

MANCHESTER REGIONAL HIGH SCHOOL

ADVANCED PLACEMENT GOVERNMENT AND POLITICS

Revised and adopted
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Manchester Regional High School Board of Education

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COURSE DESCRIPTION: Advanced Placement Government and Politics

The Advanced Placement Course in United States Government and Politics will provide and fashion students with an analytical perspective on government and politics as practiced in the U.S. from inception to the present day. Students will make use of a wide range of academic skills in keeping with the requisite demands of a college classroom environment. In addition, students will receive preparatory instruction as to content, format, and potential areas of focus for the Advanced Placement examination for United States Government and Politics.

Students will be provided an array of apposite primary and secondary literature from a diverse range of political perspectives. Class readings are designed to reinforce the text, deepen critical thinking skills, teach students to understand and detect author bias, and improve overall comprehension.

COURSE DATA:

Length of Course:	Full Year
Credits:	Five
Periods Per Week:	Five
Classification:	Elective – Grade 11-12
Prerequisite:	Minimum grade of an A- in United States History I Honors, Minimum grade of an A- in English or special permission from administration; Completion of Summer Assignments

EVALUATION:

The purpose of evaluation is to provide information about student progress and to determine whether students have learned the subject matter which has been taught. Teachers will evaluate student progress by using criterion-referenced tests, quizzes, homework, class participation, written reports, group activities, simulations and special projects.

COURSE TITLE: ADVANCED PLACEMENT GOVERNMENT AND POLITICS

COURSE OBJECTIVES:

Upon successful completion of the requirements for this course, the students should be able to:

- A. Describe the events surrounding the American declaration of independence from England and the revolutionary government established by the Articles of Confederation.
- B. Describe the events leading up to the demise of the Articles of Confederation.
- C. Understand the seminal influence of Classical and Enlightenment political philosophers on the development of American political theory and constitutional framework.
- D. Examine the philosophy and backgrounds of the delegates to the Constitutional Convention of 1787.
- E. Illustrate the ratification procedure as well as the arguments posed in support or opposition to the ratification of the Constitution.
- F. Present and explain the concept of Federalism.
 - 1. Explain how the federal system works.
 - 2. Show the evolution of American federalism.
 - 3. Describe the dynamics (and systemic tensions) of intergovernmental politics.
- G. Understand the concept of public opinion and how it is formed/measured.
- H. Determine the role of culture in the formation and content of public opinion.
- I. Understand the variety of ways by which citizens communicate their political needs and participate in the political process.
- J. Define and understand voter demographics and explain the voting (or nonvoting) behavior of the American electorate.
- K. Define political party and understand their functions and characteristics.
- L. Identify interest groups and consider/evaluate the kinds of tactics and strategies they employ to influence outcomes in American politics.
- M. Identify Political Action Committees (PACs) and explain their function as well as the challenge they present to traditional party politics.
- N. Explain and evaluate "media politics" and the changing face of politics in the information age.
- O. Evaluate the extent to which the media determine the beliefs of people and shape the political landscape.
- P. Describe the legislative process and the respective powers, procedural rules, and committees for each house of Congress.
- Q. Show the influence of lobbies and special interest groups in influencing the legislative process.
- R. Explain the various powers possessed and roles played by the American President.
- S. Explain the events that have affected the power of the Chief Executive.

- T. Understand the relationship between public approval and presidential success.
- U. Determine the role that the modern president plays in the formulation of legislation.
- V. Define the important characteristics and organizational framework of the U.S. bureaucracy and determine the sources of bureaucratic power in this country.
- W. Explain the impact of the bureaucratic state ("the fourth branch") on governance and determine in what ways this administrative arm of the government is responsive/insensitive to the demands of the political process.
- X. Identify controlling influences on the bureaucracy from the Cabinet to interest groups.
- Y. Define the powers possessed by the federal courts.
- Z. Explain the role played by the federal courts in shaping public policy and implementation of such policy.
- AA. Explain the decisional processes and appellate procedures of the federal court system.
- BB. Define judicial ideology and explain how this impacts the interpersonal dynamics (especially in the Supreme Court) as well as the decisions rendered by the courts.
- CC. Identify the various interests and actors (institutional, bureaucratic, and public) and the roles they play in agenda development and policymaking.
- DD. Describe the features of the modern-day federal budget and explain the process of budget making in the United States.
- EE. Explain the American governmental penchant for gridlock and determine the root cause (or design) of this phenomenon.
- FF. Understand First Amendment freedoms as well as the due process and equal protections clauses of the Fifth and Fourteenth Amendments.
- GG. Explain how civil liberties change with successive court interpretations and decisions.
- HH. Explain the political and societal implications related to the evolution of civil liberties.

