Unit 03: Institutions of National Government: Congress, Presidency, Bureaucracy and Federal Courts

Content Area: **Social Studies**
Course(s): **AP US Gov & Pol**
Time Period: **Semester 1**
Length: **12 weeks**
Status: **Published**

Standards

6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
	Governments around the world support universal human rights to varying degrees.
6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Enduring Understandings

Each subject to checks and balances, the legislative, executive, and judicial branches of government work to uphold the principles defined in our Constitution.

The role and examination of the inner workers of Congress, the Presidency, and the Supreme Court demonstrate how policy is formed.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

What motivated the Founders to delegate certain responsibilities to specific branches of government?

How do the inner workings in the legislative, executive, and judicial federal branches impact public policy?

What has caused the growth of the federal bureaucracy?

How has separation of powers been effective in stabilizing the distribution of powers between the three branches?

Knowledge and Skills

Students will examine the founders intentions for the three branches of government and discuss the respective powers and responsibilities?

How is each branch of government structured? Has this structure changed since our founding? How and why?

The major formal and informal institutions and arrangments of power

Relationships among these 4 institutions and varying balances of powers

The growth of the federal bureaucracy

Oversight

Checks & Balances

The linkages between institutions nd the following: public opinion and voters, interest groups, political parties, the media, subnational governments

Why is Congress sometimes referred to as the "broken" branch? What would our Founders' response be to current Congressional controversies?

Incumbency advantages

Gridlock

How a bill becomes a law

Congressional leadership

The Committee System

How do interest groups shape our political system?

Lobbying

Litigation

Electioneering

Revolving door

How have 20th century presidents shaped the executive branch?

War powers resolution

Executive privilege

The Cabinet

The White House office

Is the Supreme Court insulated from public opinion?

Dual Court system

The Rule of Four

Writ of Certiorari

Amicus Curiae

Stare decisis

Transfer Goals

Students will be able to independently apply and explain how the legislative, executive, and judicial branches of government and how they check each other, operate, and work to uphold the principles defined in our Constitution.

Students will be able, in the long run, to independently participate actively and effectively as an informed citizen of a democracy.

Resources

Textbook:

- American Government and Politics Today 2015-2016 Edition by Ford, Bards, Schmidt, and Shelley
- Amsco Review Book

Supplemental Readings:

- The Declaration of Independence
- The Articles of Confederation
- The US Constitution
- Brutus #01
- Federalist #10
- Federalist #51
- Federalist #70
- Federalist #78
- "Is Congress the Broken Branch?" by David Mayhew
- Marbury v Madison (1803)
- McCulloch v Maryland

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Upfront Magazine

Pear Deck

Albert i.o.

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

News publications, including but not limited to NYTimes, Washington Post.

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Videos:

- Schoolhouse Rock "How a Bill Becomes Law"
- FDR's State of the Union Address (1941)
- John Oliver Segment on Gerrymandering
- Selected scene from "Dave"
- HBO Film "Confirmation"
- "More Perfect" Podcast--The Political Thicket

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit