

**ARTS IN MOTION CHARTER SCHOOL | 12th AP Government CURRICULUM MAP**

Projects	Essential Questions	Enduring Understandings	Cognitive Skills	CCSS	Final Product
<b>Shared Powers in Government</b>	<ul style="list-style-type: none"> <li>How is power shared, distributed, and contested within our Federal, State, and Local governments?</li> <li>Which level or levels of government (local, state, or federal) can best address your issue?</li> </ul>	<ul style="list-style-type: none"> <li>Through persuasive writing you will understand the varying roles the federal and state governments play in making decisions over controversial issues.</li> </ul>	<ul style="list-style-type: none"> <li>Justifying / Constructing an Explanation</li> <li>Oral Presentation</li> <li>Organization (Transitions, Cohesion, Structure)</li> <li>Selection of Evidence</li> </ul>	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.RI.11-12.1</li> <li>CCSS.ELA-LITERACY.RI.11-12.2</li> <li>CCSS.ELA-LITERACY.RI.11-12.3</li> <li>CCSS.ELA-LITERACY.RI.11-12.4</li> <li>CCSS.ELA-LITERACY.RI.11-12.5</li> <li>CCSS.ELA-LITERACY.SL.11-12.4</li> <li>CCSS.ELA-LITERACY.SL.11-12.5</li> <li>CCSS.ELA-LITERACY.W.11-12.1</li> <li>CCSS.ELA-LITERACY.W.11-12.6</li> <li>CCSS.ELA-LITERACY.W.11-12.7</li> </ul>	<ul style="list-style-type: none"> <li>Final Product: Presentation</li> <li>Final Product: Persuasive Essay</li> </ul>
<b>Deconstructing Political Media</b>	<ul style="list-style-type: none"> <li>How do we develop a deeper understanding of the current political/social issues surrounding us?</li> <li>How can we effectively analyze opposing points of view on controversial issues in United States Politics?</li> </ul>	<ul style="list-style-type: none"> <li>Linkage institutions are how people in the United States engage with American Politics.</li> <li>It is our direct connection to the political process. It is through elections, mass media, political parties, and interest groups that people can voice their preferences and beliefs. But first we must be informed.</li> <li>In order to effectively engage we must develop a deeper understanding of the current issues surrounding us and how those with power impact those issues.</li> <li>Through effectively analyzing opposing points of view and critiquing the reasoning of others we will be better prepared to be active citizens in United States Politics.</li> </ul>	<ul style="list-style-type: none"> <li>Critiquing the Reasoning of Others</li> <li>Oral Presentation</li> <li>Organization (Transitions, Cohesion, Structure)</li> <li>Point of View/Purpose</li> <li>Precision</li> <li>Word Choice</li> </ul>	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.RI.11-12.8</li> <li>CCSS.ELA-LITERACY.RI.11-12.9</li> <li>CCSS.ELA-LITERACY.SL.11-12.2</li> <li>CCSS.ELA-LITERACY.SL.11-12.3</li> <li>CCSS.ELA-LITERACY.SL.11-12.4</li> <li>CCSS.ELA-LITERACY.SL.11-12.5</li> <li>CCSS.ELA-LITERACY.W.11-12.2</li> <li>CCSS.ELA-LITERACY.W.11-12.6</li> <li>CCSS.ELA-LITERACY.W.11-12.7</li> <li>CCSS.ELA-LITERACY.W.11-12.8</li> </ul>	<ul style="list-style-type: none"> <li>Final Product: Video</li> <li>Final Product: Free Response Question: Short Essay</li> </ul>
<b>Congressional Hearing</b>	<ul style="list-style-type: none"> <li>What makes an effective legislator?</li> <li>What outside influences affect the legislative process?</li> </ul>	<ul style="list-style-type: none"> <li>The federal legislative structure described in the Constitution, and the procedural processes outlined in congressional rules, only tell a small part of the story of how federal legislation is created and passed.</li> <li>Politics, informal institutional power arrangements within Congress, and the voices of linkage institutions such as political parties, interest groups, and the media, all profoundly affect whether and how a bill becomes a law.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion / Contribution</li> <li>Norms / Active Listening</li> <li>Organization (Transitions, Cohesion, Structure)</li> <li>Point of View/Purpose</li> <li>Precision</li> </ul>	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.RI.11-12.8</li> <li>CCSS.ELA-LITERACY.RI.11-12.9</li> <li>CCSS.ELA-LITERACY.SL.11-12.1</li> <li>CCSS.ELA-LITERACY.SL.11-12.4</li> <li>CCSS.ELA-LITERACY.SL.11-12.6</li> </ul>	<ul style="list-style-type: none"> <li>Free Response Question: Congress</li> <li>Pos- Simulation Reflection</li> <li>Socratic Seminar</li> </ul>
<b>Dear Mr. President:</b>	<ul style="list-style-type: none"> <li>What power does the President have to influence important issues in the United States of America and</li> </ul>	<ul style="list-style-type: none"> <li>The President of the United States possesses power and influence based on both constitutional authority and on numerous other roles, including his roles as Head of State, Leader of his Party, and</li> </ul>	<ul style="list-style-type: none"> <li>Justifying / Constructing an Explanation</li> <li>Organization (Transitions, Cohesion, Structure)</li> </ul>	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.RI.11-12.8</li> <li>CCSS.ELA-LITERACY.RI.11-12.9</li> <li>CCSS.ELA-LITERACY.W.11-12.2</li> </ul>	<ul style="list-style-type: none"> <li>Final Product: Persuasive Essay</li> </ul>