C. EVALUATION CRITERIA:

1. Tests
2. Quizzes
3. Class Participation
4. Homework
5. Editorials
6. Oral reports
7. Written reports
8. Group activities/simulations
9. Special projects

D. Grading structure: Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

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| 1. Tests: | 30% |
| 2. Quizzes: | 20% |
| 3. Class participation | 20% |
| 4. Homework: | 15% |
| 5. Projects/Historical Writing: | 15% |

COURSE OUTLINE:
ADVANCED PLACEMENT GOVERNMENT AND POLITICS

- A. Unit One: Constitutional Underpinnings of the United States Government--- 3 weeks
1. Considerations and events that influenced the formulation and adoption of the Constitution
 2. Separation of powers
 3. Federalism
 4. Theories of democratic government

Standards: 6.1.12.A.1a-b; 6.1.12.C.1a; 6.1.12.A2.a-e; RH 11-12 (1-10); WHST 11-12 (1-2) (4-10)

- B. Unit Two: Political Beliefs, Behaviors, and Participation--- 4 weeks
1. Beliefs that citizens hold about their government and its leaders
 2. Processes by which citizens learn about politics
 3. The nature, sources, and consequences of public opinion
 4. The ways in which citizens vote and otherwise participate in political life
 5. Factors that influence citizens to differ from one another in terms of political beliefs and behaviors

Standards: 6.1.12.A2.a-e; 6.1.12.C.2.a; 6.1.12.A.4.a; 6.1.12.A.6a; 6.1.12.A.7.a-b; 6.1.12.A.14.a-hRH 11-12 (1-10); WHST 11-12 (1-2) (4-10)

- C. Unit Three: Political Parties, Interest Groups, and Mass Media--- 5 weeks
1. Political parties and elections
 - a. Functions
 - b. Organization
 - c. Development
 - d. Effects on the political process
 - e. Electoral laws and systems
 2. Interest groups including political action committees (PACs)
 - a. The range of interests represented
 - b. The activities of interest groups
 - c. The effects of interest groups on the political process
 - d. The unique characteristics and roles of PACs in the political process
 3. The Mass Media
 - a. The functions and structures of the media
 - b. The impact of the mass media on politics

Standards: 6.1.A.1-6; 6.1.C1-6; 6.1.B.5; 8.1 A,B;9.2 (A-D) 6.1.12.A.14.a-h) 6.1.12.A.14.a-h; 6.1.12.A.16a-c; RH 11-12 (1-10); WHST 11-12 (1-2) (4-10)

D. Unit Four: Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts--- 3 weeks

1. The major formal and informal institutional arrangements of power
2. Relationships among these four institutions and the balances of power between each
3. Linkages between policy processes and the following:
 - a. Public opinion and voters
 - b. Interest groups
 - c. Political parties
 - d. The media
 - e. State and local governments

..... Standards: 6.1.12.A.14.(a-h) 6.1.12.A2.a-e; 6.1.12.C.2.a; 6.1.12.A.4.a;
..... RH 11-12 (1-10); WHST 11-12 (1-2) (4-10)

E. Unit Five: Public Policy--- 4 weeks

1. Policy making in a federal system
2. The formation of policy agendas
3. The role of institutions in the enactment of policy
4. The role of the bureaucracy and the courts in policy implementation and interpretation
5. Linkages between policy processes and the following:
 - a. Political institutions and federalism
 - b. Political parties
 - c. Interest groups
 - d. Public opinion
 - e. Elections
 - f. Policy networks

