinion essay, critical thinking journals.

Oral: Guided Discussion, group participation, research presentations, seminar

Tests: AP Test - 60 multiple choice and four short answer essays.

Class work/Homework: completeness, correctness.

Other: Diagrams/charts, graphs, political cartoons, posters, use of: textbooks, atlases, almanacs, and online research, newsmagazines, newspapers.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Government in America: People, Politics, and Policy by George C. Edwards III, et al.

American Government: A Complete Coursebook by Ethel Wood and Stephen C. Sansone

American Government: Power and Purpose by Theodore J. Lowi, et al.

Magruder's American Government by William A McClenaghan

American Government by James Q. Wilson and John J. Kilulio

The Pursuit of Happiness: Government and Politics in America by John A Moore and Myron Roberts

American Government: Readings and Cases by Peter Woll

The Logic of American Politics by Samuel Kernell and Gary C. Jacobson

The LANAHAN Readings in the American Polity Edited by Ann G. Serow and Everett C. Ladd

Barron's How to Prepare for the AP U. S. Government and Politics Advanced Placement Exam by Curt Lader

Preparing for the AP United States Government and Politics Examination by David G. Benson and Karen K Waples

College Board's Advanced Placement Program: Professional Development for Government and Politics: United States

Newsmagazines of all types: *New Republic*, *U. S. News and World Report*, *Time*, etc.

Newspapers

SUGGESTED TITLES/AUTHORS WEB SITES

Various current event sites:

www.cspan.org

www.cnn.com

www.npr.org

www.cbsnews.com

www.msnbc.com

www.nytimes.com

www.washingtonpost.com

www.abcnews.go.com

www.foxnews.com

Research sites:

www.democrats.org

www.rnc.org

www.opensecrets.org

www.livingroomcandidate.com

www.constitutioncenter.org

www.congress.org

www.findlaw.org

www.electionscenter.org

SEMINAR PIECES AND USE

Seminar is used bi-weekly in this class. The seminars are based on conflicting current issues in U.S. and state government.

“The War for a Nation’s Soul: Between Good and Evil” by Patrick Buchanan

“Second Treatise of Civil Government” by John Locke

“Objections to the Constitution” by George Mason

“Federalist Papers #10” by James Madison

“Of Principal Source of Belief” by Alexis de Tocqueville

“Texas V. Johnson (1989)”

“Divided We Govern” by David R. Mayhew

“The Government Process” by David B. Truman

“The Responsible Electorate” by V.O.Key

“The Misplaced Obsession with PACs” by L. Sabato

“Media Power and Congressional Power” by T. Cook

“Federalist Papers #70” by Alexander Hamilton

“The Debate Over Constitutional Interpretation” by Bork and Brennan

STRAND I: GOVERNMENT AND CIVICS

CONTENT STANDARD 1: STUDENTS UNDERSTAND THE IDEALS, RIGHTS, AND RESPONSIBILITIES OF CITIZENSHIP AND UNDERSTAND THE CONTENT AND HISTORY OF THE FOUNDING DOCUMENTS OF THE UNITED STATES WITH PARTICULAR EMPHASIS ON THE UNITED STATES AND NEW MEXICO CONSTITUTIONS AND HOW GOVERNMENTS FUNCTION AT LOCAL, STATE, TRIBAL, AND NATIONAL LEVELS.

A. BENCHMARK: *Compare and analyze the structure, power, and purpose of government at the local, state, tribal, and national levels as set forth in their respective constitutions or governance documents.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<p>1. Analyze the structure, powers, and role of the legislative branch of the United States government, to include:</p> <ul style="list-style-type: none">• specific powers delegated in Article I of the Constitution• checks and balances described in The Federalist Papers Number 51• lawmaking process• role of leadership within Congress• Federalist and anti-Federalists positions. <p>2. Analyze the structure, powers, and role of the executive branch of the United States government, to include:</p> <ul style="list-style-type: none">• specific powers delegated in Article II of the Constitution• checks and balances• development of the Cabinet and federal bureaucracy• roles and duties of the presidency, including those acquired over time such as "head of state" and "head of a political party." <p>3. Examine the election of the president through the nomination process, national conventions, and Electoral College.</p> <p>4. Analyze the structure, powers, and role of the judicial branch of the United States government, including landmark United States Supreme Court decisions, to include:</p> <ul style="list-style-type: none">• specific powers delegated by the Constitution in Article III and described in the Federalist Papers Numbers 78-83• checks and balances• judicial review as developed in Marbury v. Madison• issues raised in McCulloch v. Maryland• dual court system of state and federal governments, including their organization and jurisdiction. <p>5. Analyze the rights, protections, limits, and freedoms included within the United States Constitution and Bill of Rights, to include:</p> <ul style="list-style-type: none">• constitutional mandates such as the right of habeas corpus, no bill of	<p>1,2, 4. Using the Constitution Articles I, II, and III, students will produce a diagram of the separation of powers plus the system of checks and balances. The diagram must include the Article that establishes the branch in the U.S. Constitution, the Branch name, offices included in the branch, and main powers each branch was given or denied by the Constitution. Connecting the powers should be arrows that have the checks and balances written on them. Based on the information on the charts, students will debate: Which branch of government has the most power given to them in the Constitution.</p> <p>2. Powers of the Presidents:</p> <p>A. Didactic: Reading from text on the various powers the president has Constitutionally, through tradition, and by public expectation.</p> <p>B. Have students bring in current events from different newspaper newsmagazine articles that show the president using his power. Students working in groups should establish the roles the president has been using. What are the limits on these powers? How do these powers help/hinder a democratic nation?</p> <p>C. Seminar: Of all the powers of the President, which is the most dangerous to a democratic society? the most beneficial?</p> <p>3. On a Presidential Election year, students will take on the several political parties in the USA that have Presidential Candidates. Students will study the Platforms of their selected parties. Students will then produce two different types of TV political ads, make a campaign poster, and conduct a debate between the parties in front of the school. The debate will also include questioning from "media" and the audience. Each class will then select electors who will meet and vote for the winning party. A good variation on this would be to have election conventions.</p>