	abroad?	<p>Commander in Chief.</p> <ul style="list-style-type: none"> <li>This power and influence extends over a wide variety of issues that affect ordinary citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Precision</li> <li>Selection of Evidence</li> <li>Style and Language (Tone, Academic Language, Syntax)</li> </ul>		
<b>Know Your Rights!</b>	<ul style="list-style-type: none"> <li>How have different interpretations shaped our rights and Liberties?</li> <li>How do we balance our individual desires and freedoms with that of the collective good of society?</li> </ul>	<ul style="list-style-type: none"> <li>Civil rights and civil liberties have been interpreted differently over time and these interpretations have had implications on legislation, public policy, and the current status of our civil rights and civil liberties.</li> <li>The evolution of these rights and liberties have also been shaped by the challenge of preserving individual rights, while also providing for the collective good of society.</li> </ul>	<ul style="list-style-type: none"> <li>Informational/ Explanatory Thesis</li> <li>Introduction and Conclusion</li> <li>Making Connections &amp; Inferences</li> <li>Multimedia in Oral Presentation</li> <li>Oral Presentation</li> <li>Point of View/Purpose</li> </ul>	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.RI.11-12.8</li> <li>CCSS.ELA-LITERACY.RI.11-12.9</li> <li>CCSS.ELA-LITERACY.SL.11-12.4</li> <li>CCSS.ELA-LITERACY.SL.11-12.5</li> <li>CCSS.ELA-LITERACY.W.11-12.2</li> <li>CCSS.ELA-LITERACY.W.11-12.6</li> <li>CCSS.ELA-LITERACY.W.11-12.7</li> <li>CCSS.ELA-LITERACY.W.11-12.8</li> </ul>	<ul style="list-style-type: none"> <li>Final Product: Presentation</li> <li>Final Product Essay</li> </ul>
<b>Political Activism Project</b>	<ul style="list-style-type: none"> <li>How can I use my voice and the political process to effect social change?</li> </ul>	<ul style="list-style-type: none"> <li>In order to be an active, contributing member of society you must advocate for yourself and your community. Ultimately, you have the power to effect change in your community and use your voice to participate in the political process.</li> </ul>	<ul style="list-style-type: none"> <li>Argumentative Claim</li> <li>Asking questions</li> <li>Comparing/ Contrasting</li> <li>Multimedia in Oral Presentation</li> <li>Oral Presentation</li> <li>Organization (Transitions, Cohesion, Structure)</li> <li>Selection of Evidence</li> <li>Style and Language (Tone, Academic Language, Syntax)</li> </ul>	<ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.RI.11-12.8</li> <li>CCSS.ELA-LITERACY.RI.11-12.9</li> <li>CCSS.ELA-LITERACY.SL.11-12.4</li> <li>CCSS.ELA-LITERACY.SL.11-12.5</li> <li>CCSS.ELA-LITERACY.W.11-12.2</li> <li>CCSS.ELA-LITERACY.W.11-12.6</li> <li>CCSS.ELA-LITERACY.W.11-12.7</li> <li>CCSS.ELA-LITERACY.W.11-12.8</li> </ul>	<ul style="list-style-type: none"> <li>Political Activism Multimedia</li> <li>Political Activism Paper</li> </ul>