Standards: 6.1.12.C.3.a—b; 6.1.12.A.9.a; 6.1.12.C.9.a-c; 6.1.12.A.14.a-h; 6.1.12.A.15.e-f; RH 11-12 (1-10); WHST 11-12 (1-2) (4-10)

F. Unit Six: Civil Rights and Civil Liberties--- 4 weeks

1. Classical and Enlightenment ideals of individual liberty
2. Enumerated rights in U.S. and state constitutions
3. The development of civil liberties and civil rights by judicial interpretation
4. Knowledge of substantive rights and liberties
5. The impact of the Fourteenth Amendment on the constitutional development of rights and liberties

Standards: 6.1.12.A.6.C; 6.1.12.A.13.a-c; 6.1.12.A.14.b-d; RH 11-12 (1-10); WHST 11-12 (1-2) (4-10)

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Unit Planner

Course: AP Government and Politics

Quarter: 1

Time: 3 weeks

Theme: Unit1 - Constitutional Underpinnings of the United States Government

Topic: Foundations of Government

Title: Makers of America (Chapt. 1 - 3)

Standards: 6.1.12.A.1a-b; 6.1.12.C.1a; 6.1.12.A2.a-e; RH 11-12 (1-10); WHST 11-12 (1-2) (4-10)

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
How is political power actually distributed in America?	Democracy Political Power Representation Marxists Views Power elite view	Reasoning: Collecting and organizing historical data	Mini Quizzes Test	Reading and analyzing primary source materials	Textbook Primary Sources
What explains major political change?	Bureaucratic view Pluralist view Self interest Political change Nature of politics	Critical Thinking: Compare and contrast Interpret Analyze Evaluate	Research Projects In-Class writing Interpreting Primary Source Materials	Sharing Assumptions Library research Reviewing for each chapter test	Internet Newspapers Videos Magazines
What value or values matter most in American Democracy?		Communication: Writing Research Oral Presentation		Work Place Readiness: 1 (1,3,5) 2 (1-8) 3 (1-5,8-11,14,15) 4 (1-3,8-11)	
Are trade offs among political purposes inevitable?		Reading comprehension			
What is the difference between a democracy and a republic?	Movement towards liberty Articles of confederation Creation of the constitution Bill of rights Constitution reform	Collect & organize information Communication			
What branch of government has the greatest power?		Newspaper skills			

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<p>Does the constitution tell us what the goals of government should be?</p> <p>Whose freedoms does the constitution protect?</p> <p>Where is sovereignty located in the American political system?</p> <p>How is power divided between the national government and states under the constitution?</p> <p>What competing values are at stake in federalism?</p> <p>Who should decide what matters ought to be governed mainly or solely by national laws?</p>	<p>Separation of powers</p> <p>]</p> <p>Government structure Supreme Court Federalism State Sovereignty Federal – State relations</p>				
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Unit Planner

Course: AP Government and Politics

Theme: Unit 2 - Political Beliefs, Behaviors, and Participation

Quarter: 1

Time: 4 weeks

Topic: Public Opinion, participation, & political life

Title: Political System (Ch 4,7,8)

Standards: 6.1.12.A2.a-e; 6.1.12.C.2.a; 6.1.12.A.4.a; 6.1.12.A.6a; 6.1.12.A.7.a-b; 6.1.12.A.14.a-hRH 11-12 (1-10); WHST 11-12 (1-2) (4-10)

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
Do Americans trust their government?	Political culture Political systems Economic systems	Reasoning: Collecting and organizing historical data	Mini Quizzes Test	Reading and analyzing primary source materials	Textbook Primary Sources
Why do accept great differences in wealth and income?	Civic duty Civic competence Orthodox Progressive Class consciousness	Critical Thinking: Compare and contrast Interpret Analyze Evaluate	Research Projects In-Class writing	Sharing Assumptions Library research	Internet Newspapers
Why does our government behave different than government in countries with similar constitutions?	Political efficacy Internal efficacy External efficacy	Communication: Writing Research Oral Presentation	Interpreting Primary Source Materials	Reviewing for each chapter test	Videos Magazines
How does public opinion in America today vary by race, gender, and other differences?	Public opinion Poll Random sample Sampling error Exit polls Gender gap Political ideology Liberalism Political elites	Reading comprehension Collect & organize information Communication Newspaper skills) Work Place Readiness: 1 (1,3,5) 2 (1-8) 3 (1-5,8-11,) 4 (1-3,8-11)		
What is political ideology and how does it affect political behavior and					

