

Curriculum: AP US Government and Politics

Curricular Unit: Foundations of Government

Instructional Unit: A. Assess the historical and philosophical underpinnings of government as well as the basic structure

Standard Alignments (Section 2)

SSCLE: PCD.1.A,B; PPGS.2.A; MUSWH.3A,B (Government)

Knowledge: (SS) 1,3,4

CCSS: 11-12.SL.1; 11-12.RH.1; 11-12.RH.6; 11-12.RH.9; 11-12.WHST.7;
11-12.WHST.8

NETS: 1a; 3; 4; 5c

Performance: 1.5, 1.6, 3.5, 4.2

Unit (Section 3)

Learning Targets:

- **Describe the different forms of government including the four theories associated with democracy**
- Define political culture and describe the process of political socialization placing emphasis on the importance of liberty, equality, and property in the American political culture
- Define the concept of ideology and explain the dominant ideologies in the US
- Connect how changing demographics affect American political culture and government priorities
- Identify the patterns and events in early American colonization that later influenced governmental structure and operation that led to the Constitutional Convention
- Explain the key ideas in the Declaration of Independence, including the idea of natural rights and consent of the governed
- **Summarize the events leading to the calling of the Constitutional Convention including the strengths and weaknesses of the Articles of Confederation and Shay's Rebellion 8. Assess the impact of the personalities of the Founding Fathers and compromises (Great Compromise, 3/5 Compromise, Slave Trade Compromise, Election of a President) had on the Constitution**
- **Analyze the distribution of power as written in the Constitution: Separation of Power, Checks and Balances, Electoral College**
- Describe the historical context surrounding the drafting and ratification of the Constitution including the debates between the Federalist and Anti-Federalists that led to the addition of the Bill of Rights

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- Detail the formal (amendments) and informal (Congress, President, courts) ways in which the Constitution can be changed
- Describe the historical arguments for and against federalism in the United States
- **Identify and explain the classification of powers between the national and state governments in the United States federal system (National Powers: expressed, implied, inherent; State Powers: reserved, implied; Concurrent Powers; Prohibited Powers; Inherent Powers)**
- Explain the significance of the Supremacy Doctrine and how the Supreme Court has expanded its role in terms of federalism
- Examine the power struggle between the states and the national government throughout history including vertical and horizontal federalism
- **Trace the phases of the national state relationship as it pertains to the sharing of power with Supreme Court interpretation: dual federalism, cooperative federalism, competitive federalism, and new federalism**
- Assess the tools of cooperative federalism, including grants-in-aid and block grants and the impact of federal mandates

Instructional Strategies:

- Graphic Organizers – Students will create:
 - types of government graphic organizers comparing the:
 - sources
 - leaders
 - authority
 of world governments
 - Venn diagrams comparing the:
 - Articles of Confederation
 - US Constitution
 - a series of pie graphs comparing US demographics from 1790 to today
 - graphic organizers to compare the types of federalism:
 - Picket fence
 - Layer
 - Marble
 - Unitary
 - Confederate
- Timeline – Students will:
 - create a cause and effect timeline of events leading to the American Revolution
 - be given a list of events they must put in chronological order
 - once the events are in order, write the cause of the event on the left column and the effect on the right

- create a timeline to illustrate the various periods of federalist development, such as:
 - layer
 - dual
 - cooperative
 - competitive
- Document Interpretation – Students will:
 - read, in groups, through excerpts of primary documents:
 - Magna Carta
 - English Bill of Rights
 - Petition of Rights
 - list on a poster, the rights within these documents including:
 - Enlightenment philosophers
 - American framers
 included in the:
 - Constitution
 - Declaration of Independence
 - read, in groups, the:
 - Declaration of Independence
 - Federalist Paper
 - highlight key ideas
 - make a t-chart to compare their ideas with the other groups
 - from that list, highlight key ideas that were worth keeping
 - within each group, answer questions targeted to help them understand key ideas of the writers
- Role Playing Debate:
 - Students will:
 - be divided into two groups. One group will support the ratification of the Constitution, while the other will not
 - collaborate with their “side” to compare and contrast their arguments
 - The class will be divided into two sections and will take turns participating in a civil and productive debate to understand the opinions of colonists during this time period
- Supreme Court Cases – Students will:
 - read descriptions of key cases:
 - *Marbury vs. Madison*
 - *McCulloch vs. Maryland*
 - *Gibbons vs. Ogden*
 - find the constitutional issues and explain how it expanded the powers of the federal government
- Research on Federalism – Students will conduct their own research on one phase of federalism in the United States. They must provide historic and current examples to demonstrate change