## ARTS IN MOTION CHARTER SCHOOL | 12th AP Government UNIT PLAN

<b>Project</b>	Shared Powers in Government
<b>Suggested Time</b>	<ul style="list-style-type: none"> <li>• 6 Weeks</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How is power shared, distributed, and contested within our Federal, State, and Local governments?</li> <li>• Which level or levels of government (local, state, or federal) can best address your issue?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Through persuasive writing you will understand the varying roles the federal and state governments play in making decisions over controversial issues.</li> </ul>
<b>Cognitive Skills</b>	<ul style="list-style-type: none"> <li>• Justifying / Constructing an Explanation</li> <li>• Oral Presentation</li> <li>• Organization (Transitions, Cohesion, Structure)</li> <li>• Selection of Evidence</li> </ul>
<b>Focus Areas</b>	<ul style="list-style-type: none"> <li>• U.S. Constitution: Theories of Democratic Government and the Formation of the United States.</li> <li>• U.S. Constitution Federalism</li> </ul>
<b>CCSS</b>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RI.11-12.1</li> <li>• CCSS.ELA-LITERACY.RI.11-12.2</li> <li>• CCSS.ELA-LITERACY.RI.11-12.3</li> <li>• CCSS.ELA-LITERACY.RI.11-12.4</li> <li>• CCSS.ELA-LITERACY.RI.11-12.5</li> <li>• CCSS.ELA-LITERACY.SL.11-12.4</li> <li>• CCSS.ELA-LITERACY.SL.11-12.5</li> <li>• CCSS.ELA-LITERACY.W.11-12.1</li> <li>• CCSS.ELA-LITERACY.W.11-12.6</li> <li>• CCSS.ELA-LITERACY.W.11-12.7</li> </ul>
<b>Checkpoints</b>	<ul style="list-style-type: none"> <li>• Brainstorm and Preliminary Research</li> <li>• Essay Outline</li> </ul>
<b>Final Product</b>	<ul style="list-style-type: none"> <li>• Final Product: Presentation</li> <li>• Final Product: Persuasive Essay</li> </ul>

**ARTS IN MOTION CHARTER SCHOOL | 12th AP Government LESSON PLAN**

<b>Project</b>	Shared Powers in Government	<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How is power shared, distributed, and contested within our Federal, State, and Local governments?</li> <li>• Which level or levels of government (local, state, or federal) can best address your issue?</li> </ul>	<b>Final Product</b>	<ul style="list-style-type: none"> <li>• Final Product: Presentation</li> <li>• Final Product: Persuasive Essay</li> </ul>
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<b>Checkpoint</b>	<ul style="list-style-type: none"> <li>• Brainstorm and Preliminary Research</li> </ul>
<b>Cognitive Skills</b>	<ul style="list-style-type: none"> <li>• Justifying / Constructing an Explanation</li> <li>• Oral Presentation</li> <li>• Organization (Transitions, Cohesion, Structure)</li> <li>• Selection of Evidence</li> </ul>
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students will begin brainstorming and conducting research on your issue in order to get assessed on selecting evidence and organization.</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Topic Brainstorm (See attached Sample)</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• What is Federalism? Powerpoint</li> <li>• Introduction to Federalism</li> <li>• Research Resource Link (See attached Sample)</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Performance task assessment using cognitive skills (See attached Sample)</li> </ul>

# Final Product

Place your presentation in this template. During your presentation, you will be assessed on oral presentation.

**Step 2: Pick an issue that you are passionate about or want to learn more about.**

Why did you choose this issue?

How does this issue impact you?

What does this issue “look like” in your community, state, or country?

Who do you think should have the power to make decisions, laws, rules, etc., concerning your issue?

## Shared Powers Sources

Remember to always corroborate your sources!!! EVERYTHING IS BIAS.