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<p>influence public policy?</p> <p>What role did the Framers of the Constitution believe that public opinion should play in American democracy?</p> <p>When if ever should public policy mirror a majority opinion?</p> <p>Who votes, who doesn't?</p> <p>Why do some people participate at higher rates than others?</p> <p>How did the Framers of the Constitution think average citizens should participate in the American democracy?</p> <p>Should today's college age citizens participate more in politics?</p>		<p>Voting age population</p> <p>Registered voters</p> <p>Literacy tests</p> <p>Poll tax</p> <p>Grandfather clause</p> <p>White primary</p> <p>Activist</p>			
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Course: AP Government and Politics **Theme:** Unit 3 - Political Parties, Interest Groups, and Mass Media **Quarter:** 2 **Time:** 5 weeks

Topic: Political Parties, Interest Groups, and Mass Media **Title:** Political Parties, Interest Groups, and Mass Media (Ch. 9-12)

Standards: 6.1.A.1-6; 6.1.C1-6; 6.1.B.5; 8.1 A,B;9.2 (A-D) 6.1.12.A.14.a-h) 6.1.12.A.14.a-h; 6.1.12.A.16a-c; RH 11-12 (1-10); WHST 11-12 (1-2) (4-10)

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
How has America's two-party system changed and how does it differ from party systems of other representative democracies?	Political party Progressives Alignments Split ticket Office-bloc ballot Party column ballot Party structure Superdelegates Political machine Solidary incentives Ideological party Two-party system Plurality system Caucus	Reasoning: Collecting and organizing historical data Critical Thinking: Compare and contrast Interpret Analyze Evaluate Communication: Writing Research Oral Presentation	Mini Quizzes Test Research Projects In-Class writing Interpreting Primary Source Materials	Reading and analyzing primary source materials Sharing Assumptions Library research Reviewing for each chapter test) Work Place Readiness: 1 (1,3,5) 2 (1-8) 3 (1-5,8-11,14,15) 4 (1-3,8-11)	Textbook Primary Sources Internet Newspapers Videos Magazines
How much do parties affect how Americans vote?					
Did the Founding Fathers think their political parties were a good idea?					
How, if at all, should America's two-party system be reformed?		Reading comprehension Collect & organize information Communication			
How do American elections determine	Incumbent				

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<p>the kind of people who govern us?</p>	<p>Coattails PAC Malapportionment Gerrymandering Sophomore surge Position issue Valence issues Elections Soft money Prospective voting Retrospective voting</p>	<p>Newspaper skills</p>			
<p>What matters most in deciding who wins presidential and congressional elections?</p>	<p>Interest groups Incentives Social movements Funding Interest group activities PAC Regulating interest groups</p>				
<p>Do elections make a real difference in what laws get passed?</p>	<p>Do interest groups dominate government, and is any particular lobby politically unbeatable?</p>				
<p>Why do people join interest groups? Is the proliferation of political action committees and other groups good or bad for America's representative democracy?</p>					

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<p>Should interest groups' political activities be restricted by law?</p> <p>How much power do the media have?</p> <p>Can we trust the media to be fair?</p> <p>What public policies will the media support?</p>	<p>Blogs</p> <p>Types of Media</p> <p>Structure of the media</p> <p>Governing the media</p> <p>Biases</p>				
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Course: AP Government and Politics

Theme: Unit 4 - Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts

Quarter: 2

Time: 3 weeks

Topic: Branches of Government

Title: Separation of Powers (Chapt. 13 - 16)

Standards: 6.1.12.A.14.(a-h) 6.1.12.A2.a-e;
6.1.12.C.2.a; 6.1.12.A.4.a;