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> Assessed using a teacher-created scoring guide: <ul style="list-style-type: none"> Selected response and short answer test Timelines Graphic organizers Research Role playing debate – assessed using an informal teacher evaluation based on: <ul style="list-style-type: none"> a teacher-created scoring guide student participation
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> Compare and contrast two forms of democratic governments. Assess the role of colonial governments in forming the US Constitution.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> Primary Sources: <ul style="list-style-type: none"> Constitution Articles of Confederation Federalist Papers # 51 and #10 English Bill of Rights Magna Carta Free response questions provided by the College Board Federalism video (online)
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> Writing Reading Speaking Research

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: AP US Government and Politics

Curricular Unit: Political Beliefs, Behaviors, and Groups

Instructional Unit: B. Study the factors and impact of political socialization and public opinion as well as the demographics of voters and non-voters

Standard Alignments (Section 2)

SSCLE: PPGS.2.A; RIGIT.6.L,N; TSSI.7.E (Government)
Knowledge: (SS) 1-3,6
CCSS: 11-12.SL.1; 11-12.RH.1; 11-12.RH.7; 11-12.RH.9; 11-12.WHST.7;
11-12.WHST.8
NETS: 1c; 3; 5c
Performance: 1.5, 1.6, 1.10, 3.5

Unit (Section 3)

Learning Targets:

- **Define public opinion and assess its use by policy makers and interest groups**
- Describe the types of qualities of public opinion including consensus, divisive, non-opinion, intensity, fluidity, stability, and relevance
- Describe the development of opinion polls and problems associated with polls
- **Explain what is meant by political socialization and describe factors that influence the process**
- Describe the influence of demographic traits, including race and gender, on public opinion
- Describe the trends in public opinion regarding trust in government and confidence in political institutions
- Apply the various political ideologies in the US to public opinion and political parties
- **Define interest groups and identify their functions and the major categories of interest groups and their representatives (business, agriculture, labor, public employees, professional, public, single, environmental, foreign)**
- Identify the direct (lobbying, rating systems, campaign assistance, PAC's) and indirect (public pressure, constituents, alliance building) tactics used by interest groups
- Indicate the historical conditions under which interest groups are likely to form and specify the kinds or organizations Americans are most likely to join
- **Distinguish between a political party, interest group, and faction**

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- Describe the evolution of political parties within the United States including different constituent orientations of the Republican and Democratic parties
- Describe the three faces of a political party, including the party:
 - organization
 - in electorate
 - in government
- **Identify the national and state political party structure and organization**
- Describe the reasons for a two-party system, including the historical, those associated with self perpetuation, those associated with ideology, and impact of the electoral system, state and federal laws, the Electoral College, and emerging trends in political party preferences
- Describe the machine, discuss its functions, and trace its decline

Instructional Strategies:

- Graphic Organizers – Students will:
 - create a chart to compare and contrast the various forms of public opinion
 - create a series of line graphs to provide an illustration to demographic traits
 - in groups, create a large t-chart to compare the:
 - purpose
 - make-up
 - impact
 of:
 - political parties
 - interest groups
 - factions
- Document Interpretation – Students will:
 - read two articles from a polling company (Gallup)
 - compare their findings with demographic norms and explain why they are correct or false
- FRQ – Students will use a series of primary and secondary sources to:
 - analyze the lack of public trust in the government over the last fifty years
 - explain why the two-party system has survived
- Research – Students will:
 - conduct their own poll
 - use, at minimum, 5 questions and 40 people to support to disprove a demographic norm (i.e., women tend to vote more democratic)
 - present their findings in a 5-page paper