<b>Women's Reproductive Rights (Abortion)</b>	<ol style="list-style-type: none"><li>1. <a href="http://prezi.com/knbv4sgvcc0/abortion-and-federalism/">http://prezi.com/knbv4sgvcc0/abortion-and-federalism/</a></li><li>2. <a href="http://www.cengage.com/politicalscience/book_content/0495970808_bardes/sim/amgov/gov_foundations/sim_fed.html">http://www.cengage.com/politicalscience/book_content/0495970808_bardes/sim/amgov/gov_foundations/sim_fed.html</a></li><li>3. <a href="http://en.wikipedia.org/wiki/Roe_v._Wade">http://en.wikipedia.org/wiki/Roe_v._Wade</a></li><li>4. <a href="http://www.debate.org/opinions/should-states-have-the-right-ban-abortion">http://www.debate.org/opinions/should-states-have-the-right-ban-abortion</a></li><li>5. <a href="http://www.npr.org/2013/01/22/169975954/states-become-battlegrounds-for-nations-deep-abortion-divide">http://www.npr.org/2013/01/22/169975954/states-become-battlegrounds-for-nations-deep-abortion-divide</a></li><li>6. <a href="http://www.theamericanconservative.com/the-anti-abortion-vote-and-federalism/">http://www.theamericanconservative.com/the-anti-abortion-vote-and-federalism/</a></li><li>7. <a href="http://www.nytimes.com/2015/09/02/us/politics/louisiana-lays-bare-difficulty-in-push-to-cut-planned-parenthood-funding.html?ref=politics">http://www.nytimes.com/2015/09/02/us/politics/louisiana-lays-bare-difficulty-in-push-to-cut-planned-parenthood-funding.html?ref=politics</a></li></ol>
<b>Regulation of Drugs (i.e. Marijuana)</b>	<ol style="list-style-type: none"><li>1. <a href="http://www.justice.gov/dea/docs/marijuana_position_2011.pdf">http://www.justice.gov/dea/docs/marijuana_position_2011.pdf</a></li><li>2. <a href="https://www.whitehouse.gov/ondcp/frequently-asked-questions-and-facts-about-marijuana#legalization">https://www.whitehouse.gov/ondcp/frequently-asked-questions-and-facts-about-marijuana#legalization</a></li><li>3. <a href="https://www.mpp.org">https://www.mpp.org</a></li><li>4. <a href="http://object.cato.org/sites/cato.org/files/pubs/pdf/PA714.pdf">http://object.cato.org/sites/cato.org/files/pubs/pdf/PA714.pdf</a></li><li>5. <a href="http://www.fed-soc.org/multimedia/detail/marijuana-and-the-states-how-should-federalism-principles-inform-the-federal-governments-response-to-state-marijuana-initiatives-event-audiovideo">http://www.fed-soc.org/multimedia/detail/marijuana-and-the-states-how-should-federalism-principles-inform-the-federal-governments-response-to-state-marijuana-initiatives-event-audiovideo</a></li><li>6. <a href="http://www.americanthinker.com/2014/01/lessons_for_federalism_from_colorados_pot_legalization.html">http://www.americanthinker.com/2014/01/lessons_for_federalism_from_colorados_pot_legalization.html</a></li><li>7. <a href="https://www.fas.org/sgp/crs/misc/R42398.pdf">https://www.fas.org/sgp/crs/misc/R42398.pdf</a></li><li>8. <a href="http://www.washingtonpost.com/news/volokh-conspiracy/wp/2014/08/28/this-is-your-federalism-on-drugs/">http://www.washingtonpost.com/news/volokh-conspiracy/wp/2014/08/28/this-is-your-federalism-on-drugs/</a></li><li>9. <a href="http://ivn.us/2012/07/24/marijuana-prohibition-loses-ground-modern-federalism/?utm_source=ivn&amp;utm_medium=featured&amp;utm_content=prevnext&amp;utm_campaign=opt-beta-v-1-1">http://ivn.us/2012/07/24/marijuana-prohibition-loses-ground-modern-federalism/?utm_source=ivn&amp;utm_medium=featured&amp;utm_content=prevnext&amp;utm_campaign=opt-beta-v-1-1</a></li><li>10. <a href="http://www.cnn.com/2012/11/13/opinion/osler-marijuana-federal-law/">http://www.cnn.com/2012/11/13/opinion/osler-marijuana-federal-law/</a></li></ol>
<b>Regulation of Guns</b>	<ol style="list-style-type: none"><li>1. <a href="http://billofrightsintstitute.org/resources/educator-resources/headlines/gun-rights/">http://billofrightsintstitute.org/resources/educator-resources/headlines/gun-rights/</a></li><li>2. <a href="http://www.yalelawjournal.org/forum/why-firearm-federalism-beats-firearm-localism">http://www.yalelawjournal.org/forum/why-firearm-federalism-beats-firearm-localism</a></li><li>3. <a href="http://law2.umkc.edu/faculty/projects/ftrials/conlaw/beararms.htm">http://law2.umkc.edu/faculty/projects/ftrials/conlaw/beararms.htm</a></li><li>4. <a href="http://mic.com/articles/22853/gun-control-facts-the-commerce-clause-makes-gun-control-a-state-question">http://mic.com/articles/22853/gun-control-facts-the-commerce-clause-makes-gun-control-a-state-question</a></li><li>5. <a href="http://www.nytimes.com/2013/01/14/us/colorado-may-pass-major-gun-control-legislation.html?pagewanted=1&amp;r=1">http://www.nytimes.com/2013/01/14/us/colorado-may-pass-major-gun-control-legislation.html?pagewanted=1&amp;r=1</a></li><li>6. <a href="https://en.wikipedia.org/wiki/Gun_law_in_the_United_States">https://en.wikipedia.org/wiki/Gun_law_in_the_United_States</a></li></ol>

