




**GRADE 12 AP Government and Politics**

**Unit 3: Institutions of National Government**

**Time:** 6 weeks

Hook ideas here!	Line ideas here!			Sinker ideas here!
Universal Generalizations	Unit Understandings 	Student-Friendly TEKS	Topics/Content	Unit Questions
<p>Political power among the U.S. Government institutions the Congress, Presidency, bureaucracy, and the federal courts is shared, but each has its own unique characteristics when creating public policy.</p>	<p>Powers and organization of each political institution are unique and the lack of certain powers for each is as important as the one's they possess.</p> <p>Political power and the relationships among the institutions evolve over a long period of time, but may change dramatically during a period of crises.</p> <p>Important relationships between the government institutions and political parties, interest groups, the media, and state and local government are an intricate part of the political process.</p>	<p>The student understands the process for filing public offices in the U.S. system of government. (11A)</p> <p>Analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws. (9A)</p> <p>Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government. (9E)</p> <p>Explain the major responsibilities of the federal government for domestic and foreign policy. (9G)</p> <p>Analyze the effectiveness of various methods of participation in the political process at local, state, and national levels. (16A)</p> <p>Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present. (16D)</p>	<ul style="list-style-type: none"> <li>• Formal/Informal Powers</li> <li>• Structure/Organization</li> <li>• Elections</li> <li>• Congressional Process</li> <li>• Relationships with other government institutions, media, public, interest groups, sub national government.</li> <li>• Budgetary Process</li> </ul> <p>Vocabulary: Textbook p.389 Teacher may have additional vocabulary list in class.</p>	<p>Does the tedious legislative process impede the creation of good sound policy or actually enhance it?</p>
<p>Same as above.</p>	<p>Same as above as applies to the U.S. Presidency.</p>	<p>See above (11A).</p> <p>Analyze and evaluate the process of electing the President of the United States. (11B)</p> <p>Analyze the structure and functions of the executive branch of government, including the</p>	<ul style="list-style-type: none"> <li>• Formal/Informal Powers</li> <li>• Structure/Organization</li> <li>• Relationships with other government institutions, media, public, interest groups, sub national government.</li> </ul>	<p>What paradoxes of presidential power exist among public opinion?</p>


		<p>constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments. (9B)</p> <p>See above 9E, 9G, 16A.</p>	<ul style="list-style-type: none"> <li>• Elections</li> <li>• Foreign/Domestic Policy</li> <li>• Leadership Characteristics</li> <li>• Roles of the President</li> <li>• Budgetary Process</li> </ul> <p>Vocabulary: Textbook pp. 433, 464. Teacher may have additional vocabulary list in class.</p>	
Same as above.	Same as above as it applies to bureaucratic organizations.	<p>See above 9B, 9E, 9G, 16A.</p> <p>Analyze the functions of selected independent executive agencies and regulatory commissions such as the National Aeronautics and Space Administration and the Federal Communications Commission. (9D)</p>	<ul style="list-style-type: none"> <li>• Bureaucrats</li> <li>• Civil Service</li> <li>• Structure/Organization</li> <li>• Implementation of Policy</li> <li>• Relationships with other government institutions, media, public, interest groups, sub national government.</li> </ul> <p>Vocabulary: Textbook p. 499. Teacher may have additional vocabulary list in class.</p>	Some bureaucratic organizations tend to be isolated from influence of other government institutions. Is this beneficial or is it detrimental to the political process?
Same as above.	Same as above as it applies to the U.S. Federal Court System.	<p>Analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction. (9C)</p> <p>Analyze selected issues raised by judicial activism and judicial restraint. (9F)</p> <p>See above 9B.</p>	<ul style="list-style-type: none"> <li>• Formal/Informal Powers</li> <li>• Structure/Organization</li> <li>• Relationships with other government institutions, media, public, interest groups, sub national government.</li> <li>• Judicial Selection</li> <li>• Characteristics/Roles of Judges</li> <li>• Implementation of Decisions</li> </ul> <p>Vocabulary: Textbook p. 536. Teacher may have additional vocabulary list in class.</p>	How does the evolution of American Culture impact the decisions made by the U.S. Supreme Court?