<ul style="list-style-type: none"> • In groups, students will: <ul style="list-style-type: none"> • research five interest groups • present to the class an explanation as to: <ul style="list-style-type: none"> • why people join • the purpose • the strategies • the annual revenue • the policy impacts of a certain group • Timeline: In groups, students will create an 8-foot long timeline illustrating the change in: <ul style="list-style-type: none"> • political parties • presidential control
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Assessed using a teacher-created scoring guide: <ul style="list-style-type: none"> • Selected response and short answer test • Timelines • Graphic organizers • FRQ – assessed using a teacher-created scoring guide in alignment with the College Board
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • Assess the impact of public opinion on elected officials. • Assess the pros and cons of political parties, factions, and interest groups.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> • “Why Can’t We All Just Get Along? The Reality of a Polarized America” by Alan Abramowitz and Kyle L. Saunders • Online: Republican and Democratic Party Platforms
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Reading • Writing • Research

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: AP US Government and Politics

Curricular Unit: Campaigns, Elections & Media

Instructional Unit: C. Distinguish between elections and campaign strategies while investigating the impact of the media

Standard Alignments (Section 2)

SSCLE: PPGS.2.B; RIGIT.6.L,N; TSSI.7.E (Government)
Knowledge: (SS) 1,6,7
CCSS: 11-12.SL.5; 11-12.RH.1; 11-12.RH.9; 11-12.WHST.7; 11-12.WHST.8
NETS: 1c; 3; 4
Performance: 1.6, 1.10, 3.5, 3.6

Unit (Section 3)

Learning Targets:

- **Assess the purpose of elections and the Electoral College (and proposed reforms) in our political system**
- Describe potential candidates, their motivations, and qualifications for office
- Identify the different elections within our political system
- **Explain the campaign process including the nomination, general election, personal, organizational, and the media campaigns**
- **Apprise the reason for campaign financing and what legislative action has led to campaign finance reform**
- **Describe the presidential election process from primaries to the general election**
- Evaluate the process of electing the US Congress taking into account the various factors that influence voting decisions
- Identify the major functions performed by the mass media in our society, including entertainment, reporting news, identifying public problems, socializing a new generation, and providing a political form
- Trace the historical development of the press from the colonial period to modern electronic media: political press, development of mass-readership newspapers, popular press and yellow journalism, age of the electromagnetic signal revolution in electronic media
- Describe the relationship between the First Amendment protection of freedom of the press and government's regulation of the media

- Investigate the media's impact on politics and subsequent arguments for the public's right to media access

• **Describe the different forms of bias in the media**

Instructional Strategies:

- Document Interpretation – Students will:
 - read three opposing articles on the Electoral College
 - answer questions
 - discuss articles
 - propose their opinions in an in-class discussion
- Graphic Organizer – Students will create a chart to compare the requirements for major offices
- Class Election – Students will:
 - be campaigning as candidates for classroom manager
 - each be a candidate or work for a candidate as a consultant. Each candidate or consultant must have a strategy for the:
 - primary
 - general election
 - vote
 - demonstrate how winners can change based on the type of election:
 - plurality
 - majority
- Timeline: Students will create a cause-effect timeline based on the forms and impact of mass media for each decade in the U.S.
- Supreme Court Cases – Students will:
 - read descriptions of key cases, such as:
 - Gitlow vs. NY
 - FEC vs. Wisconsin
 - find the constitutional issues
 - hypothesize how the court would have answered
 - explain how it expanded or limited the protection of media
- Media – Students will:
 - view a series of:
 - campaign ads
 - news talk hosts
 - apply media bias and techniques to uncover the bias in the media

Assessments/Evaluations:

- Class Election – assessed using:
 - an informal evaluation based on a teacher-created scoring guide
 - student participation
- Assessed using a teacher-created scoring guide:
 - Selected response and short answer test
 - Timelines
 - Media
 - Graphic organizers

<ul style="list-style-type: none"> Assessed using informal teacher evaluation based on a scoring guide: <ul style="list-style-type: none"> Document interpretation Supreme Court cases
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> Trace the campaign path from public declaration to Election Day. Assess the impact of media on political culture and the election process.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> www.livingroomcandidate.com YouTube: “Why Ron Paul Will Never Win” “A Measure of Media Bias” by Tim Groseclose and Jeffrey Milyo “The Fox News Effect: Media Bias and Voting” by Stefano DellaVigna and Ethan Kaplan
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> Reading Writing Research Math: Basic mathematics

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: AP US Government and Politics

Curricular Unit: Political Institutions: Congress, President, Courts and Bureaucracy