	<ol style="list-style-type: none"> <li>7. <a href="http://www.nraila.org/default.aspx">http://www.nraila.org/default.aspx</a></li> <li>8. <a href="http://www.npr.org/templates/story/story.php?storyId=91942478">http://www.npr.org/templates/story/story.php?storyId=91942478</a></li> <li>9. <a href="http://blogs.kqed.org/lowdown/2013/02/07/americas-loaded-history-with-guns/">http://blogs.kqed.org/lowdown/2013/02/07/americas-loaded-history-with-guns/</a></li> </ol>
<b>Regulation of Gay Marriage:</b>	<ol style="list-style-type: none"> <li>1. <a href="http://www.freedomtomarry.org/pages/history-and-timeline-of-marriage">http://www.freedomtomarry.org/pages/history-and-timeline-of-marriage</a></li> <li>2. <a href="http://www.acslaw.org/acsblog/why-equal-protection-trumps-federalism-in-the-same-sex-marriage-cases">http://www.acslaw.org/acsblog/why-equal-protection-trumps-federalism-in-the-same-sex-marriage-cases</a></li> <li>3. <a href="http://reason.com/blog/2013/06/26/federalism-and-liberty-in-the-supreme-co">http://reason.com/blog/2013/06/26/federalism-and-liberty-in-the-supreme-co</a></li> <li>4. <a href="http://www.ncsl.org/research/human-services/same-sex-marriage-overview.aspx">http://www.ncsl.org/research/human-services/same-sex-marriage-overview.aspx</a></li> <li>5. <a href="https://www.acslaw.org/sites/default/files/Kuykendall_-_Converging_Logic_of_Federalism_and_Equality_0.pdf">https://www.acslaw.org/sites/default/files/Kuykendall_-_Converging_Logic_of_Federalism_and_Equality_0.pdf</a></li> <li>6. <a href="http://en.wikipedia.org/wiki/Hollingsworth_v._Perry">http://en.wikipedia.org/wiki/Hollingsworth_v._Perry</a></li> </ol>
<b>Regulation of Voting/Elections</b>	<ol style="list-style-type: none"> <li>1. <a href="http://www.civilrights.org/voting-rights/vra/history.html">http://www.civilrights.org/voting-rights/vra/history.html</a></li> <li>2. <a href="http://www.acslaw.org/acsblog/federalism-and-the-voting-rights-act">http://www.acslaw.org/acsblog/federalism-and-the-voting-rights-act</a></li> <li>3. <a href="http://www.theatlantic.com/national/archive/2013/06/the-hubris-of-the-supreme-courts-voting-rights-ruling/277211/">http://www.theatlantic.com/national/archive/2013/06/the-hubris-of-the-supreme-courts-voting-rights-ruling/277211/</a></li> <li>4. <a href="http://billmoyers.com/2014/09/12/the-fight-isnt-over-voting-rights-may-be-headed-back-to-the-supreme-court/">http://billmoyers.com/2014/09/12/the-fight-isnt-over-voting-rights-may-be-headed-back-to-the-supreme-court/</a></li> <li>5. <a href="http://www.theatlantic.com/national/archive/2013/08/what-does-the-constitution-actually-say-about-voting-rights/278782/">http://www.theatlantic.com/national/archive/2013/08/what-does-the-constitution-actually-say-about-voting-rights/278782/</a></li> <li>6. <a href="http://www.law.cornell.edu/supct/cert/12-96">http://www.law.cornell.edu/supct/cert/12-96</a> (this will give you context and details about the case)</li> <li>7. <a href="https://www.aclu.org/voting-rights/shelby-county-v-holder">https://www.aclu.org/voting-rights/shelby-county-v-holder</a></li> </ol>
<b>Regulation of Immigration</b>	<ol style="list-style-type: none"> <li>1. <a href="http://www.americanbar.org/publications/insights_on_law_and_society/14/spring-2014/who-is-responsible-for-u-s-immigration-policy-.html">http://www.americanbar.org/publications/insights_on_law_and_society/14/spring-2014/who-is-responsible-for-u-s-immigration-policy-.html</a></li> <li>2. <a href="http://theconstitution.org/issue/citizenship">http://theconstitution.org/issue/citizenship</a></li> <li>3. <a href="http://www.heritage.org/constitution/#!/articles/1/essays/40/naturalization">http://www.heritage.org/constitution/#!/articles/1/essays/40/naturalization</a></li> <li>4. <a href="https://www.youtube.com/watch?v=5h69ei3gMI4">https://www.youtube.com/watch?v=5h69ei3gMI4</a></li> <li>5. <a href="http://www.oyez.org/cases/2010-2019/2011/2011_11_182">http://www.oyez.org/cases/2010-2019/2011/2011_11_182</a></li> <li>6. <a href="http://en.wikipedia.org/wiki/Plyler_v._Doe">http://en.wikipedia.org/wiki/Plyler_v._Doe</a></li> <li>7. <a href="http://shusterman.com/supremecourtimmigration/">http://shusterman.com/supremecourtimmigration/</a></li> <li>8. <a href="http://immigration.findlaw.com/immigration-laws-and-resources/federal-vs-state-immigration-laws.html">http://immigration.findlaw.com/immigration-laws-and-resources/federal-vs-state-immigration-laws.html</a></li> <li>9. <a href="http://www.al.com/news/index.ssf/2014/09/alabama_immigrant_rights_group.html">http://www.al.com/news/index.ssf/2014/09/alabama_immigrant_rights_group.html</a></li> <li>10. <a href="http://www.migrationpolicy.org/article/central-americans-and-asylum-policy-reagan-era">http://www.migrationpolicy.org/article/central-americans-and-asylum-policy-reagan-era</a></li> <li>11. <a href="http://www.americanprogress.org/issues/immigration/report/2014/03/24/86207/understanding-immigration-federalism-in-the-united-states/">http://www.americanprogress.org/issues/immigration/report/2014/03/24/86207/understanding-immigration-federalism-in-the-united-states/</a></li> <li>12. <a href="http://www.brookings.edu/research/opinions/2014/04/21-immigration-policy-federalism-wainer-singer">http://www.brookings.edu/research/opinions/2014/04/21-immigration-policy-federalism-wainer-singer</a></li> <li>13. <a href="http://www.politico.com/story/2014/06/supreme-court-children-over-21-">http://www.politico.com/story/2014/06/supreme-court-children-over-21-</a></li> </ol>



