

Advanced Placement American Government

This class is an opportunity for you to “get ahead of the game.” In class, you will work at an accelerated rate and learn more than you thought possible about American Government. Below are some of the benefits of taking this class.

◆ Gain the Edge in College Preparation

- o Improve your writing skills and sharpen your problem-solving techniques.
- o Develop the study habits necessary for tackling rigorous coursework.
- o Get a head start on exactly the sort of work you will confront in college.

◆Stand Out in the College Admissions Process

- o Emphasize your commitment to academic excellence
- o Show your willingness to push yourself to the limit.

Advanced Placement American Government

The class Advanced Placement American Government and Politics is a class offered by the College Board. This class offers students a very strong foundation in American Government. Not only that, it will also bring your reading and writing skills up to new levels. In addition, it will give students an unbiased look at the current political landscape in the country today. Finally it offers college credit if you pass the Advanced Placement exam that the College Board administers each year.

Requirements

1. You must come in willing to work hard. This is a class that will require a lot of reading and writing. This is the best way to prepare you for the Advanced Placement exam.
2. You need to have a B or better in your current social studies class and have the recommendation of that teacher.
3. This is a one-semester class that will be offered in the fall and spring. The Advanced Placement exam is administered in the spring. As a result, if you take this class in the fall, you will need to attend study sessions in the spring to review material from the class.
4. You will need to keep up with current issues going on in the world. Issues will be discussed daily and will be worked into the curriculum.
5. Be prepared to have fun with politics! Politics can be a very interesting thing and expanding your knowledge of it will only help in your preparation for college. That in itself, is a rewarding experience.
6. Be prepared to take the Advanced Placement exam in the spring. The test is graded on a 1-5 scale. If you are able to score a 3 or better, many colleges will award some sort of incentive, including the possibility of college credit.

If you would like further information on this program, please visit the College Board website at:

<http://apcentral.collegeboard.com/>

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Advanced Placement Government and Politics

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INTRODUCTION: American Government is a survey course that provides students with an analytical approach to government and politics in the United States. With this study, students will grasp an understanding of the institutions, groups and beliefs that comprise the American political system. The study of concepts and analysis of specific examples will provide students with a profound perspective detailing American citizenship.

CONTENT STANDARD: Students shall demonstrate an understanding of the foundations of government. They will also have a deep understanding of the rights and responsibilities of United States citizenship including how the United States government, as established by the Constitution, embodies the principles and ideals of a democratic republic. They will also look at the rights and responsibilities of United States citizens, non-citizens, and dual citizens. Finally, they will look at the formal and informal structures within which interests groups exercise power.

Instructional Schedule: This AP U.S. Government and Politics class is taught in one semester.

Unit 1: Foundations of American Democracy (15)

Unit 2: Interactions Among Branches of Government (22 days)

Unit 3: Civil Liberties and Civil Rights (10 days)

Unit 4: American Political Ideologies and Beliefs (10 days)

Unit 5: Political Participation (17 days)

The following are the curricular requirements put out by the College Board that correlate with each unit of study.

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.

CR16 Students and teachers have access to a college-level U.S. government and politics textbook.

THE AP CHALLENGE: Advanced Placement offers to provide high school students the rigors of post-secondary education. Interested students will find a vast array of challenges throughout the course, including analytical study, research, and the development of fundamental processes inherent at the collegiate level.

The rewards are:

1. COLLEGE CREDIT is awarded based on your scores earned on the College Board exam scheduled for May of each year. A 55 point multiple choice exam during an 80 minute time span which consists of 50% of the exam; and four essay type questions in 100 minutes which makes up the other 50% of the exam. The two sections will culminate in a final score that creates one of the scores listed below.

