

AP Government Course Syllabus¹

North Pointe Prep
Fall 2019-Spring 2020

Instructor Information

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Required Materials

- Textbooks:
 - Wilson, James Q. and John J. DiIulio, Jr. *American Government*. 10th ed. Boston: Houghton Mifflin, 2006. (Replacement cost—\$78)
 - Edwards, George C., Wattenberg, Martin P., and Robert L. Lineberry. *Government in America: People Politics, and Policy*. 14th ed. New York: Longman, 2009. (Replacement cost—\$125.97)
- Supplemental texts:
 - Foundational documents²
 - Required Supreme Court holdings³
- Computer access: *Word processing software, Internet for assignments and research, AP Classroom student account*
- 2-3” Binder with 10 dividers (AP Docs, Units 1-2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, Unit 8, Unit 9, Unit 10): *Students will keep and organize their work by unit in this binder. Handouts, graded assignments, study guides, etc. are critical tools in understanding and retaining knowledge, so students will KEEP THEM. Final exams, as well as the AP exam, will be cumulative.*
- One subject notebook for reading assignment outlines: *Students will be required to outline the text information, as well as identify major terms and ideas. There will be a reading quiz on the day immediately after a reading assignment is assigned. Whatever*

¹ *NOTE: I reserve the right to change the policies of this syllabus for the proper facilitation of this course.

² College Board, *AP® U.S. Government and Politics 2018-2019 Curriculum Framework*, p. 29-30.

³ College Board, *AP® U.S. Government and Politics 2018-2019 Curriculum Framework*, pp. 31-33.

notes are taken in the notebook may be used on the reading quizzes. These notebooks will be collected quarterly for a homework grade.

- Student planner/calendar: *Students must have an academic planner where they keep track of course assignments and assessments. This calendar may be (and should be) used across disciplines.*
- Pens/pencils, highlighters

Course Information

Purpose: AP United States Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments, and engage in an applied civics project.⁴

AP U.S. Government and Politics offers students the opportunity to see how individuals and their ideas can shape the world in which they live; it invites them to explore central questions of liberty and justice in practice. The ideas at the heart of the American founding remain as vital and urgent as they were more than 200 years ago; it is our task to make them vivid once more. The principles of knowledge for the course are as follows:

1. command of the Constitution lies at the center of this course as the touchstone for informed citizenship and scholarship,
2. analysis of the documents and debates that formed our republic and animate public life today,
3. principled attention to the best arguments on both sides as students read and write,
4. focus on civic knowledge as students' right and responsibility.

Aristotle famously described humankind as a “political animal.” He argues that a person who lives without a political life is incomplete and alone, like an isolated checker piece. For Aristotle, participation in civic life is necessary to live fully. President Eisenhower much more recently declared that “politics ought to be the part time profession of every person who would protect the rights and privileges of free people and who would preserve what is good and fruitful in our national heritage.”⁵

⁴ College Board, *AP® U.S. Government and Politics 2018-2019 Curriculum Framework*, p. 1.

⁵ College Board, *AP® U.S. Government and Politics 2018-2019 Curriculum Framework*, p. iv.

Content Coverage: This year is going to be a whirlwind full of wonderful experiences, excitement, anticipation, and, of course, hard work. You have enrolled in AP U.S. Government. This class will be challenging and require preparation and dedication outside of the classroom.

The AP curriculum is extensive and multidimensional. We will be using the following in our year-long study of American government and economics:

- Course texts—Wilson & DiIulio’s *American Government* (10th ed.); Edwards, Wattenberg and Lineberry’s *Government in America* (14th ed.)
- Primary sources including *The Federalist Papers* (Nos. 10, 51, 70, and 78), *Brutus No. 1*, the Declaration of Independence, the Articles of Confederation, the U.S. Constitution, and Letter from Birmingham Jail.
- A series of fifteen Supreme Court decisions over the course of U.S. judicial history.
- Contemporary news articles from an array of sources.
- Video resources such as clips from national and international news organizations, political satirists, like *The Daily Show* and *Saturday Night Live*, and documentaries.
- Published data in varied forms that require objective and interpretive analysis.