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
Are members of Congress representative of American people?	Bicameral legislator Filibuster Marginal districts Safe Districts Conservative coalition	Reasoning: Collecting and organizing historical data	Mini Quizzes Test	Reading and analyzing primary source materials	Textbook Primary Sources
Does Congress normally do what most citizens want it to do?	Majority leader Minority leader Whip Bill becoming a law	Critical Thinking: Compare and contrast Interpret Analyze Evaluate	Research Projects In-Class writing	Sharing Assumptions Library research	Internet Newspapers
Should Congress run under strong leadership?	Party unity Congressional committees Congressional agencies Quorum	Communication: Writing Research Oral Presentation	Interpreting Primary Source Materials	Reviewing for each chapter test	Videos Magazines
Should Congress act more quickly?	Congressional voting Pork barrel	Reading comprehension		Work Place Readiness: 1 (1,3,5) 2 (1-8) 3 (1-5,8-11,14,15) 4 (1-3,8-11)	
Did the founders expect the presidency to be the most important political institution?		Collect & organize information Communication			
How important is the president's character	Divided government Unified government	Newspaper skills			

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<p>in determining how he governs?</p> <p>Should we abolish the electoral college?</p> <p>Is it harder to govern when the presidency and Congress are controlled by different political parties?</p> <p>What happened to make the bureaucracy a forth branch of American national government?</p> <p>What are the size and scope of the federal bureaucracy?</p> <p>What should be done to improve bureaucratic performance?</p> <p>Is "red tape" bad?</p> <p>Why should federal judges serve for life?</p>	<p>Gridlock</p> <p>Electoral college</p> <p>Powers of the president</p> <p>Pyramid structure</p> <p>Circular structure</p> <p>Add hawk structure</p> <p>Cabinet</p> <p>Presidential character</p> <p>Veto</p> <p>Executive privilege</p> <p>Presidential program</p> <p>Presidential transition</p> <p>Impeachment</p> <p>Bureaucracy</p> <p>Laissez-faire</p> <p>Discretionary authority</p> <p>Constraints</p> <p>Congressional oversight</p> <p>Trust funds</p> <p>Legislative veto</p> <p>Judicial review</p> <p>Strict construction</p> <p>Federal court structure and</p>				
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<p>Why should federal courts be able to declare laws unconstitutional?</p> <p>Should federal judges only interpret existing laws, or should they be able to create new laws?</p>	<p>jurisdiction</p> <p>Court system</p> <p>Supreme Court opinions</p> <p>Power of the federal court</p>				
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Course: AP Government and Politics

Theme: Unit 5 Public Policy

Quarter: 3

Time: 4 weeks

Topic: Public Policy

Title: Public Policy (Ch. 17 – 21)

Standards: 6.1.12.C.3.a—b; 6.1.12.A.9.a; 6.1.12.C.9.a-c; 6.1.12.A.14.a-h; 6.1.12.A.15.e-f; RH 11-12 (1-10); WHST 11-12 (1-2) (4-10)

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
Does some political elite dominate American politics?	Political agenda Cost/benefit of legislative decisions Majoritarian politics	Reasoning: Collecting and organizing historical data	Mini Quizzes Test	Reading and analyzing primary source materials	Textbook Primary Sources
Do powerful interest groups decide what policies our government should adopt?	Interest group politics Client politics Logrolling Pork-barrel Entrepreneurial politics Process regulation	Critical Thinking: Compare and contrast Interpret Analyze Evaluate	Research Projects In-Class writing Interpreting Primary Source Materials	Sharing Assumptions Library research Reviewing for each chapter test	Internet Newspapers Videos Magazines
Why are Social Security payments popular but welfare payments to unwed mothers unpopular?	Security payments popular but welfare payments to unwed mothers unpopular?	Communication: Writing Research Oral Presentation		Work Place Readiness: 1 (1,3,5) 2 (1-8) 3 (1-5,8-11,14,15) 4 (1-3,8-11)	
Why were government regulations on certain industries repealed over the objection of those industries?		Reading comprehension Collect & organize information Communication			
Who in the federal	Deficit	Newspaper skills			

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<p>government can make our economy strong?</p> <p>Why does the federal government ever have a budget deficit?</p>	<p>National debt Gross domestic product Taxing and spending Monetarism Keynesianism Economic planning Supply-side theory Reaganomics Monetary policy Fiscal policy Budget Fiscal year Budget resolutions Entitlements</p>			
<p>How, if at all, have Americans' views of government responsibility to help the deserving poor changed over time?</p> <p>Why are some government social welfare programs politically protected while others are politically imperiled?</p>	<p>Majoritarian politics Client politics Charitable choice Social welfare Insurance program Assistance program Means test Welfare Earned income tax credit Service strategy Income strategy</p>			
<p>What does the Constitution mean by</p>				

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<p>promote the general welfare?</p> <p>Should religious groups be eligible to administer some federal welfare programs?</p>	<p>War Powers Act World views Isolationism Containment Disengagement Human rights Military-industrial complex Cost overruns Gold plating Bipolar world Unipolar world</p>				
<p>If only Congress can declare war, why has the president become so powerful in military affairs?</p> <p>Why do we go to war against some dictatorships and not others?</p> <p>Should our foreign policy be based on American interest or some conception of human rights?</p>					

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<p>Why have environmental issues become so important in American politics and policy making?</p> <p>Does the public get the environmental laws it wants?</p> <p>If we wish to have cleaner air and water how far should we go to make them cleaner when the cost of each additional gain goes up?</p> <p>What is the best way for the government to achieve an environmental goal: incentives or orders?</p>	<p>Environmental impact statement EPA Acid rain Global warming Command and control strategy pollution</p>				
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Course: AP Government and Politics

Theme: Unit 6 - Civil Rights and Civil Liberties

Quarter: 3

Time: 4 weeks

Topic: Civil rights and civil liberties

Title: Civil Rights and Civil Liberties (Ch. 5-6)

Standards: 6.1.12.A.6.C; 6.1.12.A.13.a-c; 6.1.12.A.14.b-d; RH 11-12 (1-10); WHST 11-12 (1-2) (4-10)

QUESTIONS	CONTENT	SKILLS & HABITS	ASSESSMENTS	ACTIVITIES	RESOURCES
Why do the courts play so large a role in deciding what our civil liberties should be?	Civil Liberties Due process of law Equal protection of the law Selective incorporation	Reasoning: Collecting and organizing historical data	Mini Quizzes Test Research Projects	Reading and analyzing primary source materials Sharing Assumptions	Textbook Primary Sources Internet
Why not display religious symbol on government property?	Freedom of religion Freedom of expression Prior restraint Clear and present danger test Libel	Critical Thinking: Compare and contrast Interpret Analyze Evaluate	In-Class writing Interpreting Primary Source Materials	Library research Reviewing for each chapter test	Newspapers Videos Magazines
If a person confessions to committing a crime, why isn't that confession sometime used in court?	Free exercise clause Establishment clause Wall of separation Exclusionary rule	Communication: Writing Research Oral Presentation) Work Place Readiness: 1 (1,3,5) 2 (1-8) 3 (1-5,8-11,14,15) 4 (1-3,8-11)	
Does the Patriot Act sometime reduce our liberties?	Search warrant Probable cause	Reading comprehension Collect & organize information Communication			
Since Congress enacts our laws, why	Civil rights Suspect	Newspaper skills			

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<p>has it not made certain all groups have the same rights?</p> <p>After the Supreme Court ended racial segregation in the schools what did the president and Congress do?</p> <p>If the law supports equality of opportunity, why has affirmative action become so important?</p> <p>Under what circumstances can men and women be treated differently?</p>	<p>classifications</p> <p>Strict scrutiny</p> <p>Separate but equal doctrine</p> <p>Plessy v. Ferguson</p> <p>Brown v. Board of Ed.</p> <p>De jure segregation</p> <p>De facto segregation</p> <p>Civil disobedience</p> <p>Racial profiling</p> <p>Police powers</p> <p>Affirmative action</p> <p>Equality of result</p> <p>Reverse discrimination</p> <p>Equality of opportunity</p>				
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