	<p><a href="#">visa-107590.html</a></p> <p>14. <a href="http://www.cnn.com/2012/04/24/opinion/jacoby-immigration-supreme-court/index.html?iref=allsearch">http://www.cnn.com/2012/04/24/opinion/jacoby-immigration-supreme-court/index.html?iref=allsearch</a></p>
<p><b>Regulation of Assisted Suicide</b></p>	<ol style="list-style-type: none"> <li>1. <a href="http://en.wikipedia.org/wiki/Assisted_suicide">http://en.wikipedia.org/wiki/Assisted_suicide</a></li> <li>2. <a href="https://prezi.com/3e_vzlrqd4hs/federalism-group-project-assisted-suicide/">https://prezi.com/3e_vzlrqd4hs/federalism-group-project-assisted-suicide/</a></li> <li>3. <a href="http://althouse.blogspot.com/2005/02/federalism-and-assisted-suicide-case.html">http://althouse.blogspot.com/2005/02/federalism-and-assisted-suicide-case.html</a></li> <li>4. <a href="http://www.sfgate.com/health/article/State-Assembly-passes-assisted-dying-bill-6493788.php">http://www.sfgate.com/health/article/State-Assembly-passes-assisted-dying-bill-6493788.php</a></li> <li>5. <a href="http://content.time.com/time/nation/article/0,8599,1882684,00.html">http://content.time.com/time/nation/article/0,8599,1882684,00.html</a></li> <li>6. <a href="http://topics.nytimes.com/top/reference/timestopics/subjects/e/euthanasia/assisted_suicide/index.html">http://topics.nytimes.com/top/reference/timestopics/subjects/e/euthanasia/assisted_suicide/index.html</a></li> <li>7. <a href="http://healthcare.findlaw.com/patient-rights/is-there-a-constitutional-right-to-physician-assisted-suicide.html">http://healthcare.findlaw.com/patient-rights/is-there-a-constitutional-right-to-physician-assisted-suicide.html</a></li> <li>8. <a href="http://legacy.uspharmacist.com/oldformat.asp?url=newlook/files/Phar/ACFA8DC.htm&amp;pub_id=8&amp;article_id=901">http://legacy.uspharmacist.com/oldformat.asp?url=newlook/files/Phar/ACFA8DC.htm&amp;pub_id=8&amp;article_id=901</a></li> <li>9. <a href="http://righttodie.uslegal.com/physician-assisted-suicide/supreme-court-rulings/">http://righttodie.uslegal.com/physician-assisted-suicide/supreme-court-rulings/</a></li> <li>10. <a href="http://www.foxnews.com/story/2006/01/17/supreme-court-backs-oregon-assisted-suicide-law/">http://www.foxnews.com/story/2006/01/17/supreme-court-backs-oregon-assisted-suicide-law/</a></li> <li>11. <a href="http://euthanasia.procon.org/view.resource.php?resourceID=000132">http://euthanasia.procon.org/view.resource.php?resourceID=000132</a> &lt; states</li> <li>12. <a href="http://euthanasia.procon.org/view.timeline.php?timelineID=000022">http://euthanasia.procon.org/view.timeline.php?timelineID=000022</a> &lt; timeline</li> <li>13. <a href="http://www.pbs.org/wgbh/pages/frontline/kevorkian/law/">http://www.pbs.org/wgbh/pages/frontline/kevorkian/law/</a></li> <li>14. <a href="http://euthanasia.procon.org/view.timeline.php?timelineID=000022">http://euthanasia.procon.org/view.timeline.php?timelineID=000022</a> &lt;- best</li> </ol>
<p><b>Regulation of Healthcare</b></p>	<ol style="list-style-type: none"> <li>1. <a href="http://www.nytimes.com/2012/06/29/us/supreme-court-lets-health-law-largely-stand.html?pagewanted=all&amp;_r=0">http://www.nytimes.com/2012/06/29/us/supreme-court-lets-health-law-largely-stand.html?pagewanted=all&amp;_r=0</a></li> <li>2. <a href="http://www.realclearpolitics.com/articles/2013/11/14/obamacare_proves_the_virtues_of_federalism_120663.html">http://www.realclearpolitics.com/articles/2013/11/14/obamacare_proves_the_virtues_of_federalism_120663.html</a></li> <li>3. <a href="http://www.governing.com/columns/potomac-chronicle/col-affordable-care-act-case-study-for-cooperative-federalism.html">http://www.governing.com/columns/potomac-chronicle/col-affordable-care-act-case-study-for-cooperative-federalism.html</a></li> <li>4. <a href="http://www.brookings.edu/~media/research/files/papers/2013/10/affordable%20care%20act%20experiment%20in%20federalism/droppjackman%20and%20jackmanaca%20experment%20in%20federalism102213.pdf">http://www.brookings.edu/~media/research/files/papers/2013/10/affordable%20care%20act%20experiment%20in%20federalism/droppjackman%20and%20jackmanaca%20experment%20in%20federalism102213.pdf</a></li> </ol>
<p><b>Environmental Issues</b></p>	<p>Federal Program</p> <ol style="list-style-type: none"> <li>1. <a href="http://en.wikipedia.org/wiki/Federal_and_state_environmental_relations">http://en.wikipedia.org/wiki/Federal_and_state_environmental_relations</a></li> <li>2. <a href="http://www.epa.gov">www.epa.gov</a></li> <li>3. <a href="https://www.acslaw.org/files/Clean%20Water%20Act%20Issue%20Brief.pdf">https://www.acslaw.org/files/Clean%20Water%20Act%20Issue%20Brief.pdf</a></li> <li>4. <a href="http://perc.org/articles/environmental-federalism-2">http://perc.org/articles/environmental-federalism-2</a></li> <li>5. <a href="http://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=1653&amp;context=faculty_publications">http://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=1653&amp;context=faculty_publications</a></li> <li>6. <a href="http://www.delawareonline.com/story/opinion/contributors/2014/09/15/constitution-environment-federalism-work/15692071/">http://www.delawareonline.com/story/opinion/contributors/2014/09/15/constitution-environment-federalism-work/15692071/</a></li> <li>7. <a href="http://dailycaller.com/2014/09/18/rule-of-law-how-republican-ags-are-fighting-the-epa-and-fighting-for-federalism/">http://dailycaller.com/2014/09/18/rule-of-law-how-republican-ags-are-fighting-the-epa-and-fighting-for-federalism/</a></li> </ol>