To prepare you for your end of the year exam, you will be⁶:

- Reading the assigned textbook chapters and other readings,
- Participating in class lectures and activities,
- Completing, to the best of your ability, course assignments in order to describe and explain connections among political behavior, institutions, and beliefs,
- Regularly practicing answering analytical and interpretive free-response questions like those on the AP exam,
- Regularly practicing answering multiple choice questions like those on the AP exam,
- Participating in a civics-related project designed by the instructor and course peers,
- Developing an argument about political principles, processes, behaviors, and outcomes.

Units: We will be covering the following ten units. See Appendix (Course Plan) for a more in depth outline. The following ten units have been designed to fulfill instruction of the AP curriculum’s five “Big Ideas” through coverage of the AP content outline, in addition to the Arizona state standards for economics education:

⁶ College Board, *AP® U.S. Government and Politics Workshop Handbook 2011-2012*, p. 17.

- **Big Idea 1: Constitutionalism (CON)**
- **Big Idea 2: Liberty & Order (LOR)**
- **Big Idea 3: Civic Participation in a Representative Democracy (PRD)**
- **Big Idea 4: Competing Policy-Making Interests (PMI)**
- **Big Idea 5: Methods of Political Analysis (MPA)**
- **AP Content Unit 1-Foundations of American Democracy**
- **AP Content Unit 2-Interactions Among Branches of Government**
- **AP Content Unit 3-Civil Liberties & Civil Rights**
- **AP Content Unit 4-American Political Ideologies & Beliefs**
- **AP Content Unit 5-Political Participation**

1. Foundations of American Government (C.U. 1)
2. The Constitution & Bill of Rights (C.U. 1)
3. Federalism: Central and State Government (C.U. 1)
4. Political Parties, Beliefs, and Behaviors (C.U. 4, 5)
5. Campaigns, Elections, Interest Groups and the Media (Linkage Institutions) (C.U. 5)
6. Legislative Branch (C.U. 2)
7. Executive Branch & the Bureaucracy (C.U. 2)
8. Judicial Branch & Civil Rights and Liberties (C.U. 2, C.U. 3)
9. Public Policy (C.U. 2, 5)
10. American Economics
 - a. Intro to Economics
 - b. Supply & Demand
 - c. Measuring the Economy
 - d. Inflation & Unemployment
 - e. Government & Economics (Fiscal & Monetary Policy) (C.U. 2, 5)
 - f. Personal Finance

AP Exam Taking Policy: You will be taking the AP U.S. Government & Politics Exam at the end of the school year. This is non-negotiable. You must exert your full energies and efforts into ensuring that you grasp the course content in order to pass the exam. Students who fall below a C

and show signs of not taking the AP course and exam seriously will be subject to teacher referral to administration for withdrawal from the AP program. **You must take the AP exam in order to receive credit for the course.**

Classroom Procedures & Consequences

Classroom Expectations:

1. Be on time.
2. Respect yourself and others.
3. Be prepared.
4. Do your best work.
5. Maintain an environment for learning.
6. Keep a positive attitude.
7. Take responsibility.
8. Dress appropriately.
9. Use your time wisely.

Attendance: Students are expected to be in class every day. Please refer to the Student Handbook on the school's policies toward absences. Unexcused absences and absences due to out-of-school suspension will receive scores of zero on any assignments or assessments due that day.

I do understand that there are unavoidable circumstances in which a student will be absent. When this occurs, **it is the student's responsibility to acquire the materials (i.e.: notes, assignments, etc.) that they missed.** There is an absentee filing box which is used to hold any handouts, worksheets, notes, etc. that were presented in class. There is also a weekly calendar complete with a daily agenda to hold students accountable for organizing homework assignments, due dates, and scheduling for tests and quizzes.

Further, excessive absences can result in loss of credit for the course. "If a student is absent for more than 9 days in a semester, the status of the class becomes an audit and their grades/credits may be withheld. Parental excused, as well as unauthorized absences, will count toward a limit of 9 absences per semester.