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>attainder, and the prohibition of the ex post facto laws</p> <ul style="list-style-type: none"> • 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition • 4th, 5th, and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections • 14th Amendment protection of due process and equal protection under the law • conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights • expansion of voting rights, limitation of presidential terms, etc. <p>6. Compare and contrast the structure and powers of New Mexico's government as expressed in the New Mexico Constitution with that of the United States Constitution, to include:</p> <ul style="list-style-type: none"> • direct democracy in the initiative, referendum, and recall process • impeachment process • process of voter registration and voting • role of primary elections to nominate candidates • how a bill becomes a law • executive officers and their respective powers • New Mexico courts, appointment of judges, and election and retainment processes for judges • organization of county and municipal governments. <p>7. Describe and analyze the powers and responsibilities of (including the concept of legitimate power) local, state, tribal, and national governments.</p>	<p>5. Assign each student a right that is guaranteed in the Bill of Rights. Students must then research this right and establish: definition of the right as established by the courts, society right vs. individual right that is inherent in each right, one case that demonstrates the conflict between society and individual rights. An example would be the right to freedom of the Press: individual right is to publish anything vs. the society right protection from slander. Students should then produce a poster that communicates their information and present it to the class. Students should be able to answer questions based on their research.</p> <p>6. Using the U.S. Constitution and the New Mexico Constitution and fact sheets on the Justices in both courts, students will work together to compare and contrast the method of obtaining office, and establish the formal the informal qualifications for being a justice. Students, through discussion, will form an opinion on whether Supreme Court Justices on either the federal or the state level should be appointed or elected.</p> <p>7. Seminar based on de Tocqueville's "Principal Source of Beliefs Among Democratic Nations" and "Federalist #10". Do factions and tyranny of majority apply equally to federal, state, and tribal governments.</p>

STRAND I: GOVERNMENT AND CIVICS

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B. BENCHMARK: Analyze how the symbols, icons, songs, traditions, and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none">1. Analyze the qualities of effective leadership.2. Evaluate the impact of United States political, tribal, and social leaders on New Mexico and the nation.3. Analyze the contributions of symbols, songs, and traditions toward promoting a sense of unity at the state and national levels.4. Evaluate the role of New Mexico and United States symbols, icons, songs, and traditions in providing continuity over time.	<p>1-4: Students will read “Political Culture” from <i>The Pursuit of Happiness: Government and Politics in America</i> by John A Moore and Myron Roberts. Using the criteria from this article, students will construct an illustrated poster showing the political culture of the USA today: traditions/customs (songs, icons, holidays), beliefs/mores, laws, economics, history, norms, etc. After presenting these posters the class will read Patrick Buchanan’s “War for a Nation’s Soul is between Good and Evil”. They will then seminar on the questions “What changes political culture?”</p>

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C. BENCHMARK: Compare and contrast the philosophical foundations of the United States political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none">1. Analyze the structure, function, and powers of the federal government (e.g., legislative, executive, and judicial branches).2. Analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government, to include:<ul style="list-style-type: none">• Iroquois League and its organizational structure for effective governance• basic philosophical principles of John Locke expressed in the Second Treatise of Government (nature, equality, and dissolution of	<ol style="list-style-type: none">1. Students will research and write a paper comparing and contrasting the structure and powers of one branch of federal government and tribal governments.2,3,4. Seminar. Based on the readings of “Second Treatise of Government” by John Locke, The Declaration of Independence, and the Preamble of the Constitution, is the USA today meeting the philosophical beliefs established in the these documents?