	<p>8. <a href="http://www.arb.ca.gov/html/brochure/history.htm">http://www.arb.ca.gov/html/brochure/history.htm</a></p> <p>International Regulations</p> <p>1. <a href="http://www.ciesin.org/TG/PI/POLICY/montpro.html">http://www.ciesin.org/TG/PI/POLICY/montpro.html</a></p> <p>2. <a href="http://unfccc.int/kyoto_protocol/items/2830.php">http://unfccc.int/kyoto_protocol/items/2830.php</a></p> <p>Fracking</p> <p>1. <a href="http://www.earthworksaction.org/issues/detail/hydraulic_fracturing_101#.VCG3Sud8Ego">http://www.earthworksaction.org/issues/detail/hydraulic_fracturing_101#.VCG3Sud8Ego</a></p> <p>2. <a href="http://www.usgs.gov/hydraulic_fracturing/">http://www.usgs.gov/hydraulic_fracturing/</a></p>
<b>Education</b>	<p><a href="http://www.archives.nysed.gov/edpolicy/research/res_essay_clinton_iasa.shtml">http://www.archives.nysed.gov/edpolicy/research/res_essay_clinton_iasa.shtml</a></p>
<b>Police Brutality</b>	<p><a href="http://www.fed-soc.org/publications/detail/federalism-in-law-enforcement">http://www.fed-soc.org/publications/detail/federalism-in-law-enforcement</a></p> <p><a href="http://thefederalist.com/2014/09/08/why-ferguson-could-lead-to-federal-takeovers-of-local-police/">http://thefederalist.com/2014/09/08/why-ferguson-could-lead-to-federal-takeovers-of-local-police/</a></p> <p><a href="http://www.cato.org/blog/when-it-comes-police-body-cameras-federalism-key">http://www.cato.org/blog/when-it-comes-police-body-cameras-federalism-key</a></p>