This policy does not include absences or tardies due to school activities. Cases involving prolonged illness or unusual circumstances will be reviewed by administration."⁷ After 9 absences, students will lose credit for any assessment or assignment missed due to any subsequent absence(s).

me : i don't remember getting
homework
teacher : I DoNt REmEMbeR
GeTtING hOmEWorK



⁷ Student Handbook, p. 13.

Tardiness: Tardiness is absolutely unacceptable. It does not only affect the individual who is tardy, but his/her classmates. The first offense will result in a formal warning. Second and subsequent offenses will result in referral for lunch and/or after school detention. Habitual tardiness will result in administrative action up to suspension and/or loss of credit for this course.

For all periods, students must be present and in their assigned seats at the start of class at the final bell. Students must meet these two requirements in order to accrue credit for that day's assignments or assessments. If an assignment is due at the beginning of the hour and the student is tardy, the student may lose points.

Leaving the Classroom: It is the student's responsibility to come to class prepared. Once the final bell rings, students are expected to have their materials for that day ready immediately. With the exception of using the restroom and calls from the front office and 4A Center, students will not be permitted to leave the classroom during class time. If a student needs to use the restroom, they may raise their hand to be excused. In this case, students are to sign out on the student log, located at the student resource area at the back of the classroom, and turn in their cell phone to the teacher.

Start of Class: Students will be expected to do the following each day:

1. Come to class on time.
2. Grab the required, teacher produced materials needed for that day's lesson on the student resource area by the door.
3. Sit in their assigned seat.
4. Review the "Agenda" for their class. Complete any tasks listed within the agenda for the day by the ringing of the final bell (i.e. getting out notes/materials from a prior lesson). This means that students should have all materials ready to go immediately upon conclusion of the instructor taking attendance.

Grading Policy

Grading Philosophy: Grading in this course will reflect a student's achievement relative to the assigned coursework (i.e.: tests, quizzes, homework, class work, participation, group projects, etc.).

Course Grading: Each student will receive a letter grade upon completion of this course. This grade will correlate with the effort and achievement of individual students on class assessments and assignments. All assessments and assignments will be recorded in the online grading resource as "Total Points". All points, regardless of category (i.e.: tests/quizzes, classwork, homework), will be weighted equally to the calculation of the course grade. Students and parents can access course grades using the Online Academic Resource via the Student Grades link on www.northpointeprep.com.

Grade Breakdown: The grade percentages that correlate with the actual letter grade are listed below.

Percentage	Letter Grade
90-100+%	A
80-89%	B
65-79%	C
55-64%	D
below 55%	F

Senior Second Semester Grade: Seniors who are not passing classes necessary for graduation by the end of the first school day in May will not participate in North Pointe’s Senior Awards Night and Graduation, even if they are passing the classes on the last day of school.

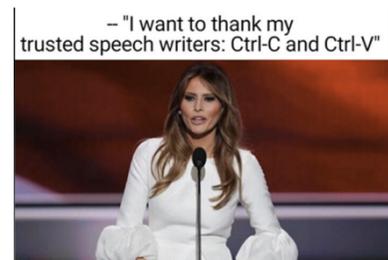
Semester Grades: Per North Pointe Social Studies Department policy, semester grades will be weighted as follows:

$$40\% (\text{Quarter 1/3}) + 40\% (\text{Quarter 2/4}) + 20\% (\text{Final Exam}) = \text{Final Grade}$$

Late Work: Late work will **NOT** be accepted. This means that there is no late work; being late equates to a ZERO. Being prompt on class work is critical. Students are to effectively manage their time in order to complete the work assigned to them. If a student develops a habit of not turning in work on time, immediate communication with both the student and his/her parent/guardian will occur to resolve the issue. This policy is meant to prepare students for the time management skills needed in a challenging college/university environment.

The obvious exception is that of the ill or absent student. Per the Student Handbook, students are granted two days upon their return to make up class work and missed tests and quizzes.

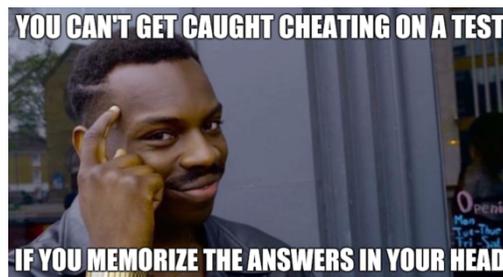
Plagiarism: Plagiarism is defined as “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work”.⁸ Students will be expected to properly cite any information they use in formal assignments. Most instances of plagiarism are accidental, but this does not make it acceptable. If a student engages in plagiarism, they will receive a grade of 0 on whatever assignment, test, or project that contains the plagiarism. Further occurrences will result in



⁸ "Plagiarism." *Dictionary.com*. N.p., 2010. Web. 28 Apr 2010. <<http://dictionary.reference.com/browse/plagiarism>>.

administrative discipline. *Plagiarism is serious business*; students must make sure to evaluate their work carefully and critically to avoid this pitfall.

Cheating: Cheating is defined as “tak[ing] an examination or test in a dishonest way, as by improper access to answers.”⁹ Cheating on any exam, quiz, or assignment in this class will result in a grade of 0. No exceptions, no excuses. Students that engage in cheating on multiple occasions will be subject to administrative discipline.



Extra Credit: Extra credit will be available at my discretion. Students are welcome to propose an extra credit opportunity, but they must bear in mind that not every proposal will be accepted.

Expected Student Behavior

Student Attention: Students will be expected to pay attention during the lesson. Paying attention while someone else is speaking is a major part of creating a respectful environment. In addition, most of the course material will be presented via lecture. Notes are mandatory to do well in this class. The majority of the information will not be blatantly printed on the provided materials. This means that you will have to attend to the entire lecture and generate your own, marginal notes consistently. This is preparation for a college environment, where student-centered note-taking is a crucial skill.

Cell Phones & Other Devices: Students are expected to have their devices turned off, or to silent, and stored during class time. This is a point of respect for both the teacher and classmates; while in class, students should have their complete attention on the work of the course. In this respect, cell phones and other devices (i.e.: smart watches, tablets, handheld games, etc.) are not to be used during the class period unless instructed otherwise for the facilitation of coursework.

If a cell phone, or other like device, causes a disruption to the class, it will be confiscated for the class period. Multiple occurrences will lead to confiscation for a full academic day and/or turning the device into the front office to be picked up by a parent. Insubordination in regard to device use may result in administrative, disciplinary action.

Devices may not be in sight during any testing period. This includes when a student is finished with an assessment. Use or presence of a device during an exam or quiz will automatically render a score of zero for the student.

Discussion Decorum: Throughout this course, we will be discussing some very controversial issues. Unlike our elected officials, it is expected that students respectfully disagree with one another. **I will not tolerate any personal attacks or rude comments between any students.** Any breach of this decorum will result in loss of credit for the assignment that day and potentially administrative action.

⁹ “Cheating.” *Dictionary.com*. N.p., 2010. Web. 28 Apr 2010. <<http://dictionary.reference.com/browse/cheating>>.

Mandatory Tutoring Policy: If a student is earning a grade of D or F, they must attend tutoring from 2:35pm-3:30pm Mondays and Wednesdays until their grade improves to at least a C. Students with failing grades will fill out and sign an Individualized Academic Plan. This plan is designed for students to commit to specific, problem-solving strategies to improve their grade. Students with failing grades will be on academic probation until their grade improves to a C.

The school day, per North Pointe policy, starts at 7:30am and concludes at 3:30pm. In this respect, students must attend tutoring sessions. Failure to report to or refusal to effectively participate in tutoring will be considered insubordination and subject to administrative action.

Course Failure Policy: Once enrolled, North Pointe does not accept course credit from other high school or online institutions. Students who fail a semester core course are required to attend Academic Friday School from 12:15 pm - 3:30 pm the following semester to make up the credit. Students who fail to attend Academic Friday School are subject to disciplinary action.

Parent Communication

Parents may contact me using the contact information listed at the top of this syllabus. Due to other responsibilities, I am not available for face-to-face meetings. Email is the best mode of contact. Behavior and academic issues will warrant parent contact. Administration will step in if an issue remains unresolved.

APPENDIX (COURSE PLAN)

Semester 1

Unit 1: Foundations of American Government

Big Idea(s): LOR, MPA

AP Content Unit(s): 1, 3

Textbook(s): pp. 3-10 (Wilson)

Primary Source(s): John Locke's *Second Treatise*

SCOTUS Case(s): N/A

Key Topics

Sample Assignment(s)

- What is Power? & Intro to Political Philosophers
- Types of Government (ex: democracy, autocracy, communism, etc.)

Students will read John Locke’s *Second Treatise* after reading a children’s story about a grizzly bear and his valley. Students will make connections between the provided text and Locke’s essay, explaining how the children’s story embodies the big ideas of political philosophy (i.e.: natural rights, social contract, etc.).

Unit 2: Constitution & Bill of Rights

Big Idea(s): CON, LOR, MPA

AP Content Unit(s): 1, 3

Textbook(s): pp. 17-35 (Wilson)

Primary Source(s): Declaration of Independence, Articles of Confederation, *Federalist Nos. 10, 51, 70, 78*, *Brutus No. 1*, Constitution, Bill of Rights, Amendments 11-27

SCOTUS Case(s): *McCulloch v. Maryland*, *Brown v. Board of Education (I)*, *Engel v. Vitale*

Key Topics

- Declaration of Independence
- Articles of Confederation
- Constitutional Convention—Virginia Plan, New Jersey Plan, Great/Connecticut Compromise
- Ratification of the Constitution
- Federalists v. Anti-Federalists
- Federalist Papers (Nos. 10, 51, 70, 78)
- Six Basic Principles (checks and balances, limited government, judicial review, popular sovereignty/consent of the governed, separation of powers, federalism)
- The Preamble to the Constitution
- The 7 Articles (of the Constitution)
- The Bill of Rights
- Amendments 11-27
- Constitutional Clauses (i.e.: Supremacy, Commerce, Elastic, Equal Protection, etc.)

Sample Assignment(s)

Students will read and analyze the text of the Declaration of Independence. They will annotate the text with connections to John Locke’s social contract theory and the concept of natural rights.

Students will read and analyze the text of selected Federalist Papers, including Nos. 10, 51, 70, and 78.

Students will adopt a perspective on the ratification of the Constitution and write a letter to their state’s delegation arguing for or against adoption of the new government.

Students will read summaries of selected SCOTUS cases and describe how the Court interpreted the relevant constitutional clause. For example, students will read a summary of *Loving v. Virginia* and explain how the case exemplifies the equal protection clause of the 14th Amendment regarding marital equality.

Unit 3: Federalism

Big Idea(s): CON, LOR, PMI, MPA

AP Content Unit(s): 1

Textbook(s): pp. 50-52, 68-70 (Wilson); pp. 84-90 (Edwards)

Primary Source(s): Constitution

SCOTUS Case(s): *McCulloch v. Maryland*, *U.S. v. Lopez*, *McDonald v. Chicago*

<u>Key Topics</u>	<u>Sample Assignment(s)</u>
<ul style="list-style-type: none">• Federalism<ul style="list-style-type: none">◦ Supremacy Clause (<i>McCulloch v. Maryland</i>, <i>McDonald v. Chicago</i>)• Positives and Negatives of Federalism• Types of Federalism• Devolution (1st, 2nd, and 3rd order)• Types of Power (delegated, enumerated/expressed, reserved, concurrent, implied, exclusive, denied, inherent)• Grants (block v. categorical, revenue sharing)• Conditions of Aids & Mandates• State Sovereignty<ul style="list-style-type: none">◦ Direct Democracy at the State Level: Initiative, Referendum and Recall◦ Police Power◦ Nullification Doctrine◦ <i>U.S. v. Lopez</i>	<p>Students will read a summary of the Minimum Drinking Age Act and the holding for the SCOTUS case that challenged it (<i>South Dakota v. Dole</i>). Students will explain how the Court interpreted the role of the federal government within the states in regard to regulating alcohol.</p> <p>Students will examine an initiative or referendum on the Arizona ballot and construct an argument for or against its passage.</p> <p>Students will be provided pictures illustrating various federal and state regulatory requirements (ex: ADA drinking fountains, NCLB standardized testing, state health codes, etc.) and must differentiate whether the requirement is state or federal and explain why it falls under that level of government.</p>

Unit 4: Political Parties, Beliefs, and Behaviors

Big Idea(s): PRD, PMI, MPA

AP Content Unit(s): 4, 5

Textbook(s): pp. 76-80, 167-172, 178-193, 198-233 (Wilson); pp. 191-195, 201-210, 248-256, 258-268, 312-217 (Edwards)

Primary Source(s): N/A

SCOTUS Case(s): N/A

<u>Key Topics</u>	<u>Sample Assignment(s)</u>
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- Political Spectrum (liberal v. conservative)
 - Political Compass (fiscal v. social scales)
 - Political Party
 - Realigning/Critical Elections
 - Dealignment (Growth of the Independent)
 - History of American Suffrage
 - National, State, and Local Party Structure (ex: national convention, superdelegates, etc.)
 - Two Party System & Minor Parties
 - Political Socialization
 - Reinforcing v. Cross-Cutting Cleavages
 - Voter Demographics & Behavior Trends
 - Voter Turnout & Apathy
 - Forms of Political Participation (ex: voting, campaigning, volunteering, etc.)
 - American Political Culture
 - Internal v. External Political Efficacy
 - Political Tolerance, Paradox of Tolerance
- Students will take a political ideology assessment and explain their political views. They will then compare this assessment to their parents' political views and write an analysis describing their own political socialization experience.
- Students will analyze exit poll data from the 1972-2016 presidential elections. This will include identifying what political party more consistently carries which demographics, as well as explanations as to why these groups may vote that way.
- Students will construct responses to a quantitative analysis FRQ regarding voting patterns by state in the 1992 and 1996 presidential elections.

Unit 5: Campaigns, Elections, Interest Groups and the Media (Linkage Institutions)

Big Idea(s): PRD, PMI, MPA

AP Content Unit(s): 4, 5

Textbook(s): pp. 155-158 (Wilson); pp. 183-184, 195-201, 277-298 (Edwards)

Primary Source(s): Constitution, *Federalist No. 10*, *Brutus No. 1*

SCOTUS Case(s): *Baker v. Carr*, *Shaw v. Reno*, *Buckley v. Valeo*, *Citizens United v. FEC*

Key Topics

Sample Assignment(s)

- U.S. Elections Process
 - Terms (limits, staggered, fixed)
 - Winner-take-all/plurality v. proportional systems
 - Primaries (open, closed, blanket, etc.)
 - General elections
 - Ballots
 - Gerrymandering
 - Coattail effect
 - Incumbency
 - Electoral College
- Campaign finance
 - Hard money, soft money, independent expenditures
 - PACs, SuperPACs
 - Federal Election Campaign Act, BCRA
 - *Buckley v. Valeo*, *Citizens United*
- Public Opinion and Polling
- Media
 - Functions (gatekeeper, scorekeeper, watchdog)
 - Federal Communication Commission (FCC)
 - Selective exposure & perception
 - Media bias, loaded language
- Interest Groups
 - Pluralism v. Elite Theory
 - Types of Interest Groups
 - Lobbying, Revolving door
 - Electioneering
 - Litigation
 - Grassroots Mobilization
 - Iron Triangles & Issue Networks

Students will create and conduct a political poll. They will then describe the results of their poll in a written summary.

Students will choose and annotate four articles from various sources on the same news event to evaluate the level of bias in the text.

Students will write an argumentative essay evaluating the role of the NRA in gun control legislation. They will be required to tie their argument to the Constitution, in addition to *Federalist No. 10* and/or *Brutus No. 1*.

Unit 6: Legislative Branch (Congress)

Big Idea(s): CON, PMI, MPA

AP Content Unit(s): 2

Textbook(s): pp. 318-325, 330-347 (Wilson); pp. 367-373, 376-385 (Edwards)

Primary Source(s): Constitution

SCOTUS Case(s): *McCulloch v. Maryland*, *Baker v. Carr*, *Shaw v. Reno*

Key Topics

- House of Representatives
 - Speaker of the House
 - Revenue bills
 - Impeachment
 - Rules Committee, Ways and Means Committee, Appropriations Committee
 - Apportionment, redistricting
- Senate
 - President Pro Tempore
 - Filibuster, cloture
 - Staggered elections
 - Trial of impeachment
 - 17th Amendment
- Powers of Congress (Article 1, Section 8—enumerated, concurrent, denied, Elastic Clause—implied)
- War Powers Resolution
- Committee system (standing, joint, select, conference, subcommittee)
- Seniority system
- Views of Voting (attitudinal/trustee model, representational/delegate model, organizational, politico model)
- Evolution of Congress (centralization v. decentralization of power in the House, 17th Amendment)
- How a Bill Becomes a Law
- Incumbency advantage
- Pork barrel legislation/earmarks
 - Franking privilege
 - Coattail effect
 - Safe seats
 - Single member districts
 - Gerrymandering
- Comparison of Congress v. Parliament

Sample Assignment(s)

Students will read and annotate Article 1 of the Constitution with the differences, similarities, and powers of the House and Senate.

Students will conduct a data and primary source analysis of the incumbency advantage. This will include interpretation of the messages of selected political cartoons (illustrating pork spending and earmarks impact on the federal budget), analysis of graphic evidence (regarding PAC and party funding of incumbents compared to challengers, as well as the impact of the coattail effect on congressional elections), and evaluation of the demographic make-up of the current Congress.

Students will participate in a simulation of the House of Representatives. This capstone project for the unit will require students to choose, research, and amend bills, fight for the passage of created bills via floor speeches and chamber votes.

Unit 7: Executive Branch (Presidency, Bureaucracy)

Big Idea(s): CON, PMI, MPA

AP Content Unit(s): 2

Textbook(s): pp. 368-372, 379-383, 390-397, 401-402 (Wilson); pp. 406-415 (Edwards)

Primary Source(s): Constitution, *Federalist No. 70*

SCOTUS Case(s): N/A

Key Topics

Sample Assignment(s)

- Powers of the President
- Article 2 of the Constitution (Electing the President, Powers of the President, Impeachment/Removal)
- The Vice Presidency
- Presidential Election Process
 - Presidential Nomination & Primaries (national convention, delegates, superdelegates, front-loaded)
 - Electoral College
 - Inauguration
 - Lame duck period
- Agenda setting (State of the Union Address, bully pulpit, mandate, presidential support score)
- Roles of the President (legislative leader, chief executive, head of state, commander in chief, economic leader, political party leader)
- Cabinet (Executive Departments)
- Executive Office of the President (White House Chief of Staff, First Lady, OMB, NSC, CEA, etc.)
- Presidential management styles (pyramid/hierarchical, competitive, circular/ad hoc/collegial)
- Comparing President with Prime Minister
- Divided government and gridlock
- Controversies of Presidential Power (executive orders, executive privilege, impoundment, line item veto, war powers)
- Evolution of the Presidency (12th, 20th, 22nd, and 25th Amendments)
- Bureaucracy
 - Executive departments, independent agencies, regulatory commissions, governmental corporations
 - Civil service, merit system, Hatch Act

Students will read and annotate Article 2 of the Constitution with the structure and powers of the executive branch/presidency.

Students will create a paper doll of a president of their choice. This doll will illustrate one of the roles of the president inclusive of an explanation of how their chosen president embodied that role during their time in office.

Students will explain and evaluate the controversy over war powers between Congress and the President. This analysis will include dissection of a political cartoon, the War Powers Resolution, and the Constitution.

Semester 2

Unit 8: Judicial Branch (SCOTUS, Federal Courts), Civil Rights & Civil Liberties

Big Idea(s): LOR, PRD, PMI, MPA

AP Content Unit(s): 2, 3

Textbook(s): pp. 98-151, 438-439, 446-451, 454-460 (Wilson); pp. 539-541 (Edwards)

Primary Source(s): Constitution, *Federalist No. 78*

SCOTUS Case(s): *Engel v. Vitale*, *Wisconsin v. Yoder*, *Tinker v. Des Moines Independent School District*, *New York Times v. U.S.*, *Schenck v. U.S.*, *Gideon v. Wainwright*, *Roe v. Wade*, *Gitlow v. New York*, *McDonald v. Chicago*, *Plessy v. Ferguson*, *Brown v. Board (I & II)*, *Marbury v. Madison*

Key Topics

Sample Assignment(s)

- Article 3 of the Constitution (Original v. appellate jurisdiction, selection of judges, good behavior)
- Judicial Review (judicial activism v. judicial restraint, *Marbury v. Madison*)
- Structure of the American Court System (SCOTUS, Federal Courts of Appeal, Federal District Courts)
 - Precedent, stare decisis
 - Writ of certiorari
 - Rule of four
 - Amicus curiae briefs, in forma pauperis
 - Opinions of the Court (majority, concurring, dissenting, per curiam)
 - Sovereign immunity
- Judicial appointment process (senatorial courtesy v. advice and consent, litmus test)
- Selective incorporation, *Barron v. Baltimore*, *McDonald v. Chicago*
- Civil liberties
 - Due process clause
 - Freedom of speech (prior restraint, clear and present danger test, obscenity, symbolic speech, libel v. slander, etc.)
 - *Tinker v. Des Moines Independent School District*, *New York Times v. U.S.*, *Schenck v. U.S.*, *Gitlow v. New York*
 - Freedom of religion (free exercise clause, establishment clause, Lemon test, compelling state interest, etc.)
 - *Engel v. Vitale*, *Wisconsin v. Yoder*
 - Rights of the accused (exclusionary rule, good faith exception, probable cause, Miranda rights, *Gideon v.*

Students will read and annotate Article 3 of the Constitution with the structure and powers of the judicial branch.

Students will apply the judicial activist and restraint perspectives to fictional scenarios. They will be required to connect their judgment back to the language of the law and explain how their decision-making is illustrative of a modern or contextual approach to the text.

Students will participate in a Mock Trial project. This project will require students to develop and deliver an oral argument based on the Constitution and relevant precedent for a non-required SCOTUS case.

Unit 9: Public Policy

Big Idea(s): PRD, PMI, MPA

AP Content Unit(s): 2, 5

Textbook(s): pp. 473-479 (Wilson), Ch. 19 (Magleby, Light & Nemacheck), pp. 606-614 (Edwards), Ch. 16 (Wolfford's AMSCO Government & Politics)

Primary Source(s): N/A

SCOTUS Case(s): N/A

Key Topics

Sample Assignment(s)

- Policy Making Process
 - Agenda setting
 - Issue-attention cycle
 - Incremental v. punctuating/
comprehensive policy reform
 - Devolution
 - Implementation
 - Types of Politics (majoritarian, client, interest group, entrepreneurial)
 - Costs-benefits analysis, legitimacy of recipients
 - Social Policy
 - Entitlement programs
 - Public assistance v. social insurance
 - New Deal v. Great Society, Obamacare, Social Security
 - Individualism v. collectivism
 - Equality of opportunity v. equality of results
 - Environmental Policy
 - Clean Air Act, Endangered Species Act
 - Environmental impact statements
 - Climate change, cap and trade programs
 - Environmental Protection Agency (EPA)
 - Foreign/Defense Policy
 - Hard v. soft power
 - Military industrial complex
 - War powers (Congress v. President)
 - Economic Policy
 - Fiscal policy
 - Government budget process
 - Office of Management & Budget (OMB), Congressional Budget Office (CBO)
 - Mandatory v.
- Students will generate a written response to a quantitative analysis free-response question relating to Social Security funding.
- Students will attempt to balance the federal budget using an online simulation. They will identify and explain the costs of their fiscal choices and analyze the long-term impacts of their approach on the national debt.