5 = extremely well qualified 4 = well qualified 3 = qualified

2 = possibly qualified 1 = not qualified

The college of your choice will dictate how that College Board examination score **will be credited in your program. Most colleges provide credit for “3, 4, or 5.”**

- 2. A RIGOROUS LEARNING EXPERIENCE**—The course AP American Government and Politics will be based on the precedent that one will receive what one deserves. Students are expected to provide additional study time outside of class time.
- 3. AN OPPORTUNITY AT THE COLLEGE ENVIRONMENT**- This classroom will be run as a college type environment. You will be treated in such a manner.

PRIMARY TEXTBOOK:

This course utilizes a college-level textbook. The book we will be using is Government in America. The citation for this book is:

Edwards, George C., Robert L. Lineberry, and Martin P. Wattenberg. Government in America: People, Politics, and Policy. Eleventh Edition. New York: Longman.

[CR16] — Students and teachers have access to a college-level U.S. government and politics textbook.

AP CLASSROOM: In the first week of school, all students will need to log on to AP Classroom. This is the place where you will register to take the AP Government exam. It will also be a spot for you to take real and sample assessments, watch tutorials and do other course work. The website is <https://myap.collegeboard.org/>.

SUPPLEMENTAL READING/MAJOR COURT CASES: The primary text will be heavily supplemented by outside readings, including the 15 required Supreme Court cases and nine foundational documents which will all be assigned during the course.

[CR10: foundational documents] [CR15: Supreme Court cases]

Foundational Documents:

1. The Declaration of Independence
2. The Articles of Confederation
3. The Constitution of the United States
4. Federalist No. 10
5. Brutus No. 1
6. Federalist No. 51
7. Federalist No. 70
8. Federalist No. 78
9. Letter from a Birmingham Jail

COURT CASE PRESENTATION: In pairs, students will create a Thinglink interactive presentation for one of the 15 required Supreme Court cases using Thinglink.com. Their interactive presentation must include a summary of the constitutional issue involved in the case, a summary of the holding of the case, and connections to at least two non-required, contemporary cases (acting as precedent or overturning the original decision). In addition to the previous requirements, each student's Thinglink should contain relevant visuals, such as political cartoons, photographs, or tables/charts and a caption that explains their relevance to the case. [CR11] [CR12] [CR15: activity]

[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.

[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.

[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.

[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.

[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.

CLASSROOM ENVIRONMENT: Course material is presented in four formats:

Lecture . . . Seminar . . . small group discussion or application, and personal study time. One of our goals is to teach you how to THINK . . . rationally and write analytically.

CLASSROOM EXPECTATIONS/BEHAVIOR: Please be mindful of the following:

1. Please be on time for class.
2. Please keep your phones put away during instructional time.
3. Please raise your hand to ask questions or clarify material
4. During partner/group work, please be respectful of other students' time and participate accordingly.
5. Remember that this is a government class and we will discuss/debate politics often. Please be respectful and kind with regards to other students' thoughts and opinions.
6. It is expected that you will check your email and Canvas daily for updates. To make this easier, **make sure your notifications set up in Canvas so you do not miss anything!**

ATTENDANCE: It is really important that you try to attend all live sessions of class. If you do miss a class, please make sure to log on to Canvas to see what you missed. I am always available via email or during teacher-student conferencing time to go over material you may have missed. In addition, please try to be on time for class. I know we all (me included) may face technological issues, but I will try to start right away for each class meeting. I want to use our very limited time to the best of my abilities.

TECHNOLOGY: Please use your school district email address for all correspondence with me via email.

SYLLABI: A course outline is provided for each of the units in the “modules” section of Canvas. Course objectives, reading assignments, terminal objectives, analysis of charts, interpretation of data from graphs and free-response questions will be part of each syllabus. It is strongly recommended that you keep up with the heavy reading material and complete all outlines. Please note, that as things progress, course outlines might change slightly. If that is the case, I will let you know those changes and they will be reflected in the document itself.

