AP/Dual Credit U.S. GOVERNMENT & Politics Syllabus

Course Readings:


Readers:


Current political issues and commentary from the Wall Street Journal, Washington Post, New York Times, television, and the Internet are utilized in daily coursework. Readings will be supplemented with classroom handouts throughout the semester.

I follow the AP College Board Course Curriculum Requirements:

CR1 The course includes the Foundations of American Democracy Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

CR2 The course includes the Interactions Among Branches of Government Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

CR3 The course includes the Civil Liberties and Civil Rights Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

CR4 The course includes the American Political Ideologies and Beliefs Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

CR5 The course includes the Political Participation Unit and addresses all related big ideas (BIs) and enduring understandings (EUs).

CR6 The course integrates public policy within each unit.
CR7 The course addresses the big ideas by connecting enduring understandings across one or more units.

CR8 The course provides opportunities to analyze and compare political concepts.

CR9 The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors.

CR10 The course provides opportunities to analyze and interpret qualitative sources (primary and secondary sources including the nine required foundational documents) to explain how they relate to political concepts.

CR11 The course provides opportunities to analyze and interpret visual information to explain how the elements of the visual illustrate or relate to political principles, institutions, processes, and behaviors.

CR12 The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

CR13 The course provides opportunities to develop an argument in the form of an essay, supported by relevant evidence, about a concept described in the AP U.S. Government and Politics Curriculum Framework.

CR14 Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics Curriculum Framework that culminates in a presentation of findings.

CR15 Students are provided opportunities to analyze the 15 required Supreme Court cases as described in the AP U.S. Government and Politics Curriculum Framework and connect them to other non-required landmark cases.

GENERAL COURSE DESCRIPTION & EXPECTATIONS:
Advanced Placement/Dual Credit U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. Politics and the analysis of specific contemporary examples. It also requires students to familiarize themselves with the various institutions, groups, beliefs, and ideas that constitute our political system. The major topics covered are:

- Constitutional Underpinnings of United States Government
- Political Beliefs and Behaviors
- Political Parties, Interest Groups, and Mass Media
- Institutions of National Government
- Public Policy
- Civil Rights and Civil Liberties

Because this course is the equivalent of a college course, and in order for students to perform well on the AP National Exam or receive Dual Credit, students must meet the high expectations for the course and share the responsibility for mastery of the course objectives. This involves careful reading of the textbook, class participation, cooperation, and collaboration.
**READING:**
The text is designed for college and university students. In order to be successful in a course of this type, students need to maximize their efforts, through proper organization and time management to complete all assigned reading prior to class discussions. The required reading, along with class discussions, will figure prominently in your formal evaluation. In addition to the text, students will be required to read and understand numerous articles from various supplemental readers.

**Grading and Course Requirements:**

**GROUP WORK:** For the purpose of presentations over assigned readings from the Reader and class handouts, students will be placed in groups. Group work and collaboration is a course requirement. Establishing a positive and cooperative attitude within the group, properly dividing work responsibilities, and effective time management has proven to be a key to success in managing the amount of reading required for this course.

**Test:**
Tests over the six units will consist of fifty (50) multiple-choice questions and one to two essay questions.

**GRADING POLICY AND PROCEDURE:** Per BISD Grading Policy. All unit tests will constitute 50% of each nine-week’ grade. In-class essays will be graded according to a rubric designed for that topic or assignment. Quizzes for the assigned text readings, presentations, and other daily work will constitute the other 50% of the nine-week’ grade.

This is a college level course thus **re-tests for a maximum grade of a 70 will be writing prompts administered the first Wednesday after the test in WES covering the same material as the test.**

**Late work will not be accepted for Reading Assignments Only:** If you are absent and an assignment is due you may take a picture of the completed assignment and email it to me the night before or on the day it is due. This will ensure you will receive full credit for that assignment when you bring it to class after an absence. All due dates are announced in advance and are listed on my class calendar.

**Policy Paper:** To ensure the writing component for this course is met you are required to submit a four-page policy paper. This assessment is mandated by Northwest Vista and a copy of your paper will be submitted to the college. The parameters and grading rubric for this paper will be located in my google classroom.