Instructional Unit: D. Evaluate the procedures, powers, and impact of the three branches and bureaucratic agencies of American society

Standard Alignments (Section 2)

SSCLE: PPGS.2.B; MUSWH.3.A; ECP.4.H; RIGIT.6.L,N (Government) Knowledge: (SS) 1-3,7 CCSS: 11-12.SL.1; 11-12.RH.1; 11-12.RH.2; 11-12.RH.3; 11-12.WHST.7; 11-12.WHST.8 NETS: 1c; 3; 4 Performance: 1.6, 1.10, 3.6, 4.2

Unit (Section 3)

Learning Targets:

- Identify the Constitutional and unwritten qualifications of the Presidency
- Explain how traditions, acts of Congress, and Constitutional amendments have affected the President's term, succession to the presidency, and the procedures from removing the president from office
- Distinguish the roles of chief executive and chief of state
- Identify the powers and limitations Presidents can exercise in domestic affairs including signing statements
- **Identify the powers and limitations Presidents can exercise in foreign affairs including treaties, executive agreements, and military powers**
- Explain how Presidential style influences presidential performance
- Describe the Executive Organization of the Presidency
- **Explain the major functions of Congress including lawmaking, constituent service, oversight, and conflict resolution**
- **Compare the major differences between the House and the Senate**
- Trace the development of Congressional reapportionment through the Supreme Court, including the following cases: Baker vs. Carr, Reynolds vs. Simms, and Wesberry vs. Sanders
- Explain the types of committees in Congress and the impact committees have on the legislative process

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- Identify the leadership positions in both the House of Representatives and the Senate, including Speaker of the House, Majority and Minority leaders, minority and majority whips, and President Pro Tempore of the Senate
- Explain how a bill becomes a law
- Explain how the federal budget is developed and the roles played by OMB and CBO
- **Identify the models of Bureaucracy (Weberian, Acquisitive, Monopolistic, Garbage Can)**
- Trace the development of bureaucracy
- Identify the legislation controlling political activity by the bureaucracy
- Identify the types of governmental organizations in the federal bureaucracy and distinguish between functions and responsibilities (cabinet departments, independent executive agencies, independent regulatory commissions, and government corporations)
- Explain the iron triangle model of the bureaucracy and the role executive agencies, subcommittees, and interest groups
- Identify the recent reforms within the federal civil service including Sunshine laws, Sunset laws, and whistle-blowers
- Explain the major concepts of the American legal system that were developed in the English common law system, including the common law traditions, precedent, jurisdiction, and stare decisis
- **Outline the federal court system and explain the function of each court**
- Summarize the presidential appointment process for all levels of federal courts including nominating candidates, their common qualifications, the role of senatorial courtesy, and how ideology has played an important role in the politics of appointments
- Explain the Supreme Court process
- Explain what is meant by jurisdictions and differentiate among original, concurrent, and appellate jurisdiction
- Identify and explain the different types of opinions that are delivered by justices of the Supreme Court

Instructional Strategies:

- Document Interpretations: Students will:
 - read an article on the profile of the president
 - answer questions and participate in a class discussion about the “unwritten qualifications” for presidency
 - be given readings on federal civil service
 - answer questions and participate in an in-class discussion to discover:
 - why laws are open
 - the role of whistle-blowers
 - be given court decisions that include:
 - activism
 - precedent
 - jurisdiction
 - common law
 - stare decisis
 - answer questions
 - participate in an in-class discussion
- Graphic Organizers: Students will:
 - create a t-chart comparing the:
 - role of executive and the role of chief of state
 - structure of the House and the Senate
 - create a concept graph to compare the:
 - roles
 - hierarchy
 - responsibilitiesof the leaders in the House and the Senate
 - compare the various models of bureaucracy
 - create a t-chart to compare:
 - original
 - concurrent
 - jurisdiction
- Political Cartoons: Students will find a current political cartoon that contains a topic of study for this unit
- Executive Powers: Students will:
 - be given, in groups:
 - a list of unidentified laws
 - signing orders
 - executive agreements
 - treaties
 - have to:
 - organize them
 - explain the difference between them
- FRQ: Students will use a series of primary and secondary sources to:
 - support or disprove the claim that the executive branch has increased in powers
 - assess the role of the:
 - Supreme Court
 - Justices