## Shared Powers Project Research Guide

**Research your issue to find evidence to develop your position on whether the state or the federal government should have power to regulate on the topic you chose.**

### **Your paper & presentation should discuss:**

- Context/Background information on your issue (1 page)
- Arguments in favor of the federal government (1 page)
  - Constitutional justification for your claim (**clauses, articles, powers, amendments, etc.**)
- Arguments in favor of the state government (1 page)
  - Constitutional justification for your claim (**clauses, articles, powers, amendments, etc.**)
- Justification of who you think can best address your issue. You may argue State, Federal, local or all three!! Make sure your evidence supports your claim.

### **Answer the following questions as you research your issue:**

#### **I. Introduction: Analysis of issue through providing context**

Short history of how your issue has evolved over time. Find 2-3 historical events that show how your issue has evolved over time. This may include supreme court cases and or constitutional amendments. These three events must illustrate the struggle between Federal and State government!!

1.

2.

3.

What **current event** exemplifies, illustrates, or shows the current tension between the State and Federal governments?

## **II. Facts of Federalism and the U.S. Constitution**

### **1) What is the STATE'S perspective on your issue?**

Which of the expressed, concurrent, and/or reserved powers in the U.S Constitution connect to the STATES perspective?

### **2) What is the Federal Government's perspective on your issue?**

Which of the expressed, concurrent, and/or reserved powers in the U.S Constitution connect to the Federal Government's perspective?

**3) Supreme Court Cases:** What Supreme Court decisions impacted your issue? Did the Supreme Court's decision support the State or Federal government?

**4) Are there any constitutional amendments that apply to your issue?**

5) Does the Commerce Clause, Supremacy Clause, Elastic Clause, Necessary and Proper Clause, etc., apply to your issue? Explain.

<b>Vocabulary/Key Concept Checklist:</b>		
<ul style="list-style-type: none"><li>● Tenth Amendment</li><li>● Supremacy Clause</li><li>● Supreme Court Cases</li><li>● Reserved Powers</li></ul>	<ul style="list-style-type: none"><li>● Concurrent (Shared) Powers</li><li>● Expressed (Enumerated) Powers</li><li>● Implied Powers</li><li>● Interstate Commerce Clause</li></ul>	<ul style="list-style-type: none"><li>● Privileges and immunities clause</li><li>● Block Grants</li><li>● Categorical Grants</li><li>● Necessary and Proper Clause</li><li>● Current Events</li></ul>