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>government)</p> <ul style="list-style-type: none"> • foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals) • importance of the founders of the Rights of Englishmen, the Magna Carta, and representative government in England. <p>3. Analyze the fundamental principles in the Declaration of Independence.</p> <p>4. Analyze the historical sources and ideals of the structure of the United States government, to include:</p> <ul style="list-style-type: none"> • principles of democracy • essential principles of a republican form of government • code of law put forth in the Code of Hammurabi • separation of powers as expressed by the Baron of Montesquieu • checks and balances as expressed by Thomas Hobbs • ideas of individual rights developed in the English Bill of Rights • role of philosophers in supporting changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire). <p>5. Compare and contrast the concepts of courts and justice from Henry II of England to the court system of today.</p> <p>6. Compare and contrast the unitary, confederal, and federal systems.</p> <p>7. Analyze the ways powers are distributed and shared in a parliamentary system.</p> <p>8. Compare and contrast the different philosophies, structures, and institutions of democratic versus totalitarian systems of government.</p> <p>9. Analyze and evaluate the concept of limited government and the rule of law.</p> <p>10. Compare and contrast the characteristics of representative governments.</p> <p>11. Compare and contrast characteristics of Native American governments with early United States government.</p> <p>12. Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian)</p> <p>13. Analyze the role that the United States has played as a constitutional republican government for nations around the world.</p>	<p>5, 6, 7,8. Have students select a foreign nation to compare the government forms with that of the USA looking especially at type of legislature, type of executive, type of justice system, political parties, and the involvement of the citizens in government. As a class, have students write strengths and weaknesses for each type of government system</p> <p>9. Study the Watergate scandal and subsequent actions of President Nixon. After presenting the concepts of limited government (enumerated and implied) plus the concept of rule of law, have students decide if President Nixon should have been impeached.</p> <p>10,11,12. Using candy to represent the resources of a nation. Have students act out who decides who gets how many resources, and who makes the decision for: Anarchy, Socialism, Theocracy, Monarchy, Native American governments, totalitarian governments, etc. Have students keep notes on definitions, relationships, weaknesses/strengths of each system.</p> <p>13. Have students compare and contrast the writing and ratification of the USA Constitution vs. the writing and ratification of the Iraqi Constitution in 2005.</p>

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D. BENCHMARK: Understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups). 2. Analyze the rights and obligations of citizens in the United States, to include: <ul style="list-style-type: none"> • connections between self-interest, the common good, and the essential element of civic virtue as described in The Federalist Papers Numbers 5 and 49 • obeying the law, serving on juries, paying taxes, voting, registering for selective service, and military service. 3. Demonstrate the skills needed to participate in government at all levels, to include: <ul style="list-style-type: none"> • analyze public issues and the political system • evaluate candidates and their positions • debate current issues. 4. Analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio). 5. Evaluate standards, conflicts, and issues related to universal human rights and their impact on public policy. 	<ol style="list-style-type: none"> 1. Students should gather information on the Abramoff case of 2005-2006. Students would break into groups to defend his actions and to prosecute his actions. The class would then have a debate on: Should the U.S. Congress make a law to limit the influence of lobbyist? 2. Seminar: Based on the readings Federalist Papers 5 and 9, where does the average citizen today stand relative to self-interest, the common good, and the essential element of civic virtue? 3. During a Congressional election year, have students select two candidates, one a Democrat or Republican, the second a third party candidate. Compare these two candidates in background, qualifications, and stands on the same ten political issues. Students should predict who will win the election between these two races based on their research. 4. Seminar: Based on the reading “Media, the Shadow Government: Power and the Press”, should a limit be placed on the power of the media? 5. Students should select one Universal Human Rights as listed in the UN Charter, and then research present day situations that involve that right. Students should then write a paper exploring the need for and limits on this particular human right.

STRAND I: HISTORY

CONTENT STANDARD 1: STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.

D. BENCHMARK: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

10-12	<ol style="list-style-type: none">1. Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues.2. Apply chronological and spatial thinking to understand the importance of events.3. Describe primary and secondary sources and their uses in research.4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas).5. Distinguish 'facts' from authors' opinions and evaluate an author's implicit and explicit philosophical assumptions, beliefs, or biases about the subject.6. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants.7. Analyze the evolution of particular historical and contemporary perspectives.8. Explain how to use technological tools to research data, verify facts and information, and communicate findings.	1-8 Students will do a research paper on a current issue in U.S. Government. The research must include primary sources (speeches, news conferences, writings) and secondary sources (editorials, papers, news articles, polls, etc). Students should include in their paper the reaction of the nation as found through newspapers, interviews, talk shows, blogs, etc. The paper should include a section of research techniques and difficulties encountered. Students in addition to the paper, will present a 5 to 10 minutes power point presentation to the class on their issue and influences on the issue.
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