**Papers and Plagiarism**
In the written work to be submitted you must use a citation or note whenever you:
1. Use a direct quote;
2. Paraphrase the idea or argument of another;
3. Cite specialized data or numerical figures not generally known.
If you fail to do this, you are plagiarizing and that will not be acceptable. Your policy paper will be submitted using Turnitin.com, a Web-based resource that compares the text of student papers to an extensive electronic database.

**Absences:** According to District Policy: Students will not be required to take a quiz or test on the day returning to class from an absence if the quiz or test was announced during the student's absence. **However, the student will be expected to turn in assignments/projects and take a quiz/test on the day he/she returns to school if the assignment/test and due date were announced prior to the day the student was absent.**

**Note:** All of my due dates for projects, readings, homework assignments; tests, quizzes etc. are considered announced because they are located on my semester calendar. The course calendar is on my website and each student will receive a copy on the first day of class.

**Class Behavior and Cell Phones:** It is expected that all students will be considerate of others in the class. A good discussion often means disagreements, but respect for each other's viewpoint is required. Use of cell phones, text messaging, or recording devices will not be permitted in class. All students are expected to place their cell phones on the cell phone charging station located in my classroom until the end of the class period.

*Recording, sharing, or distribution of BISD class instruction is a violation of BISD intellectual copyrights. Students are prohibited from recording streamed lessons, sharing recordings of lessons, or distributing any classroom video whether streamed live or pre-recorded.*
Reading Assignments and Course Plan:

Unit One – Introduction to Government in America [CR1], Constitutional Foundations and Underpinnings [CR2]

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Reader/Articles/Chart/Tables</th>
<th>Homework (pages in text)</th>
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| One  | - Class procedures/Syllabus/Reading groups  
- Practice Citizenship test | Declaration of Independence [CR9] | 2-23 |
|      | - Lecture/notes Introduction to Government  
- Introduce Group work | | |
| Two  | - Lecture/notes The Constitution  
- Group work, Constitution Scavenger Hunt | Study Amendments and Articles for a quiz | 26-45 |
| Three| - Lecture/notes The Constitution and Amendments  
- Group Presentation on Robinson article  
- Practice Free-Response questions | Fed 10 [CR8]  
Brutus 1 [CR8] | 46-60 |
|      | - Quiz on Amendments  
- Lecture/notes Federalism  
- Group Presentation on Lopez case | Chart: federal/state/concurrent powers [CR7] | 65-75 |
|      | - Wrap up unit on Federalism  
- Federalism Video | Study for Unit Test chp. 2 & 3 | |
<p>| Four | Test on Unit Two – 55 multiple choice questions and two free response questions [CR9] | Federalist 51 [CR8] | |</p>
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<thead>
<tr>
<th>Week</th>
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<tr>
<td>Four</td>
<td>- Group presentation on Federalist 51</td>
<td>&quot; Thomas E. Mann &amp; Norman Ornstein, “The Broken Branch</td>
<td>Google Classroom</td>
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<td>- Lecture/notes Congress part one (Reps &amp; Senators, Congressional elections)</td>
<td>ICIVICS</td>
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<td>My District homepage assignment</td>
<td>352-364</td>
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<td>Five</td>
<td>- Group presentation on Mann</td>
<td>Read Ellwood article on Pork for a quiz [CR8]</td>
<td>365-383</td>
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<td>- Gerrymandering [CR7]</td>
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<td>- Play the redistricting game</td>
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<td>- Constitution Day Activities</td>
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<td>- Lecture/notes Congress part Two (Congress organized and making policy)</td>
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<td>- Can Congress Do that Activity</td>
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<td>- Quiz on Article</td>
<td>Current Event due next class</td>
<td>383-388</td>
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<td>- Lecture/notes Congress part Three (understanding Congress)</td>
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<td>- Congressional Quarterly [CR8]</td>
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<td>Six</td>
<td>- Wrap up unit</td>
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<td>- Open note FRQ</td>
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<td>- Review Game</td>
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<td></td>
<td>Test on Unit 2A – 55 multiple choice questions and two free response questions [CR9]</td>
<td>Federalist 70 CR8</td>
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### Unit Two B – The Presidency and the Bureaucracy [CR4 and CR5]

<table>
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</table>
| Seven | - Group Presentation on Federalist 70  
       - Lecture/notes The Presidency  
       - Presidential Bingo | ICivics  
       Exec Command | 392-433 |
|       | - Budget notes  
| Eight | - Group Presentation on Wilson  
      - Lecture/notes The Federal Bureaucracy  
      - Bureaucracy Activity | Study for Unit Test | 466-499 |
| Nine  | - Test on Unit II B – 55 multiple choice questions and two free response questions [CR9] | Federalist 78 [CR15] | |

### Unit Three – Judicial Branch, Civil Liberties and Civil Rights [CR6]

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<tr>
<th>Week</th>
<th>Lesson</th>
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</table>
| Nine | - Group Presentation on Federalist 78  
       - Lecture/notes The Federal Courts overview part I  
       - Students work with each other to identify characteristics for a good Supreme Court judge | Tinker v. Des Moines [CR15] | Read case |
|      | - Lecture/notes The Courts as Policymakers  
      - Group Presentation on Lopez | Study for quiz on chp. 15 | Read case |
|      | - Quiz on Chap. 15 (Supreme Court) – 20 multiple choice questions  
      - Lecture/notes Civil Liberties and Public Policy  
| Ten  | - Group Presentation on Tinker  
       - Individual court cases  
       - First Amendment Court case chart | Gideon v Wainwright [CR15] | Read case |
|      | -- Group Presentation on Gideon  
      - Finish notes on Civil Liberties | Letter from Birmingham Jail [CR8] | 136-152 |
| Eleven | - Lecture/notes Civil Rights and Public Policy | 153-169 |

- Group Presentation on Ltr from Birm Jail  
- Finish Civil Rights Notes

- Wrap up unit  
- In class FRQ’s  
- Jeopardy Review | Study for Test |
| Twelve | Test on Unit Four – 55 multiple choice questions and two free response questions [CR9] | James Madison Federalist 10 [CR8] |

**Unit Four – Parties & Interest Groups, and Media [CR3]**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Reader/Articles/Chart/Tables</th>
<th>Homework (pages in text)</th>
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</table>
| - Lecture/notes Political Parties  
- Group presentation on Federalist 10  
- Group Activity with third political parties (assign campaign commercial project). | | Northwe’s Article on “Interest Groups in America” | 234-260 |
| Thirteen | - Lecture/notes Interest Groups  
- Comparing types of Interest Groups [CR7]  
- Group presentation on Interest Groups | | 320-335 |
| - Group presentation on Interest Groups  
- Lecture/notes on Media [CR3] | Article on the Media for a quiz [CR3] | | |
| - Article Quiz  
- Open note FRQ  
- Third party Campaign Commercial due | | 336-350 |
| Fifteen | Test on Unit Five – 55 multiple choice questions and two free response questions [CR9] | NorthWest Vista Policy Paper Due (Health care) | 172-203 |

**Unit Five – Campaigns, Elections, and Voter Behavior [CR3 and CR5]**

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| - Lecture/notes Public Opinion and Political Action  
- Liberalism v. Conservatism | | | 264-292 |
| Sixteen | - Lecture/notes Elections and Voting Behavior (chp. 9 part one)  
- Ask for 3 student volunteers to run for office and assign a platform.  
- Group Presentations on Key | Citizens United Court Case [CR15] | 294 - 317 |
| - Group Presentation on Citizens United  
- Lecture/notes Nominations and Campaigns  
- Students give Campaign speeches  
- Electoral College Activity v policy voting and Candidate centered voting | | 320-335 |
| - Lecture/notes Primaries/Caucus & Camp Finance  
- Candy Caucus Activity  
- Wrap up unit | Study for last unit test | 336-350 |
<table>
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<tr>
<th>Seventeen</th>
<th>Test on Unit Six – 55 multiple choice questions and two free response questions [CR9]</th>
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<tr>
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<td>Practice AP Release Exam - 60 multiple choice questions and two response questions [CR9]</td>
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<tr>
<td>Eighteen</td>
<td>Final Exam Week</td>
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