KEY COMPONENTS:

Tests/quizzes: There will be at least five, two-part examinations. They, in combination with quizzes and major argumentative papers, will be worth 70% of the overall grade. Each exam will be an essay format (this is the “free response” which will ask to identify, interpret and describe information in a written form). The exams will be scored as close to College Board standards as possible. Short “position” papers (not more than three pages) will also be assigned periodically. Constant emphasis will be placed on writing thesis statements and developing analytical essays. In addition, 30% of the overall grade will be based on daily assignments, including outlines, readings, debates, etc. All final grades will be determined on a total point format.

THE CIVIC ENGAGEMENT PROJECT: All students must complete the Civic Engagement Project. This project requires you to go out into the community and virtually attend community meetings. This is a requirement of the class. More information will be passed out within the first few weeks of the semester.

ARGUMENTATIVE PAPERS: Students will be required to write three analytical papers about important topics in United States government and politics. These papers will be due on varying dates during the semester. Each paper must be no more than four pages in length. In each paper, the students must briefly summarize the assigned readings, connect the readings to the current unit of study (how they do this will vary depending on the resources provided for each paper and the unit of study in which it is due), and make a connection between the readings and a current political issue. One to two analytical paper assignments will require students to also examine how the assigned article and a required case/foundational document corroborate or contradict one another. [CR7]

[CR12]

[CR7] — The course addresses the big ideas by connecting enduring understandings across one or more units.

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

FISHBOWL DEBATES: Students, in teams, will participate in a fishbowl-style debate about a current public policy or issue in American government and politics. Each team will get a five-minute opening statement, a five-minute cross examination period, and a five-minute closing statement. Students must also have a visual that helps support their main arguments. This visual can be a chart, graph, table, political cartoon, or infographic. Students will analyze the visuals presented by other teams as part of the debate. Finally, each team is responsible for providing an annotated works cited page of the resources used to develop their arguments and questions. [CR11]

[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.

EXTRA CREDIT: Some extra credit will be provided throughout the semester. Details will be available as the semester unfolds.

HELP: If you need extra help, please do not hesitate to come in and see me.
We have teacher-student office hours on Tuesdays and Thursdays in the afternoon.. I am also available via email at kimberly.gogola@royaloakschools.org

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A.P. American Government
Unit I: Foundations of American Democracy

A. Objective:

The student will understand how the US government originated; delving into the framers philosophical differences, and eventually arriving at how federalism, the separation of powers and the Bill of Rights, evolved. Basic democratic principles and the development of a republican government will be established.

B. Essential Questions

- How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
- How have theory, debate, and compromise influenced the U.S. constitutional system?
- How does development and interpretation of the Constitution influence policies that impact U.S. citizens?

C. Readings:

- The Declaration of Independence
- Federalist No. 10
- Brutus No. 1
- Federalist No. 51
- The Articles of Confederation
- The Constitution of the United States (Articles I-VII, 10th and 14th Amendments)
- McCulloch v. Maryland (1819)
- Lopez v. United States (1995)

Primary Unit Focus:

- The philosophical foundations and documents of American democracy, including the Declaration of Independence, social contract theory, republicanism, types of democracy, and the tension between individual liberty and order/safety. (EU LOR-1)
- How the Articles of Confederation failed to adequately balance individual liberty and public order/safety, and how the framers wrestled with these questions in drafting the Constitution. (EU LOR-1)
- The compromises reached at the Constitutional Convention and the debate between the Federalists and Anti-Federalists during the ratification debate. (EU CON-1)
- The evolving relationship between the national and state governments, including the grant process, policy issues (ADA, Medicaid, marijuana), and the idea of devolution. (EU CON-1)

Instructional Activities for Unit: 1

3-2-1 Activity/Seminar.

Using the 3-2-1 seminar protocol, students discuss the “How American Politics Went Insane” article from The Atlantic. This will allow students to connect the current state of politics to important Unit 1 concepts such as popular sovereignty, republicanism, and social contract theory of government.

Students brainstorm a list of things they believe government should do by asking the question, “What should government do?” Make a list of student responses on the board. Use this list to facilitate a discussion about order, liberty, and equality. Then share the Preamble to the Constitution and have students link their list to the language in the Preamble. (EU LOR-1)

Fishbowl Debate: “TBA

(EU CON-2) [CR6] [CR12]

Analytical paper “Our Broken Constitution” due. The purpose of this analytical paper is to allow the students to examine criticisms of how the U.S. Constitution operates in modern America. Student papers must connect the issues the author explores to arguments made by the Anti-Federalists, in particular, Brutus No. 1. (EU CON-1, CON-3, CON-4) [CR10: activity]

Students engage in a Deliberative Discussion using Federalist No. 51 and Brutus No. 1. (EU CON-1) [CR10: activity]

Checks and balances graphic organizer. During class lessons and their reading of the Constitution, students create a graphic organizer detailing the system of checks and balances. In addition to the basic checks and balances system, students annotate their organizer with a list of Supreme Court cases and public policies that gave one or more branches the opportunity to check another. (EU PMI-1)

Free-Response Question (FRQ). Students respond to a textual, qualitative-based FRQ comparing the McCulloch and the Lopez decisions. The FRQ will include an excerpt from the McCulloch and/or the Lopez decision. The FRQ will require the students to understand and make connections to the concepts of enumerated, implied powers, and federalism. (EU CON-2) [CR8] [CR15: activity]

Readings/Foundational Documents-

Government in America: Chapter 1 (8-20)

The Inalienable Rights of Man

Government in America: Chapter 2 (33-55)

Government in America: Chapter 3

Schedule: Please be advised that the dates are subject to change. I will try to keep with this schedule, but as things arise, adjustments may have to be made.

9/8/20 (Tuesday)

- Introduction to the class
- Webex
- Canvas
- Block scheduling
- AP Classroom
- Syllabus (Overall)

Get to know you document

9/10/20 (Thursday)

Unit I Syllabus

How to outline

Hopes and Fears

Independent time: Fill out “Hopes and Fears” and start outline

9/14/20 (Monday)

Overview of the week

Current events/ election 2020

9/15/20 (Tuesday)

Chapter 1 DUE today with outline (8-20) Submitted by the time class begins.

Lecture based on outline

9/17/20 (Thursday)

The Inalienable Rights of Man due tod

Questions on the reading taken in class and complete work on philosophers (Google Slides)

9/21/20 (Monday)

Overview of the week

Current events/ election 2020

9/22/20 (Tuesday)

Thesis writing on theories

Group critics of thesis writing

9/24/20 (Thursday)

Quiz (Practice)

Intro lecture on the chapter 2

Annotating The Declaration of Independence and complete during Independent work time

9/28/20- (Monday)

Overview the week

What did we learn from the Declaration of Independence?

Outline pages 35-54 for today!

9/29/20 (Tuesday)

Articles of Confederation discussion/assignment

Lecture on the structure of the Constitution

The Federalists Papers reading and group assignment

10/1/20 (Thursday)

- The Federalist Papers Group Activity Cont...and connect to Brutis I (in class activity)

- What did we learn from the Federalist 10?

10/5/20(Monday)

Intro the week

What did we learn from the Federalist 10?

Intro Federalist 51

10/6/20(Tuesday)

Read Federalist 51 in class and discuss

10/8/20(Thursday)

Government in America Chapter 3 DUE with outline

Lecture: Federalism

Independent work time:

Watch Khan Academy In-class reading: US vs. Lopez

10/12/20 (Monday)

Digital Debate (Fishbowl) based on US vs. Lopez on gun rights (Format for the debate TBD)

10/13/20 (Tuesday)

Debrief on fishbowl

Lecture: fiscal federalism (Video)

Questions on fiscal federalism

Review for first test

10/15 (Thursday)

Exam I (20 minute Concept Application Question)

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