- Supreme Court Cases – Students will:
 - read descriptions of key cases on reapportionment
 - find the constitutional issues
 - hypothesize how the court would have answered
 - explain how it expanded the powers of the federal government
- Class Congress – Students will:
 - assume the role of Congress – half House and half Senate
 - have to pass a bill going through the:
 - committees
 - rules
- Research – Students will:
 - pick one bureaucratic agency
 - research its:
 - purpose
 - committees
 - budget
 - organization
 - responsibilities
 - present information in a class presentation
- Visual Aid – In groups, students will:
 - create their own iron triangle based on an interest of their choosing
 - make four posters:
 - Poster 1: draw the federal court system
 - Poster 2: draw the state court system
 - Poster 3: draw the process by which the Supreme Court accepts cases
 - Poster 4: draw the process by which justices are appointed and confirmed
- Class Court – Students will:
 - be divided into courts of 9. Each court must select cases to hear and then decide
 - discuss facts together and decide what type of opinion to write

Assessments/Evaluations:

- Class Court – assessed using:
 - an informal evaluation based on teacher-created scoring guide
 - student participation
- Assessed using:
 - a teacher-created scoring guide:
 - Selected response and short answer test
 - Visual aides
 - Graphic organizers
 - informal teacher evaluation based on a scoring guide: Executive Powers activity
- FRQ – assessed using a teacher-created scoring guide in alignment with the College Board
- Class Congress – assessed using:
 - an informal evaluation based on teacher-created scoring guide
 - class participation
- Formative quizzes

Sample Assessment Questions:

- Explain why each branch has specific responsibilities with minimal overlap.
- Compare and contrast the roles of the House and Senate.
- Explain the oversight of the Bureaucracy by other branches.

Instructional Resources/Tools:

- Primary sources: Federalist Papers # 64, #51
- List of Senatorial Rules (www.senate.gov)
- School House Rock: I'm Just A Bill
- Student textbook
- Video: C-SPAN Justices Scalia & Breyer debate

Cross Curricular Connections:

- ELA:
 - Reading
 - Writing
 - Speaking
 - Research

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: AP US Government and Politics

Curricular Unit: Public Policy

Instructional Unit: E. Evaluate the process of creating public policy and its impact on government

Standard Alignments (Section 2)

SSCLE: MUSWH.3.A; ECP.4.H,K; RIGIT.6.L,N (Government)

Knowledge: (SS) 2,3,6

CCSS: 11-12.SL.1; 11-12.RH.1; 11-12.RH.3; 11-12.RH.6; 11-12.WHST.7;
11-12.WHST.8

NETS: 1b; 3; 4; 5c

Performance: 1.6, 1.9, 1.10

Unit (Section 3)

Learning Targets:

- **Define public policy and assess the role of its:**
 - actors
 - interests
 - institutions
 - processes
- Assess the importance of public policy in American society
- Assess the policy making process from agenda setting to implementation and evaluation
- Summarize key ideas associated with domestic issues:
 - Health care
 - Welfare
 - Immigration
 - Crime
 - Environment
- **Investigate the policy networks and issues in regards to both domestic and foreign areas**
- Compare the different forms of fiscal policies:
 - Government spending
 - Deficit spending
 - Discretionary
 - Keynesian

- Critique the roles:
 - inflation
 - recession
 - price controls
 - unemployment
 have on economic policy
- **Explain the role of the Federal Open Market Committee and its impact on Loose and Tight Monetary Policy**
- Assess the role globalization has on:
 - domestic
 - foreign
 - economic
 policies of the US

Instructional Strategies:

- Document Interpretation – Students will:
 - be given various readings on the role of the US in terms of world power
 - answer questions and participate in an in-class discussion
- Research – Students will:
 - be divided into groups. Each group will take a domestic issue, such as:
 - health care
 - welfare
 - immigration
 - crime
 - environment
 and research the impact of domestic policy on this issue and report their findings in a:
 - 5 page paper
 - presentation
 - independently research a country in which the US has diplomatic relations
 - assess the nature of the relationship and its implications on US foreign policy
- Class Congress – Students will:
 - represent members of the House and Senate budget committees
 - need to:
 - balance the US budget
 - pass the bill in addition to creating a template for deciding which agencies receive their requested budgets
- Role Playing Debate: The class will be divided into two groups. Students will then assume the position of key cabinet members in office
- Graphic Organizer: Students will create a t-chart to compare the various forms of economic policies
- FRQ: Students will use a series of primary and secondary sources to assess the impact of globalization on some form of US policy

