AP Government & Politics with Honors Civics/Economics, 2019-2020

Unit 8: The Judicial Branch and the American Legal System

**ANNOUNCEMENTS/REMINDERS**

* **Rules and Policies**: As we move to the semester, please be reminded of the following:
	+ **Tardy** – If you are tardy, sign in at the front left table when you arrive.
	+ **Food** – Food is not permitted during class. Drinks, with a lid, are acceptable.
	+ **Technology** – Cell phones should be stored during class. Avoid charging your phone during class.
	+ **Assessments** – Missed quizzes and tests, due to excused absences, must be made up within 3 days
	+ **Assignments** – Based on your feedback our annotations will shift to a 100, 85, 70 grading scale
	+ **Tutoring** – Tutoring will continue during the third quarter on Friday mornings before school
	+ **Growth Mindset**: Continue to set new personal goals and reflect on your challenges and effort
* **Registration**: Course registration for the 2020-2021 academic year will occur during February and March. School counselors will provide presentations and materials through your English classes. You will register for classes through during this class period on Monday, March 23rd.
* **JHS Distinguished Speaker Series**: Sponsored by the Social Studies Department, the series brings four dynamic speakers to our campus during the Spring Semester. Each event begins at 7:00pm. Bring family and friends with you. Students are required to attend ONE event each quarter – the required event will count as a Civics quiz grade. You may choose to attend the other events for extra credit (5 points on an AP Quiz). Those students unable to attend, for a legitimate reason, can complete an alternative assignment.
* Fourth Quarter Grade:
	+ March 4 – Dr. Mary Jo Festle, Elon University
	+ April 8 – Mary D. Williams, Gospel Singer & Educator

**UNIT OVERVIEW**

* **Overview:** During this unit, we will cover the Judicial Branch, which includes the Supreme Court and the federal court system. Major discussions will include the powers of the courts and the judicial branch. Furthermore, the unit will include charting the historical progression of the judicial branch through a review of landmark court cases that have important significance for American government. We will review the fifteen required (College Board) Supreme Court cases. Finally, we will review the major aspects of the American Legal System.
* **Current Events Project: Impeachment & Primaries –** Given our next two units, it is appropriate that our third quarter project focus on current events. Specifically, you will be following the impeachment and the primaries.
	+ **Part II: Presidency (Due Friday, March 6)** – Students must watch and take notes on TWO of the primary debates listed below. Your notes should reflect the entire debate, including questions, responses, opinion, and the interactions between the candidates. You should also complete a two-page reflection which addresses the debates AND which candidate you believe is most/least effective and why:

|  |  |
| --- | --- |
| --January 14 (Iowa, CNN) | --February 19 (Nevada, MSNBC) |
| --February 7 (New Hampshire, ABC) | --February 25 (South Carolina, CBS) |

* **Unit Objectives**
1. *Describe the constitutional foundations of the federal judiciary and judicial review.*
2. *Describe the structure of the federal judiciary.*
3. *Outline the criteria for nominating and the process of approving federal judges and Supreme Court justices.*
4. *Outline the process by which the Supreme Court makes decisions and the factors that influence their decision-making.*
5. *List the various steps that cases go through to be appealed to the Supreme Court, and explain the considerations involved at each level.*
6. *Develop arguments for and against an activist Supreme Court.*
7. *Evaluate the role of the Supreme Court in national policy-making.*
8. *Identify the different steps, procedures, and outcomes of a civil case.*
9. *Identify the different steps, procedures, and outcomes of a criminal case.*
10. *Review important Supreme Court case decisions from the first semester.*

 **UNIT CALENDAR**

Wednesday, February 26

 Discussion: Unit 7 Test

 **Homework: Read Article III of the US Constitution and 195 to the top of 200**

Thursday, February 27

 Discussion: Test Analysis, Unit Overview, Project Reminders

**Homework: Read Federalist #78 and answer questions**

Friday, February 28

 Discussion: Roots of the Federal Judiciary

 Discussion: Federalist #78

**Homework: 200-203 and “**[**Federal vs. State Courts**](http://www.uscourts.gov/about-federal-courts/court-role-and-structure/comparing-federal-state-courts)**”**

Monday, March 2

Discussion: Structure: Federal vs. State Courts

**Homework: 203-209 and PRINT “The Pursuit of Justices” (available on class webpage)**

Tuesday, March 3

Discussion: The Selection of Judges

 Reading – The Pursuit of Justices

**Homework: 209-216**

Wednesday, March 4

Discussion: How the Supreme Court Makes Decisions Part I: Tracing a Case

**Homework: 216-217 and “**[**The Myth of Strict Constructionism**](https://www.raleighcharterhs.org/faculty/bnewmark/AP%20Government/TribeMythofStrictConstructionism.pdf)**”**

Thursday, March 5

Discussion: How the Supreme Court Makes Decisions, Part II: Judicial Approach

 **Homework: 217-220 and PRINT Storm Center (see link in tomorrow night’s homework)**

Friday, March 6 – PROJECTS DUE

Discussion: The Supreme Court: Key Decisions, Part I
 15 Cases You Have to Know for the AP Exam
 **Homework: Read and annotate “**[**Storm Center**](https://learningandunlearning.weebly.com/uploads/5/1/4/4/51442353/storm_center.pdf)**” by David O’Brien**