**GRADE 12 SOCIAL STUDIES**

**Unit 5:** Public Policy

**Time:** 2 weeks

Hook ideas here!	Line ideas here!			Sinker ideas here!
Universal Generalizations	Unit Understandings 	Student-Friendly TEKS	Topics/Content	Unit Questions
Public policy is the result of interactions and dynamics among actors, interests, institutions, and processes.	Students should be familiar with the stages of the policy process: formation of policy agendas, the enactment of public policies by Congress and the president, and the implementation and interpretation of policies by the bureaucracy and the courts.	<p>9 (D) analyze the functions of selected <a href="#">independent executive agencies</a> and <a href="#">regulatory commissions</a> such as the National Aeronautics and Space Administration and the Federal Communications Commission;</p> <p>(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;</p> <p>(F) analyze selected issues raised by <a href="#">judicial activism</a> and <a href="#">judicial restraint</a>;</p> <p>(G) explain the major responsibilities of the federal government for <a href="#">domestic</a> and <a href="#">foreign policy</a>;</p> <p>15 (D) analyze the consequences of political decisions and actions on society.</p> <p>The student is expected to: (18 A-C)</p> <p>(A) evaluate a political policy or decision in the United States that was a result of changes in American culture; and</p> <p>(B) analyze changes in American culture brought about by government policies such as voting rights, the GI</p>	<p>1. Understand the impact of federalism, interest groups, parties and elections on policy processes.</p> <p>2. Understand policymaking in the federal context.</p> <p>3. Be familiar with major public policies.</p>	

		bill, and racial integration; and  (C) describe an example of a government policy that has affected a particular racial, ethnic, or religious group.		
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	<b>GRADE 12 AP Government and Politics</b>			
	<b>Unit 6:</b>	Civil Rights and Civil Liberties		
	<b>Time:</b>	3 weeks (A/B Block)		
Hook ideas here!	Line ideas here!			Sinker ideas here!
<b>Universal Generalizations</b>	<b>Unit Understandings</b> 	<b>Student-Friendly TEKS</b>	<b>Topics/Content</b>	<b>Unit Questions</b>
The study of the development of individual rights and liberties and their impact on citizens is essential in the understanding of U.S. politics.	Analyze the workings of the U.S. Supreme Court and familiarity with its most significant decisions.  Examine judicial interpretations of various civil rights and liberties.  Assess the strengths and weaknesses of Supreme Court decisions.	Evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. (8D)  Analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity. (8F)  Analyze selected issues raised by judicial activism and judicial restraint. (9F)  Understand the roles of limited government and the rule of law to the protection of individual rights. (14A)  Analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms. (14B)	<ul style="list-style-type: none"> <li>Freedom of Religion – Establishment and Exercise Clauses/Lemon v. Kurtzman, Engel v. Vitale, etc.</li> <li>Freedom of Expression – Prior Restraint/Schenck v. U.S., Miller v. Calif., NY v. Sullivan, TX v Johnson, etc.</li> <li>Due Process – Search and Seizure and Probable Cause</li> <li>Exclusionary Rule – Mapp v. Ohio, etc.</li> <li>Self-Incrimination – Miranda v.</li> </ul>	How does our ever-changing technological world impact our interpretation of our most fundamental rights and liberties?

		<p>Analyze issues addressed in selected cases such as Engel v. Vitale, Miranda v. Arizona, and Schenck v. U.S. that involve Supreme Court interpretations of right guaranteed by the U.S. Constitution. (14C)</p> <p>Analyze the role of each branch of government in protecting the rights of individuals. (14D)</p> <p>Explain the importance of due process rights to the protection of individual right and to the limits on the powers of government. (14E)</p> <p>Analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule. (14F)</p> <p>Analyze the consequences of political decisions and actions on society. (15D)</p> <p>Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity. (16B)</p> <p>Analyze the importance of free speech and press in a democratic society. (17B)</p> <p>Evaluate a political policy or decision in the United States that was a result of changes in American culture. (18A)</p> <p>Analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration. (18 B)</p> <p>Describe an example of a government policy that affected a particular racial, ethnic, or religious group. (18C)</p>	<p>Arizona, etc.</p> <ul style="list-style-type: none"> <li>• Penumbras – Right to Privacy and Right to Die/Roe v. Wade, etc.</li> <li>• 14<sup>th</sup> Amendment/ Incorporation Doctrine/ Gitlow v. NY, etc.</li> </ul> <p>Vocabulary: Textbook p. 133. Teacher may provide additional list.</p>	
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