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • Role Playing Debate – assessed using: <ul style="list-style-type: none"> • informal evaluation based on a teacher-created scoring guide • student participation • Assessed using a teacher-created scoring guide: <ul style="list-style-type: none"> • Selected response and short answer test • Graphic organizer • FRQ – assessed using a teacher-created scoring guide in alignment with the College Board Role Playing Debate • Formative quizzes
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • Describe the factors that influence public policy.
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> • College Board rules on debate • “Developing Public Policy Theory: Perspectives from Empirical Research” by George Greenbert, Jeffery Miller, Larence B. Mohr, and Bruce Vladeck • Student textbook
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Reading • Writing • Speaking

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: AP US Government and Politics

Curricular Unit: Civil Rights and Liberties

Instructional Unit: F. Assess the role of Civil Rights and Civil Liberties in past and present American government

Standard Alignments (Section 2)

SSCLE: PCD.1a; MUSWH.3a.I,K,L,M (World History)
Knowledge: (SS) 1,6,7
CCSS: 11-12.SL.1; 11-12.RH.1; 11-12.RH.2; 11-12.RH.7; 11-12.WHST.7;
11-12.WHST.8
NETS: 1c; 3b
Performance: 1.10, 2.3, 3.5, 3.6

Unit (Section 3)

Learning Targets:

- **Distinguish civil rights from civil liberties**
- Trace the development of civil liberties and civil rights through judicial interpretation
- **Identify key rights of the accused**
- Critique the impact of the 1st amendment on limitations and protections of rights and liberties
- Assess the impact of the Fourteenth Amendment on the constitutional development of rights and liberties
- Analyze the impact:
 - establishment clause
 - free speech
 - exercise clausehas had on public institutions (schools)
- Apprise the right to privacy
- **Summarize the role of the civil rights movement on civil rights and liberties**
- Identify groups who have or have had limited civil rights and liberties
- Investigate the creation and usage of affirmative action
- **Identify key legislation to provide civil rights and liberties**

Instructional Strategies:

- Timeline – Students will create a color-coded timeline. Each category below will have a different shade:
 - Court cases expanding civil rights and liberties
 - Key civil rights marches
 - Civil rights legislation
- Class Court Cases – Students will:
 - be given a series of court cases dealing with the 14th amendment and incorporation and will assess:
 - the constitutional question
 - the court's ruling
 - its significance
 - be given a list of cases dealing with free expression in the school setting
 - assume the role of justices on a new court and either support or discontinue controversial rulings
- Document Interpretation – Students will:
 - be given two opposing articles on the significance of privacy
 - answer questions and participate in an in-class discussion
- FRQ: Students will use a series of primary and secondary sources to assess the role of the establishment and free exercise clauses on institutions
- Graphic Organizer – Students will compare the:
 - causes
 - purpose
 - impactof key civil rights legislation

Assessments/Evaluations:

- Class Court – assessed using:
 - informal evaluation based on teacher-created scoring guide
 - student participation
- Assessed using a teacher-created scoring guide:
 - Selected response and short answer test
 - Graphic organizers
- Document Interpretation – assessed using informal teacher evaluation based on a scoring guide
- FRQ – assessed using a teacher-created scoring guide in alignment with the College Board
- Formative quizzes

Sample Assessment Questions:

- Compare the point of view for protecting individual rights with the point of view of protecting the welfare of society.
- Assess the conflict between positive and negative rights.

Instructional Resources/Tools:

- Primary sources:
 - Engel v. Vitale
 - Tinker vs. Des Moines
 - Gitlow v. New York
 - Oregon v. Smith (oyez.org)
- Video: 1st Amendment (JCHS library)
- Negative v. Positive Rights (www.globalization101.org)
- Student textbook

Cross Curricular Connections:

- ELA:
 - Speaking
 - Writing
 - Researching
 - Reading

Depth of Knowledge (Section 5)

DOK: 4