Monday, March 9

Discussion: The Supreme Court: Key Decisions, Part II

 **Homework: Study for AP Quiz**

Tuesday, March 10

Discussion: AP Quiz: The Judicial Branch

The Rehnquist Revolution (PBS Video)

**Homework: Watch and take notes on** [**Rule of Law, Types of Laws, and Sources of Law**](https://www.youtube.com/watch?v=ZI_7rt9cLnQ) **and [Constitutional Principles: Rule of Law](https://www.youtube.com/watch?v=q0MTEm2a7PA)**

Wednesday, March 11

Discussion: American Legal System

**Homework: Read and take notes on “**[**Steps in the Federal Criminal Process**](http://www.justice.gov/usao/justice101/steps.html)**” (Links are on the right-hand
 side in the menu box, Criminal Justice Steps--skip pre-trial and post-trial sections)**

Thursday, March 12

Discussion: Criminal Cases

 **Homework: Read and take notes from “**[**The Basic Steps in a Civil Lawsuit**](http://www.shestokas.com/general-law/the-basic-steps-in-a-civil-lawsuit-civil-law-process/)**”**

Friday, March 13

Discussion: Civil Cases

 **Homework: Watch the movie** [**12 Angry Men**](https://archive.org/details/12AngryMen1957) **and complete the guided movie questions**

Monday, March 16

Discussion: Finish Criminal and Civil Cases
 Documentary: 13th

 **Homework: Study for test**

Tuesday, March 17

Discussion: Documentary: 13th
 Discussion: Prison System/Mass Incarceration

**Homework: Written Reflection on 13th**

Wednesday, March 18

Discussion: Review for test

**Homework: Study for test**

Thursday, March 19

**TEST: Judicial Branch**

**Homework: Finish Concept Cards**

 **Review Guide**

DIRECTIONS

*In order to receive the additional two points for the review guide, you must complete the following assignment: (1)* ***define*** *the words listed under the vocabulary section and* ***explain the significance of the term on the judicial branch, Supreme Court, or the court system****; (2) answer all of the short answer questions;.*

# Part 1: Vocabulary

1. Judicial Review
2. Legislative intent
3. Federalist No. 78
4. John Marshall
5. Court packing plan
6. Constitutional court
7. District Court
8. Court of Appeals
9. Senatorial courtesy
10. Blue slips
11. Litmus test
12. Dual Court System
13. Civil Law
14. Criminal Law
15. Dual sovereignty
16. Writ of certiorari
17. *In forma pauperis*
18. Plaintiff
19. Defendant
20. Standing
21. Class action suit
22. Law clerks
23. Briefs
24. *Amicus curiae* briefs
25. Solicitor General
26. *per curiam* opinion
27. Opinion of the Court
28. Concurring opinion
29. Dissenting opinion
30. *Stare Decisis*
31. Remedy
32. Court Order
33. Injunction
34. Appellate jurisdiction
35. Concurrent jurisdiction
36. Exclusive jurisdiction
37. Original jurisdiction
38. Strict Constructionist
39. Originalism
40. Textualism
41. Judicial restraint
42. Judicial activism
43. Loose construction
44. Living Constitution
45. Moral Reading
46. acquit
47. damages
48. Civil Law
49. Criminal Law
50. Common Law
51. Double Jeopardy
52. Felony
53. Grand Jury
54. Indictment
55. Plea Bargain
56. Probable Cause
57. Statutory Law
58. Subpoena
59. Tort
60. Prosecutor

**Part 2: Required SCOTUS Cases**

1. Marbury v. Madison (1803)
2. McCulloch v. Maryland (1819)
3. Schenck v. United States (1919)
4. Brown v. Board of Education (1954)
5. Baker v. Carr (1961)
6. Engel v. Vitale (1962)
7. Gideon v. Wainwright (1963)
8. Tinker v. Des Moines (1969)
9. New York Times Co. v. US (1971)
10. Wisconsin v. Yoder (1972)
11. Roe v. Wade (1973)
12. Shaw v. Reno (1993)
13. United States v. Lopez (1995)
14. Citizens United v. FEC (2010)
15. McDonald v. Chicago (2010)

**Part 3: Short Answer**

1. Summarize what Hamilton argued in *Federalist No. 78* about the strength of the judiciary and the relationship between the judicial and legislative branches.
2. Explain how the judicial nomination process has changed since 1985.
3. Explain the importance of judicial review and this judicial power originated in *Marbury v. Madison.*
4. Identify the different approaches to using the Constitution when deciding cases and explain reasons why each may be preferred.
5. Explain the structure of the federal court system and how a case makes it to the Supreme Court.
6. Explain the role of politics and interest groups in the judicial nominations process.
7. Summarize the pros and cons of having a class action suit.
8. Explain the relationship between the Supreme Court and public opinion.
9. Define the meaning of judicial activism and summarize the arguments for and against it.
10. List and explain the checks on judicial power from both the other branches of government.